

# EDUCATION - GENERAL

1988

JANUARY — MARCH

P.O. Box 6141, Johannesburg 2000

or

Tudor Mansions, 78 Troy Street Johannesburg 2001

Address:

JOINT UNION EDUCATION PROJECT

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P.O. Box 61954, Marshalltown 2107

Address:

INTER UNION PROJECT

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ILRIG	Solidarity of labour: the	1984	30 cents
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			20 cents

# READ WHAT'S RIGHT

Library

CP Press 3/1/88

## 'The whites give and blacks take'

CP Correspondent

WHILE few leftwing orientated publications are available at the main Durban library, a number of extreme rightwing periodicals are regularly subscribed to and freely available on the shelves.

According to city librarians this was done in an effort to remain "impartial".

For example, regularly gracing the shelves since 1955 has been *The South African Observer*, the last issue of which stated: "Our most glaring racial problem is the black man. But our most critical racial problem is the Jew."

The publication carries positive articles on the Conservative Party, the Blanke Beyrdingsbeweging and the AWB. When questioned about the publication, reference librarian Livia Burdette

CP Correspondent

FOLLOWING are extracts from one of the less tasteful publications gracing the shelves at Durban's main reference library - *The South African Observer*:

● "When I visited Johannesburg and saw the enormous number of blacks everywhere, I was appalled by the

takeover from the whites and visualised Johannesburg becoming a 'greater Soweto'. Is it too late to stop the violation of everything built up by whites?"

● "The worldwide campaign against racial discrimination is the result of deliberate calculation on the part of liberals, Zionists and communists,

whose aim is to arouse anger instead of reason, to inflame the black man against the white man, and ultimately to eradicate the races and nations of this world in their concerted drive towards their new world order."

● "The white man has done all the giving and the blacks, coloureds and Asiatics all the taking."

and *Citizen* were there. *Missing* were *City Press*, *Weekly Mail*, *New Nation* and *South*.

Educational children's magazine *Upbeat* is subscribed to, but not displayed in the kiddies section.

Even the research-oriented Don Africana Library which subscribes to *The Observer* - "for evidence, so that in 100 years researchers will not be able

to say things couldn't have been that bad," - does not subscribe to *City Press*, has only just started receiving the *Weekly Mail*, and only this month placed an order for *New Nation*.

"Approach the censorship board if you have a complaint," said spokesman Brian Spencer.

Said chief city librarian Heather Moran: "When librarians leave home in the morning, they leave their

"Uniform is representative," Moran declared. "Everybody in South Africa is in the army. People can throw it in the gutter and get a ticket for littering if they don't like it. It's up to them."

Her message to the mostly black users of Durban libraries: "If you have an objection, put it in writing. We do not deal with verbal complaints." Con-

# Multi-racial school holds classes despite complaints



Daily Dispatch Reporter

EAST LONDON — A new all-race private school that could not hold classes in a King William's Town church building on Wednesday because it did not have a group areas permit continued to function in a Ciskei motel yesterday.

The financier of the school, Mr Roger Kriel, said the 50 pupils who arrived to register on Wednesday had been taken to the motel as a temporary measure after complaints had been received from people who objected to a mixed-race school in a white area.

Mr Kriel said a resident of a block of flats near the proposed site of the school, Mr Ken Kerr, had approached him after a meeting with parents on Tuesday evening and had told him the school would not be allowed to go ahead as he did not have authority in terms of the Group Areas Act.

"I told him I had a letter from the King William's Town council that gave us permission to open a pre-primary and preparatory school in Alexandria Road.

"I hadn't applied for a group areas permit because I was told that the letter from the council was all that was needed.

"I have since been informed that permission is necessary from the council, the government and the administrator of the province," Mr Kriel said.

He said Mr Kerr had been "very angry and adamant that we would not be allowed to start classes on the premises the next day."

In a telephone interview yesterday, Mr Kerr said there was "no animosity in this thing — if they had done the job right in the first place, it wouldn't have happened."

"I couldn't understand why we all of a sudden had a multi-racial school in a white area. The people that are going to attend it are probably not even from

King William's town.

"I simply asked Mr Kriel whether he had permission from the government in terms of the Group Areas Act, and from the Cape school authorities, and he said yes, when he apparently hadn't.

"If he had done his homework and the thing was all correct, it would be a waste of time objecting anyway," Mr Kerr said.

Mr Kriel said he had postponed the opening of the school on the premises to avoid a confrontation, "especially with children involved."

Families from Alice, who had intended to bring their children to the school, had received threatening telephone calls the night before and had been afraid to leave their children at the school.

"Three sets of parents from Alice arrived on the first day of school without their children because they said they were scared to bring them to King William's Town as white radicals could harm them.

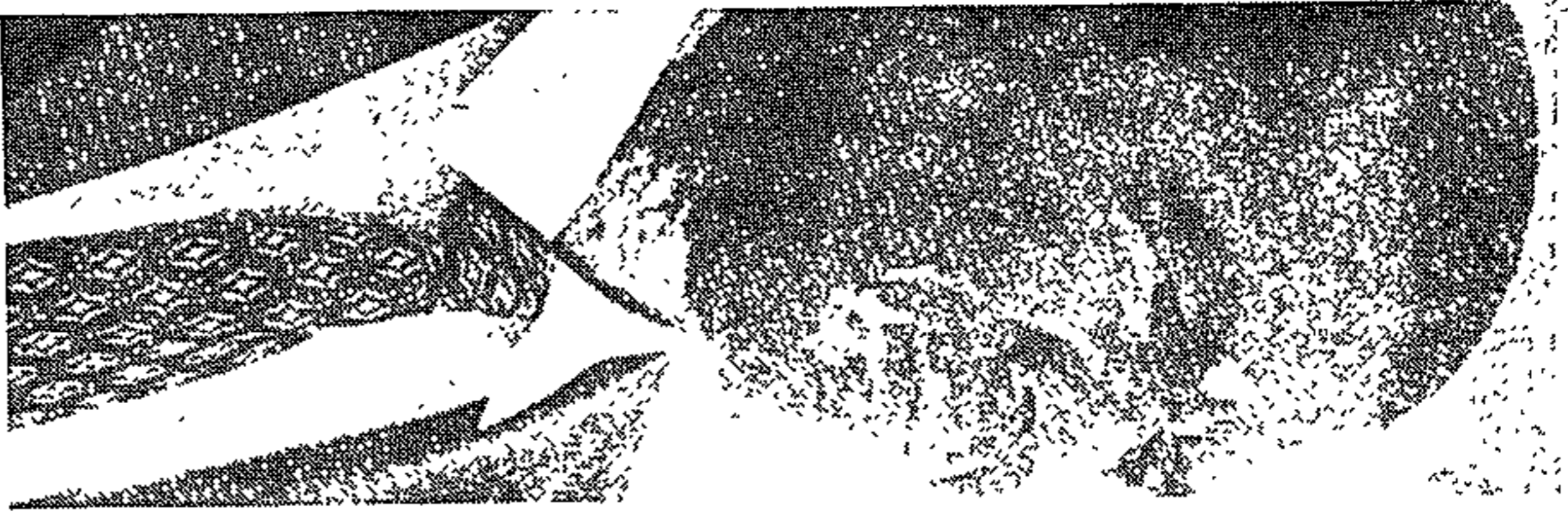
"They said the callers had definitely been white people who had tried to disguise their voices," Mr Kriel said.

The parents had indicated that they would be happy to let their children carry on attending the school, as long as premises were found in Ciskei.

"The general feeling was one of anger concerning the reaction of a minority of white people here. In fact, most of the white residents have expressed their disgust at what has happened," he said.

Mr Kriel said he would continue with his applications for permission to run the school in King William's Town, while at the same time trying to raise funds to build a proper school building in Ciskei.

"Until then we will continue to hold classes in a hall that is part of the motel, although conditions are far from ideal," he said.



# Stats - education's double-faced enemy

C/Press 3/1/88

In this article Wits mathematics lecturer THAMSANQA KHAMBULE takes a swipe at educationists who give statistics everytime the quality of black education is being addressed.

ONCE more at it. What? Black education. The controversy goes on. Since the 1953 preamble to the Bantu Education Act, the arguments for and against have been rising and falling like the waves at sea.

Three long decades have gone by, yet the controversy persists - and the momentum has increased since the 1976 student revolts.

The central theme is generally misunderstood by the official side; which I will refer to as the "other side" in this article. Blacks are more effected here because they are the chief consumers. The commodity is canned and given to them without consultation.

Perceptions vary on either side. One side, blacks, see it as poor and inadequate; whereas the other side disagrees. The two cannot be reconciled.

The official side has mounted volumes of statistical data to demonstrate their point. At face value these statistics do show that numbers in black education has increased dramatically. Quantitatively that is indisputable.

But that is where the statistics fail. They say nothing about education. The most important question is: Has, the education content kept pace with the growth in facilities and structures? How much quality still remains?

Statistics, we must remember, are like a double-edged sword; they are capable of supporting an argument or of clouding it by hiding the truth. One should not take them at face value. They are silent when it comes to education.

It must be noted that although education and schooling appear to be one, they differ markedly. Education is the trace element in schooling. After all, even primitive communities had some form of schooling, which is completely devoid of what we term education. School can be said to be the body, and education its soul. The difference between them is wide.

Black parents complain about the erosion of meaningful and useful education in black schools. The erosion has been phenomenal over the last three decades - and more so lately.

This is a depressing situation, let alone tragic. The other side fails to perceive this. This viewpoint is easily explicable. The other side's children are not part of black education. They live in

a "different" country.

Black parents are fully aware that education is the only thing that will make their children compete on an equal footing with the other side's children in diverse fields of human endeavour which include, among others, economics, politics, technology and science.

In all these areas, the white child, it must be noted, has the sole monopoly and access.

Further, it is noteworthy to mention that even the higher positions in the black education system are held, monopolised, manipulated, administered and planned by the other side.

Black parents have reached the end of the road as far as anxiety for their children and helplessness is concerned. What is even ironic, no attempt by the other side has been made to black parents' part of the solution. The other side has the solutions. Point a finger at education and they defend it with all their might. The black parent has, and is still

making, telling sacrifices to try and find a way out of this predicament.

Black parents, even the unlettered ones, know what they want for their children. They want real education. The other side has, by not understanding what all the fuss is about, exacerbated the situation.

One of the big bosses on the other side has dared to promise parity in education in the foreseeable decade. Whatever Minister of Education FW de Klerk meant by education parity in 10 years, to the black populace this is preposterous. Ten years is too long. In short, it is longer than the 300 years after Van Riebeeck.

How can a prime commodity like education be placed at par, when this par is hardly contemplated at other levels or areas?

The black education scenario remains the greatest irritant in the black community. Add the reasons for this are obvious. This state of affairs is not healthy for the country.

How can a country have the temerity to squander and ignore its greatest resources in the form of literate black people? The country is ignoring its greatest asset. The black child is crying for an education that will bring out his full potential.

# Computer-aided teaching project

COMPUTERS for Africa has launched a major project to install computer-aided instruction (CAI) networks in schools.

More than 150 CAI network systems have already been installed throughout SA, with the capability of interlinking 255 terminals offering multi-user and multi-tasking operations.

"The system has dual properties which allow scholars to assimilate information while considering the process a game and it also removes the adult threat leaving the child to

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JACQUES MAGLIOLO

work at his own rate," says company educational director Cedric Moroukian.

The network automatically records a pupil's result and offers assistance with remedial drill by identifying weak areas, explaining the problem and then resetting questions.

The system, however, also allows the teacher to monitor any station and transmit messages and correct mistakes.

Besides being easy to use, being robust and having a wealth of software available, the network offers full sound and graphic capability and extensions to permit word processors, spreadsheets and databases.

It also allows each station to act as a stand-alone computer, complete with disk drive and printer.

The cost of a 10-station network in a classroom with a single shared printer is R25 000 inclusive of software and installation, with each additional station costing R1 700.

# New scholarship to aid SA youth

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Daily Dispatch Correspondent

LONDON — The Richard Turner Scholarship, an education scheme to aid young South Africans who have "suffered in the struggle for freedom", was launched in London to mark the tenth anniversary of the young lecturer's murder.

The scholarship was established by Dr Turner's widow, Barbara, in honour of his memory and to ensure his philosophy and work will continue.

The former Mrs Turner's second husband, best-selling novelist, Ken Follett — author of spy thrillers such as *Eye of the Needle* — is the major financial contributor toward the scheme.

It will be administered jointly by the British Defence and Aid Fund for South Africa and the Canon Collins Trust.

A spokesman for the administrators said the first Richard Turner scholar had been chosen and was already in Britain studying for his A-levels.

"His name is Benedict Mpotoulo and he comes from Transkei.

"He will be busy with his studies for two years," the spokesman said.

The scheme was officially launched at a press conference in London, exactly ten years after University of Natal professor, Richard Turner was gunned down at his home in mysterious circumstances.

A newspaper advertisement co-inciding with the launch was also published, carrying a photograph of Dr Turner accompanied by his quote:

"A grossly unequal society is immoral at any time".

It describes him as "a brilliant young philosopher who fought for freedom in South Africa".

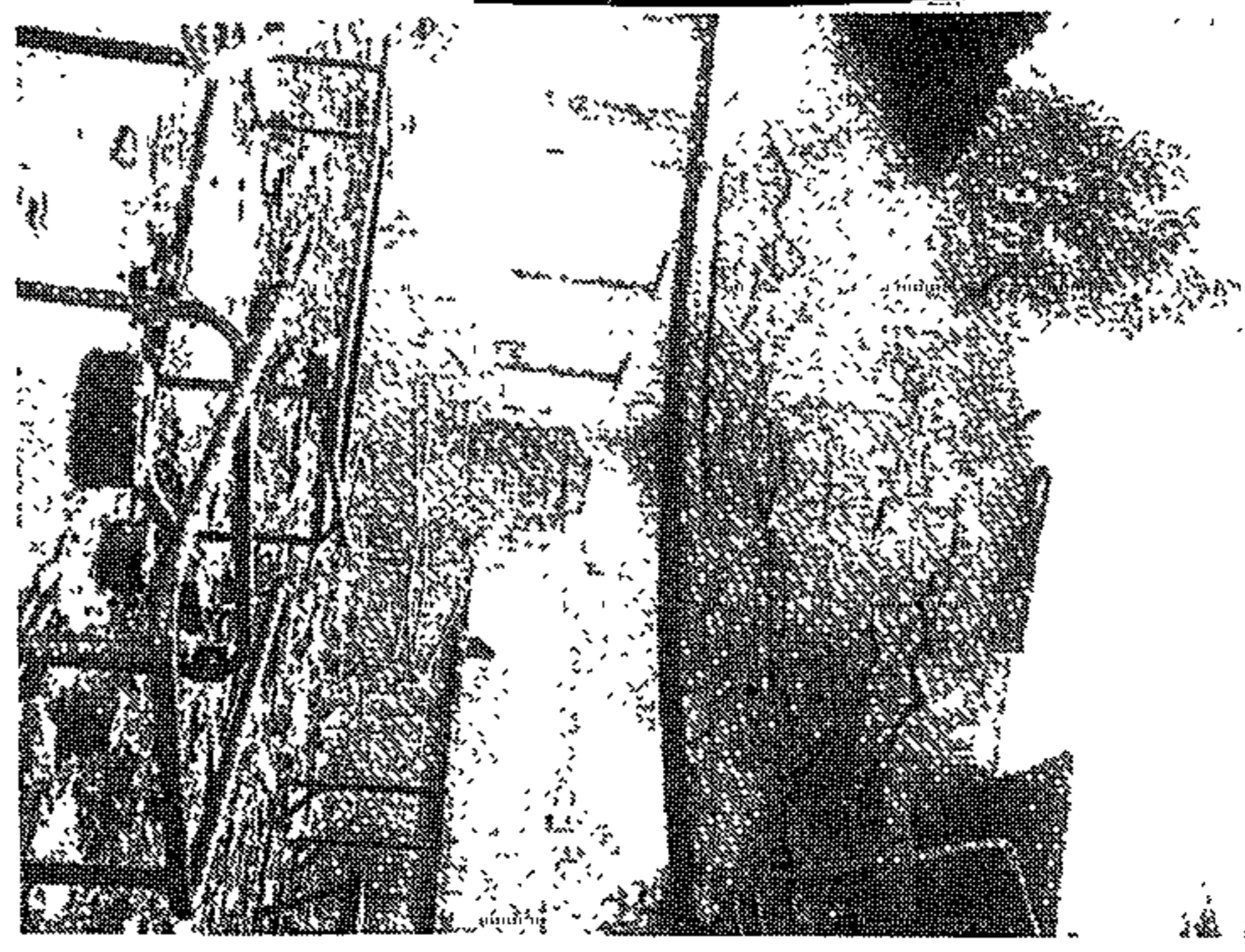


DR TURNER



# EDUCATION FILE

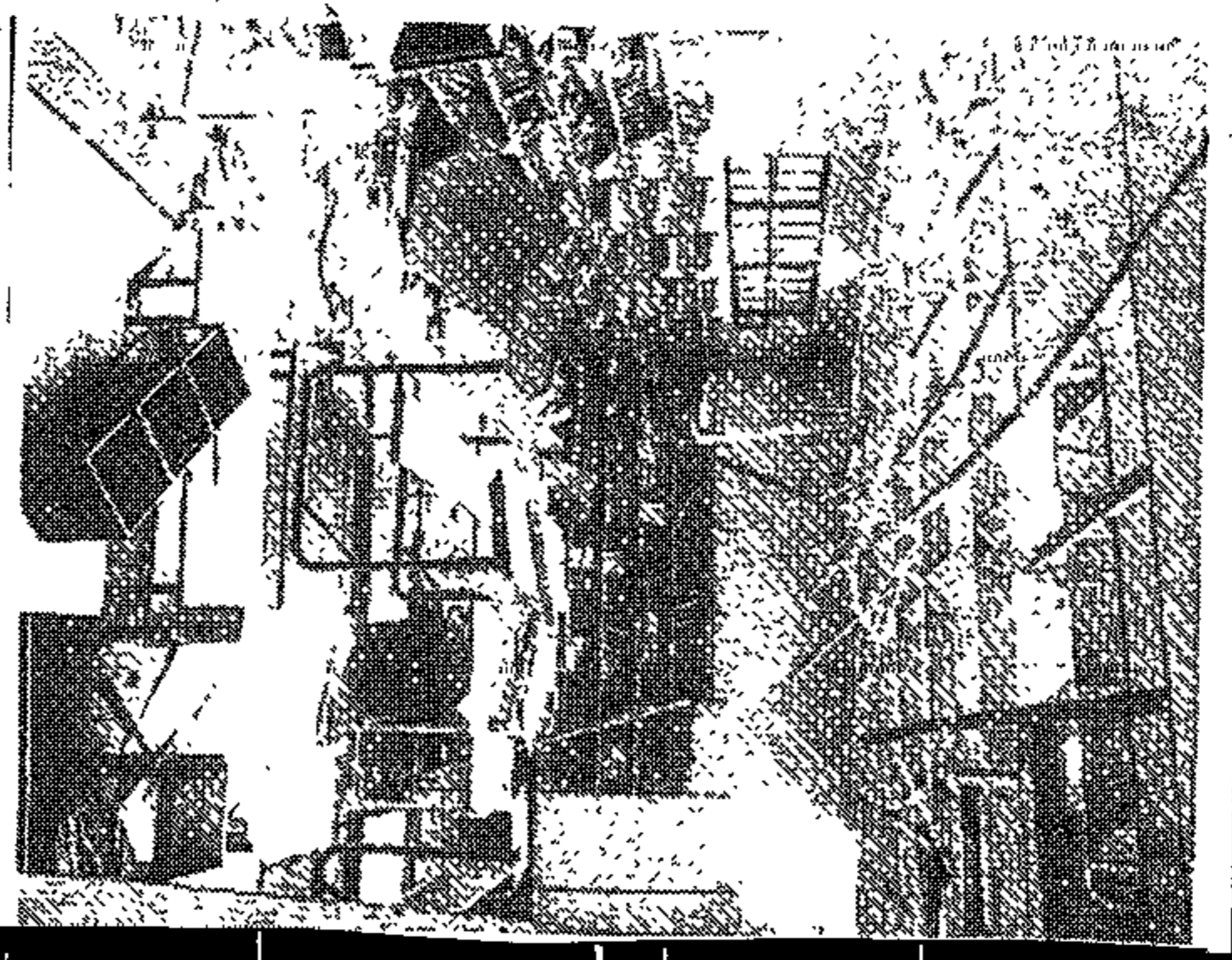
By NKOPANE  
MAKOBANE



**WVAR**

Pupils "see buildings just as buildings — what they want is education."

**Schools in ruins**



PHAFOGANG  
COMMUNITY  
SCHOOL

# TYPEWRITERS

ORLANDO  
HIGH  
SCHOOL

Soweto are in ruins as thousands of pupils prepare themselves to return to school next Wednesday when classes re-open.

Driving around Soweto this week and taking a closer look at some of the school buildings reminded me of someone who once aptly called them "war memorials".

Some of the schools such as Orlando High and Hlengiwe High in White City Jabavu are in such a bad shape that one doubts if parents will allow their children to continue their schooling there.

## **Rebuilt**

To use words of one parent: "Some of these buildings are no longer fit to be called schools. The only way for them to retain their dignity is to be demolished and rebuilt."

Almost all the schools we visited, except for some primary schools, had their windows shattered. In some schools, window and door frames as well as corrugated iron roofing had been removed.

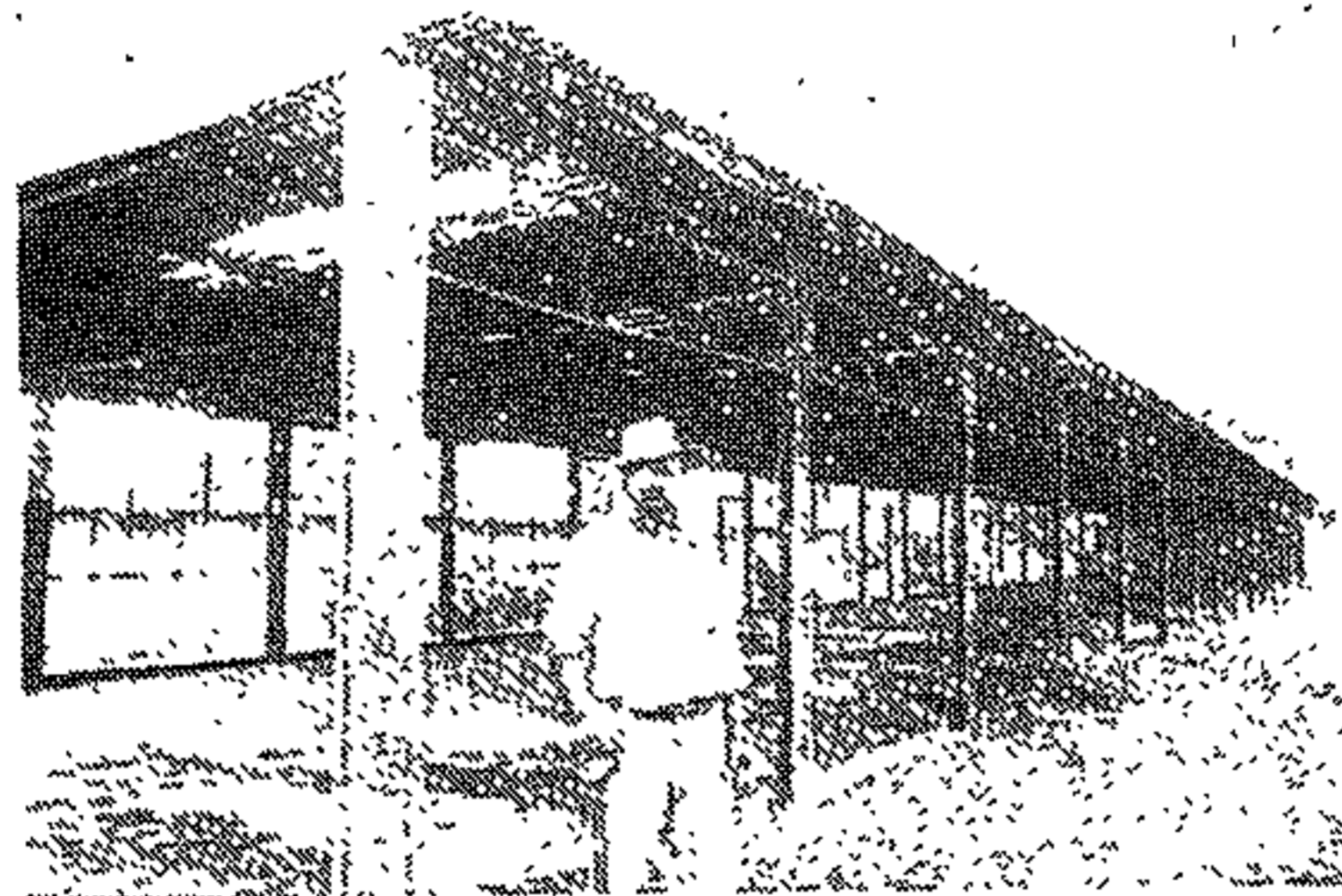
Other schools which used to have decent libraries or well-equipped domestic science centres no longer have them. Items in those classrooms have either been stolen or damaged. At other schools, wooden desks and chairs have been destroyed by fire and only the frames remain.

Orlando High, one of the oldest and well-known schools in the country, has been badly vandalised. Former pupils would find it

incredible to believe that it was their former school which has produced some of the top personalities in the community today.

Almost half of the school roofing has been removed, allegedly by people to build tin shacks. The school's laboratory is a mess, and library books have been strewn all over. There are holes in one of the walls and almost all the doors are missing.

At Hlengiwe High, which was built mostly with prefabricated material, one section of the



## **HLENGIWE HIGH SCHOOL**

**GARDENER Mr Alfred Twala in front of a section of the White City Jabavu school that used to have several classrooms. Today this section looks like a carport.**

*Pics by MOFFAT ZUNGU*

building resembles a carport that can accommodate more than 10 vehicles comfortably. Pupils at the school claim the condition has been the same since 1985.

At Phafogang Community School in Moroka and Aurora Girls High School in Zola, some sections of the roofing have fallen inside the classrooms as a result of them being gutted. In two of the classrooms at Phafogang we saw grass growing one foot high.

Many pupils and parents have expressed concern that although schoolchildren will go to school on Wednesday, they will have an excuse to loiter about because of the physical conditions of the schools.

Many said although the blame could be put on vandalism, the DET should also shoulder the blame because it had let the situation deteriorate.

Mr X said: "I put the whole blame on the department because despite the children having returned to

## **White**

"Such a thing would have never happened with white schoolchildren. It was only a matter of time for the school buildings to be damaged more because all along they had been neglected. It is high time the DET

seriously," he said.

Mr Gunther Merbold, the DET regional director in Johannesburg, said schools were repaired constantly during 1987 and this would continue in 1988.

"However, during the recent December holidays, many schools were vandalised and damaged and this added to the other schools that had to be repaired. Repairing of schools can only be done with money permitting because we are working on a tight budget," he said.

Mr Thamsanqa Kambule, the former head of Orlando High and presently a Maths lecturer at Wits University, said the sight of so many schools in such states was most displeasing.

## **'Bantu'**

This however, he said, should be viewed as a silent war against "Bantu Education". He said the children, or those who vandalised the schools, were not happy about black education.

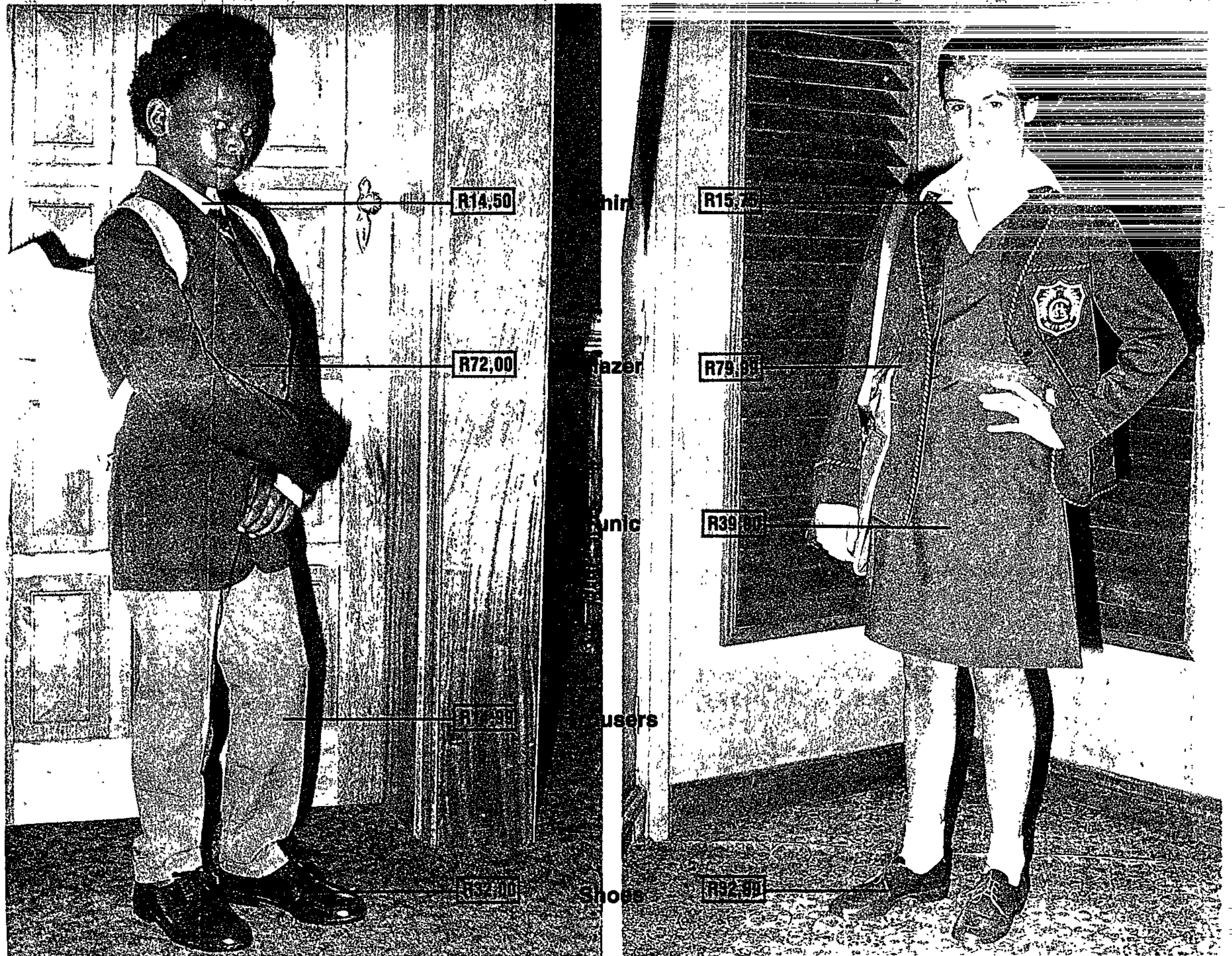
"This should be a pointer to the DET that much more is expected than what is presently offered. The problem with our education is still very big and the department has only scratched the surface. This is an old cry for equal education.

"It must be pointed out that those responsible for the vandalism see the school buildings just as physical facilities. They see buildings just as buildings — what they want is education — which they do not get from these structures," he said.



(SU) (D) DP 13/1/88

# School uniforms up 15-20 per cent



## Daily Dispatch Reporter

**EAST LONDON** — The cost of school uniforms has risen by 15-20 per cent and parents here can expect to pay about R200 to equip a Std 6 pupil with basic necessities.

The cost of dressing

boys and girls is roughly the same, but black pupils are paying substantially less than their white counterparts because of bulk buying and the use of locally manufactured rather than imported materials.

The director of a Cambridge store, Mr Elton Kingon, said the single most expensive item was the blazer, which cost R79,99 or R99,99 excluding GST, depending on the school.

The director of a supplier for black schools, Mr D. Bhika, said only a few schools required their pupils to buy blazers. "Most use pullovers

or tracksuit tops," he said.

"We are able to keep our prices down since we buy in bulk and use local cloth. It has been tested and approved by the SABS, and has helped us to stabilise prices."

It costs about R180,50 including GST to equip a black boy with a basic wardrobe.

This includes a blazer (R72,00), badge (R6,00), tie (R6,00), shirt (R14,50), grey longs (R30,00), jersey (20,00) and shoes (R32,00).

These items are 16,8 per cent up on last

year's prices, Mr Bhika said.

Black girls' uniforms are somewhat cheaper, and include a tunic (R32,00), shirt (R14,50), tie (R6,00), badge (R5,00), jersey (R20,00), shoes (R32,00) and socks (4,50). These prices are up by 10 per cent on last year's prices.

"We liaise constantly with school principals, and try to implement their suggestions to keep prices down," Mr Bhika said.

It costs about R235,00 to buy the basics for a white boy — some R55 up on his black counterpart.

This includes a blazer at R79,99, shirt (R15,75), tie (R4,95), long pants (R41,99), socks (R4,99) and shoes (R32,99).

Girls need many of the same items, but a skirt or tunic at about R28,99 replaces trousers.

Mr Elton said these prices were about 15 per cent higher than this time last year.

Another supplier, Mr John Hunter, said his business had managed to offer some items at similar prices to last year, but that the entire range had not risen by more than 20 percent.

Many schools, however, require their pupils to buy additional

items, which can push the bill well over the R350,00 mark.

These include a satchel (R20,95), swimsuits (R14,99 for boys and R28,99 for girls), tracksuit (R54,99), P. T. shorts (R12,99) and joggers (R7,95).

The manager of a Cambridge department store, Mr L.M. Marshall, said his chain of stores ran an economy line of general school clothing at considerably lower prices.

Basic blazers without badges sold at R42,99, trousers at R25,99, shirts at R11,99, shoes at 25,99, socks at R3,99 and jerseys at R10,99, he said.

20pc vacancies in white teacher training centres

# Mixed colleges will save R40m — report

**JOHANNESBURG** — The taxpayer would be saved R40-million in capital expenditure if the government allowed black teacher trainees to fill vacancies in white teacher training colleges, says a report by the South African Institute of Race Relations.

A research report, titled *Race Against the Ratios*, says that in 1986 about 20 per cent of the places at white teacher training colleges were not used.

If these places had been used to train African teachers the number being trained would have been increased from 27 613 to 30 296, an overall increase of almost 10 per cent.

The report quotes an educationist as saying that the vacancies at white colleges are equivalent to an entire college, larger than the Johannesburg College of Education.

The educationist also notes that the white colleges already possess facilities and infrastructure and black trainees would be trained at minimal extra cost.

In an interview with the author of the publication, Miss Vanessa Gaydon, an official of the

## Study: privatisation key to desegregation in colleges?

**JOHANNESBURG** — The experience of private schools, universities and technikons in desegregating their facilities in recent years provided important pointers to the manner in which teacher training colleges can be integrated.

This was said in *Race Against the Ratios*.

In all three cases, the chief motor of change was the decision of a private interest group to move ahead of the government.

The failure of government controls, such as quotas and permits, occurred because institutions did not accept them passively and sought to use them to create openings for further integration.

"The government first resisted integration, in response to pressure it then sought to control it, first through a permit system and then through quotas, usually accompanied by the threat of financial sanction, if these were not observed.

"Each attempt to reimpose control however, implied a further retreat which made segregation more difficult to enforce."

Turning to private options for integrating teacher training, the study

says that the scope for pressure at white colleges was limited by the fact they were not autonomous — their governing bodies determined their student composition.

However, the research hinted that some white colleges would be prepared to defy the government, provided they had support from the private sector.

Business representatives who have seats on training college councils would be important agents of change in this respect.

They could not only encourage their councils to opt for integration but also offer them financial and other support.

"The government has acknowledged that financial constraints inhibit its attempts to equalise education, and it may be amenable to the opening of new integrated private colleges or to the privatisation of underutilised white facilities.

"The private sector would thus appear to have considerable bargaining power if it pressed for privatisation.

"This option is preferable to building new colleges, as these facilities could provide places for at least 2 000 students," the study says.

Department of Education and Training estimated the cost of building a new college with a capacity of 990 at about R15,5-million.

Miss Gaydon points out that the department of Education and Training (DET) plans to spend R73,3-million to build new facilities, which will not be completed until the 1990s, for about 9 050 black students.

"However, more than 25 per cent of the students could be accommodated immediately at the white colleges at minimal cost since there would be no capital outlay and no need to create new infrastructure".

By the time the DET

colleges are built, the number of vacancies at white colleges will have increased further and an even greater proportion of the places the DET plans to create will be available at these colleges, the report says.

It notes that the underutilisation of white facilities is the result not only of lack of demand for places, but the declining demand for teachers in white schools.

Because of this, the government has limited student intake at white colleges.

The research also finds that spare capacity also exists in the Indian training system to cater

for black trainees.

Nothing that continuing segregation in teacher training is creating increasing wastage of facilities, the publication says that this presents taxpayers with a choice: "Parity can be achieved within a segregated system only at considerable costs — and then probably not by the government's stated target dates — and this can be funded only through higher taxes or decreases in spending on Indian or white education or both.

"While racial reallocation of expenditure is inevitable the costs will be enhanced significantly by the wastage of

present facilities and the need to create entirely new ones.

"Opening vacant places at the white colleges would immediately save some R40-million in capital expenditure alone; and several educationists confirm that quotas at these colleges can be expanded for very little added expenditure and at no risk of lowering standards."

Miss Gaydon says several educationists have argued that the quality of teachers produced by the black colleges is well below that of white teachers.

The Minister of Development Aid, Dr Gerrit Viljoen, is quoted as saying that if matriculation plus three years professional training was accepted as the minimum basic qualification for both primary and secondary school teachers, then 94,6 per cent of the teachers in his department were either underqualified or possessed no qualifications at all.

"Even if parity in teacher numbers were achieved — and segregation makes this task more costly and more difficult — the quality of teachers trained in the black colleges would lag behind that of their white counterparts.

"If the inferiority of the black educational system is not to be perpetuated black trainee teachers must enjoy access to the facilities and qualified teaching staff in the white system.

"Opening the underutilised places in white colleges to blacks would at least set this process in motion — and create at least 300 new black graduates a year at minimal cost." — Sapa

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**B**LACK 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 Racism", 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 exten-

# Integrated teacher training 'is the key'

ROGER SMITH



Black education ... where will it stand in the year 2000?

sions 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 black education system are equal to those in the white system. They say student teachers and their trainers are products of an educa-

tion 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 990 at about R15m, 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 consider-

able 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 R73m 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.

Cape Times 2/2/88

## Rival black teachers' bodies meet for talks

Staff Reporter

A HISTORIC meeting between two formerly rival black teachers' organizations — the Democratic Teachers' Union (Detu) and the Peninsula African Teachers' Association (Penata) — takes place in Guguletu today.

Five schools in the Peninsula have not been functioning because parents and pupils refused to comply with new registration procedures instituted by the Department of Education and Training (DET).

Black schools were to have opened on January 13, but the Deputy Minister of Education and Training, Mr Sam de Beer, said last week that full teaching routines would be resumed on February 3.

Detu chairman Mr Shepherd Mdladlala last night said his organization and Penata would meet at the Uluntu Centre in Guguletu today for talks.

APC Times 2/2/85 (50)

# Successful enrolment

THE enrolment of secondary school pupils in the Peninsula has been successfully concluded and nearly 8 500 applications have been received and processed.

This was said in a statement by Mr Bill Staude, the regional director of the Department of Education and Training (DET).

Mr Staude emphasized that police would not be present on the school grounds of the older Peninsula secondary schools when classes begin tomorrow.

In all cases it had been possible to place the children at the school of the parents' choice and no compulsory relocation of pupils took place, he said.

Schools' timetables have been drawn up by computer and both teachers and principals have been closely involved in preparations to ensure that schools were adequately equipped.

He said no teacher in the Peninsula had been retrenched as a result of rationalization, but that differences in total enrolments between the various schools had meant that certain teachers had to be relocated.

Daily Dispatch Reporter  
UMTATA — The Transkei Minister of Commerce, Industry and Tourism, Mr Dowa Mgudlwa, has called on education authorities to replace the principal of a Cofimvaba High School.

Mr Mgudlwa said Professor C. H. T. Lalendle, who has been principal at Daliwonga High School since the beginning of last year, should lecture at the university and not in high schools.

Prof Lalendle dismissed Mr Mgudlwa's claims as untrue. He defended his record at the school, saying that exam results had in fact improved significantly. He also said his relations with the school committee were "very good."

The minister, who comes from the area, complained of conditions at the school.

Mr Mgudlwa said that since Professor Lalendle had taken over, nine teachers, and some clerks had resigned.

Mr Mgudlwa said he noticed the poor conditions when he took his child to the school for admission.

Among the "conditions" he mentioned were:

- The compound was too bushy and filthy.
- Classrooms had no blackboards.
- The windows in hostels and dining halls had all been smashed without replacement.
- The 1987 matric results were "not enviable".

The minister praised the patience and hard work of the remaining staff members.

He said there had been a lack of discipline among students, which had resulting in unrest at the school. This in turn had led to the damage of property and had been "a matter of grave concern" last year.

# Principal defends record at school

Mr Mgudlwa said Prof Lalendle had had to leave Fort Hare University where he had been a lecturer. He had then taken up an appointment at Lennox Sebe Training College in Ciskei but again had had to leave.

The chairman of the Daliwonga school committee, Mr Bangilizwe Daba, said it was true that conditions at the school were deplorable.



MR MGUDLWA

Mr Daba said students had misbehaved at the end of the 1987 academic year, breaking tables, chairs and smashing windows.

He admitted many teachers and other staff members had resigned last year.

Mr Daba said there had been a number of complaints against the principal.

Asked if Prof Lalendle should be replaced, he said: "Yes, I definitely agree".

"We were given this man by the Department of Education. As we usually take what the

department gives us we are never accorded an opportunity to make a choice," he said.

After a brief consultation, in which he was assisted by a panel of education planners, the acting secretary-general of education, Mr C. V. Makasi, expressed shock at the complaints, and said he could not comment on the matter "at this stage".

Prof Lalendle denied that conditions at the school were deplorable and said one or two windows were broken after an end-of-year disco.

He rejected Mr Mgudlwa's statement that last year's results were "not enviable", saying that he had, in fact, improved results since his arrival.

Prof Lalendle said that, according to records, the school had 14 matric exemptions in 1985, 36 exemptions in 1986 under his principalship, and 42 exemptions last year.

He said the school enjoyed a pass rate of more than 50 per cent with four first class passes last year.

He denied that nine teachers had resigned from the school last year, saying one man had died, one had been expelled for misconduct and one had asked for a transfer to Umtata in order to further his studies.

Prof Lalendle said morals at the school were under control and not much different from other schools where students were punished for misconduct such as drunkenness.

He denied knowledge of any moves by parents to have him replaced, and said his relations with the school committee were "cordial and very good".

Asked whether he enjoyed being at a high school in view of his academic qualifications, he said he was "merely idling here waiting for a placement to a tertiary institution, a college or



PROF LALENDLE

university in the near future".

Prof Lalendle said he left Jongabantu Senior Secondary School in Nqamakwe in order to protect his salary and took up an appointment to a bigger school in Cofimvaba.

He also denied that he had been dismissed from Fort Hare and that he had been chased away from the Lennox Sebe Training College in Zwelitsha, Ciskei, by President Lennox Sebe.

He referred to certain aspects of the accusations against him as "blatant untruths".

DD 30/1/88

# Press banned from education meeting

**Daily Dispatch Reporter**  
EAST LONDON — The press was banned yesterday from reporting on a meeting where the Cape Director of Education, Dr S. M. Walters, discussed the new education dispensation.

The MP for East London City, Mr Peet de Pontes, refused to allow the press to take notes, saying the meeting was "closed".

Before the meeting Mr De Pontes approached a Daily Dispatch reporter and photographer and told them they could only take photographs and report that the meeting had taken place, but "nothing more".

He said the meeting was only for teachers, members of school committees and parents who had children enrolled at schools in the Border area.

The Daily Dispatch representatives agreed to leave, but Mr De Pontes repeated from the stage that the press was not allowed to report on the meeting.



The Cape Director of Education, Dr. S. M. Walters, addresses a meeting of Border teachers and parents in East London yesterday.

"This means you can rest assured that nothing you say will appear as headlines on the front page or maybe even the back page," Mr De Pontes told the audience.

In previous statements to the press, announcing plans for the meeting, Mr De Pontes gave no indication that it would be closed.

The meeting, which was held in the Hoërskool Grens hall, was attended by more than 400 people.

An East London city councillor and member of the Cape Education

Council, Mr Errol Spring, who attended the meeting, declined to comment on what was discussed.

Mr Spring said that as far as he knew Dr Walters had wanted to have an "informal discussion" with parents about education in the Cape.

Parents who attended the meeting said Dr Walters had told them they should involve themselves in school activities so that they could have an influence on the way education was going.

He had said parents should take advantage of the opportunity they had of getting involved in their children's education.

He had said they should seek positions on the various committees offered by schools, such as the parents/teachers association and the school committee, as well as other minor committees.

He also spoke about provisions made for dividing education in the province into areas according to the density of the child population.

Parents spoken to after the meeting said that educating a child was set to become more and more expensive.

Police ban  
on pupils  
hindering  
extended

Education Reporter

POLICE yesterday extended, till February 29, the ban on "advising, encouraging or promoting" the non-attendance of pupils at black schools in the Western Cape.

The Divisional Commissioner for the Western Province, Brigadier Roy Doring, renewed the ban originally issued from January 14 to January 28 covering the magisterial districts of Cape Town, Wynberg, Simon's Town, Bellville, Athlone, Goodwood and Kuils River.

The deputy director-general (operations) of the Department of Education and Training, Mr Jaap Strijdom, said yesterday that so far more than 8 000 pupils had been placed in schools of their choice.

Meanwhile, teachers in Peninsula black schools said this week that dozens of teachers were being transferred to other schools because of low pupil registration this year.

A spokesman, who said he represented 33 Langa High School teachers, said they were concerned about job security.

3



# Aids education in Cape schools a possibility

CAPE TOWN — The Cape Education Department is researching the possibility of introducing Aids education into schools — while the central government is to approach all education departments to try to bring home the seriousness of the disease.

A survey of headmasters here showed a willingness to conduct Aids education within high schools but a wariness — for various reasons — of departmental initiatives and a preference for exercising their own discretion — or "local option".

The director of the Cape Education Department (CED), Dr S. W. Walters, said the department "was conducting research into all relevant aspects of Aids pertaining to the educational situation."

A spokesman for the Department of National Health and Population Development said the government's R1-million Aids-prevention campaign would include contact with all the country's education departments.

"A series of meetings is scheduled with the education departments to tell them how seriously the department views the situation and to seek their co-operation at their discretion," he said.

Dr Walters said the CED had an experimental family guidance programme in a representative sample of 99 schools across the province. "This programme provides inter alia for aspects of sex education including guidance about sexually related and sexually transmitted diseases," he said.

The programme was currently being evaluated with a view to introducing it — with possible revisions — in all schools.

He expected the final report by March and he hoped it would be implemented by next year.

The question of "local option" raised by principals and other aspects of programme presentation and implementation would be determined by the result of the evaluation, which included responses from parents, teachers and pupils.

Requests by different groups to conduct Aids education in schools had been granted subject to the permission of the principal and the school committee — but only in those cases where the request involved any of the 99 experimental schools.

All other requests were turned down because they may have involved the 99 control schools involved in the study. — DDC

SM 29/1/88

# Places being sought for pupils



Black pupils some struggle to find school places.

By Zenaide Vendeiro,  
Education Reporter

EDUCATI

The Department of Education and Training has been assured by its regional offices that urgent attention is being given to finding places for black pupils turned away from schools at the start of the first term, chief liaison officer, Mr Job Schoeman, said yesterday.

Accounts of overcrowding at some Transvaal schools were published in The Star last week when the deadline for registrations expired.

Mr Schoeman said that as reports were still being received from the regions, it was not yet possible for the department to gauge the extent of the problem. But reports of "mass overcrowding" were exaggerated, he said.

He said planning for the school building programme was based on the annual growth rate of 3 percent in the primary school population and 10 percent in the secondary school population — but classrooms were built to accommodate more pupils than projected in this way.

The DET had expected an increase of 70 000 pupils this year and had built new classrooms to accommodate 104 000 additional pupils.

In various stages of planning were a further 58 primary schools and 54 secondary schools, he added.

"Surveys are conducted to establish the schooling needs of each community but we cannot be expected to plan for pupils we don't know about ... We cannot control the movement of people."

Mr Schoeman said it was possible that problems were being experienced in specific areas because of an influx of many additional pupils, most probably from rural areas, which created a distorted picture.

## AMPLE ROOM

A pupil turned away from a particular school could complain of overcrowding "but the school next door may have ample room". In some

rural areas, he said, schools were being drained of pupils.

At schools where overcrowding occurred, it was the policy of principals to give preference to pupils who attended the school the previous year, pupils from feeder primary schools and those from that particular area.

It was also policy to refuse admission to pupils who had failed twice and rather offer these opportunities to children coming up through the grades.

Mr Schoeman said acts of vandalism at schools in Soweto, where squatters had for example ripped off roofs, windows and doors to use in erecting shacks, was an aggravating factor. "It is morally indefensible to stop building projects in some areas so that funds can be used towards repairing damaged school buildings in other areas."

The DET, said Mr Schoeman, had a responsibility to distribute fairly and equally the available funds throughout the country.

He said last year 86 percent of the potential black school population (children aged six to 16 years) were actually at school. This was a major achievement. "We are moving towards a situation of universal and compulsory education."

NIC

R

# The Sunday Star and Times

## Dr Mike Bremner replies . . .

**M**Y article on selected schools around the Cape Peninsula (Weekend Argus, 16 January 1988) has been severely criticised by five irate persons (Weekend Argus, 23 January 1988) all of whom are associated, one way or another, with the teaching profession.

Because they considered my article derogatory and short sighted, I feel the need to highlight certain aspects about it which, hopefully, will lead to a better understanding of what I set out to do.

Mr Schroder and Mr Hawkins both took strong exception to the headline of the article, "Good school — Bad school" and condemned it as emotive and misleading. My original heading was: "A look at schools in the Cape Peninsula" and I agree with both writers that the journalistic permutation conveyed a false impression.

Although the headline undoubtedly contributed to the current furor, my critics took little note of the stated objectives of the article. These were:

□ TO investigate the relative academic achievements of selected Peninsula schools for the 1987 academic year.

□ TO see whether any fundamental differences exist between the results of Afrikaans — and English-medium schools.

My mission was therefore not to label schools as "good" or "bad" or "best" or "worst" per se but rather, to rank them based solely on their 1987 matriculation results.

I have no doubt that schools that performed badly on this basis may in other respects have

outperformed schools which were high on the ranking. Thus, misinterpretation of my "best" and "worst" connotations clearly added to the vehement and already justified protest from the five educationists.

**NEVERTHELESS** do object to Mr Gibbon's statement regarding one-upmanship of English over Afrikaans schools as well as the sarcasm implied in his reference to "the old school tie".

The last two years of my primary education were spent at Laatskool Haenertsburg in the Northern Transvaal, where ties were unheard of, and most of the 60-or-so pupils didn't even wear shoes!

From there I went to Hoërskool Pietersburg where strict discipline was applied, especially at the "koshuis".

My three sons, on the other hand, all attended an English-medium school in Cape Town's southern suburbs. Their sub-optimal academic performances, which epitomised the school's 1987 results, were one of the reasons that prompted me to compare this school with others around the Peninsula. So in essence, I do have some knowledge of the Afrikaans school environment, and within the ambit of my own experience, I prefer it to the generally free-and-easy approach of many English schools.

The main reason for writing the article however, was the praise given to DF Malan Hoërskool by the Argus (December 24 1987), and the remarks made by that school's deputy principal. I felt compelled to put the school's undoubtedly impressive results into better perspective by taking account of its size.

As things turned out in the ranking system I used, DF Malan slipped from its supposed first position to ninth position, and frankly, I was surprised to discover that the majority of schools ahead of it were English-medium. These findings, of course, only apply to the 1987 academic year, and the results earned at the end of this year may well reflect a very different pattern.

The data I used were those published by The Argus (December 24 1987), which listed only the names of pupils that passed, and indicated matriculation exemptions and A-aggregate passes with an "X" and "A" respectively. It was therefore not possible to include unsuccessful matriculants, or to distinguish between those registered for the matriculation exemption course and those registered for the non-matriculation exemption course. In answer a few specific accusations levelled against me, I have the following to say:

Concerned Teacher states that I made no mention of children who, because of inability to cope with higher grade subjects, are asked to leave by "good" schools simply because their continued presence would adversely affect the schools' exemption statistics. I agree that I neglected to mention this ostensible practice because the concept is so disgraceful, I cannot believe that it actually takes place.

Mr Gibbon claims that of the 10 pupils who registered for the matriculation exemption course at his school, 6 (not 4) were successful. He omitted to point out however, that 29 pupils, for one reason or another, did not register for the matriculation exemption course and two actually failed. Furthermore, unless he obtained a successful "re-

mark", which I am unaware of, the published number of successful matriculation exemptions was 5 (not 6) as claimed.

**MR** Ingpen states that I erred regarding the school classification of at least seven dual-medium. I was aware of this problem and consequently decided to classify them as Afrikaans if the name began with Hoërskool, and English if the name ended with High School.

The one thing I have sincere regrets about is the effect my article had on parents contemplating sending their children to Rhodes High School. From the remarks in Mr Schroder's letter, I do believe that this school does everything possible to nurture the talents of its pupils. To the parents with second thoughts, I would like to say that academic success is only one measure of a child's ability to cope with his or her environment, and does not necessarily guarantee ultimate success in life.

An interesting sideline of this whole exercise has been the bimodal distribution of responses to my article. The five sent to the Weekend Argus were all scathing in their attack, yet I personally received at least a dozen complimentary phone calls and four generally positive letters. This separation of the two response-populations is not due to background differences between the respondents since two of my letters were from educationists as well.

Finally, I would like to thank all the invitations to drop in for tea and visit the schools, and would like to reciprocate with an offer of beer and a chat at my place.

## WHY ALL SCHOOLS ARE NOT EQUAL

**T**HANKS to the basic decency of most children and the dedication of at least some teachers in every school, it is no doubt true that there are no "bad" schools, but it is certainly the case that, no matter what criteria one chooses, not all schools are the same. Just as some have come to embody the formula that leads to consistently good sport results, so others have come to embody the formula that leads to good academic results.

Research in the Cape Peninsula reveals that the schools in the more affluent areas and those attended by the children of wealthy Capetonians are the ones which produce the highest proportion of A grades and matriculation exemptions. In terms of these criteria at least, there is some ground for regarding these schools as "better" than others.

Schools are not equal in a host of other ways. Many of these are so obvious and observable that anyone can verify them. One has simply to drive around the perimeters of schools to verify that they vary in size, quality of location, size and quality of buildings, and number and variety of sports facilities. They also vary in terms of the funds that parents donate to the school and the support the

school enjoys from parents and ex-pupils. This support often amounts to a monumental qualitative difference between schools.

Though the department of education would be unlikely to release such information, it is a fact that all school teachers are considered by the department for merit awards and for promotability and these judgements play a role in the selection of teachers for vacant posts.

Competition for posts is not equal at all schools. Certain fortunate schools receive numerous good applications for each vacancy while others receive few or none. It seems highly likely therefore, that in terms of the department's own standards, the quality of teachers will vary from school to school and that certain schools will consistently attract and be able to appoint highly rated teachers. A similar case can be made for variations between school principals. A response from the department in this connection would be illuminating.

A research project which I recently conducted, dealing with the relationship between the home and school performance, involved a rough qualita-

tive rating by school psychologists and city councillors of the peninsula's "white" schools. That they were able to rate the schools from "very good" to "adequate" on a five point scale and achieve a high level of inter-rated consistency supports the claim that both the general public and knowledgeable professionals share the view that not all schools are equal as educational institutions.

The data from this project, which involved 15 peninsula schools, corroborated the rating of schools. It was found that the more highly rated schools had a greater concentration of their pupils in the higher ranges of IQ scores in comparison with the less highly rated schools. Nearly 50 percent of the pupils in the schools rated 1 were in the top third of the range of IQ scores, while only eight percent of those in the schools rated 5 were in this range. The data suggest that, as reflected in IQ scores, schools vary appreciably in terms of "ambiant pupil intellectuality".

A further corroboration was provided by an analysis of the number of children who had failed in each school category. Failing a standard and having to repeat a year often has negative effects

on a child and a large proportion of children so affected can have a negative effect on a school. The survey data revealed that it was the more poorly rated schools that had the greatest percentage of failed pupils (31 percent for category 5 versus 6 percent for category 1) and the greatest percentage who had failed more than once (13 percent for category 5 versus 2 percent for category 1).

The general response to Dr Bremner's article seems odd. Schools are reflections of the society in which they exist and since ours is a society based on competition and inequality, it should come as no surprise that though the state makes "white" education nominally equal for each child, the dynamics of the society and the many influences that shape education produce and sustain a very unequal education system even among the so called privileged section of the society. Certainly, some of the privileged are far more privileged than others. The advantage that attending a "good" school affords a child is no secret to South Africa's most privileged parents.

Cape Town

PROF KEN JUBBER

# MORE LETTERS

A S. Principal of a High School, not included in the survey of "Good School — Bad School", I would like to comment on his findings.

His endeavour to ensure that "next year's results are presented in a fairer manner" is appreciated as are his comments on the consideration of the size of the school.

A more accurate picture of a school's achievements would, however, need much more information than is available to Dr Bremner and to the general public. Statistics published in the press list the names of pupils who have achieved A aggregates.

There is no indication, however, of how many have failed.

A school has a responsibility towards its weaker candidates as well as towards those with natural ability. Calculations of percentages of Matriculation Exemption and A aggregate achievers should involve dividing the number of those who passed. The percentage of candidates who failed should also be a factor, a negative one, in determining the ranking of results.

Even these statistics cannot and should not be used in judging a school. A pupil since these are matriculation results for its pupils since these are taken as the measure of a young person's ability in selection for university and employment entrance. A good educator, however, is torn between coaching pupils to answer examination papers and teaching them to think for themselves. For lack of a better system of evaluation, schools need examinations but are aware of their limitations.

A school's results also depend on the community in which it is situated. The community may not be a professional one or an academically orientated one. The parents may require that their children be given a career orientated education rather than a broad academic one. The courses followed may not be those required to qualify for a Matriculation Exemption.

In assessing a school the following factors need to be taken into consideration:

■ DOES the school enable all its pupils to achieve or even over-achieve their academic potentials? The actual number of A symbols achieved does not mean very much if one does not know how many candidates had the potential to gain an A aggregate. Each symbol, whether it is an E, C or A is only meaningful in terms of the potentials of the candidates. Furthermore schools

do not all have the same spread of potentials. Some have an even spread, some a dominance of lower academic potentials and some a dominance of higher ones. A good school will make provision for the abilities of all its pupils.

■ DOES the school encourage its pupils to develop as mature, well rounded personalities with sound characters? A aggregates and Matriculation Exemption passes cannot serve as instruments for measuring these.

■ DOES the school encourage its pupils to make a valuable contribution to society? Again, the statistics used cannot reflect such a contribution.

I am grateful to Dr Bremner for his concern about popular misinterpretation of results. I appreciate too his attempts at making absolute numbers more meaningful, a system in which my own school would have reflected favourably. I do, however, feel that statistics given in the Senior Certificate press announcements cannot and should not be used as a measure of a school's worth.

**SCHOOL PRINCIPAL**  
Cape Town

It is a pity that most of your letters about the Great Matric Rumpus were written by teachers from the so-called "bad" schools. I teach at a so-called "good" school which would have failed if our matriculants did not leave with a clutch of A-aggregates and Matriculation Exemptions considering the environment from which we draw them. Equally we have failed them if we did not provide an environment in which each pupil was able to develop his personality and complete range of abilities to the full, to quote Mr Gibbon.

## Weekend Argus letters

Although I have not seen any UFO's myself, I believe that the story in the Bible in Acts II is most convincing, where Peter said that it is the "third hour" only, so no one is drunk; then comes the "talking in tongues" act! Most convincing.

I believe that such objects as UFO's do exist, and are more than likely to be thousands of years ahead of us in technology! Was it not only just under 500 years ago that the then world religionists stated that the sun revolved around the earth?

We have a very, very long way to go to catch up on their expertise!

**DENIS RAY WOODS**  
Orms River

## Allan Lamb

The article on Lamb, Allan, (The Argus January 26) states that he scored 837 runs in 10 innings, at "an average of 104,6". Shouldn't this average be 83,7 runs, or is another method used to calculate this?

**NEELS DE KONING**  
Durbanville

■ Lamb was not out twice — Editor.

Even the best school can be bad for a particular pupil and to judge a school other than by close and extended observation leads to the kind of ill-conceived foolishness that Dr Bremner produced. Every school could do better to achieve this. Do your best where you are and remember that the grass often only appears greener on the other playing fields.

**P BROSTER**  
Deputy Headmaster

**FOUND** Dr Mike Bremner's article — Good School/Bad School most interesting and informative. However there is one point on which I disagree, i.e. parents do not always have a choice of high schools for their children.

High schools in certain areas have many more applicants than they can accommodate. Result? Parents have to send their children to schools not of their choice.

It seems to me there is criteria for acceptance in many high schools as follows: 1. The A student, 2. Status quo, 3. If either parent is a past pupil.

That a child lives close to the school is not considered at all. After all who cares if a child has to travel 40 minutes on bicycle, in all kinds of weather as against 10 minutes?

**HOBSON'S CHOICE**  
Cape Town

**REFER** to your interesting article on schools in the Cape. The analysis provoked a lot of discussion among friends and colleagues with regard to what is a good school etc.

However, it was unfortunate that private schools were ignored in your article as this is the big dilemma facing most parents. Is it worth all those fees to put your child in a so-called "better" school like Bishops or is the Government education system adequate?

How about doing a comparison between the performance of Government and private schooling because that is the crux of where all the arguments and criticisms lie.

If it is for some confidential reason that private schooling will not allow publication of their figures, etc, then possibly this should have been stated. If they have been overlooked, then please reconsider doing a comparative analysis of Government and private schools. It would be very much appreciated.

Finally, congratulations on your article as it stands, for it gave a concise and unbiased approach to schooling.

**(Mrs) NICKY BRASLER**  
Constantia

**TWO** of my sons attended Mutzenberg High School. One attained a matriculation exemption and has just completed his first year BA (law stream) at UCT. He also took part in two SAU competitions, namely table tennis and cricket.

The other who only has a senior certificate was the top graduate for Hotel Management in his final year and now holds the position of Food and Beverage manager at one of the country's wide hotel groups.

Both owe their achievements to the good sound education (both academic and sporting) they received at Mutzenberg High School.

**PAST PARENT,**  
Rondebosch

## Flying saucers

It has been said there is no such person as "a perfect nut" — no one is "perfect".

The article by Jack Pleasant is most interesting, but it gives little detail to the "innards and control room" of the "saucer". The main picture from external view is very clear, although you will get the diehards who do NOT believe in such things as saying "but the beast has NOT got the 666 markings on its side".

One wonders if the disabled caretaker Eduard Meier has not taken the name "Pleitadians" from the *Book of Amos* in the Bible, Chapter 5, verse 8, or if it is just a made-up name. I do know that it contains my own first name "Denis" (as does the Shroud of Turin), but then there are thousands of men by the same Christian name in this world!

On January 6, 1988, the Cape Times published a snippet with the title: UFO baffles the "Yard", saying that a certain school girl by the name of Zena Sfeif, 16, saw, with the aid of a telescope an object "gay-green", pink and electric blue in colour banking "and hovering" above Kensington for about 30 minutes.



Dear  
Sir

# Call to pupils by 'your friends, the security forces'

THOUSANDS of pamphlets issued by "the security forces" and proclaiming "peaceful education is real education" were distributed in Cape Town's townships this week in an apparent bid to defuse tensions over next week's delayed start to the school year.

It remains to be seen whether pupils, angered by new compulsory registration procedures and a police ban on meetings to discuss the issue, will be wooed by the message.

"Your friends the security forces wishes the thousands of students starting their school year on Wednesday 3 February 1988 the best of luck for a successful 1988.

"From today our presence in the vicinity of schools will ensure a peaceful start to your education," the pamphlet read, concluding: "Peace and Education is a South African Way of Life".

Published in English and Xhosa, the pamphlets appeared on Wednesday — stating they were "issued by the security forces" but carrying no printer's name or address.

A representative of the National Education Crisis Committee in the region said he viewed the pamphlet as "a declaration that they will be occupying schools and an explanation of the kind of repression we've been seeing" — a reference to recent detentions, banned meetings and police raids on organisations affiliated to the NECC.

Police have been guarding high school premises — at the request of the Department of Education and Training — since January 11. Schools were supposed to open on January 13.

On arrival, pupils were told to report to one of three centralised registration centres and teachers to an adult education centre for "enrichment courses".

New registration forms called for pupils to sign an undertaking to obey

## Cape activists slip into hiding

ACTIVISTS in the Western Cape slipped into hiding this week, expressing fears that a "major crack-down" against organisations was imminent.

Executive committee members of the National Education Crisis Committee in the region said they were "no longer sleeping at home" following the detention of chairman Moosa Kaprey.

Kaprey, detained for three months last year, was taken from his Rylands home early on Thursday morning.

Although every member of the national executive of the NECC has been in detention for some time, in the Western Cape the organisation has been able to co-ordinate a number of campaigns during the past year.

"What we're seeing seems to indicate that the state is trying to close up the space the Western Cape had," one NECC executive member said.

He based his view on various incidents during recent weeks: at the last general council meeting of the NECC in Athlone a fortnight ago, police and Casspirs were deployed at the venue.

Parents, teachers and students were turned away from a Mitchell's Plain meeting held earlier this month to address the transfer and demotion of an acting high school principal.

Bogus pamphlets were distributed in the name of the NECC affiliate conducting the campaign to have the principal reinstated.

More fake pamphlets have been distributed in Cape Town's townships, where controversial new registration procedures have sparked an outcry. One, issued in the name of the Western Cape Students' Congress, an NECC affiliate, called on all students to register in spite of some aspects of the form being "sinister".

Recent detentions catalogued by the Repression Monitoring Group include community workers and students from Bonteheuwel and Guguletu, as well as the vice-president of the Langa SRC.

By GAYE DAVIS,  
Cape Town

school rules and subject themselves to any necessary disciplinary action. Parents had to agree to their children being disciplined, to foot the bill for any damages to school property or departmental books and to furnish written reasons for their child's absence from school.

The deadline for registration expired last Saturday and the department has stated that those who failed to meet it "will thereby regrettably have been denied the opportunity of education".

It has also warned that where insufficient numbers of pupils enrol, schools may be closed — and that where low pupil numbers result in an excess of teaching posts, teachers' jobs could be in jeopardy.

Observers believe the department's new hardline approach is a carefully thought out strategy. By barring pupils from school premises until they are actually registered, they have prevented them from meeting to discuss and mobilise around the issue. Those pupils who fail to register will then have effectively expelled themselves. There are also fears that if the axe falls on teachers, those based in "progressive" organisations will be the first to go.

The department did not respond when asked to comment on this. The Cape regional director, Bill Staude, did, however, confirm that the DET asked police to guard school premises. He denied allegations by the NECC that the DET was "provoking a schools crisis", saying it was doing its best to ensure schools were adequately equipped and properly organised to give pupils "the best educational deal possible in an orderly environment".

As the registration deadline ticked away, two meetings to discuss the issue called by the Joint Parent, Teacher, Student Association, representing the five main high schools in Langa, Nyanga, Guguletu and New Crossroads, were prevented from going ahead by police acting in terms of a ban on any gatherings where "non-attendance of schools or non-registration" was promoted.

Late last week the PTSAs of two schools launched a supreme court application for an urgent interdict permitting a meeting to be held and restraining the police from interfering unlawfully with it.

The matter was postponed until today to give the minister of law and order and the police time to file replying affidavits.

Langa High PTSA chairman Lungile Daba describes in his affidavit the shock and dismay of parents and PTSAs at the department's failure to consult them over the new procedure. While the principle of registration was accepted during negotiations with department officials, reservations were expressed about "certain aspects", he said.

The relevant official, deputy director Braam Olivier, failed to keep an undertaking to report back after reporting these to his superiors, Daba said. Instead, details of the new procedure were released on January 7.

Daba also described how people who arrived at two meetings called by the Joint PTSA — "to discuss the issue of registration in a responsible manner and obtain a mandate from parents" — were "chased away" by a large contingent of police.

Without parents' decision-making and participation there was "very little" likelihood that schooling would return to normal, Daba said.

In a replying affidavit, security policeman Captain Adriaan Trollip alleged the PTSA meeting would be used as a platform to urge pupils against registering.

Latest figures available from the department indicate that more than 6 500 students have registered for 1988. But according to *Weekly Mail* sources, registration for some schools has been very low — while some pupils are signing their forms but cancelling out the declarations in the hope that they will be re-admitted but with no strings attached.

# UK bursaries for black S. Africans

CAT TIMES 28/1/88 (50) Own Correspondent

LONDON. — More than 2 500 black South Africans will benefit from a British plan to make £21 million (about R62 million) in education grants available over the next five years.

The grants are the main feature of a package of positive measures agreed by the British government which believes this kind of assistance, and not mandatory economic sanctions, is the most effective way of helping peaceful development and change in SA.

Releasing details of the education package, a spokesman for the Overseas Development Agency said a total of £2,85m would be spent in this financial year.

British education aid has expanded rapidly from £512 000 in 1984/5 financial year, £850 000 in 1985/86 to £1,5m in 1986/87.

The grants are available through seven separate schemes.

● The postgraduate scheme makes 140 bursaries a year available for graduates with degrees in English, mathematics and science to study at a university or higher education institution in the UK.

● The Nassau Award scheme, run by the Commonwealth secretariat, provides 50 bursaries a year for postgraduate training in "key areas" at a British university.

● The British Undergraduate Scheme offers 80 — increasing to 90 — awards to study for degrees in mathematics, science, technology and social sciences at UK universities.

# Parents (50) favour (D/D) varsity (28/1/88) — study

JOHANNESBURG —  
Most parents, particularly Afrikaans speakers, favoured university education because they believed it would determine their children's future status in society.

This was a finding of a Human Sciences Research Council study into the image of technikons commissioned by the Technikon Principals' Committee.

The general belief was anyone with a university qualification was more likely to earn a good salary in a senior position than a technikon trained person.

About 60 per cent of parents preferred university education for their children.

However, there was a tendency among Afrikaans parents to attribute higher status to university training.

English-speaking whites were far less prejudiced against technical education and technikon training.

This attitude was clearly reflected in proportionately more English speaking than Afrikaans-speaking students at technikons.

"It appears the attitude of parents was passed on to the children. About 40 per cent of Std 10 pupils associated technikon training with persons who had a manual aptitude," the survey said.

"About the same percentage believed that only pupils who were incapable of achieving better than average symbols at school should go to technikons."

The fact that 30 per cent of Std 10 respondents believed students had to study much harder than technikon students to pass was further indication of the general belief that university courses were much more difficult than technikon courses.

— DDC

# Menlo Park bans black athletes again

*News 2/1/88*  
The Argus Correspondent

PRETORIA. — Menlo Park High School, which sparked the "squeegee" sports ban a year ago, has given 300 young Natal athletes the cold shoulder this year in case they bring along black teammates.

When the athletics meeting of school pupils from many parts of South Africa takes place in Pretoria on February 13, teams from Durban and Maritzburg will not take part.

Last year, Durban and Districts High Schools Athletic Association teams were invited to compete in the annual sports meeting again, in spite of the withdrawal of many contestants over the ban on Kearsney College pupil Nkululeko "Squeegee" Skweyiya.

The story made world headlines as 80 of the 277 Natal team members pulled out and the sponsoring South African Sports Foundation withdrew trophies, medals and other support.

This time, the DDHSAA telephoned the organisers who confirmed that blacks would not be able to participate.

Nkululeko Skweyiya, at the centre of the same controversy last year, said today he was sad and concerned that such an issue should come up again.

"After all the trouble I had last year, I certainly wouldn't want this to happen to somebody else," he said.



Cape Times 27/1/88 (50)

# School head faces probe on politics

A PRETORIA high school principal, drawn into a row about alleged right-wing politicking at his school, was charged with misconduct and would face a commission of inquiry, the Minister of Education and Culture, Mr Piet Clase, announced yesterday.

The principal, Mr J A van Niekerk, of the Hendrik Verwoerd High School, declined to comment.

But the retired Ned Geref church minister who delivered the controversial lecture at the school on October 13, Rev G A Cruywagen, 67, said the government "should expect to be questioned in Parliament this year" on National Party politicking at schools.

He claimed that the content of his lecture before a "spiritual preparedness" class had been based on a book which is prescribed at teachers' colleges, "Spiritual

Resistance against Ideological Terrorism," written by Dr S Roos.

This could not be confirmed by the Transvaal Education Department yesterday.

Mr Clase said in his statement Mr Van Niekerk pleaded not guilty to Transvaal Education Ordinance charges and that a commission would now be appointed.

The three-man commission would be chaired by a magistrate and would be empowered to subpoena people.

This step follows a public row between Mr Clase and the National Party MP for Innesdal, Mr Albert Nothnagel, which had been sparked by an article Mr Nothnagel had written on the lecture.

Mr Cruywagen earlier said he was not a racist, and did not promote racism, but that he had shown the children a photograph of

black actor John Kani and white actress Sandra Prinsloo kissing.

He had done this to show that the "illuminati" — the money powers which strove to dominate the world by fusing the population into a Marxist, multiracial mass — were at work.

Mr Cruywagen denied that he referred to "kaffertjies" in his lecture, and said he had been framed by a "brainpool cell" of informers in the class.

He alleged that schools in fact involved children in NP politicking, and that pupils at a Free State school had been encouraged to visit a combi — carrying NP propaganda — which had been left parked on school premises.

Mr Cruywagen challenged Mr Nothnagel to a public debate and invited Mr Clase to be present as an observer. He said he was a CP supporter and a NGK member. — Sapa

# Educated Workforce is a firm's real asset

ANCTIONS is not the major problem affecting the south African economy in the long term; it is the level of education of the workforce. Indeed, success with the latter would go a long way towards nullifying the effects of the former.

The statistical evidence is certainly overwhelming: 140% of South Africans have no education at all, compared to 0,39% for Japan; 70% of all high school students in SA do not matriculate; 130% to 50% of all first-year University students do not survive the first year.

The ratio between highly skilled and unskilled manpower in SA is 1:42, compared to Japan's 1:15, Australia's 1:11 and America's 1:6. The good news is that these figures apply to 1980, he bad news is that they have not changed that much since then. Despite recent improvements at home, those other countries have not exactly been standing still, so the relative gap is still disturbingly wide. The other worrying factor is that because of the huge First/Third world mix in SA, the country has to grapple with problems the major western economies no longer see as paramount.

Thus, while the British regularly complain about how poorly their managers, technicians or artisans

compare academically with their counterparts in West Germany, SA is still trying to get to grips with the more basic problem of literacy and numeracy.

Or to paraphrase a recent quote from Fortune magazine: "South Africa has problems in places where other countries don't even have places."

It is an undisputable fact that poor literacy results in poorly trainable workers, so in a sense the whole question of business education cannot be properly addressed until the wider issue of education for the broad mass of people is addressed. And the stakes are more economic than political: tomorrow's workforce comes from today's ranks.

"The working population as a whole will increase from 10,5-million in 1980 to 17,6-million in the year 2000. And some 5,8-million of the 7,1-million increase will come from the black population," says R. H. Lee in a 1983 report on the subject. "Of these 7,1-million jobs, approximately 5,5-million will be in the modern sector, requiring basic education and further training."

When one goes on to consider that by 1990 about half of all foreman/supervisory positions will be occupied by blacks and coloureds and roughly 80% of semi-skilled production work will be performed by blacks, the problem becomes frighteningly apparent. The recently published 56,3% matric pass rate among

black students — a meagre 2,9% improvement on the previous year — does little to encourage optimism.

A poorly trained workforce impacts first and foremost on a country's productivity. Witness a recent ad in UK papers which starkly reveals that the typical American worker produces 20% more than the typical British worker. One of the reasons given is that American workers are better trained and educated for their jobs.

The same holds true for Germany, where two workers out of every three have qualifications relevant to their jobs. In Britain, the figure is two out of every five. On a more general level, expanding UK firms are finding that they cannot fill vacancies for skilled personnel. This is especially prevalent in the booming south, where shortages of all types of people — from engineers and computer programmers to skilled artisans and secretaries — are causing severe production headaches for companies with full order books.

While the SA economy is nowhere near as buoyant as Britain's, there is a severe shortage of skills in certain key areas. A walk past any personnel agency shows ad upon ad for secretaries. The computer magazines paint a similar picture for computer personnel, and only recently a dire warning was sounded about a shortage of engineers.

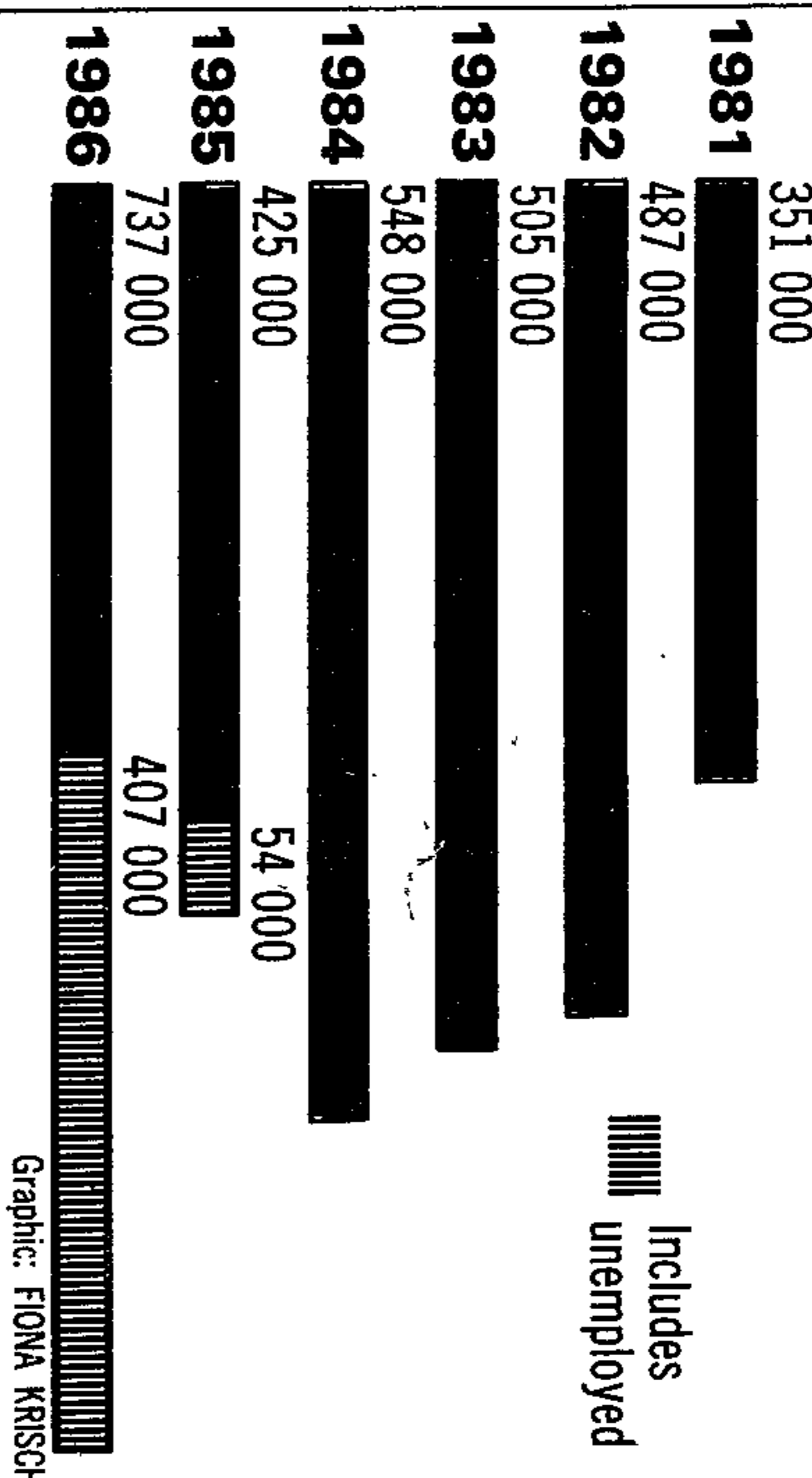
Add to all this the increasing technological level of society as well as the exodus of skilled personnel, and the case for more training becomes iron-clad.

"With the widening skills gap and the importation of skills now virtually impossible as a result of sanctions and other pressures, surely the time is now ripe to go back to basics?," asks Personnel Practitioner Fred Simonelli, writing in the authoritative magazine, Human Resources Management.

In order to function effectively, says Simonelli, a business requires the "Six M's" — money, materials, machinery, methods, markets and manpower. "Manpower has the most crucial and lasting effect on all of the rest and that is why training is so important. Manpower is the most variable and, hence, the effective or inferior utilisation of this resource can have far-reaching effects on each of the other five M's."

What is being done by government to encourage companies to send their employees for training? More than in many other developed countries, according to the department of Manpower. The British, for example, have a levy system whereby a proportion of the wage bill of a given company must be set aside for training. If the training is Manpower approved they get a rebate on this sum.

## Number of people trained on Manpower approved courses



Graphic: FIONA KRISCH

**BUSINESS EDUCATION**

**A Business Day Survey**

Written by **ROBERT GENTLE**

ment is a dud course? "In a lot of cases, yes — but not always," says Dymann. "As in all areas, the consumer has to be aware of what he is purchasing. It's the same old story of  *caveat emptor*."

(A comprehensive list of approved institutions around the country appears in the Human Resources Management 1988 Yearbook.) As to how much money companies spend a year on training, the department says that a guesstimate would be around R500m a year. This is partially based on extrapolation from a 1981 report in which 500 companies, responding to a survey, revealed they spent R112m on training.

Training departments are seldom promoted with sufficient zeal at corporate level, and do not enjoy the same status as other departments where the effect on investment is more readily perceivable on the bottom line. Thus in hard times, the first casualty along with the advertising budget is the training budget. This is illustrated in the graph during the slump of '85.

## Real assets

Yet, in advertising, studies have shown that companies that cut back on adspend during a slump see their market share diminish in the long term. Many personnel practitioners argue that the logic is exactly the same in the field of training.

The sheer choice of courses available means that companies are now able to fine-tune their personnel to a degree unheard of 10 years ago. Besides the obvious courses available in management, finance and marketing, there has come on to the market courses in everything from persuasion and motivation to public speaking and inter-hierarchical communication.

Even the traditional prerequisite for training — a matric diploma — need not pose a problem as more and more institutions are tailoring their courses to meet the educational realities of SA.

Donald Currie of international consultants Whitehead Morris, concludes the case for more training: "If you work your way backwards through the production process, you end up with your real assets — qualified personnel. Politics notwithstanding, those companies still around in 10 years time will be there largely because of the calibre of their staff."

Registrar of Manpower Training in Pretoria Roelf Dyman says that in SA, a company which sends an employee on a Manpower approved course writes off not only the cost of the course, but an additional 50%. Thus a R5 000 course would mean that for tax purposes, R7 500 would be deductible as an operating expense.

"Naturally the courses have to be Manpower approved," says Dyman. "Not all courses on offer are."

This is one of the reasons why official statistics on the number of people on training do not present the whole picture. Courses not approved by the department — and these cover all the fields from secretarial to computer training — do not show up in official figures. Moreover, a lot of training is not even declared.

For a course to be registered, the department insists that certain criteria be met in areas like the quality and content of course material, availability of facilities and the qualifications of instructors. Does this mean that a course not approved by the depart-

# Wits school making its mark

IN ITS own quiet way, the Wits Business School (WBS) has become one of the most important contributors to the smooth running of the economy.

It provides hundreds of companies with the one intangible asset without which they would not be able to function effectively: business training at senior executive level.

"The objective of all our courses is to equip the businessmen and women of the future with the best in management education," says dean and director Professor Andy Andrews. "This education is refined where necessary to meet the special circumstances in which they find themselves as managers of South African organisations."

His last point underlines one of the main advantages of the courses offered. Although classic universities may take students through months of beautiful theory from Keynes to Friedmann, WBS courses are firmly rooted in the realities of SA.



□ Back to school for SA's senior managers

mornings and afternoons filled with lectures, talks or practical sessions. Evenings are set aside for individual study.

The handbooks issued by WBS say that because of the heavy schedule, "it is essential that executives be relieved of all business responsibilities during the programme."

The cost of courses ranges from a few hun-

dred to a few thousand rands. Although lunch and refreshments are normally included, WBS is unable to offer accommodation to those participants who do not live in or around Johannesburg.

Certificates are awarded after successful completion of the courses, although their ultimate value is more than just another piece of paper to

hang on the wall. This is reflected in the fact that hundreds of companies year after year send their people to WBS.

The courses for 1988 are both generalist and specialist and cover everything from industrial relations for management to "Creating Wealth Through Mergers and Acquisitions".

## Relevance

They are tailored towards solving problems, more than enlightening managers with esoteric theory which may or may not be of use.

Professor Andrews says: "Our academics aim to incorporate issues affecting the SA environment in their courses. In addition, all members of our faculty are involved in consulting, so courses are not theory based but relevance driven."

This does not mean that course material is so rigidly restricted to SA conditions that it does not benefit from valuable cross pollination of ideas with major industrial economies. The experienced team of home-grown lecturers is complemented by a regular inflow of experts from abroad.

Besides having a string of internationally recognised degrees, visiting lecturers have many years' experience in all sectors of industry in countries as far afield as Canada and Rumania.

The courses are structured to cover the entire year, and it is theoretically possible for a senior manager to be on different courses every month from January to November. Even though most courses run for only a few days, the schedule is tight.



□ ODENDAAL

## Targeting SA's black workers

The problem with many black workers is that they are simply not as trainable as white workers. The whys and wherefores of this anomaly are painfully obvious, although they are really immaterial at this stage; the immediate problem for most companies is how to get the most out of their black workers so that they can truly benefit from the many training schemes on offer.

The Eden Management College believes it goes a long way towards solving this problem. It has been in the business of topping up the education levels of black workers since 1978.

"Our experience has shown that black workers sent to our college by businesses turn out to be better prepared for further in-house training and subsequent career advancement," says principal Stan de Yong. "We see ourselves as a launchpad."

De Yong feels that the white market is fairly well served, which perhaps explains why only 10% of his student intake is other than black. The profile of his typical student is black, educated to about Std 6 to Std 8 with a couple of years' working experience behind him.

"We take nothing for granted," says De Yong. "Concepts are explained in whatever detail is necessary before we move on to the next stage of the learning process. In fact our strong point is that our learning environment is non-threatening. We build confidence, something your average black worker at this level is unlikely to have. Yet he needs that more than anything else to get ahead at his company."

The courses cover a wide range of topics, from business education to behavioural skills development. They range in duration from three to nine months.

Last year, Eden Management College took on around 400 students, one third of whom were assisted financially in one way or another by the companies that sent them. This was in the form of either a loan or outright sponsoring. Of late, Kellogg's has made available a number of small bursaries for deserving students.

The companies which have used the services of the college include Bristol Myers, Coca Cola, Gencor, Chilliham Holdings and Robor, a subsidiary of Barlows.

THERE appears to be light at the end of the tunnel for those companies which are having difficulty training their functionally illiterate workers.

One institution that tackles the problem is management consultant group Whitehead Morris, which says its participation programme can go a long way towards spreading the benefits of training to those workers who, up to now, for reasons of education, have been excluded.

"It promotes employee involvement, develops personal initiative and teaches employees to participate in the management process even if their role is simply to provide more useful information," says director Donald Currie.

"Workers who previously felt left out of the decision-making process are now brought in. The change can be enormous and is clearly felt on the bottom line."

Quoting the case of one manufacturing company, Currie says that measurements under very strict evaluation criteria revealed a 5:1 return on training investment within three months.

The programme is the brainchild of Alamo Learning Systems in the US. Three years ago, they were called in by General Motors, which identified 30% to 40% of its hourly paid workers to be functionally illiterate — that is, their education level was around Standard II or less.

A programme was developed to teach them how to solve problems by sight and sound using diagrams, pictures and interactive video disks. The result was improved productivity and better communication between management and the shopfloor.

### Potential

Previously, due to mistrust and the general "them/us" attitude, only one in five workers ever came forward with information regarding the production process. Following the Alamo programme, this figure went up to around three in five.

Here in SA, the programme has been presented to a number of interested companies and the initial response has been positive. Says BMW training manager Paul Kruger: "It is our opinion that the programme has tremendous potential, especially at the lower level."

At least one major company is in the process of having the system rigorously tested on site with a view to adopting it as an integral part of its personnel structure.

Also active in the field of literacy training is Cultural Understanding and Language Training (Cult), a member of the Contact Group, one of the major forces in human resource development.

Cult reveals that 55% of black adults in SA are functionally illiterate — unable to read, write or communicate effectively in English or Afrikaans. Yet by 1990, 50% of supervisory and 85% of semi-skilled production jobs will be occupied by blacks.

Spearheading Cult is Rudolph Odendaal, a senior consultant who has had extensive experience in language training and adult education. He quotes the shock findings of a 1983 survey into illiteracy which showed that:

# Joining the fray in the long war against illiteracy

B/DAM 25/1/84 (50) (15)

□ Low educational levels limit the amount and kind of training an illiterate can receive, conceptual abilities are hampered, with limited retention of information;

□ Illiterate supervisors cannot cope with demands of either the job situation or formal classroom-type training;

□ Trainees have difficulty transferring skills to the job situation;

□ Duration of courses needs to be extended to allow for more repetition of information, resulting in cost increases; training programmes have to be designed differently and all communication has to be verbal; written tests and note taking are impossible;

□ A company policy to promote from within cannot be fairly applied in the case of long-term but illiterate employees, resulting in bitterness and hurt among those overlooked in favour of more educated outsiders.

The end result of all this, says Odendaal, is reduced productivity. "And South Africa's productivity is low enough as it is."

Cult aims to address the problem by providing job-related, functional language and cross-cultural communication training. The courses are developed locally, and where appropriate, content is further adapted to suit the specific communication needs of the client organisation.

The Basic English Language Training programme targets three categories of personnel:

□ Key workers being considered for promotion to supervisory positions who are hampered by their illiteracy and inability to communicate;

□ Workers and supervisors unable to cope with the reading/writing demands of their jobs;

□ Worker representatives who frequently communicate in meetings with management.

"A unique feature is the totally functional approach," says Odendaal. "Only language specific to the work and life of the trainee is taught. This results in more cost-effective use of training time."

Thus, about one third of the programme content is job specific — for example, ordering materials or reporting shortages — while the remaining two thirds is generic — for example, opening a savings account or introducing oneself.

"These issues might seem trivial on the surface, but to functionally illiterate workers they are enormous obstacles to career advancement," says Odendaal.

"From the point of view of the employer, this basic education can serve as the basis for further job training, enhanced labour relations and ultimately a more productive workforce."

# Opening date for black city schools

*AP: Times 23/1/88 (50) 226*

## Education Reporter

BLACK schools in the Cape Town circuit will begin full teaching routines on February 3 and pupils must enrol by 4pm today, the Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday.

Since the official opening of schools on January 13, pupils have only been able to fill in registration forms for the nine Cape Town secondary schools at St Francis Centre, Langa, and the Sivuyile Technical College in Guguletu.

The gates of the other seven schools, including two new comprehensive schools in Langa and Guguletu, have stayed shut.

## Improve

In a statement, Mr De Beer said 7 233 of an expected 9 000 black pupils in the nine Cape Town secondary schools for this year had registered so far.

He said that owing to the tremendous increase in the black school population and the lack of development of school facilities, "every effort has been made to provide adequate school accommodation".

"It is hoped that classes will be smaller than in the past and this should improve the quality of schooling offered.

"Parents, pupils and teachers are anxious that the 1988 school year should be a good one so those who really want to learn can get the best possible opportunity to do so," Mr De Beer said.

Earlier this week, representatives of the Joint Parent-Teachers Students Association said registration had been slow in schools, because parents were not satisfied with certain aspects of the registration form.

The convener of the ad-hoc working committees, Mr Matthew Cabadiya, said the DET had not honoured its undertaking to discuss the registration form further and some parents had objected.

At a meeting with Mr De Beer this week, Mr Cabadiya said, the deputy minister had urged the PTSA representatives to ask parents to register and other problems would be sorted out later in the year.

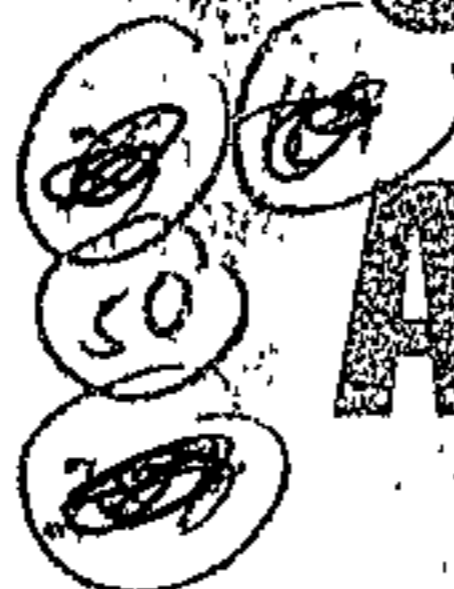
However, the PTSA's report-back meeting in Guguletu on Wednesday evening was prevented by police, and is now the subject of legal action.

# Ebrahim at

## centre of

### A-G probe

W/C ARGUS 23/1/88



Weekend Argus Correspondent

JOHANNESBURG. — Mr Carter Ebrahim is the central figure of a detailed investigation being led by the Auditor-General into the buying of schools' computer systems by his department.

The Auditor-General is investigating claims that the acquisition of computer equipment and related services by Mr Ebrahim's department were "contrary to the financial regulations and Treasury directives on financial control".

Weekend Argus is in possession of documents from the Auditor-General's office confirming the investigation.

This follows allegations of intrigue involving civil servants and computer companies in winning official approval for various systems.

Questions have been posed over alleged irregularities in the choice of computer systems for trials by Mr Ebrahim's department.

It is estimated that the cost of equipping black schools alone could run to more than R1-billion.

Cape Town sources close to the Department of Education and Culture in the House of

Representatives told Weekend Argus they believe the system which is being supplied to schools was not recommended by the educational experts in the department.

The systems which are to be the subject of the Auditor-General's investigation are Israeli-manufactured. It is argued that local computer systems would be equally effective and cheaper.

This is the second investigation to be announced by the Government in the past year.

Deputy Advocate-General Mr J C Ferreira confirmed in August last year that investigations into alleged irregularities by a locally based firm were being investigated. He said the findings would be tabled in Parliament early this year.

Mr Ebrahim was not available for comment on the investigation, but earlier in the week he vehemently denied reports of "maladministration" in his department.

Mr Ebrahim entered politics at the age of 52 when he was elected to the Coloured Persons' Representative Council as Southern Cape representative for the Labour Party.

# School for all to open in Umtata

Daily Dispatch Reporter

UMTATA — An international school which will admit pupils of various nationalities, including resident foreigners, will be opened here next month.

The school will initially admit pre-primary, Sub A, B and Std 1 pupils, the school's public relations officers, Dr D. Eghan and Dr E. Nxiweni, said yesterday.

The school is the brain-child of the headmaster of the Umtata High School, Mr Tom Wanklin, who is also chairman of the Umtata High School's Parents and Teachers Association.

He was supported by a number of people including doctors, academics, educationalists and expatriates in Transkei.

The school was registered this week with the Department of Education and it was hoped that the government would soon subsidise it.

So far over 200 applications have been received for the school.

Dr Nxiweni said the Cape education syllabus would be used as a basis.

# School organisations court bid to hold mee

Supreme Court Reporter

A SUPREME Court application by township parent-teacher-student associations (PTSA) for an order allowing a meeting to go ahead unhindered by police has been postponed until next Friday.

The application, brought after two meetings to discuss with parents the registration procedure laid down by the Department of Education and Training (DET) were stopped by police, was heard briefly by Mr Justice Rose-Innes in chambers last night.

The PTSAs had intended having an urgent meeting with parents last night.

The application was brought by the PTSAs of Langa and Crossroads No 3 high schools and a parent, Mr Matthew Sonnyboy Cabadiya.

### Role of PTSAs

The respondents are the Minister of Law and Order and the Western Cape Divisional Commissioner of Police.

Chairman of the Langa PTSA Mr Lungile Daba said in an affidavit that the Langa, Crossroads No 3, Fezeka, I D Mkize and Sizamile secondary schools' PTSAs had tried in 1987 to ensure that black education returned to normal.

"The PTSAs, to a large measure, were responsible for persuading pupils to return to school last year and also formed a joint ad hoc working committee consisting of — for each school — four parents, the school principal and his deputy and three DET officials."

"Between September and November, in meetings with top DET officials, parents and pupils said they did not object to re-registration, but to certain aspects on the registration forms which they proposed should be amended."

### Parents dismayed

"Instead, on January 7, a DET statement was issued setting out the registration procedure for pupils. Parents and the PTSAs were dismayed at the DET's lack of consultation."

Mr Daba said meetings on January 14 and 20 to get a mandate from parents to proceed with registration or to seek adjustments were prevented by police.

He said it is essential for the normalisation of schooling that parents could have a meeting.

"The deadline for registration forms to be submitted to the DET is tomorrow and the DET has threatened to close schools if large numbers do not register."

Security policeman Captain Adriaan Trollip said he was told that the intended meeting would be used as a platform for advising and encouraging a refusal to re-register pupils.

He said the PTSAs were trying to take over control of schools and to use them for teaching "alternative" syllabuses.

The matter was postponed to give the Minister and the police time to file replying affidavits.

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21-27/1/88

# Freeze on teaching posts

TEACHING posts at schools under the Department of Education and Culture (DEC) have been frozen.

This shock announcement greeted teachers when schools reopened this week.

Principals were informed by circuit inspectors that the freezing of posts were necessary because of budget cuts.

An Athlone principal said a bar on additional posts would "adversely affect an already bad situation".

"There is overcrowding at many schools and the curb on new appointments will only push up the bad pupil/teacher ratio."

The liaison officer of the DEC, Mr Thinus Dempsey, confirmed the freeze on posts. He said all vacant posts would become redundant

if not filled within 10 days.

## Latest:

THE police used the Emergency Regulations to block a meeting of the PTSA, representing township high schools, from going ahead on Wednesday night.

An appeal by the PTSA to a Wynberg magistrate to hold the meeting, also failed.

The meeting was planned to discuss the registration of pupils. Police comment could not be obtained.

Meanwhile, the situation at high schools in the Peninsula's African townships remains

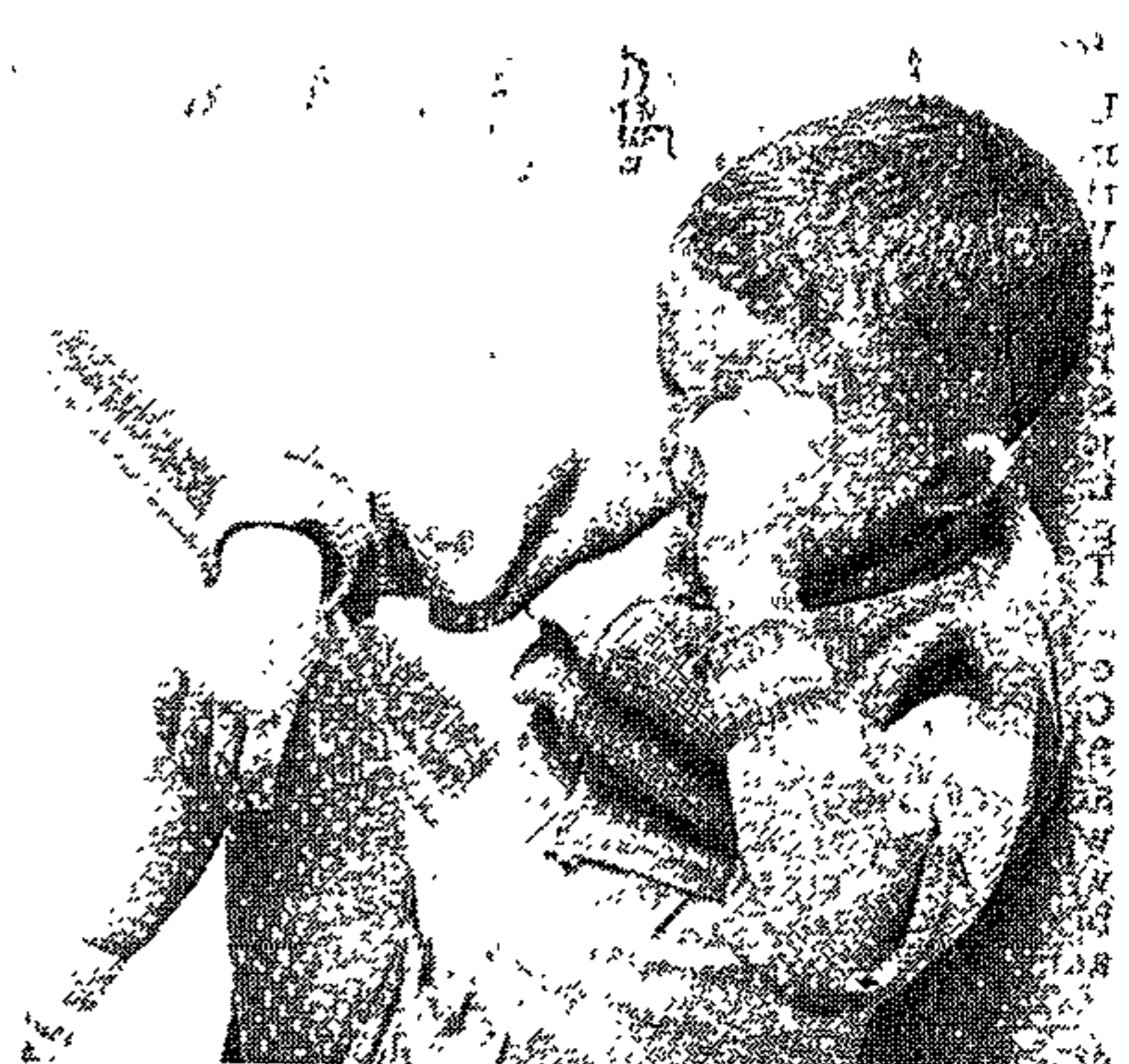
tense. Teachers said pupil registration was "slow".

The Department of Education and Training (DET) has warned that no applications for admission would be considered after January 23 when classes would resume.

DET schools were formally opened last week. The high schools were closed until pupils registered. Teachers from the high schools are stationed at St Francis in Langa and Sivuyile Technical College in Guguletu.

A mystery pamphlet was distributed in the townships this week urging pupils to return to school.

The Detu spokesperson said the pamphlet was false.



Arista Nel, left, is happy to perform a new song she learnt on her first day at school at Parkside Primary yesterday but for Adriaan Fortuin it was a day he would rather forget.

D/D 21/1/88 (50)

## Unhappy Sub As sent home early

Daily Dispatch Reporter

EAST LONDON — More children went back to school yesterday when term started at schools in the coloured suburbs.

At Parkside Primary, 162 pupils went to school for the first time, pushing enrolment figures up to 1 027.

The headmaster, Mr C. E. Vengadajellum, said more pupils are expected to return later in the term.

"We had no problems from the Sub As at the beginning of the day, but after they had been in the classroom for an hour or two, some of them started to cry and wanted to go back to their parents," he said.

At 11.30 am Mr Vengadajellum decided to call it a day for the young scholars.

"Coloured children do not have much opportunity to go to pre-school because there is only one school which can take 25 pupils," he said.

"Some of the Sub As have older brothers and sisters at the school and know what to expect, and for the rest, within

two or three days they are fine," he said.

The headmaster of A. W. Barnes Primary School, Mr C. W. November, said that enrolment at the school had been normal and 670 pupils had registered.

A hundred pupils were experiencing school for the first time, but there was only one case of tears, he said.

Greenpoint Secondary School headmaster, Mr E. D. Fray, said enrolment at the school had increased by 30 pupils from last year, to 1 450.

Other schools contacted yesterday refused to comment on enrolment without permission of the department of education here.

A spokesman for the department refused to comment and referred queries to the liaison officer for the Ministers' Council of the House of Representatives, Mr Thinus Dempsey.

Mr Dempsey said details of enrolments at local schools would not be known until tomorrow but nationally there had been a "good turnout".

<sup>B / Day</sup>  
18/8/88 (50)  
**National  
libraries  
squeezed**

**MANDY JEAN WOODS**

**BUDGET** constraints and huge increases in printing costs have reduced the amount of overseas material available to researchers using the SA Library in Cape Town and the State Library in Pretoria.

State Library director Reg Zaaiman said the library had reduced its intake of books published overseas from 2 658 in 1981/82 to only 515 in 1987/88.

During the 1986-87 budget year the library had not placed any orders for overseas books.

"The cost of buying books published overseas has increased dramatically, yet we are getting less and less to spend on books," he said.

International periodicals and journals have been affected even worse.

Zaaiman said periodical subscriptions had almost halved while costs had almost doubled.

The library received 719 periodicals from overseas this year (at a cost of R160 000) compared with 1 300 (at a cost of R93 000) three years ago.

SA Library director P E Westra said his library had suffered a similar fate, but he did not want to disclose the extent of the cutbacks.

Donations by private enterprise had not been forthcoming because neither library was registered as an educational institution and donations were not tax-deductible.

Westra said a proposal to change this had already been put to government which was considering it.

"The two national libraries are regarded as the last resource. Other libraries are in the same position and researchers turn to us as a last resort and we should be able to provide them with what they need," he said.

R.

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# WAKING THE TEACHERS

17/1/88

C. Peris

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CP Correspondent

THE experience of private schools, universities and technicians in desegregating their facilities provides important guidelines for similar action at teacher-training colleges, according to a new Institute of Race Relations publication, *Race Against the Rats*.

In the book, author Vanessa Gaydon illustrates how segregation at those types of institutions has been relaxed over the past few years.

She said the main force behind desegregation in all three cases had been the decision of private interest groups to move ahead of the government.

However, the failure of government control was not automatic. It came about because the institutions did not passively accept government controls and quotas. As one breakthrough towards integration was made, the new ground gained would be used to create further openings.

According to the publication: "The government first resisted integration, in response to pressure it then sought to control it—first through a permit system and then through quotas, usually accompanied by the threat of financial sanction if these were not observed. Each attempt to remain

## Maritzburg 'back to school' call

CP Correspondent

THE National Education Union of SA and the Natal Student Congress have called on pupils in the conflict-engulfed Maritzburg townships to go back to schools when they reopen this year.

Their call follows the disruption of education in the capital city's townships last year when the deadly fight between the UDF and Inkatha spilled into classrooms. Examinations had to be written at private venues.

A joint call by the two bodies appealed to parents, teachers and pupils to do everything possible to make this year one without any disturbances.

Black schools under the Department of Education and Training opened this week and those under the KwaZulu government will open in a fortnight.

"We call on the community to ensure that our pupils are able to exercise their right to education. All con-

cerned parties should ensure that nothing will stand in the way of our education," said the organisations. Both Neusa and Nasco thought a normal return to schools in the Maritzburg area would be possible only if troops were removed from the townships and vigilantes ended their activities.

They reiterated their commitment to the demand by the National Education Crisis Committee for the creation of a non-racial educational system. —

pose control, however, implied a further retreat which made segregation more difficult to enforce.

"Thus the permit and quota systems, while falling short of demands for full integration—and in some respects an attempt to thwart it—proved unworkable as a means of control and opened up new avenues for integration." Private enterprise groups were able to challenge the government and move ahead of it "only because they commanded resources which the government needed and might lose if it obstructed them".

In the case of technicians, these resources were financial. The schools and universities had influenced them because they provided education to pupils and

students.

It was also pointed out that the institutions in question had engaged in private negotiations in which official decision-makers were offered the option of retreating without publicly losing face. As integration had already begun independently of the government, the trend could be reversed only at a relatively high cost.

According to Gaydon, officials thus preferred to accommodate change and at times co-operated with reformers. On private options for integrating teacher-training, the study pointed out that the scope for pressure at white colleges was limited by the fact they did not have the same autonomy as universities or even

technicians.

Governing bodies at universities and institutes were permitted to determine their student composition to a certain extent. In the case of the technicians, this gave business, with its majority on the governing councils, added leverage. The government's determination to resist change therefore would be tested only if it faced pressure for integration from the white colleges. Some prospect of this exists as some rectors of white colleges support the opening of their institutions.

However, researchers for the publication found that interviewees hinted that some white colleges would be prepared to defy the government provided

undermined if the colleges themselves were to begin integrating.

"A necessary step towards integration may be the granting of greater autonomy to colleges. At both universities and technicians, autonomy was vital to their integration ahead of the government.

Some educationists suggested that a first step could be to place the colleges under the control of nearby universities.

It was pointed out that there was a precedent in this respect: Bophuthatwana colleges of education have been placed under control of the university, an experiment which has apparently been a success.

Pressure from the colleges was, however, not the only route to integration. "The government's willingness to allow integrated private education—and business' role in funding teacher-training, suggest that there are avenues for private funding of teacher training provided this is integrated.

The government has acknowledged that financial constraints had inhibited its attempts to equalise separate education. It could thus agree to the opening of new integrated private colleges prior to the privatisation of under-utilised white college facilities.

This type of action could be negotiated with the Department of Education and Training which seems more amenable to change than the white departments.

The publication also pointed out that the private sector might have won some bargaining power through embarrassment caused to the government by under-utilised white colleges being closed when there was a desperate shortage of facilities for blacks.

"The private sector would thus appear to have considerable bargaining power if it pressed for privatisation, and might enjoy some support from within the government.

"This option is, of course, preferable to building new colleges. These facilities could provide places for at least 2 000 students almost immediately with very little capital outlay."

Gaydon said the teacher shortage in African and coloured schools was an incentive for private action to hasten the integration of teacher-training.

C/Pren 17/11/88

# Pupils pay

By STAN MHLONGO

THE parents of about 300 000 pupils who attended school for the first time this week were in line for a rude shock they were asked to pay between R10 and R15 school fees.

The 300 000 pupils joined two-million others estimated by the Department of Education and Training to have returned to school this year.

DET spokesman Edgar Posselt said the amount paid for school funds varied from school to school and was determined by school committees.

He stressed that as far as his department was concerned "education is free".

City Press investigations found that new pupils had to pay more than the normal R5 school fees to help cover the costs of repairing riot-damaged schools.

Parents interviewed were angry and claimed that some of them were forced to abandon plans of sending their children to school because "of the high fees".

A teacher at one Vaal

# for past years' damage

school, who asked not to be named, said: "As a parent and a teacher, I was simply stunned by the decision for Sub-A youngsters to be forced to pay for repairs to damaged schools on the very first day they entered their classrooms."

The principal of Naledi Lower Primary School in Soweto said: "If the parents have any complaints, let them make them to the school committee."

An Evaton parent, Anna Mokotudi, said she had to pay R15 to have her daughter admitted to a Sub-A class.

"I don't understand how my child - who was very young or not born when delinquents burnt schools in 1976 and 1984 - can be expected to pay for repairs of the damaged schools," she said.

Another parent, George Magagula, of Soweto, said: "How can they expect black pupils to continue their education when they are scaring them away by charging high school fees?"

Another teacher said pupils at his school were only forced to pay for major damage to school buildings - repairs to walls and the roofing.

"The school committee calls meetings at which parents are asked for money to make repairs to damaged doors and windows," he said.

Meanwhile, the DET built 600 new classrooms, 30 new lower primary schools and 20 secondary schools in the past year.

## retrenched says Dhlomo

tion of existing schools and teacher-training facilities must be addressed immediately".

This would entail the re-employment of these dismissed teachers to ensure that every available human resource was utilised to the full.

However, Dhlomo accepted that rationalising education in KwaZulu/Natal would drastically increase government spending on education in the area.

He further went on to say legislation should provide for a provincial education council representative of the entire "education community", elected representatives of school committees, departmental nominees, members of

teachers' and parents' organisations, religious and cultural interests, and local government.

"Race will cease to be a criterion for admission to a public school, with the only applicable criteria being appropriate residential, age and academic qualification," said Dhlomo.

Citing demographic factors, he said: "This does not necessarily mean, however, that all schools will automatically be intergraded."

"They will continue to serve the needs of their particular geographical communities while the short to medium-term prognosis is likely to be that many schools will become fully intergraded."



**Fatima Meer... is optimistic.**

# Matrics <sup>C/pen</sup> are still <sup>17/1/88</sup> waiting <sup>(50)</sup>

By VASANTHA ANGAMUTHU

TEACHERS and pupils at Natal's experimental multi-racial Phambili Institute are eagerly awaiting the matric results of 80 pupils.

Good results would mean the institute's one-year-old multi-racial test has been successful.

According to an institute spokesman, the delay "is stretching the nerves of pupils and teachers".

He said he could not understand why the pupils, who wrote through the Young Men's Christian Association, had not received their results.

"We are trying to figure out why, while it seems the results are out, Phambili has not received them," he said.

Numerous queries had been made to the Department of Education and Training but a satisfactory reply had not been received, he said.

Another spokesman for the institute, Professor Fatima Meer, said although no detailed results had been received, indications were that they were favourable.

Meanwhile, the Kwa-Zulu Department of Education and Culture was awaiting further information from the DET after the results of seven high schools were withheld pending investigations into cheating.

The schools are Hambangendlela, Ivungu, Msinga, Ndakane, Ngamathi, Siphesihle and Ziphathole.

A spokesman for the DEC said the DET had promised that pupils would be told why their results were being withheld.

The Natal branch of the National Education Crisis Committee has sent an urgent memorandum to the Minister of Education and Training, Dr Gerrit Viljoen, highlighting anomalies in black education.

The action was described as an attempt to "ensure some normalisation of black education in Natal".

It highlighted the non-admission of some pupils to schools, the "inadequate" supply of stationery and books and the detention of pupils.

It was also sent to Minister of Law and Order, Adriaan Vlok and the Minister of Defence, General Magnus Malan.

SOWETO schools opened this week for the first term, faced with the problem that many school buildings have been badly damaged or destroyed. Some principals did not even have offices to operate from.

At some schools, teachers were milling around the yards with no staff-rooms to work from while others sat in their cars, baffled.

Department of Education and Training (DET) officials said the schools were destroyed during unrest last year. However, when the situation later returned to normal, "vandals took it upon themselves to destroy the schools"

SIPHO NGCOBO

# Staff, pupils find schools destroyed

One of the seriously damaged schools is Orlando High school in Orlando East. The walls of some of the blocks have been flattened while others have no roofs. The school was deserted save for a handful of pupils who had come in to enrol.

The principal did not have an office and had to utilise a caretaker's cottage situated within the school grounds.

She declined to be interviewed. Pupils said they had been told that no schooling was going to take place at the school this year. They said a school was being built for them in the area.

Hlengiwe High in White City also has structures that need to be rebuilt, while Meadowlands High and Lavela are also in bad shape, with many windows shattered.

Sapa reports that DET public relations officer Edgar Posselt said it was the responsibility of the community to see to it that school buildings were taken care of.

In the the past, schools were damaged during unrest-related incidents, but since the beginning of last year, when normality, peace and calm were experienced in schools throughout the country, vandalism became the order of the day, Posselt said.

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Sowetan 15/1/88

Myeza bids pupils to stay in class

# Azapo call 'for school'

THE Azanian Peoples' Organisation has urged all students and pupils to remain at school while problems that are "deliberately created" by education authorities are being considered by the organisation together with other education organisations countrywide.

Mr Muntu Myeza, Azapo's publicity secretary, said yesterday that his organisation's education secretariat is nearing the completion of the consolidation of an education programme for 1988.

"Our programme has taken six months to put together nationwide. We shall announce it at an education conference to be convened before the end of February.

"We are confident that after such an

extensive consultation, the schooling problem will be resolved without the interruption of the school year despite the DET's obstinacy," he said.

Meanwhile, Putco has announced that it will now continue to subsidise scholars' fares until the end of the year. Earlier this month the bus company said it would continue to subsidise the scholars fares until the beginning of February.

In a statement yesterday, the company said it had reached a temporary agreement with the Government. For 1988, scholars' only additional commitment would be the annual fare increase which had already been implemented jointly with the general fare increases on December 21, 1987.



# 15% of city pupils have 'disorders'

Cape Times

14/1/88

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## Education Reporter

BEHAVIOUR disorders are widespread among children in Peninsula schools, according to a report in the latest SA Medical Journal.

A study conducted by the child and family unit at Red Cross Children's Hospital showed that up to 15% of pupils have behaviour disorders, but the incidence could be much higher as no special schools were included in the study.

### Among boys

According to parents' reports, 21% of the 10-year-olds and 17,6% of 13-year-old children met the criteria for behaviour disorder. The percentages according to teachers' reports were 9,5 and 10,5 respectively.

The study found behaviour disorders occurred with greater significance among boys, pupils older than the expected age for their standard, pupils with an intelligence quotient below 100 and pupils who had a learning disability.

Six English-medium primary schools and 12 English-medium secondary schools in the southern suburbs of Cape Town took part in the study.

### Treatment facilities

Parents and teachers filled in questionnaires in which they were asked to rate items of behaviour on a three-point rating scale as to whether various types of behaviour were absent, present occasionally or in marked degree.

The report concluded that the mental health needs of children and adolescents in South Africa required comprehensive documentation with a view to the provision of adequate treatment facilities.

It was questionable whether current guidance and school psychological services were able to cope with the numbers of children and families requiring assistance, the report said.

# Boycott rumours

## as pupils return

PORT ELIZABETH.-  
Rumours of a school boy-  
cott failed to disrupt the  
return to school this week  
of thousands of Eastern  
Cape pupils.

A spokesperson for the  
PE Students Council, said  
the rumours about a boy-  
cott had been spread by  
"elements" to cause con-  
fusion among pupils.

The council called on  
pupils to return to school  
and register for the full  
academic year.

The rumours were fu-  
elled by reports of  
dissatisfaction with the  
results of the 1987  
examinations and the  
compulsory payment of  
school fees.

"As we have stated pre-  
viously, the problems  
should be discussed joint-  
ly by pupils, teachers and  
parents," a council  
spokesperson said. - *Pen*

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Sanz

14-20/1/88

# Parent outcry at rise in school fees

By ADA STUIJT  
Tygerberg Bureau

ARGUS 14/1/88  
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MOST white Government schools in the Cape will be forced to increase their "voluntary" fees this year, according to Mr J N Moolman, chairman of the Parow School Board.

Mr Moolman was approached for comment after parents of children at the Boston Primary School in Bellville complained that "voluntary" fees they had been asked to pay this year were "exorbitant".

The increase was the result of new belt-tightening procedures announced by the Cape Education Department in September, Mr Moolman said.

Among other things, schools now had to pay a percentage of their telephone accounts and contribute to the upkeep of their grounds.

In the past, Government schools reclaimed this money from the department.

Schools had also been asked to cut water and electricity costs, said Mr Moolman.

However, no school would be closed if it was unable to meet expenses from its voluntary school fund.

(Turn to page 3, col 7)

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## Fees 'rather excessive'

(Continued from page 1)

"I want to emphasise that the fees, set by each school committee, are not used to pay for children's education," he said.

"No child will be refused an education if the parents cannot pay the voluntary fees."

Given details of Boston Primary's new fees, he expressed surprise and said they seemed "rather excessive".

### THREE TIMES HIGHER

Parents have been asked in a letter from the school committee to pay R300 for one child and R450 for two children this year.

Last year's fee was R120 for one child.

Parents said the new fees were about three times as high as those at other schools in the northern areas.

Most other primary schools which have raised their fees

since last year were asking for up to R100, parents claimed.

Dr M B Hanley, the deputy chairman of the eight-member Boston Primary school committee, said the fees were not out of line with other English-language schools, although Afrikaans school fees tended to be lower.

"English schools tend to work through their school fees and have fewer fund-raising projects, like fetes, than Afrikaans schools," he said.

"Our budget last year ran well over R100 000 and now that the Province is no longer paying for certain items, we expect our expenses to be much higher."

He said school funds had to pay for items such as pool upkeep, photocopying paper, music sheets, library books and special projects such as a new school bus, which cost R30 000.

ARGUS 12/1/88

# 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" facilities.

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.

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 numbers by 1996 (the DET's target date for achieving 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 facilities 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

# Teachers reassured on retrenchments

Staff Reporter

ARGW 2/2/88

THE Department of Education and Training has dismissed fears that teachers at Peninsula schools have been retrenched.

The regional director, Mr Bill Staude, said differences in enrolment for the department's seven Peninsula schools, which open tomorrow, meant some teachers had had to be moved to where they were needed most.

Principals had been closely involved in these moves and no teacher was without a job, Mr Staude said.

In an apparent reference to pamphlets distributed in the townships last week, he added there would be no police presence at the opening of the "older" schools.

The pamphlets, from "your friends, the security forces", said: "From today our presence in the vicinity of schools will ensure a peaceful start to your education."

## CRITICISM

Meanwhile, the DET has defended the duties given to teachers during the two-week delay in the schools' opening.

The department was reacting to criticism by the Democratic Teachers' Union and the Peninsula African Teachers' Association, which condemned the need for teachers to produce identity cards to enter schools, to cut their holidays short to attend courses "of no educational value", and to report at schools to count stationery, text-books and furniture.

A department spokesman said teachers had to produce identity cards because only authorised people were allowed on school premises during enrolment.

He confirmed that "workshops on professional matters" had been held, which he said were very successful and had resulted in "positive feedback".

The spokesman said teachers' duties included ensuring that pupils would be supplied with stationery and books.

while the chairman, Mr Kobus Potgieter, looks on.

DD 04/02/88  
Daily Dispatch  
Reporter (50)

# Display on Dias arouses interest

EAST LONDON — A display on the Dias Festival, compiled by municipal library staff, is generating considerable public interest at the central library here.

The exhibition sketches the background to Dias' historic voyage 500 years ago, and traces the progress of the modern-day caravel from Portugal to Mossel Bay.

Library staff have collected numerous newspaper and magazine articles on the subject, as well as photographs,

souvenirs, posters and a map plotting the course of the caravel.

Highlights include an article on seafaring instruments used by navigators of yesteryear. These include: the astrolobe, (used to record latitudes and the height of the sun), and the hou-

rglass (used to record the passing of time).

The library's cultural and library manager, Mrs Mary-May Davidson, said a staff artist, Claudi Hiles, had taken photographs of the festival during a recent visit to Mossel Bay.

Mrs Davidson said many pupils had visited the exhibition, since schools were setting projects on the festival.

"We have built up a comprehensive file on the subject, and would be happy to assist schools by making this information available to them," she said.



A library assistant, Tracy Landman, points out items of interest in the Dias Festival display at the Central Library to Crystal Capp of West Bank High.

DD 02/04/88

Crystal Capp

ARCUS 2/2/88 (50) ~~2/2~~

# Call for 'peaceful' return to school

**Staff Reporter**

THE National Education Crisis Committee (NECC) and its student affiliates have called on township pupils to return to Peninsula schools in an "orderly and peaceful manner" tomorrow.

In a statement today, the NECC regional executive said it gave its full support to the decision by the Western Cape Students' Congress and Joint SRCs that pupils should "act in a disciplined manner and avoid

confrontation".

The NECC, a United Democratic Front affiliate, said the pupils' "responsible" approach showed their desire to continue with their schooling with "a minimum of interruption".

The NECC also appealed to the police and security forces to "allow conditions for pupils, teachers and parents to meet and consult freely in order to create a stable educational environment".

● The NECC has condemned

the detention on Friday of another of its regional executive members, Mr Mark Splinters.

Mr Splinters, known to many as Mr Mark Parker, is a pupil at Manenberg Senior Secondary School.

There are now three members of the NECC's regional executive in detention, the others being the chairman, Mr Moosa Kaprey, detained on January 21, and Mr Ziegfried McConney, detained on September 8 last year.



4/2/88  
Black school  
enrolment

Staff Reporter

ENROLMENT at the five older black schools in the Peninsula was "most encouraging" and things were going "exceptionally well" the Department of Education and Training (DET) said yesterday.

Mr Bill Staude, regional director of the DET Cape region, said he found yesterday's return to school "most encouraging" and wanted to thank parents, teachers and pupils for making it possible.

● Meanwhile the All African Students Action Committee and the Azanaian National Youth Unity have deplored the refusal by the Department of Education and Training to release the matric results of the ex-detained students.

# No school: The classes are still wrecked

HUNDREDS of students have been turned away from township schools in Port Elizabeth, Uitenhage, Grahamstown and Graaff Reinet because of lack of space.

The crisis has risen because schools damaged during the 1984-86 school boycotts have not been rebuilt, according to the Eastern Cape Education Crisis Committee (ECECC) and the Eastern Cape Students Council (Ecasco). More than 15 schools in the area were destroyed and 22 damaged during the boycotts.

In a joint statement this week, ECECC and Ecasco also blamed the crisis on "unnecessary resolutions taken by the Department of Education and Training without consulting parents, teachers and students".

Among resolutions are a DET-set limit on student numbers and a ruling that students must be accompanied by a parent in order to register.

The two organisations also criticised a decision to allow school principals to set compulsory school fees.

The DET Cape Regional Representative said yesterday students were required to bring parents when they registered because "many children migrate to city areas without their parents' consent. It is our desire to attempt to assist parents towards their goal of a united family."

On overcrowding, he said "the ongoing process of providing additional facilities is determined by enrolment, funds, area growth, etc. Damaged schools must be added to the priority list according to these variables.

"Those (pupils) unable to be accepted at certain schools have been directed elsewhere." — PEN

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W/Head

5-11/2/88



lated, light thundershowers over the south-western parts.

This coincides with a drastic reduction in the creation

# Principals 'warned off politics' <sup>Star</sup> <sup>5/2/88</sup> (5)

All headmasters, their deputies and heads of departments of Government schools in the Pretoria area are believed to have attended an education department meeting in the city yesterday at which they were warned behind closed doors not to become involved in politics.

The meeting followed an official investigation into charges of misconduct against a Pretoria headmaster who allegedly was present when right-wing politics were preached to a group of Std 9 pupils at his school. — Pretoria Bureau.

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Sunday Star: be

# EDUCATION FILE

By NKOPANE  
MAKOBANE

# MATRIC 'PROJECT'

THE Std 8 to 10 supplementary tuition offered by the Azanian Students' Movement at several universities and also at Funda Centre in Soweto is to start in March.

Mr Thami Hlekiso, Azasm's president, said the tuition programme

unqualified teachers attributed to this state of affairs.

The BSSP's tuition programme is offered at the following universities: University of Cape Town, University of Western Cape, University of Natal (Durban), University of Natal

be given on Saturdays. Subjects offered include Mathematics, Physical Science, Biology, Economics, Accountancy, Business and Geography. Apart from these subjects, pupils are also given guidance on future careers.

(Wentworth), University of the North (Turffloep) and University of the South (QwaQwa). According to Mr Hlekiso, classes at these universities will this year be offered on Saturdays as well as during the week. As for Funda Centre, classes will only



Mr THAMI Hlekiso ... president.

# Christian school

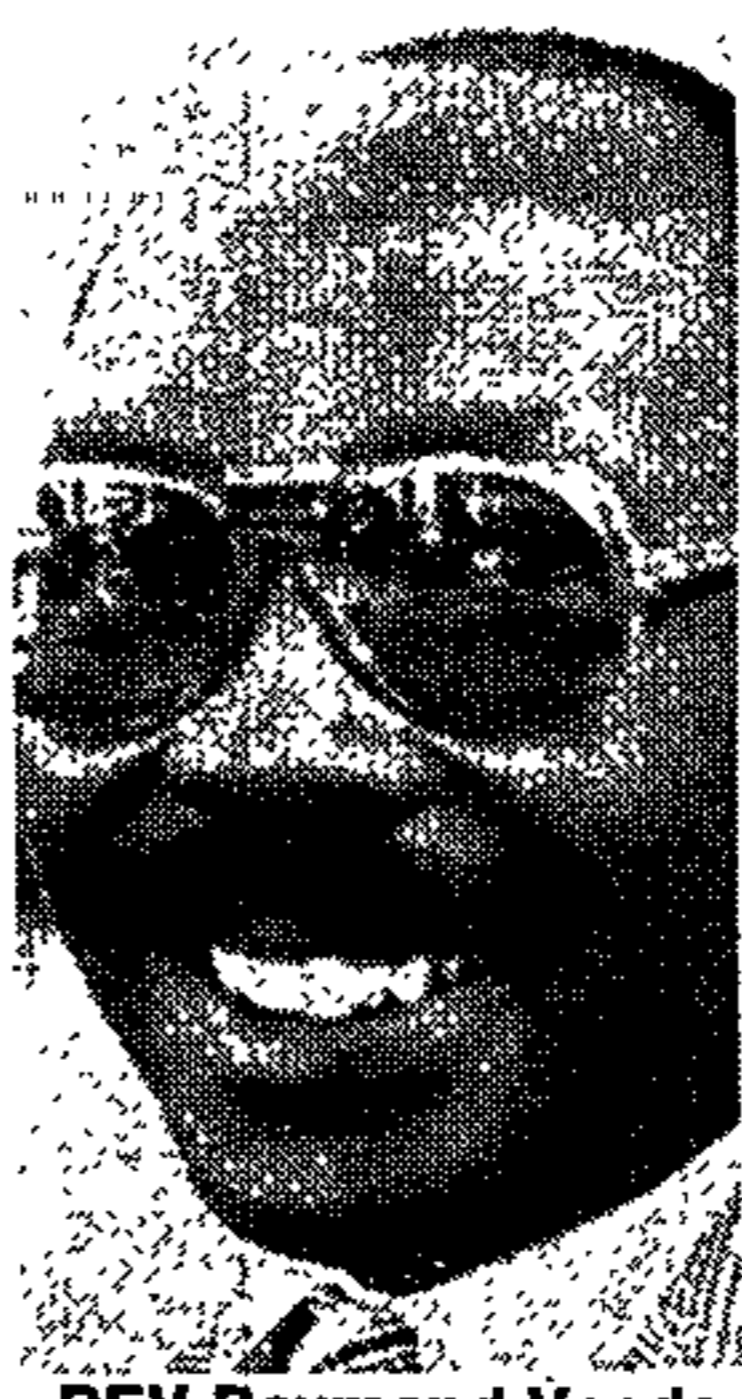
A PILOT school in Accelerated Christian Education (ACE) is to be introduced in Soweto this year.

The man behind the school in the Reverend Raymond Vanda of the Soweto-based Alpha and Omega Christian Church. He said the school would start as soon as all the required documents had been processed by the relevant authorities.

According to Mr Vanda, his church has been offered facilities at

with 100 pupils. He said if the pilot school was a success, he did not see any reason why there could not be more schools of this nature in the township. The school would be open to children of all denominations.

For more information about the school, contact Mr Vanda at: 933-2940 (home) or 933-9930 (office). Alternatively write to him at: PO Box 172, Orlando 1804. Enquiries can also be made directly at Pace College.



REV Raymond Vanda Pace Community College in Jabulani to run daily classes from a pre-school to Std 4.

He said they had opted for the ACE system because it was recognised internationally. He said 8 000 schools in over 80 countries worldwide were using the system. In South Africa, he said, there were already 63 schools — ranging in size from 20 to 200 pupils — which also used the system.

Although we have opted for this system, our core curriculum will be close to the Department of Education and Training syllabus.

Initially, he said, the school hoped to start

# R20-m Trust

THE chartered accountants profession has announced the formation of the Chartered Accountants' Education Endowment Trust, which will encourage many more black students to enter the profession.

A spokesman said a capital fund of not less than R20-million is to be provided for the trust.

Income from the trust will primarily be used to provide academic support programmes, scholarships, undergraduate bursaries, support subventions for university accounting teachers' salaries and finance for accountancy research.

"There is a need for at least 2 000 black chartered accountants in South Africa within the next 12 years. This number will then represent some 10 percent of the total expected membership of the institute.

For more information contact Mr Phillip Putland at (011) 834-1456.

# Chantal, 13, is the star at her school for one

by PAT CANDIDO  
Weekend Argus Bureau

PORT ELIZABETH. — Chantal Hamman, 13, is a very special little pupil in George.

She has no friends to play with at break time — but she has five teachers all to herself.

Chantal, an English-speaking coloured girl, has been refused admission to a white school in the town and there is no English-medium school for coloured pupils.

Now she is being taught in her mother tongue by five volunteer teachers in a room at St Mark's Cathedral.

## Turned down

Her parents first tried to enrol her last year as a Standard 6 pupil at the white York High School.

The school committee and school principal supported her application but the white Department of Education and Culture rejected it.

So the church deacon, Mr David Swanepoel, stepped in and registered her as a pupil with Kingswood College in Grahamstown.

The college will set her examinations, mark her papers and award her a certificate.

## Not publicity

Mr Swanepoel's efforts are no publicity stunt but a genuine desire to satisfy the needs of the family.

A softly-spoken Chantal, whose mother, Sherryl, is in business, said that although she missed her friends and having a break time, she made up for it at the weekends.

What she missed most was not having a school uniform.

She said: "Now, in the mornings, I stand in front of my wardrobe, wondering



Chantal Hamman at her school for one.

what I should wear, just like my mother does."

In between classes she reads and gets on with her homework.

Her brother, Sholto, 15, goes to Pacaltsdorp High

School in the town where they live.

Shantal said that his Afrikaans was much better than hers and he could cope with attending an Afrikaans-medium school.

# Peninsula schools may increase fees

Staff Reporters

HEADMASTERS at white schools in the Peninsula will counter the Cape Education Department's budget cuts this April by increasing parents' contributions to school funds, halting outlay on educational equipment and trimming their budgets to the bone.

These were among responses yesterday to a Cape Times survey to gauge the effect of Monday's announcement that schools will have to pay for electricity and water for recreation and sport from April 1.

The latest cuts will come into effect only 10 months after the Cape department cut school grounds maintenance subsidies completely.

Most headmasters canvassed yesterday were already hard at work designing ways to reallocate and raise funds to cover the coming CPA shortfalls. At least two schools indicated that increased pupil fees were likely this year.

Mr Gordon Law, headmaster of South African Colleges School in Newlands, said that in spite of putting up contributions to school funds by 10% in July last year, SACS would have to "consider" a further increase.

A deputy principal of Westerford High School, Mr James Bissett, said his school would have to consider "rescheduling voluntary contributions from the parent body".

● In another shock education budget cut discovered yesterday it was confirmed that matriculants who achieved "A" aggregates in last year's final exams will no longer be awarded merit bursaries by the Department of Education and Culture (in the House of Assembly). "Financial" reasons were cited by a DEC spokesman for the removal of the R200 yearly payout to qualifying university and technikon students.

Library<sup>9/0</sup>  
subsidy<sup>10/2/88</sup>  
difference<sup>50</sup>  
abolished

CAPE TOWN — Racial differences in the subsidies for libraries had been abolished, according to the Natal Provincial Secretary, Mr R. B. Hindle.

He said the Natal executive committee had decided that in future estimates, racial differentiation in the payment of subsidies would be done away with.

"The rates of subsidy are exactly the same for whites, coloureds and Indians," Mr Hindle told the Standing Committee on Natal provincial affairs, whose fourth report was tabled in Parliament yesterday.

"There is no need to separate them.

"It is a historical thing and it will be done away with in future." —DDC



# DET schools, half full, turn pupils away

CAPE TOWN 12/2/88  
Staff Reporter

ABOUT 50 teachers went to the Department of Education and Training yesterday to complain that pupils were being turned away from half-full schools through DET red tape.

The teachers met departmental officials briefly but were asked to nominate principals to meet DET officials later.

Among the teachers' claims were:

- The department was not being sympathetic to pupils who had registered late, even though many had sound reasons;
- Pupils were being turned away from schools in Peninsula townships, even though these schools were only half full;
- Teachers and pupils were being transferred to other schools against their wishes and the remaining teachers were left with large classes of about 60 children.

Mr J N Vermaak, speaking on behalf of the regional director of the department, Mr Bill Staude, who was not able to be at the meeting, said that they had listened to the teachers, but could not come to any agreement until a formal meeting with a few, nominated school principals had been held.

"We are prepared to listen to what they have to say."

Teachers emerging from the meeting yesterday said that it was "very unsatisfactory". One man, who declined to be named, said: "We are angry. This is not education when children are turned away from half-full schools."

The chairman of the PFP's unrest monitoring committee, Mr Jasper Walsh, said yesterday that the PFP had appealed to the DET to grant a sympathetic hearing to pupils who had not yet registered.

**EDUCATION CRISIS ...**  
Township school teachers went to the Fore-shore offices of the Department of Education and Training to complain that half-full schools were being forced to turn away pupils because of departmental registration red tape and several other complaints.

Picture: ANNE LAING



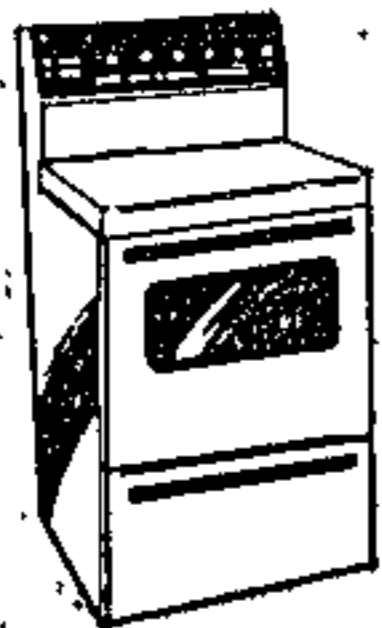
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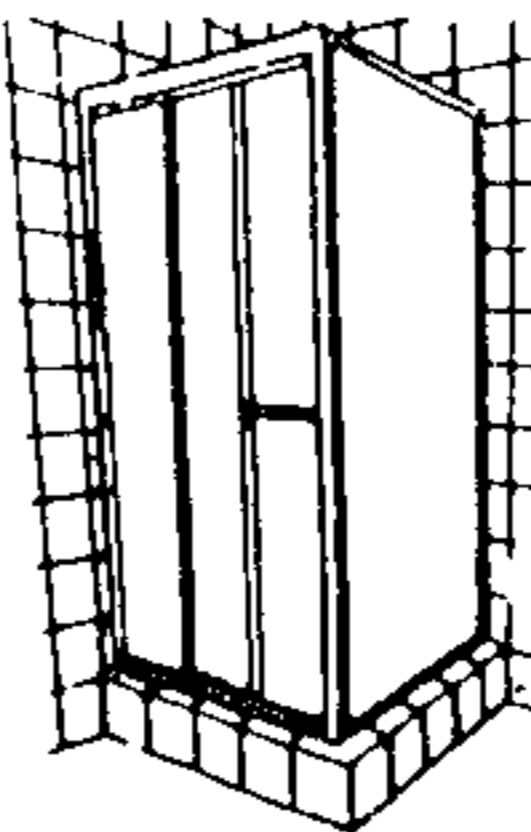
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# People's education to be adopted in part

13/2/88 Star (50)

CAPE TOWN — The Government planned to adopt key elements of the "people's education" philosophy advocated by anti-apartheid militants, the Cabinet Minister in charge of black schools said yesterday.

Education and Development Aid Minister Mr Gerritt Viljoen emphasised at a news briefing that the initiative would be limited and that "politically aggressive" material was unlikely to be included in curriculum.

However, Mr Viljoen

said his department was prepared to break new ground by permitting black communities to fashion much of their local schools' curriculum and by allowing a broader range of views to be reflected in history and literature courses.

Mr Viljoen praised the "positive aspects" of people's education and called for a curriculum "with a greater relevance to the experiences, values and aspirations" of the black majority. In the past, curricu-

lum in black schools has been drawn up primarily by whites.

People's education, as advocated by major anti-apartheid organisations, would entail a virtual takeover of black schools by local communities with the aim of providing instruction free of Government ideology. During the 20-month-old state of emergency, the Government has detained many leaders of this campaign and effectively prohibited

● TO PAGE 2.

## People's education

Star ● FROM PAGE 1. (50)

promotion of the concept.

Mr Viljoen said the Government's new initiative would not go so far as to feature the outlawed African National Congress in textbooks.

"I don't think you can give a hero's role in your history books to an organisation which is fomenting violent revolution in your country," he said.

He indicated, however, that local flexibility would be allowed, so classroom discussions could "deal with township realities" and possibly touch on topics such as the ANC.

Asked why the Government had cracked down so hard on the people's education campaign if the concept was felt to have merit, Mr Viljoen contended that activists had employed "disruptive, destabilising, even revolutionary" tactics, such as encouraging boycotts by students and teachers.

Activists did promote a widespread classroom boycott in 1985-86, but leading proponents of people's education called off the boycott, saying it would be better to wage their campaign while students were in school.

Mr Viljoen reiterated the Government's commitment to a "separate but equal" school system in which State-run schools would remain racially segregated but receive comparable per-pupil funding. At present, he said, the State spends five times more per white pupil than black pupil, and he doubted the goal of full parity by the mid-1990s would be reached.

Associated Press.

951

By BARRY STREEK  
Political Staff 13/2/88

## Late enrolment: DET is not 'unsympathetic'

REPORTS that the Department of Education and Training was unsympathetic by not allowing pupils to register late at Cape Peninsula schools were denied yesterday by the Deputy Minister of Education, Mr Sam de Beer.

He also said the department could not deviate from arrangements "agreed to by the overwhelming majority of parents and also by principals and teachers, in the interest of orderly, effective education".

In a statement, Mr De Beer said a process was begun in June 1987 "to prepare for the orderly reopening of schools in January 1988".

Meetings were held with parents, teachers, principals and community representatives.

The closing date for enrolment in the Peninsula secondary schools was

January 23. This period was extended for 10 days for parents who for valid reasons were unable to meet the deadline date.

The need to enrol their children was brought to the parents' notice through meetings, circular letters, pamphlets, statements on Radio Xhosa and press statements.

"The fact that the vast majority of parents did, in fact, enrol their children (well over 8 000) in the stipulated period is ample proof that the message was received," Mr De Beer said.

D/D 13/2/88

# Education parity distant <sup>(50)</sup>

## Political Correspondent

CAPE TOWN — A dramatic increase in the number of black people with post-secondary qualifications had taken place between 1970 and 1985, the National Manpower Commission reported yesterday.

It also said, in its report on high-level and middle-level manpower which was tabled in Parliament, that by the year 2 000 more than 1,7 million blacks would have matric qualifications — an annual growth rate of 14,3 per cent — compared to the 1,5 million whites, 262 000 coloureds and 160 000 Asians.

Although progress had been made in establishing equal edu-

cational opportunities, there were still inequalities, and expenditure on education would have to increase from 4,5 per cent of the gross national product, to 18,1 per cent by the year 2 000 to achieve parity in education.

At 1986 prices, the annual educational expenditure was expected to increase from R6 800 million to R10 000 million annually.


Between 1970 and 1985, the number of workers with post secondary qualifications increased from 290 000 to 800 000 in 1985, an average increase of more than 7 per cent a year. Black, coloured and Asian workers formed about 21 per cent of this total.

The number of workers with

Standard 8 to Standard 10 qualifications increased by nearly one million between 1970 and 1985 to total 2,1 million. In 1970, blacks, coloureds and Asians made up 25 per cent of this total, but in 1985 this increased to 47 per cent.

The commission said in the area of high-level manpower, large numbers of nursing staff were needed and there was constantly a large absolute shortage of senior administrative staff. Technologists were particularly scarce.

In middle level groups, the police and criminal investigation department "consistently appeared as the occupation with the largest number of vacancies," the commission said.



# Dept denies claims of 'half-full' schools

Cape Times 15/2/88  
Staff Reporter

50

THE Cape Department of Education and Training has denied that black schools in the Peninsula are operating at half their capacity while pupils are being turned away or transferred to other schools against their wishes.

This follows a meeting between about 50 angry teachers and departmental officials on Thursday, when the teachers converged on the department's Foreshore offices to protest against the turning away of pupils from "half-filled schools".

Talks between departmental officials and school principals, begun later on Thursday, were described as "still proceeding".

According to Mr Bill Staude, regional director, all schools had reached "maximum functional operating capacity".

He added that the closing date for enrolment in the Peninsula secondary schools was January 23.

"This period was extended for a further 10 days to enable parents who, for valid reasons, were unable to meet the deadline date. The need to enrol their children was brought to the notice of the parents by means of a continuing communication programme, which included circular letters, pamphlets, statements on Radio Xhosa and statements to the press," Mr Staude said.

"The fact that the vast majority of parents did, in fact, enrol their children in the stipulated period is ample proof that the message was received."

In reply to a claim by the teachers that many of them were being transferred to other schools against their wishes, Mr Staude said: "The need for the redeployment of a limited number of teachers was thoroughly discussed with the principals of the schools, who were actively involved in the decision-making process."

"The matter was also discussed with the teachers concerned, who freely consented to the moves." Pupils were also not transferred without their consent, Mr Staude said.

Spud



1972/88

By Jo-Anne Collinge  
For the first time since the banning of the Congress of South African Students in August 1985, school pupils are sufficiently organised to consider launching a national organisation.

This fact emerges from the recent conference of the National Students' Co-ordinating Congress (Nascoc) attended by representatives from eight regions.

### STATE OF EMERGENCY

Heading the resolutions passed at the conference was one on the establishment of a permanent national structure.

Nascoc makes no secret of the fact that it has been heavily hit by repressive action taken under the state of emergency.

The conference spoke of the need to rebuild structures and to train a new generation of leaders because "half the student leadership has been forced to exile, expelled from schools, detained or com- leled studies".

The special emergency regulations applicable to

# Black pupils ready to launch a national body says Nascoc

schools, which, in effect, prohibit pamphleteering on school premises, forbid pupils to be at school if they are not engaged in learning the official syllabus, enable local officials to expel any pupil they regard as undependable, means that much of this organisation has to take place in the township streets.

Nascoc says that some of its most outstanding leaders have been killed or have disappeared. These include:

- Bongani Kumalo, who was shot by police in Soweto in 1985.
- Siphwe Minkulu, a Cosas national organiser who disappeared some months after emerging from detention with a crippling nervous disorder resulting from poisoning.

- Gaiphus Nyoka of Daveyton, a Transvaal Students' Congress member shot by police in his bedroom.
- Siphiso Ndlovu of the Soweto Students' Congress, shot dead by persons unknown.
- Sicele Dhlomo, also of Sosco, gunned down a fortnight ago.

The summary of issues discussed by the conference reveals that the state of emergency itself has produced a fresh crop of grievances.

The refusal to re-admit former detainees to schools has become a sore point in many areas.

Other continuing problems include the financial contributions pupils are required to make to their education. The conference specifically noted that pupils at many schools are required to contribute to

building and maintenance funds.

"It is the responsibility of the Government to see to it that students get proper facilities. It is also its responsibility to repair damaged schools."

Linked to the accommodation problem is the refusal to allow pupils who have failed their matriculation exams to repeat the year as full-time students.

"They are being ordered to attend adult education schools."

The imposition of an upper age limit was one of the major grievances of students during the class boycotts of 1985/6.

### MORE SCHOOLS NEEDED

Nascoc has challenged the Government to build more schools as a matter of urgency.

"Truly, we are seeing an abnormal society in front of us. Hundreds of qualified teachers are roaming the streets without employment. And thousands of students, too, are roaming the streets without any place in school."

Nascoc says these young people are destined to "boost the cheap labour system".

Mr SPEAKER: Order! The hon member must withdraw that immediately.

Mr J VAN ECK: Mr Speaker, I am sorry, but I cannot withdraw it.

Mr SPEAKER: Order! I just want to make quite sure of one aspect. What did the hon member for Claremont mean when he said "That is a lie"?

Mr J VAN ECK: Mr Speaker, I meant that the reply of the hon the Minister was not the truth.

Mr SPEAKER: Order! In other words, the hon member meant that the hon the Minister was telling the House a lie.

Mr J VAN ECK: Mr Speaker, I meant that the hon Minister was giving incorrect information to this House.

Mr SPEAKER: Order! I want to give the hon member every opportunity to clarify this matter for me so that I can make a ruling about it. Am I correct in saying that the hon member meant by his words to the hon the Minister, namely "That is a lie", that the hon the Minister was telling the House a lie?

Mr J VAN ECK: Mr Speaker, I meant that the information furnished by the hon the Minister here this afternoon is incorrect information, and that it is not the truth. However, I do accept that the hon the Minister himself does not know that it is an untruth.

Mr SPEAKER: Order! Is the hon member's explanation then that he is not alleging that the hon the Minister is telling a lie, but that the information given by the hon the Minister is not the truth in the opinion of the hon member?

Mr J VAN ECK: Mr Speaker, that is correct.

The LEADER OF THE HOUSE: Mr Speaker, on a point of order. If this is the explanation of the hon member for Claremont, I want to say with all due respect that that is not what it means when someone says "That is a lie". I should therefore like to suggest that he should withdraw that.

Mr SPEAKER: Order! I am inclined to agree with the hon the Leader of the House, and I want to tell the hon member for Claremont that I do not think that it is Parliamentary for us to address one another in that manner. Therefore the hon member must withdraw his words to the hon the Minister, namely "That is a lie".

HOUSE OF ASSEMBLY

*Handwritten signature*

Mr J VAN ECK: Mr Speaker, I withdraw them.

Own Affairs:

Publication: Cadet Training Programme: Manual (1986)

\*1. Mr R R HULLEY asked the Minister of Education and Culture:

- (1) Whether the Cape Education Department issued a publication entitled "Cadet Training Programme: Manual (1986)", if so,
- (2) whether he has received any complaints about the contents of this publication; if so, (a) from whom, (b) what was the nature of these complaints and (c) what steps were taken as a result;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes;
- (2) yes.

(a) Mr R R Hulley, MP, on behalf of the Cape Provincial Congress of the P.F.P.

(b) A complaint was lodged regarding the references in the Cadet Manual to the physical fitness of the German nation at the beginning of the Second World War. It was further alleged, according to the complainant, that the Cadet Manual contained approving references to the National Socialist Germany of the time, this being offensive to those whose parents were victims of Nazism during the Second World War.

(c) the manual is being revised and those sections which can give offence are deleted in the process;

Universities/technikons: salary position of tertiary teaching staff

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he has received any representations concerning the salary position of tertiary teaching staff at universities

and/or technikons; if so, (a) what was the nature of the representations and (b) on what dates were they received;

- (2) whether he or his Department has considered these representations; if not, why not; if so, with what result;
- (3) whether there is a backlog in tertiary level salaries; if so,
- (4) whether this backlog is to be relieved in 1988; if not, why not;
- (5) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No,
- (a) and (b) fall away;
- (2) falls away;
- (3) and (4) policy concerning salaries falls under the Minister of National Education;
- (5) no.

Inter-school sport: new guidelines

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

- (1) Whether his Department has devised new guidelines regarding inter-school sport; if so, (a) when were such guidelines submitted to provincial education councils for consideration and (b) what was the reaction of each council to these guidelines;
- (2) whether it is the intention of his Department to make such guidelines applicable to schools falling under its control; if not, why not; if so, when will such guidelines (a) be made applicable and (b) be made public;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

Cape Province:	24-8-1987 and 26 and 27-10-1987
Natal:	26-8-1987 and 27-10-1987
OFS:	20-8-1987 and 27-10-1987
Transvaal:	31-8-1987 and 26-10-1987

*Handwritten signature*

- (1) Yes,

(a) Cape Province: 26-27 October 1987  
Natal: 27 October 1987  
Orange Free State: 26 October 1987  
Transvaal: 26 October 1987

(b) each education council accepted the draft policy with thanks and suggested a few minor alterations:

- (2) yes,
- (a) as soon as the comment has been finalised and the policy has been laid down,
- (b) as soon as the policy has been laid down;
- (3) no.

Provincial education councils: meetings

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

- (1) Whether any meetings of provincial education councils took place in 1987; if so, (a) when and (b) where did these meetings take place;
- (2) whether these meetings were open to the public; if not, on whose decision were any such meetings closed to the public;
- (3) whether any members of the public were requested to leave such meetings; if so, who;
- (4) whether the decision to open or close such meetings to the public is vested in each council; if not, why not; if so, when were the relevant regulations (a) adopted by each council and (b) advertised publicly;
- (5) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

Cape Town	(b)
Pretoria	
Bloemfontein	
Pretoria:	

HOUSE OF ASSEMBLY

*Answer*

mind that specific guidelines for economising in a particular year can only be given once the final estimates are known.

Although funds for education are limited, the Department of Education and Culture is determined to maintain a high standard of education. However, for this the Department needs the support of everybody involved. It is also necessary to bear certain realities in mind:

- The funds available for education are limited.
- A provincial education department must be administered with the amount allocated to it.
- At every level of education, as is also true for other state departments and other viable undertakings, it is imperative that priorities be determined.
- As all the education departments are free to determine their own priorities, it serves no purpose to lift out one aspect of an education department and compare it with a specific aspect of another education department.

ment or to make unwarranted deductions on the grounds of such a comparison.

- In future schools will to a certain extent be dependent upon the contributions of parent communities and other partners of education. However, nobody who cannot afford to contribute will be under any compulsion in this regard.

Against this background I wish to thank most sincerely principals of schools, parents and school communities who accept these realities with understanding and who, together with all our other partners, maintain the highest possible standard of education in our schools.

**Std 10 examinations: matriculation exemption**

\*7. Mr K M ANDREW asked the Minister of Education and Culture:

What percentage of pupils from schools falling under his Department who wrote the Std 10 examinations at the end of 1987 passed (a) with and (b) without matriculation exemption?

†The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Cape Province	40.38%	52.31%
Natal	48.6%	46.8%
OFS	41.28%	56.03%
Transvaal	42%	52.8%
Head Office*	1.7%	7.9%
Joint Matriculation Board		

\*this information is not currently available.

\*The vast majority of these candidates are enrolled at technical colleges and enter for a small number of subjects only.

Mr D J N MALCOMESS Mr Speaker, may I address you on a point of order relating to your decision earlier in regard to the reply of the hon the Minister of Law and Order? On pages 80 to 82 of *Parliamentary Procedure in South Africa*, Kilpin discusses the issue of replies to questions. On page 74 of the *Manual for Presiding Officers* the following interpretation is given of the relevant section in Kilpin:

Mr Speaker is unable to lay down the form in

*Answer*

**HOUSE OF ASSEMBLY**

Indicates translated version.

For written reply:

General Affairs

Unemployment Insurance Fund

25. Mr P G SOAL asked the Minister of Manpower:

- (a) What was the total amount (i) paid into the Unemployment Insurance Fund in 1987 and (ii) paid out in benefits by the Fund in that year and (b) to how many (i) White, (ii) Coloured, (iii) Indian and (iv) Black applicants were benefits paid?

The MINISTER OF MANPOWER:

- (a) (i) R583 168 280
- (ii) R388 274 527

(b) The Unemployment Insurance Act, 1966, makes no distinction between the various population groups and consequently the Fund does not have separate figures available.

NOTE: The above-mentioned figures are provisional and subject to audit.

Land and Agricultural Bank: loans

82. Mr R J LORIMER asked the Minister of Finance:

- (a) What was the total amount of loans granted to farmers by the Land and Agricultural Bank as at 31 December 1987 and (b) to how many farmers had these loans been granted?

The MINISTER OF FINANCE:

- (a) R2 661 009 735
- (b) 40 432

Land and Agricultural Bank: loans

83. Mr R J LORIMER asked the Minister of Finance:

- (1) How many (a) Coloured, (b) Indian and (c) Black farmers (i) applied for loans from and (ii) were granted loans by the Land and Agricultural Bank in 1987;
- (2) what was the total value of the loans so (a) applied for and (b) granted in respect of each of the above population groups in this year?

The MINISTER OF FINANCE:

	(a)(i)	(b)(i)	(c)(i)
Coloured farmers	24	20	None
Indian farmers	20	9	None
Black farmers	2(a) — R290 400	(b) — R217 400	(a) — R1 845 000
			(b) — R527 400
			(a) — Nil
			(b) — Nil

Land and Agricultural Bank: housing loans

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

What total amount of money was on loan to employees of the Land and Agricultural Bank in the form of housing loans as at 31 December 1987?

The MINISTER OF FINANCE:

R27 032 746.89

(2) yes, the inaugural meetings were all open to the public but for some agenda points during the second meeting the councils went into committee, the ruling being made by the chairman, in each case. For the full second meeting, the Transvaal Education Council went into committee in accordance with a decision of the council;

(3) yes,

Cape Province: all non-members  
Natal: the hon. member for Pinetown and two representatives of the press

OFS: all non-members  
Transvaal: no;

(4) yes,

(a) Cape Province: not finalized as yet  
Natal: 27-10-1987  
OFS: 20-8-1987  
Transvaal: 21-8-1987,

(b) the Procedural Rules have not been published. Section 5(7)(a) of the National Educational Policy Act, 1967 (Act 39 of 1967) specifies that the Provincial Education Councils determine their own rules and procedures;

(5) no.

Schools: admission of non-White pupils

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

Whether any schools falling under education departments under his control requested permission to (a) admit specific pupils who were not White and (b) open their schools to non-White pupils over the past three years; if so, (i) which schools and (ii) what was (aa) his response and (bb) the reason for his response?

\*The MINISTER OF EDUCATION AND CULTURE.

(a) Yes.

- (i) Rhenish Primary School
- Victoria Girls' High School
- York High School
- St. Michael's School
- Brebnar High School

(ii) (aa) permission was refused.

(bb) in terms of par. 2 of Addendum 1 to the Constitution of the Re-

Public of South Africa, 1983 (Act 110 of 1983) the provision of education is an own affair;

(b) yes.

- (i) Rustenburg High School for Girls
- Rustenburg Junior School
- Camps Bay High School
- Camps Bay Primary School
- Camps Bay Preparatory School
- South African College School
- Rondebosch Boys High School
- Rondebosch Preparatory School
- Westerford High School
- Grove Primary School
- Glenwood High School.

(ii) (aa) permission was refused.

(bb) see (a)(ii)(bb) above.

\*This list does not include the following:

- (a) state schools which admit pupils in terms of the Act on Diplomatic Privileges, 1951 (Act 71 of 1951)
- (b) private schools
- (c) subsidized schools
- (d) private or subsidized pre-primary schools.

Cape Province: financial assistance to schools

\*6 Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether direct or indirect financial assistance to schools in the Cape Province (a) changed over the past three years and (b) is due to change in 1988; if so, (i) what are the changes, (ii) when, (iii) why and (iv) what is the total amount involved;

(2) whether schools are now permitted to charge compulsory school fees; if so, (a) since what date and (b) on what basis; if not, (i) why not and (ii) what steps are these schools permitted to take in order to obtain funds for additional expenses?

\*The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes.

(i) the departmental contribution to the upkeep of sports facilities was suspended.\*

(ii) 1 April 1987.

(iii) in order to remain within the budget.

(iv) the amount can only be determined after the end of the current financial year;

(b) yes.

(i) the departmental contribution to irrigation of, and electricity supply for sports facilities was suspended and schools are expected to finance 10% of all telephone costs.

(ii) 1 April 1988,

(iii) in order to remain within the budget,

(iv) the amount can only be determined after the end of the 1988/89 financial year;

(2) no.

(a) and (b) fall away.

(i) the matter is still under consideration,

(ii) schools may use any legal method to raise funds on a non-compulsory basis.

\*Schools were also requested to effect savings on text-books, expendable items and water, electricity and telephone usage.

In addition to the reply, I should like to make the following statement:

The implementation of the new educational dispensation brought about a change in the way in which education is financed.

Under the previous dispensation the various provincial education departments presented their education budgets to the provincial administrations. These budgets were based on the actual expenses incurred in the preceding year with the due allowance for possible price increases and expansion. The provincial administrations in turn negotiated with Treasury for funds on the strength of those budgets.

It was sometimes possible for the provincial administrations to transfer funds budgeted for other purposes to education to make additional funds available.

At present funds are allocated to each state

department responsible for education by using as a framework a formula developed by the Department of National Education. This formula is *inter alia* based on the pupil numbers of the state department involved. In appropriating the funds allocated in this way every state department determines its own priorities.

The Department of Education and Culture, Administration: House of Assembly, responsible for the provision of education for Whites, receives an amount of money which it then subdivides in accordance with the pupil enrolment in each province. It is accordingly no longer possible for a provincial education department to negotiate for additional funds. Each provincial education department determines its own priorities in respect of the appropriation of the funds allocated to it.

In the Cape, as in the other provinces, monetary provision is made for specific categories of services in order to meet the running expenses of schools. Payment for these services is the responsibility of the Cape Education Department. As far as the funds generated by schools themselves are concerned, the Cape Education Department is not prescriptive and schools determine their own priorities.

From 1970 to 31 March 1987 the Cape Education Department paid for the maintenance of sports facilities. This practice arose from a resolution of the Executive Committee under which the Provincial Administration made funds available to the education department. As the Cape Education Department, like the other provincial education departments, is at present solely dependent upon its annual subsidy allocation, this manner of financing is no longer possible.

There are procedures that schools in the Cape Province can follow in order to apply for financial assistance if they experience problems as a result of particular local circumstances. Each case is considered on merit and with the necessary understanding.

Schools in the Cape Province do not pay their full water and electricity accounts. They are only responsible for the levies on water and electricity used for sports fields and swimming pools. The Cape Education Department also pays the telephone subscription and ninety percent of all telephone calls. While a general call to economise applies at all times, it should be borne in



Howard

mind that specific guidelines for economising in a particular year can only be given once the final estimates are known.

Although funds for education are limited, the Department of Education and Culture is determined to maintain a high standard of education. However, for this the Department needs the support of everybody involved. It is also necessary to bear certain realities in mind:

- The funds available for education are limited
- A provincial education department must be administered with the amount allocated to it.
- At every level of education, as is also true for other state departments and other viable undertakings, it is imperative that priorities be determined.
- As all the education departments are free to determine their own priorities, it serves no purpose to lift out one aspect of an education department and compare it with a specific aspect of another education department.

Against this background I wish to thank most sincerely principals of schools, parents and school communities who accept these realities with understanding and who, together with all our other partners, maintain the highest possible standard of education in our schools.

Std 10 examinations: matriculation exemption

\*7 Mr K M ANDREW asked the Minister of Education and Culture:

What percentage of pupils from schools falling under his Department who wrote the Std 10 examinations at the end of 1987 passed (a) with and (b) without matriculation exemption?

†The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Cape Province	40.38%	52.31%
Natal	48.6%	46.8%
OFS	41.28%	56.03%
Transvaal	42%	52.8%
Head Office*	1.7%	7.9%
Joint Matriculation Board		

\*this information is not currently available.

\*The vast majority of these candidates are enrolled at technical colleges and enter for a small number of subjects only

Mr D J N MALCOMESS, Mr Speaker, may I address you on a point of order relating to your decision earlier in regard to the reply of the hon the Minister of Law and Order? On pages 80 to 82 of *Parliamentary Procedure in South Africa*, Kilpin discusses the issue of replies to questions. On page 74 of the *Manual for Presiding Officers* the following interpretation is given of the relevant section in Kilpin.

Mr Speaker is unable to lay down the form in

ment or to make unwarranted deductions on the grounds of such a comparison.

• In future schools will to a certain extent be dependent upon the contributions of parent communities and other partners of education. However, nobody who cannot afford to contribute will be under any compulsion in this regard.

Against this background I wish to thank most sincerely principals of schools, parents and school communities who accept these realities with understanding and who, together with all our other partners, maintain the highest possible standard of education in our schools.

Howard

HOUSE OF ASSEMBLY

†Indicates translated version.

For written reply:

General Affairs:

Unemployment Insurance Fund

25. Mr P G SOAL asked the Minister of Manpower:

- (a) What was the total amount (i) paid into the Unemployment Insurance Fund in 1987 and (ii) paid out in benefits by the Fund in that year and (b) to how many (i) White, (ii) Coloured, (iii) Indian and (iv) Black applicants were benefits paid?

The MINISTER OF MANPOWER.

- (a) (i) R583 168 280
- (ii) R388 274 527

(b) The Unemployment Insurance Act, 1966, makes no distinction between the various population groups and consequently the Fund does not have separate figures available.

NOTE: The above-mentioned figures are provisional and subject to audit.

Land and Agricultural Bank: loans

82. Mr R J LORIMER asked the Minister of Finance:

- (a) What was the total amount of loans granted to farmers by the Land and Agricultural Bank as at 31 December 1987 and (b) to how many farmers had these loans been granted?

The MINISTER OF FINANCE:

- (a) R2 661 009 735
- (b) 40 432

Land and Agricultural Bank: loans

83. Mr R J LORIMER asked the Minister of Finance:

- (1) How many (a) Coloured, (b) Indian and (c) Black farmers (i) applied for loans from and (ii) were granted loans by the Land and Agricultural Bank in 1987;
- (2) what was the total value of the loans so (a) applied for and (b) granted in respect of each of the above population groups in this year?

The MINISTER OF FINANCE:

- 1(a)(i) 24
- (b)(i) 20
- (c)(i) None
- (a)(ii) 20
- (b)(ii) 9
- (c)(ii) None

Coloured farmers

2(a) — R290 400

(b) — R217 400

Indian farmers

(a) — R1 845 000

(b) — R527 400

Black farmers

(a) — Nil

(b) — Nil

Land and Agricultural Bank: housing loans

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

What total amount of money was on loan to employees of the Land and Agricultural Bank in the form of housing loans as at 31 December 1987?

The MINISTER OF FINANCE:

R27 032 746.89

(50) Star 18/2/88

# Clarification is wanted on education funds

**Education Reporter  
and Political Staff**

The Transvaal English Medium Parents' Association (Tempa) is to seek clarification of a statement by the Minister of Education and Culture, Mr Piet Clase, on funding of white education.

Mr Clase warned in a statement on Tuesday that funds for white education were limited and that provincial education departments would have to stay within the amounts allocated to them.

He said in future schools would be dependent on the contribution of parents, al-

though nobody who could not afford to contribute would be compelled to do so.

Tempa chairman Mr Jack Gordon said yesterday he was not certain what the Minister intended and would seek clarification.

Parents had for some years been expected to contribute funds, over and above school fees, to schools if they wanted to maintain a certain standard of education.

"Most parents realise that the funds from education departments are not sufficient and that they have to make up the difference on funds needed for school facilities, for example."

He would be concerned if school fees were increased to as much as R100 a term as stated by Mr Roger Burrows, Progressive Federal Party spokesman on education.

Mr Gordon said parents had been assured they would be consulted before the introduction of compulsory school fees. He was pleased the Minister had stipulated contributions would not be compulsory.

According to Mr Clase's statement, the first schools to be affected were in the Cape. Other provinces would be certain to follow.

# Black teachers caught in middle

18/2/88  
50

CAPE TOWN — Black teachers were often caught between the unreasonable actions of the authorities and the anger of a frustrated and alienated black community, PFP black education spokesman Ken Andrew said yesterday.

Deputy Education Minister Sam de Beer had tried to present the authorities as "eminently reasonable in contrast to the non-professional behaviour of black teachers, but this is far from the truth", Andrew said.

Reacting to De Beer's threat to fire black teachers who stayed away from classes, he said many meetings to discuss the schools situation had been banned by police and people had been detained without trial.

"It is hardly surprising that there is a lack of trust and a breakdown of communications."

For example, De Beer had said parents would have an opportunity to put

GOVERNMENT has threatened to fire teachers who are refusing to teach classes at five Cape Peninsula black secondary schools.

Deputy Education Minister Sam de Beer accused the teachers of not only betraying his trust but also of breaching faith with parents whose children were suffering as a result of their unprofessional behaviour.

He also said the deadline for parents to make representations for the late registration of their children had now been extended until Saturday.

In a strongly worded statement, De Beer said it was his duty to draw to the teachers' attention they were acting contrary to their service conditions.

He said he had granted an interview on Tuesday to 15 teachers who "purported to represent the black teachers

## Political Staff

their cases and receive a hearing.

"Why the ambivalence? Are students going to be allowed to register late or not?" Andrew asked.

"We know that many students wanting to register after the original deadline were told to go away until next year," Andrew said.

Even yesterday, students who reported at designated places were not being registered but were being given forms asking why they had not registered earlier.

The students were being told to return on Friday for a decision.

"The period for enrolment has not, as suggested in the statement, simply been extended.

"It is also interesting to contrast this situation with the position of white schoolchildren."

# Jobs warning

## Political Staff

on the Western Cape".

A number of issues were addressed, but the main discussion centred on children whose parents, even at this late date, had not applied for their children's admission.

Although the enrolment period had been extended twice, he had arranged for the further extension. He had also expressed extreme displeasure at teachers who had absented themselves to hold unauthorised meetings.

"To my great disappointment I have now learnt ... a teacher stay-away from classes is in effect at five Peninsula secondary schools." — Sapa.

# Bid for detention release fails

AN EXECUTIVE member of the National Education Crisis Committee, Eric Molobe, who was detained under the emergency regulations on December 7, yesterday failed in a bid to secure his release from detention in Jeppe police cells.

Molobe's application was dismissed with costs, including the

SUE RUSSELL

costs of two counsel, in the Rand Supreme Court yesterday.

He brought the application against the Law and Order Minister, the Police Commissioner and the officer commanding Jeppe Police Station.



B/day 12/2/88

Handwritten marks: two circles with scribbles and the date 18/2/88.

### GOVT MOVE TO USHER OUT FREE SCHOOLING

GERALD REILLY

PRETORIA — Education and Culture Minister Piet Clase is inching towards a compulsory fee system at state schools, authorities said yesterday.

He said in the House of Assembly this week that in future schools would be dependent, to an extent, on contributions from parents.

This, sources said, was an early warning that completely free education for whites was on the way out.

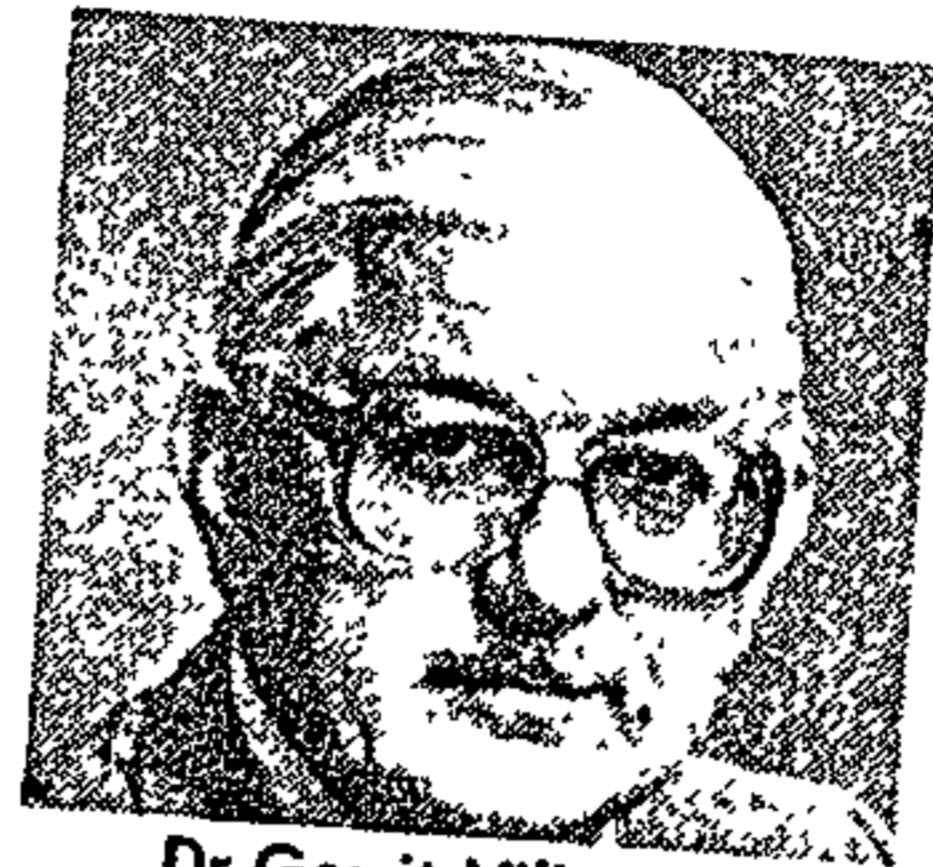
They expected compulsory fees to be introduced next year.

to the health education, especially in respect of every opportunity, Mr. Botha said.

# People's education: *Jan* only some aspects *50* favoured *11/2/86* Viljoen

By David Braun,  
Political Correspondent

CAPE TOWN — The Government is in favour of only certain generally-acceptable concepts of "people's education" in schools, Minister of Education and Development Aid Dr Gerrit Viljoen said yesterday.



Dr Gerrit Viljoen

Clarifying his attitude after recent reports that he favoured aspects of people's education, he said: "We reject people's education in so far as it is presented as part of the revolutionary approach of destroying education, making education ungovernable, and replacing education with an alternative education system."

"In particular, we reject the approach of the NECC (National Education Crisis Committee), which, according to its March 1986 decision, is that parents should not take part in any of the school activities, teachers must not join any professional associations, and pupils must not enrol for matric."

But Dr Viljoen indicated that there were aspects of people's education which would be

acceptable, if not desirable.

"In terms of the basic terminology of 'people's education', there are also positive aspects which has been part of our approach and which should be further emphasised and given effect."

"People should participate in the government of education. Parents and the community should be allowed to take part at local and regional level and have a meaningful share."

"As far as the content of the syllabus is concerned, I said last year that we are working to the stage where the syllabi could be revised to make them more relevant to the people and the community, so that they feel their backgrounds and aspirations are better reflected."

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# The Battle of Middelburg

## Ministers hounded by complaints over multiracial school in town's white area

By SYLVIA VOLLENHOVEN

A COUPLE of modern-day missionaries trying to spread Christian teaching in Middelburg have been facing an uphill battle.

The whites in this small Karoo town are deeply divided about whether or not the United South Africa Ministries (USAM) should be allowed to have a multiracial school.

Two USAM ministers, the Revs Maggie and Albert Gaisford — a husband and wife team — opened the school about a year ago.

Since then they have been hounded by officialdom and complaints from the municipality.

Maggie, a former model and Springbok swimmer, is a determined Afrikaner who says she is merely "doing God's will."

"We are trying to build relationships between people. It is the only way out of the violence," she says.

### Township

However, the town's Mayor, Dr Willem Ewald Burger, is adamant that the Ziphakamse school — the names means "heads up" — should be moved to a black township.

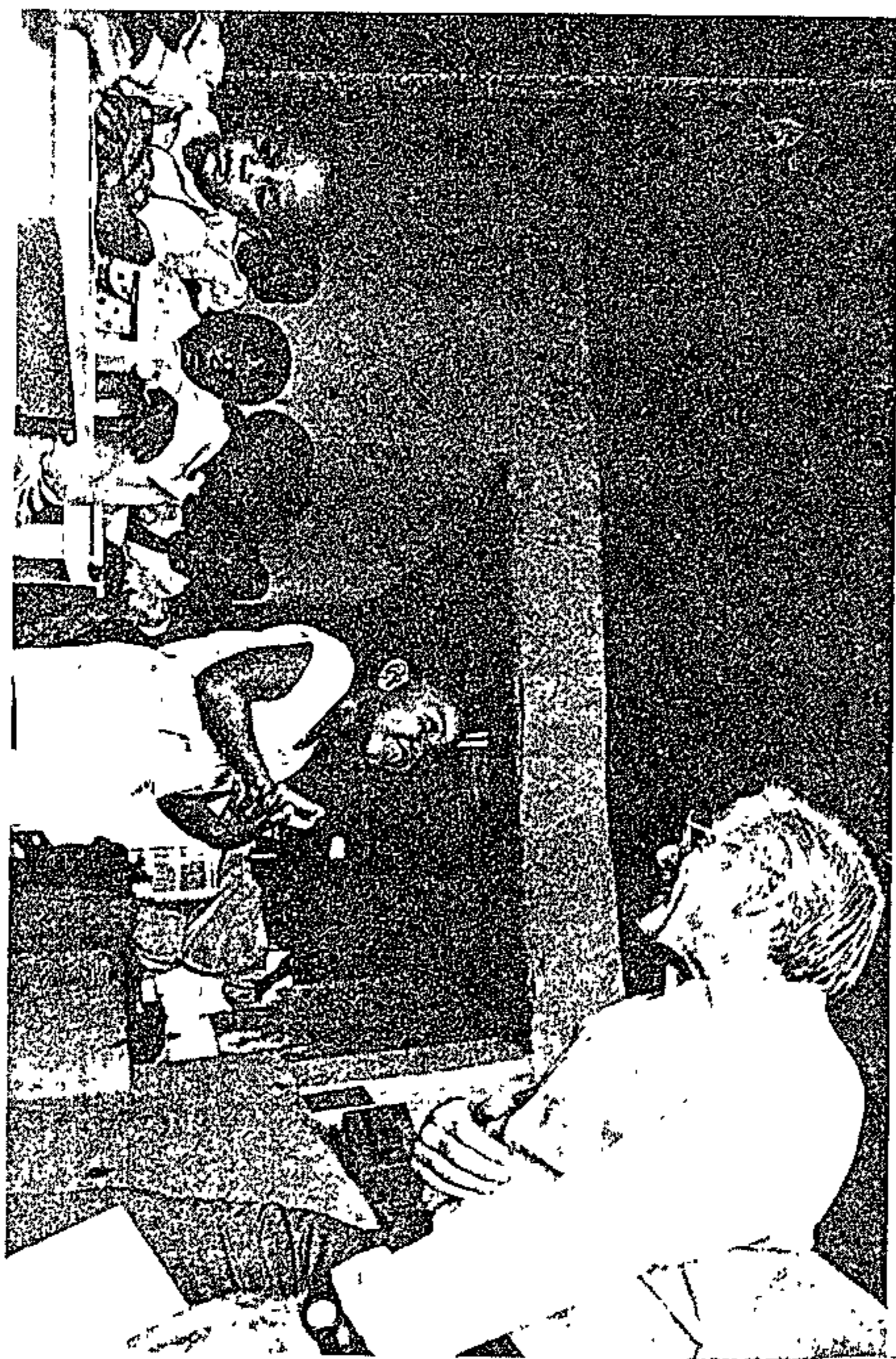
It is not the first time that Maggie and Albert, a former company director, have ploughed through plateland sensitivities.

In 1979, they chose a small town, Stormsvlei near Riversoenderend, to start a multiracial religious community.

This caused a ripple among white people in the area at the time. Then, Stormsvlei fell prey to the depopulation of the plateland.

The community was left in peace until about two years ago when Herstigle Nasionale Party and Conservative Party parliamentarians complained about the commune's mixed-race school

### Doldrums



The Rev Albert Gaisford stops for a chat and a joke with a child in one of the classrooms.

to fight with the Lord," says Maggie Gaisford cheerfully.

They started the Middelburg school about a year ago and it now caters for children from pre-school to Standard 3. About 100 children are enrolled with more arriving daily.

Every morning, Albert Gaisford fetches the children from the coloured and black townships in an old canvas-covered lorry.

A few of the pupils walk to school and last year they received a letter from the municipality complaining about this.

The white Middelburgers did not want black children walking past their houses to school.

### Litterin'

walk past the white homes," says Albert Gaisford.

I spent several days with the Gaisfords in Middelburg recently. They are a family full of surprises.

● Their main opponent in the town is storekeeper Percy Stander, but the Gaisfords buy much of their produce from him.

● We don't need to boycott him. That's not what we believe in," says Maggie Gaisford.

● When the harassment from the town's authorities gets too much, says Maggie, she dons her dog collar and heads for the police station.

"It is not easy for them to deal with an Afrikaner-speaker."

one section of the school — he said angrily.

"I am not interested in talking about that school, the sooner it is gone the better."

Asked what his main objection was, he replied: "But it is right next to my house."

He complained about constant noise coming from the school.

I spent two days in Middelburg and all I could hear was the sound of children singing, playing or reciting their lessons.

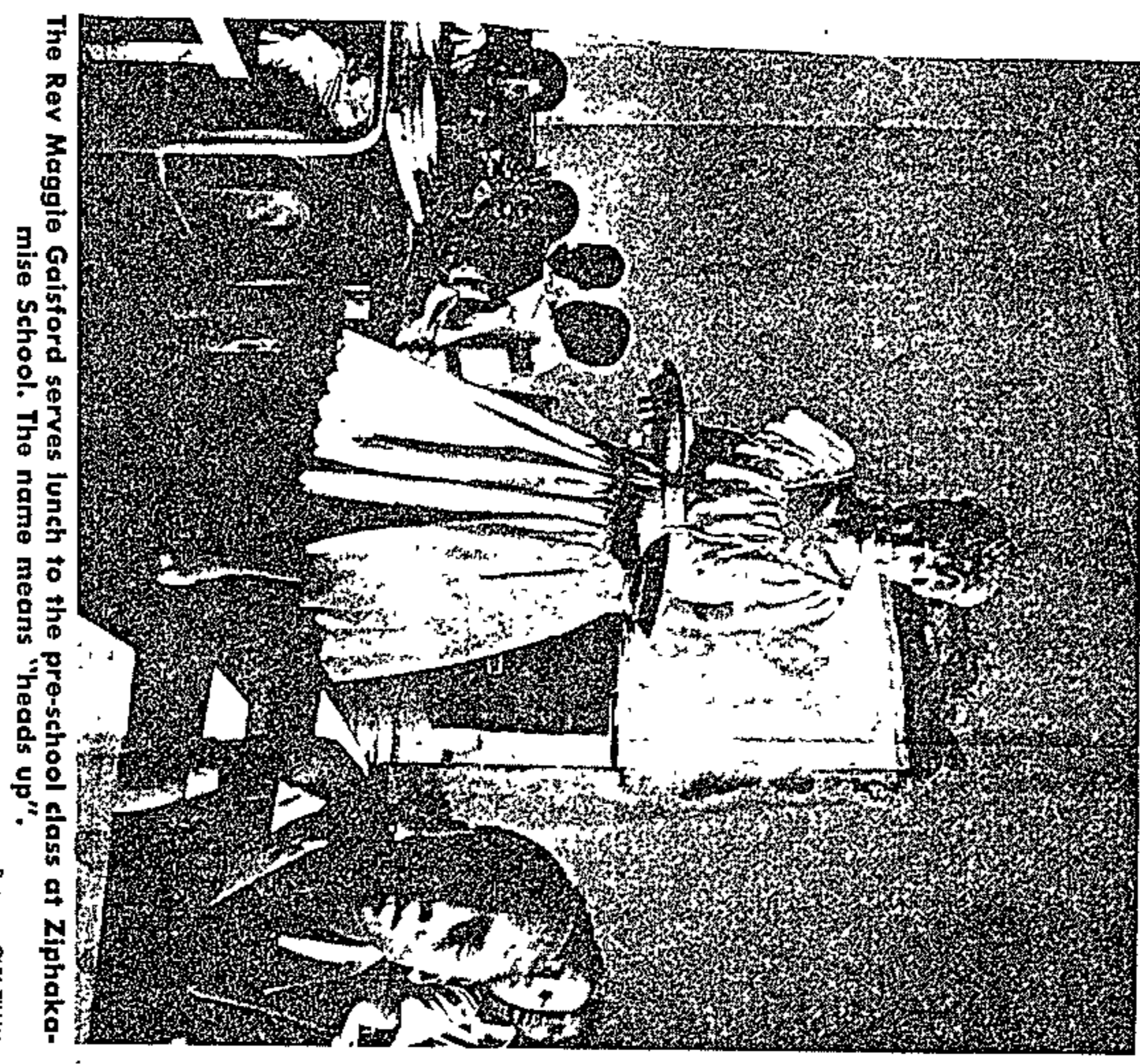
The Gaisfords also run a craft workshop for adult women in the morning they have a short prayer service during which they sing hymns.

"This is what the shopkeeper complains from white ratepayers. "We would like to keep the school because they are doing good work, but we want to get them premises in the black township of Kwanomzame so that they can be closer to the people they serve," said Dr Burger.

He said the "ratepayers" had complained about all the singing, especially on a Sunday.

The Gaisfords used to have Sunday School for the children in the white part of town but stopped, they say, because of the complaints.

"People want to rest at weekends. We have tried to help them (the Gaisfords) but we must also look at the ratepayers' grievances."



The Rev Maggie Gaisford serves lunch to the pre-school class at Ziphakamse School. The name means "heads up".

Pictures: GUY TILLIM

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ing an upnii uatue.

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Two USAM ministers, the Revs Maggie and Albert Gaisford — a husband and wife team — opened the school about a year ago.

Since then they have been hounded by officialdom and complaints from the municipality.

Maggie, a former model and Springbok swimmer, is a determined Afrikaner who says she is merely "doing God's will"

"We are trying to build relationships between people. It is the only way out of the violence," she says.

### Township

However, the town's Mayor, Dr Willem Ewald Burger, is adamant that the Ziphakamise school — the names means "heads up" — should be moved to a black township.

It is not the first time that Maggie and Albert, a former company director, have ploughed through platteland sensitivities.

In 1979, they chose a small town, Stormsvlei near Rivier-sonderend, to start a multiracial religious community.

This caused a ripple among white people in the area at the time.

Then, Stormsvlei fell prey to the depopulation of the platteland.

The community was left in peace until about two years ago when Herstigte Nasionale Party and Conservative Party parliamentarians complained about the commune's mixed-race school.

### Doldrums

Now, Stormsvlei has settled down and Maggie Gaisford says she felt the need to pull the Karoo's Middleburg out of the apartheid doldrums.

She fights the white conservative establishment from a completely-apolitical platform.

"We want to educate children to be leaders. They are dragged down in the townships and we want to bring them out of there," she says.

The Gaisford couple's commitment to their ideals carries on long after school hours.

One of the black teachers and three of the school's pupils live with them in their home in Middleburg's white Coetzee Street.

"The Lord has sent us here and those who don't like it have



The Rev Albert Gaisford stops for a chat and a joke with a child in one of the classrooms.

to fight with the Lord," says Maggie Gaisford cheerfully.

They started the Middleburg school about a year ago and it now caters for children from pre-school to Standard 3. About 100 children are enrolled with more arriving daily.

Every morning, Albert Gaisford fetches the children from the coloured and black townships in an old canvas-covered lorry.

A few of the pupils walk to school and last year they received a letter from the municipality complaining about this.

The white Middleburgers did not want black children walking past their houses to school.

### Littering

They accused the children of littering and making a noise.

"So, we made arrangements for the children to come across the field at the back of our house and use a special back entrance.

"That way they don't have to

walk past the white homes," says Albert Gaisford.

I spent several days with the Gaisfords in Middleburg recently. They are a family full of surprises.

• Their main opponent in the town is storekeeper Percy Stander, but the Gaisfords buy much of their produce from him.

• We don't need to boycott him. That's not what we believe in," says Maggie Gaisford.

• When the harrassment from the town's authorities gets too much, says Maggie, she dons her dog collar and heads for the police station. "It is not easy for them to deal with an Afrikaans-speaking woman in a cleric's robes," she says matter-of-factly.

We met several white people at the Gaisford home who supported the school in every respect.

When I tried to speak to shopkeeper Percy Stander — his premises are adjacent to

one section of the school — he said angrily:

"I am not interested in talking about that school, the sooner it is gone the better."

Asked what his main objection was, he replied: "But it is right next to my house."

He complained about constant noise coming from the school.

I spent two days in Middleburg and all I could hear was the sound of children singing, playing or reciting their lessons.

The Gaisfords also run a craft workshop for adult women. In the morning they have a short prayer service during which they sing hymns.

"This is what the shopkeeper has been complaining about most," claims Maggie.

Next door, at Percy Stander's shop, there was a constant buzz of delivery vehicles and patrons, mostly black.

Mayor Dr Willem Burger said the municipality's main consideration was the com-

plaints from white ratepayers.

"We would like to keep the school because they are doing good work, but we want to get them premises in the black township of Kwanomzame so that they can be closer to the people they serve," said Dr Burger.

He said the "ratepayers" had complained about all the singing, especially on a Sunday.

The Gaisfords used to have Sunday School for the children in the white part of town but stopped, they say, because of the complaints.

"People want to rest at weekends. We have tried to help them (the Gaisfords) but we must also look at the ratepayers' grievances.

"Some people have been living here for 20 to 30 years and paying their rates.

"We have to be concerned about them and that is why this school must move.

"It's a kindergarten, feeding scheme, church activities and everything," said Dr Burger.



Ziphakamise children line up for early-morning soup and bread from the Rev Maggie Gaisford.



# People's Education gets a desk at last

By CAS St LEGER

THE schooling of 6,5-million black pupils in this country and the homelands is set to change at grassroots level.

After the burnings and boycotts of past years, a quiet but significant revolution is taking place in black classrooms.

The idea of including parts of "People's Education" in syllabuses to make them more relevant for black pupils has been accepted. But, government spokesmen insist, this does not mean they accept the demand that People's Education should take over the structures of education.

The Minister of Education and Development Aid, Dr Gerrit Viljoen, who is in charge of black schools, said there were plans to adopt aspects of the People's Education philosophy.

"The diversity of the political development, which was not only a development within the white community but also within other communities from 1910 onwards, will have to be presented in a broader and, let's say, a more balanced way," Dr Viljoen said.

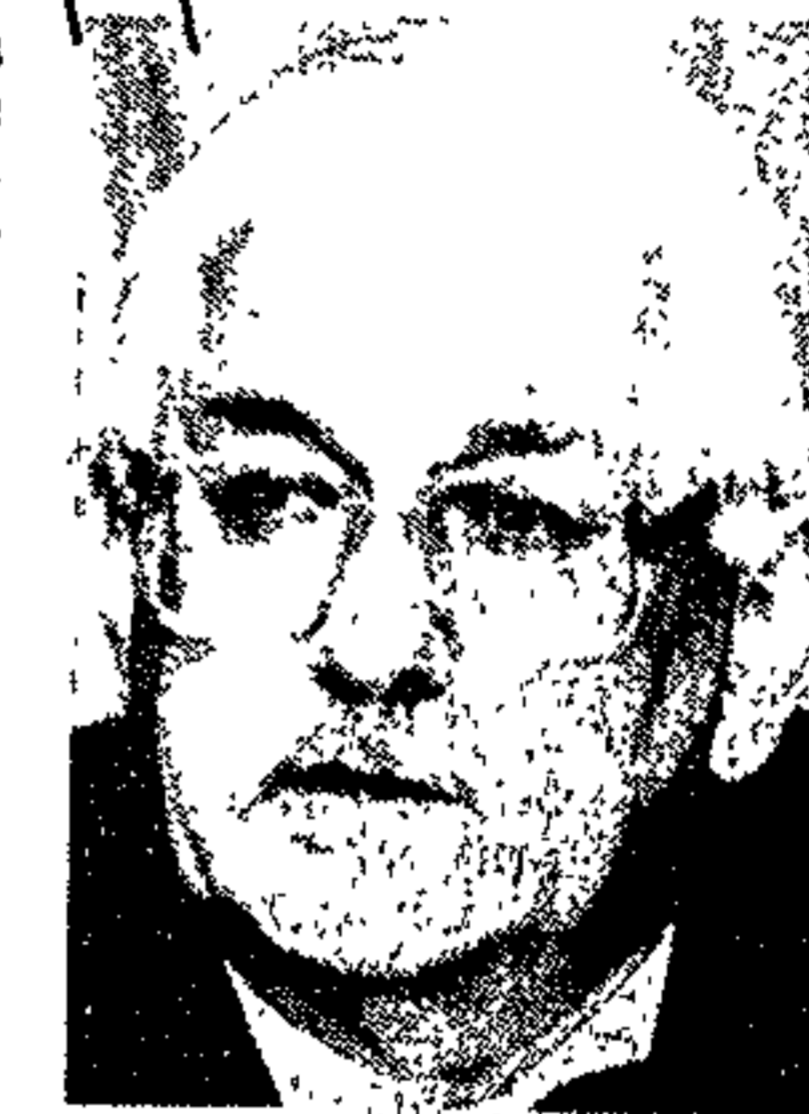
"We have to accept that the contents of syllabuses in subjects such as history, literature, even religion, will have to provide a broader spectrum of points of view and a greater variety of choices."

While not giving an implementation date of the new curriculums, Dr Viljoen said a basic, common syllabus should be provided, offering choices and different options, and that people should be encouraged to study not only their own but also other groups.

## Politics

He said: "While I see positive aspects in People's Education which we are implementing ourselves, that does not mean we accept the broader concepts with which other people are using People's Education, because they clearly say that it should be used to destabilise, to make ungovernable, the education system."

"The concept of People's Education as propounded by the African National Con-



GERRIT VILJOEN  
A broader spectrum

## BUT THERE WON'T BE A HERO'S ROLE FOR THE ANC

gress and certain United Democratic Front-related organisations and other educational organisations forms part of what I consider to be a disruptive, destabilising and, in many cases, even a revolutionary aspect in education."

The Deputy Minister, Mr Sam de Beer, had tried to continue the talks, and it was found that "no education" was being discussed but purely politics.

While Dr Viljoen emphasised that the initiative would be limited and that "politically aggressive" material was unlikely to be included in curriculums, he indicated that there would be local flexibility, and classroom discussions could possibly take in topics of township realities and even the ANC.

The outlawed ANC will not feature in textbooks. "I don't think you can give a hero's role in our history books to an organisation which is fomenting violent revolution in your country, he said.

## Militant

The positive aspects of People's Education have been praised by Dr Viljoen who has now called for a curriculum "with greater relevance to the experiences, values and aspirations" of the black majority.

Yet he has made clear in the past that the Department of Education and Training "would not tolerate any educational content with a revolutionary element" and has said that People's Education was being used by militant elements to turn education into a revolutionary weapon, an instrument for promoting dissatisfaction and radical unrest and change.

# INDABA'S SCHOOL WORKSHOP GETS BUSINESS HELP

By S'BU MNGADI

NATAL'S business houses sponsored the controversial multi-racial school's conference organised by the Kwazulu-Natal Indaba at the weekend.

KwaZulu's Health Minister Dr Frank Mdlalose made these acknowledgements when he opened the workshop, hosted by Kearsney College - a predominantly white private school - at Botha's Hill.

The companies were Foschini, Lever Brothers, Natal Building Society and Van Den Berg and Jurgens.

Mdlalose said the generosity of these companies reflected a growing concern amongst business people throughout SA that the problems of the future were urgently addressed.

He said this too was the motivation of the Kwazulu-Natal Indaba in designing and coordinating the workshop.

However, the workshop has sparked off criticism from several anti-apartheid organisations.

To sum up the feeling, Maritzburg University academic, Prof Colin Gardiner said: "If schoolchildren are going to be offered education in political matters, they should be exposed to a variety of viewpoints. If they are simply subjected to one part of the view or policy, then they become victims of indoctrination or even brainwash-

ing." Gardiner added that the firms who had helped to sponsor the conference should also realise that education had to be conducted in a spirit of open-mindedness.

However, Mdlalose told the delegates from 56 schools in Natal province: "We have not brought you here to lecture you, or to fill your heads with propaganda. We have brought you here to listen to your views, your concepts, your evaluation of the future in SA."

A spokesman for Lever Brothers - a Durban multinational company - told *City Press* that the Indaba organisers had asked for products, which the company had then donated to them.

Natal Building Society public affairs spokesman said her company had made a contribution of 300 folders with pens, pencils and paper pads, and NBS literature.

A Foschini's regional floor manageress said the shop had contributed to the fashion show held at the workshop by sending rails, mirrors, clothing and posters.

Although the workshop confined itself to Indaba proposals, some of the youths in attendance said they believed incarcerated ANC leader Nelson Mandela should be given the same chance as Inkatha's

Mangosuthu Buthelezi to prove himself as a leader.

During a session on Sunday, many expressed views and opinions far beyond their youth and inexperience.

"Mandela has been in prison for 25 years yet he is so popular among people in the country. Why does the government not give him a chance - as Buthelezi has been given - to prove whether he really is worth a leader?" Was one of the many questions.

The major thrust of the main speakers - Peter Mansfield, Perfect Malimela, Dr Jannie Hofmeyer and Dr Mdlalose - centred on the issue of negotiation.

Negotiations, said Malimela, director of African Outreach, should be a priority to place brakes on "the potentially disastrous logjam awaiting South Africans of all races".

He told the pupils that this was so because it was the first time in SA's history that people of all races had reached agreement on a common future.

But he sounded a warning.

"While there are blacks who are moderate and willing to negotiate with whites, there is a strong current blowing; a current of radicals who are impatient with white intransigence and white political parties vying for popularity among white voters while Rome is on fire and blacks

are jostling under the yoke of oppression."

He told the pupils that the Indaba bill of rights contained the solution for a United Natal.

"Common throughout the bill is a message or a guarantee of freedom - freedom of expression, freedom to act, live, learn, move, worship, mix, work as and where one wishes - so long as one has the necessary means and conditions being acceptable," he said.

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†Indicates translated version

For written reply:

Own Affairs:

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**Agricultural colleges: admission of Coloured/Indian students**

1. Mr R J LORIMER asked the Minister of Agriculture and Water Supply:

How many (a) Coloured and (b) Indian students (i) applied for admission and (ii) were admitted to each specified agricultural college in the Republic in 1987?

**THE MINISTER OF AGRICULTURE AND WATER SUPPLY:**

	(a)(i)	(a)(ii)	(b)(i)	(b)(ii)
Cedara	0	0	2	2
Portcheisroom	0	0	0	0
Eisenburg	4	0	0	0
Grootfontein	1	0	0	0
Glen	0	0	0	0

**Agricultural colleges: admission of Black students**

2. Mr R J LORIMER asked the Minister of Agriculture and Water Supply:

How many Black students (a) applied for admission to and (b) were enrolled at each specified agricultural college under the control of his Department in 1987?

**THE MINISTER OF AGRICULTURE AND WATER SUPPLY:**

	(a)	(b)
Eisenburg	10	23
Glen	23	83
Portcheisroom	83	109
Cedara	109	68
Grootfontein	68	

(b) None — Department responsible for the training of only White farmers.

**Hospital schools: closure**

3. Mr J VAN ECK asked the Minister of Education and Culture:

(1) (a) On what date was the decision taken to close hospital schools run by the Cape

Education Department, (b) why was this decision taken and (c) how many (i) posts had been abolished, (ii) teachers had resigned and (iii) schools had been closed as at 31 December 1987 as a result of this decision:

(2) whether all of these schools were notified of this decision on the same date; if not, (a) why not and (b) on what date was each school notified:

(3) whether it was subsequently decided not to proceed with the closure of these hospital schools; if so, (a) on what date and (b) why:

(4) whether all of these schools were notified of the subsequent decision on the same date; if not, (a) why not and (b) on what date was each school notified:

(5) whether any of the teachers and other staff who resigned or whose posts were abolished as a result of the announced closure of these schools, have been contracted with a view to re-employing them; if not, why not; if so, how many (a) have been contacted and (b) will be re-employed:

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

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) (a) 15 May 1986.

(b) in view of the shortage of funds priorities for expenditure had to be re-considered:

- (c) (i) 2.
- (ii) 3.
- (iii) one pre-primary school:

(2) yes, 5 January 1987.

(a) and (b) fall away.

(3) yes.

(a) 27 November 1987.

(b) the House of Representatives and the Department of Education and Training requested that the service be continued on an agency basis:

(4) yes, telephonically on 30 November 1987 and in writing on 2 December 1987.

(a) and (b) fall away.

(5) yes.

(a) all (24).

(b) all except 3 who exercised their option of retirement;

(6) a media announcement was released on 8 December 1987.

Agricultural colleges

9. Mr R J LORIMER asked the Minister of Agriculture and Water Supply:

(1) How many students (a) applied for admission to and (b) were enrolled at each specified agricultural college under the control of his Department in 1987;

(2) whether any applications by suitably qualified persons for admission to agricultural colleges were turned down in 1987; if so, (a) how many and (b) for what reasons in each case;

(3) how many students (a) graduated from and (b) failed to complete the relevant diploma courses at each specified agricultural college in that year?

THE MINISTER OF AGRICULTURE AND WATER SUPPLY:

Agricultural College	(1)(a)	(1)(b)	(3)(a)	(3)(b)
Potchefstroom	142	142	57	0
Glen	123	140	60	0
Cedara	152	128	55	18
Grootfontein	89	106	49	12
Eisenburg	204	186	75	32

(2) Yes.

(a) 177.

(b) Insufficient training facilities. Does not comply with entrance requirements.

Member of inspectorate: daily subsistence allowance

10. Mr D J N MALCOMESS asked the Minister of Education and Culture:

What was the daily subsistence allowance paid to an employee who was a member of the inspectorate of the Cape Education Department and earned R20 000 per annum as at (a) 30 April 1983, (b) 31 July 1987 and (c) 31 January 1988?

THE MINISTER OF EDUCATION AND CULTURE:

No superintendent of education receives a remuneration of R20 000 per annum. (a), (b) and (c) fall away.

†Indicates translated version.

For oral reply:

General Affairs:

Questions standing over from Tuesday, 16 February 1988.

\*1. Mr D J DALLING—Justice. [Reply standing over.]

Persons under 18: awaiting trial

\*11. Mrs H SUZMAN asked the Minister of Law and Order:

How many persons under the age of 18 years were held awaiting trial in police cells in 1987?

†THE MINISTER OF LAW AND ORDER:

63 360 persons

NOTE: These persons are youths who were arrested in connection with ordinary crime. In terms of the provisions of section 50 of the Criminal Procedure Act, 1977 (Act 51 of 1977) they may not be detained for a period exceeding 48 hours, unless they are brought before a lower court and their further detention is ordered for the purpose of trial for any offence.

I wish to emphasize that where possible shortly after their arrests the South African Police place these youths in the custody of their parents or guardians, release them on their own recognizance or, where circumstances permit, release them on bail. When their further detention is essential in the interest of the administration of justice, they are referred to places of safety as defined in the Childrens Act, 1960 (Act 33 of 1960). In very exceptional instances their detention in police cells may, however, be authorized. I also refer the hon member to my reply to oral question No 5 which I will reply to hereafter.

Group Areas Act: complaints regarding offences

\*14 Mr S S VAN DER MERWE asked the Minister of Law and Order:

(a) How many complaints regarding offences in terms of the Group Areas Act were investigated by the South African Police in the Republic in 1987 and (b) what was the outcome of these investigations?

THE MINISTER OF LAW AND ORDER:

(a) 1 243 complaints  
3 persons were charged and tried  
357 complaints were false  
330 complaints were withdrawn  
100 case dockets are presently with various Attorneys-General for their decisions  
453 complaints are still being investigated

Mr D J N MALCOMESS: Mr Speaker, arising out of the reply of the hon the Minister, may I ask him whether he does not consider the answer which he has just given us to demonstrate clearly the waste of police time involved in the following up of group areas cases such as the ones he has mentioned?

†THE MINISTER: Mr Speaker, the South African Police are bound by law to investigate a matter if complaints are lodged that a contravention has been committed. That is exactly what we do.

Mr D J N MALCOMESS: That is not a reply to the question.

†Mr J H VAN DER MERWE: Mr Speaker, further arising out of the reply of the hon the Minister, I want to ask him whether there are any guidelines for or instructions to the SA Police not to investigate contraventions relating to the Group Areas Act.

†THE MINISTER: Mr Speaker, the answer is "no".

†Mr SPEAKER: I put question . . . [Interjections.] Order! The Chair will not allow interjections to be made while the presiding officer is talking.

†Mr J H VAN DER MERWE: Mr Speaker, on a point of order: You were looking at me when you gave the admonition, but the hon the Minister of National Education started the interjections. Therefore he is guilty . . .

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(4) yes, telephonically on 30 November 1987 and in writing on 2 December 1987.

(a) and (b) fall away;

(5) yes,

(a) all (2+),

(b) all except 3 who exercised their option of retirement:

(6) a media announcement was released on 8 December 1987.

**Agricultural colleges**

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arising out of the hon the Minister's reply, may I ask him whether he is aware of any guidelines or instructions issued by Attorneys-General for the non-prosecution of people who contravene the Group Areas Act?

†The MINISTER: Mr Speaker, I am not aware of such guidelines since no such guidelines whatsoever exist because no such guidelines were issued.

**KwaNdebele: independence**

\*15. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) Whether with reference to his reply to Question No 11 on 6 October 1987, the State President acceded to the request by the Chief Minister of KwaNdebele to meet with him regarding the three requirements laid down for independence: if not, why not; if so, (a) (i) where and (ii) when was the meeting held and (b) what was the outcome of the meeting.
- (2) whether these requirements for independence have been met by the KwaNdebele Government; if not, why not; if so,
- (3) whether a date has been set for the independence of KwaNdebele; if so, what is that date?

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING.**

- (1) Yes.
  - (a) (i) At the Office of the State President in Pretoria.
  - (ii) On 27 October 1987.
- (b) The State President indicated that, in principle, the South African Government has no objection to independence for KwaNdebele. The three requirements laid down for independence were however reaffirmed.
- (2) No: it is receiving continuous attention
- (3) Falls away.

**Regional Services Councils: bodies exempt from levies**

\*16. Mr C J DERBY-LEWIS asked the Minister of Finance:

- (1) Whether any bodies are exempt from

paying the levies charged by Regional Services Councils; if so,

- (2) whether pension funds are exempt from paying such levies; if not, why not?

†The DEPUTY MINISTER OF FINANCE (Dr G Marais):

- (1) (a) Religious, charitable and educational institutions of a public character are excluded from the levy base on which the regional establishment levy is charged.

Exemption from the regional establishment levy has been granted, in limited form, to such organizations as amateur sporting clubs; non-profit-making organizations established to represent persons with common interests; agricultural control boards; State divisions serving mainly other State divisions; and State divisions, persons or employers providing housing or accommodation on a non-profit-making basis, while non-profit-making organizations engaged in nature conservation or animal protection activities have been exempted completely.

(b) Exemption from the regional services levy has been granted to religious and charitable institutions of a public character and any non-profit-making organization engaged in nature conservation or animal protection activities.

- (2) Pension funds are liable for both the regional establishment levy and the regional services levy. Contributions by members and employers to such funds are, however, not subject to the regional establishment levy.
- The reason for subjecting pension funds to the levies is that they, like any other commercial undertaking, employ people and engage in independent and market related business operations.

**USA: restrictions on diplomats from RSA**

\*17. Mr C J DERBY-LEWIS asked the Minister of Foreign Affairs:

- (1) Whether any restrictions are imposed by the United States Government on the

activities of South African diplomats in that country; if so,

- (2) whether his Department has made enquiries as to whether these restrictions apply to any other foreign diplomats stationed in the United States; if so, to diplomats of what other country?

The DEPUTY MINISTER OF FOREIGN AFFAIRS:

- (1) and (2) South African diplomats in the United States are not subjected to any restrictions which are not also applicable to diplomats of other countries and are consistent with recognized international practice and the principle of reciprocity.

\*18. Mr C J DERBY-LEWIS — Home Affairs. [Reply standing over.]

**Mixed couples: notices to vacate dwellings**

\*19. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

- (1) Whether, since 2 June 1987, his Department has in terms of the Group Areas Act served any mixed couples with notices requiring them to vacate the dwellings occupied by them; if so, how many such notices had been served in respect of (a) White and (b) other group areas as at the latest specified date for which information is available;
- (2) whether his Department has received any responses to these notices; if so, (a) what responses, and (b) from whom, in each case?

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

- (1) No.
- (2) Falls away.

**Notices to non-Whites in White group areas**

\*20. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

Whether any notices have been issued in respect of non-White occupants of premises situated in White group areas (a) to vacate rented premises and (b) to sell premises owned by them; if so, (i) (aa) how many, (bb) why, (cc)

when, and (dd) on whose instructions, in each case in 1987 and (ii) in which towns or cities were these notices served?

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING: No.

**Secondary/high schools: unrest**

\*21. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether any secondary or high schools falling under his Department were subject to unrest or disruption in 1987; if so, how many;
- (2) how many secondary or high schools for Blacks were there in the Republic as at 31 December 1987?

The DEPUTY MINISTER OF EDUCATION:

- (1) Yes, 97 secondary/high schools. The nature and intensity of the incidents cannot, however, be estimated from these statistics.
- (2) 368 secondary/high schools. Information as on 3.3.1987.

**Schools/pupils affected by boycotts/disturbances**

\*22. Mr K M ANDREW asked the Minister of Education and Development Aid:

How many (a) schools and (b) pupils under the control of his Department were affected by boycotts or disturbances in 1987?

†The DEPUTY MINISTER OF EDUCATION:

- (a) 147 schools.
- (b) It is impossible to judge the intensity by which pupils were affected. The total enrolment at the above-mentioned schools was 128 022 pupils of which, according to survey, no more than half were affected in some way or another by boycotts or disturbances.

**Alexandra Township: investigation**

\*23. Mr R J LORIMER asked the Minister of Law and Order:

- (1) Whether, with reference to his reply to Question No 20 on 2 September 1986, the investigation into the incidents which occurred in Alexandra Township on 22, 23

Government's legislative 'bulldozing' tactics criticised



# Copyright Bill still a worry

THE Copyright Amendment Bill, now passing through its final stages in Parliament, continues to attract the considerable concern of lawyers, patent attorneys in particular, who remain strongly critical at the way in which government has been seen to bulldoze the amendments through the legislative process.

Most vocal of the critics include the General Bar Council, Association of Law Societies, SA Institute of Patents and at least three engineering associations.

The main bone of contention is that the changes to the copyright legislation could have serious implications for SA industry, and yet the Parliamentary Standing Committee on Trade and Industry has consistently failed (or refused) to hear evidence from people who have a vital interest in the issue, despite requests for this to be done.

This includes the Statutory Advisory Committee on Copyright — set up specifically to guide government on these matters — which

was not even canvassed to comment on the proposed amendments.

A Johannesburg patents advocate, Chris Job, who was one of the many who submitted requests to give evidence to the standing committee, echoed the complaints of several others that the Bill was produced at the beginning of February without any notice being given to interested parties to present their comments on the amendments.

Although certain persons and parties are stated in the Bill to have been consulted, Job submitted that they only represented one limited point of view, without the opportunity of many others to present their case as well. In fact, the Bill has been whipped through Parliament without the benefit of any public debate taking place.

A considerable body of foreign as well as SA technology is currently protected in SA against unauthorised copying and pirating

by the existing Copyright Act. This will now be summarily removed when the Bill passes into law, Job observed.

Another complaint is that the motivation presented by government for presenting the Bill has been misleading. Economic Affairs and Technology Deputy Minister Theo Alant, who has piloted the Bill through Parliament, has explained that its purpose was to counteract sanctions against SA, and to combat the increasing incidence of litigation.

Piet de Pontes, chairman of the Parliamentary Standing Committee, denies that the amending legislation has been hurried through Parliament at all.

He told Business Day the standing committee had received many representations supporting the changes to the Copyright Act which, he maintained, had been introduced to remove anomalies existing between patent legislation here and elsewhere. The committee had also decided that no purpose would be served in hearing further evidence.

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**The MINISTER OF AGRICULTURE:**

- (a) R1 255 000 for the twelve months ending on 31 March 1987,
- (b) Opunua species and Naselle tuft-grass,
- (c) R989 000 and R266 000 respectively.

**Road transport operations: privatization**

221. Mr D J N MALCOMBESS asked the Minister of Transport Affairs:

Whether any South African Transport Services road transport operations were privatized in 1987; if so, (a) how many, (b) which specified road transport operations and (c) to whom was each sold?

**The MINISTER OF TRANSPORT AFFAIRS:**

- No.
- (a), (b), and (c) Fall away.

**Public Service: employees**

269. Mr S S VAN DER MERWE asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

- (a) How many (i) Whites, (ii) Coloureds, (iii) Indians and (iv) Blacks were employed in the (aa) A Division and (bb) any other specified division of the Public Service, and (b) what total number of persons in each race group were there in the Public Service, as at the latest specified date for which figures are available?

**The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:**

Information in regard to persons in the Public Service, as defined in section 7(1) of the Public Service Act, 1984 (Act 111 of 1984), excluding the National Intelligence Service, as at 30 September 1987 is as follows:

(a)	(i)	(ii)	(iii)	(iv)
(aa) A Division	79 375	6 020	4 030	2 631
(bb) B Division	70 591	23 914	7 900	38 130
Services	72 522	10 449	3 172	34 380
Non-classified	4 267	27 476	1 619	114 963
Whites	226 755			
Coloureds	67 859			
Indians	16 721			
Blacks	190 104			

**Own Affairs:**

**Primary/secondary schools: teacher/pupil ratio**

13. 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?

**The MINISTER OF EDUCATION AND CULTURE:**

(1)	(a) primary	(b) secondary
Cape Province	1:30.9	1:16.0
Natal	1:21.2	1:16.4
OFS	1:22.5	1:16.1
Transvaal	1:22.6	1:17.1

*Handwritten signature*

**The MINISTER OF EDUCATION AND CULTURE:**

Cape information in respect of 1988 is not yet available.

- (1) (i) Head Office\* (a) — (b) —
- (ii) Cape 51 234
- Natal 18 11
- OFS — —
- Transvaal 19 in (a) and (b) together;

- (2) no, (a) and (b) fall away.
- \*Head Office does not employ any teachers in a teaching capacity.

**Average expenditure per type of school**

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

What was the average expenditure, excluding expenditure of a capital nature, per type of school falling under the control of his Department in 1987?

**The MINISTER OF EDUCATION AND CULTURE:**

- (a) Ordinary schools: R809 477
- (b) Schools and centres for special education: R1 428 853

**Primary/secondary schools: pupils enrolled**

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

What total number of pupils enrolled in 1988 in (a) primary and (b) secondary schools in each specified region of each education department falling under the control of his Department?

**The MINISTER OF EDUCATION AND CULTURE:**

	(a) primary	(b) secondary
Natal	55 360	44 806
OFS	42 946	31 355
Transvaal		
Southern Transvaal	40 176	20 284
Central Rand	39 016	32 285
Eastern Transvaal	37 927	23 922
Western Transvaal	24 921	19 913
East Rand	44 876	29 940
West Rand	32 943	21 670
Far Northern Transvaal	17 993	12 783
Northern Transvaal	52 866	39 501

**School hostels: vacant places**

17. Mr R M BURROWS 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 the latest specified date for which information is available?

**The MINISTER OF EDUCATION AND CULTURE:**

(a)	(b)
Cape 4 741	as at 1987-12-31
Natal 1 030	as at 1988-02-01
OFS 1 316	as at 1987-05-20
Transvaal 5 656	as at 1988-02-23
Cape 4 328	as at 1987-12-31
Natal 644	as at 1988-02-01
OFS 1 173	as at 1987-05-20
Transvaal 4 778	as at 1988-02-23

**School buildings constructed**

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

- (a) How many school buildings were constructed or caused to be constructed by his Department in 1987 and (b) what was the average capital cost of constructing these buildings?

**The MINISTER OF EDUCATION AND CULTURE:**

(a)	(b)
Number of schools	Average cost
—	—
3	R2 575 229.00
4	R4 630 600.00

**Black students at universities for Whites**

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

- (a) How many foreign Black students were enrolled at universities for Whites in the Republic as at the latest specified date for which figures are available, (b) what was the country of origin of each such student



Certain person: investigation into activities

\*27 Mr R R HULLEY asked the Minister of Law and Order:

- (1) Whether the South African Police are conducting any investigations into the activities of a certain person, whose name has been furnished to the Police for the purpose of the Minister's reply: if so, (a) what is the name of this person and (b) what alleged offence is being investigated.
- (2) whether any South African citizens are the subject of these or related investigations. If so, (a) what are the names of these citizens and (b) what is the nature of these investigations.
- (3) whether he will make a statement on the matter?

The MINISTER OF LAW AND ORDER.

- (1) No, but enquiries are presently being conducted to establish whether any criminal offences were committed by any person I am not prepared to furnish information regarding these enquiries as it will defeat the purpose of such enquiries.
- (a) and (b) Fall away
- (2) Falls away
- (3) No.

Mr R R HULLEY: Mr Chairman, arising out of the hon the Minister's reply, does the hon the Minister's department name this individual in the same way as the Department of Home Affairs or in the form that this question was put.

The MINISTER. Mr Chairman, I have mentioned that we are at present making enquiries in this regard. As I have indicated I am not prepared to give any further information at this stage.

Certain person/business: beneficiary of entity

\*28 Mr R R HULLEY asked the Minister of Economic Affairs and Technology:

Whether (a) a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, and/or (b) any business in which this person has an interest has been the beneficiary of any (i) permit, (ii) licence, (iii) concession and/or (iv) assistance from any entity falling under his Department. (So, (a) what is the name of this person; (b) what is the nature of the benefits received in respect of such permits, licences, concessions or assistance and (cc) what is the present status of these benefits in each case?)

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY.

(a) and (b) No, not of which my Departments are aware of.

(i)-(iv) fall away.

Black teachers: conditions of employment

\*29. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) What are the conditions under which qualified Black teachers are employed on a (a) permanent, (b) probational permanent and (c) temporary basis;
- (2) whether there were any changes in these conditions over the past two years: if so, (a) what changes and (b) why?

The DEPUTY MINISTER OF EDUCATION:

- (1) The Department of Education and Training does not differentiate between persons of different population groups in the appointment of teachers.
- (2) No (a) and (b) fall away

Mr K M ANDREW: Mr Chairman, arising out of the hon the Deputy Minister's reply, the question which was asked was not in relation to other races but the conditions are under which some people are employed on a permanent basis and other people on a temporary basis. I should like the hon the Deputy Minister's reply to that.

The DEPUTY MINISTER. Mr Chairman, the question reads, 'What are the conditions under which qualified Black teachers are employed?'

The answer to that is that all the teachers in our department are appointed under the same conditions.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Deputy Minister's reply, could he please tell us what those conditions are?

The DEPUTY MINISTER. Yes, Mr Chairman, I can in the first place there must be a vacant post. In the second place, the person must be of good character, have no mental or physical deficiency, direct or weakness, must be under the

age of 55 years and be a South African citizen or a citizen of an independent state, with the provision that the Minister may appoint a non-South African citizen in a full-time, permanent capacity. In the third place, all appointments are on probation for at least 12 calendar months. The appointment must be recommended by the school committee, the governing body and the circuit inspector.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Deputy Minister's reply—for which I thank him after the long delay—will he please supply an answer to question (1) (c)—the circumstances under which people are employed on a temporary basis?

The DEPUTY MINISTER: Mr Chairman, the same conditions as for permanent appointments apply for temporary appointments with the exception of the age limit and citizenship. Temporary appointments are not subject to probation.

Principals/deputy principals/heads of departments: Black schools in Western Cape

\*30. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) (a) (i)	(ii)	(1) (a) Yes	(b) Yes	(c) Yes
Luhlaza Secondary School	1.4.86 — date			
Isilemela Comprehensive School	1.1.88 — date			
Intshukumo Comprehensive School	1.1.88 — date			
Lugunya Secondary School	1.1.85 — 11.9.87 and 12.9.87 — date			
Crossroads No 3 Secondary School	1.1.88 — date			
(1) (b) (i)	(ii)	(1) (a) Yes	(b) Yes	(c) Yes
Isilemela Comprehensive School	1.1.88 — date			
Intshukumo Comprehensive School	1.1.88 — date			
(1) (c) (i)	(ii)			
Intshukumo Comprehensive School	1.1.88 — date			
Lugunya Secondary School	1.1.85 — 30.1.86, 1.2.85 — 15.1.86, 30.1.86 — 31.3.86, 1.1.87 — date and 4.2.87 — date			

(1) (iii) The best available candidates after advertising.

(2) Yes (a) Falls away (4) (a) Yes (ii) 6

(b) Permanent on probation on the dates shown above (iii) Luhlaza Secondary School, Isilemela Comprehensive School, Intshukumo Comprehensive School

(3) Yes Choices were made by the Selection Committee of the Department. The rest of the question falls away.

Lugunya Secondary School  
(two)  
Crossroads No 3 Secondary School

(b) Yes

(1) 7

(ii) Masivile Secondary School  
Matsio Secondary School  
ID Makize Secondary School  
Crossroads No 3 Secondary School  
Fezeka Secondary School  
Langa Secondary School  
Sizamile Secondary School

**Teachers retrenched**

\*31 MR K M ANDREW asked the Minister of Education and Development Aid

(1) Whether any qualified teachers employed by his Department were retrenched during the past 12 months, if so, (a) how many, (b) why in each case and (c) in which regions were they teaching when they were retrenched.

(2) whether any qualified teachers employed on a temporary basis were not re-employed when they re-applied for their posts during the above period of 12 months; if so, (a) how many, (b) why in each case and (c) in which regions were they teaching?

The DEPUTY MINISTER OF EDUCATION:

(1) Yes

(a) Eleven (out of a total of 44 090)

(b) Two because of unprofessional conduct, two because they submitted false information on their application documents, one was dismissed due to inefficiency, absenteeism and lack of interest in his work and six had their probationary appointments terminated because of unsatisfactory service

(c) Natal Region nine and Highveld Region two

2) Yes

(a) One

(b) The school committee and principal

concerned were not satisfied with the quality of his work during 1987.

(c) Highveld Region.

\*32. Mr M J ELLIS—Home Affairs. [Reply standing over.]

**Black employees: promotion**

\*33 Mr M J ELLIS asked the Minister of Agriculture.

(a) What is the policy of his Department with regard to the promotion of Black employees and (b) what is the highest level to which Black employees can be promoted?

The MINISTER OF AGRICULTURE:

(a) The Department of Agricultural Economics and Marketing follows the policy laid down in accordance with the provisions of the Public Service Act, 1984 (Act 111 of 1984), with regard to the promotion of Black employees, namely according to the relative merit, proven work achievements, skills, level of training and in consideration of the suitability for the higher post within the rank structure determined for Black employees, and

(b) to the highest level according to the post classification in the Public Service in terms of the said Act, but with due observance of the qualifications required for the post concerned

**Black employees: promotion**

\*34 Mr M J ELLIS asked the Minister of Environment Affairs

(a) What is the policy of his Department with regard to the promotion of Black employees and (b) what is the highest level to which Black employees can be promoted?

The MINISTER OF ENVIRONMENT AFFAIRS:

(a) The promotion of Black employees is based on relative merit, level of training and suitability for the post

(b) Taking into consideration there is no limitation on the level to which Black employees can be promoted

**Own Affairs:**

Paarl Teachers' College: reasons for closing

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

(1) What are the reasons for closing the Paarl Teachers' College;

(2) whether these reasons were discussed with the interested parties beforehand, if not, why not; if so, (a) when and (b) with whom,

(3) whether these reasons were accepted by the interested parties;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) The College is being closed as part of the rationalization of teacher training necessitated by the decrease in pupil numbers;

(2) yes, the reasons were discussed at meetings on 9 September 1986, 11 June 1987 and 9 October 1987 with a delegation from the Regional Development Advisory Committee (Region A) (Western Cape) and also on 25 September 1987 and 9 October 1987 with a delegation from the Paarl Teachers' College;

(3) an understanding for the necessity of rationalization was shown.

(4) no.

Mr A GERBER: Mr Chairman, arising out of the hon the Minister's reply, can he tell us whether it was originally agreed that the teachers college in Wellington would close instead of the one in Paarl, and whether he informed the hon member for Paarl about this informally?

The MINISTER: The answer to that is 'no'.

Mr D J DALLING: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him to what use the buildings of the Paarl Teachers' Training College are going to be put now that they are no longer going to be used for teacher training?

The MINISTER: Mr Chairman, there is a question on the Question Paper in this regard, and if the reply to that does not satisfy the hon member is at liberty to have a further question on that placed on the Question Paper

Paarl/Wellington Teachers' College: facilities offered

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

(1) What facilities offered at the Paarl Teachers' College are not offered at the Wellington Teachers' College;

(2) what facilities offered at the Wellington Teachers' College are not offered at the Paarl Teachers' College;

(3) whether certain facilities will have to be transferred from the Paarl Teachers' College to the Wellington Teachers' College after the former is closed; if so, (a) what facilities and (b) what will be the cost involved;

(4) whether the financial implications of transferring facilities were considered before the Paarl Teachers' College was closed; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) One handwork centre  
one swimming-pool  
two more rooms for tuition in Physical Education  
four more netball fields;

(2) music laboratory  
music theatre  
six more rooms for tuition in music  
hostel accommodation for 119 more students

(3) yes.  
(a) facilities for tuition in Woodwork and Metalwork.  
(b) R1 150 000;

(4) yes.

Rationalization of any type generates certain costs. These costs must be evaluated against the overhead saving brought about by the rationalization  
Facilities that became redundant during the process of rationalization are utilized, in every instance, in the interests of the country

been entered into in the Republic since the repeal of the Prohibition of Mixed Marriages Act, No 55 of 1949, and (b) in respect of what specified period is this information furnished?

- The MINISTER OF HOME AFFAIRS
- (a) (i) 28
  - (ii) 662
  - (iii) 160
  - (b) 19 June 1985 to 31 August 1987.

Publications Act: items declared undesirable  
 262. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

The MINISTER OF HOME AFFAIRS.

Publications or Objects	Films	Entertainment	Public
(1) Section 47(2)(a)	301	50	1
Section 47(2)(b)	10	2	—
Section 47(2)(c)	12	—	—
Section 47(2)(d)	31	1	—
Section 47(2)(e)	485	6	—
Section 47(2)(f)	—	—	—
(2) Yes	—	—	—
(a) (i) Section 47(2)(a)	9	18	—
Section 47(2)(b)	—	—	—
Section 47(2)(c)	—	—	—
Section 47(2)(d)	8	—	—
Section 47(2)(e)	11	10	1
(ii) Section 47(2)(a)	5	2	—
Section 47(2)(e)	13	—	—

270. Mr S S VAN DER MERWE asked the State President:
- Whether any persons are being held in South West Africa under Proclamation (a) AG26 and (b) AG9, if so, (i) how many persons in each case and (ii) in respect of what date is this information furnished?

- The STATE PRESIDENT:
- (a) (i) none
  - (ii) 15 February 1988
  - (b) (i) 29 persons
  - (ii) 15 February 1988

284. Mr H H SCHWARZ asked the Minister of Finance:

(1) What amounts were paid over to each of the independent Black states and (b) (i) Botswana, (ii) Lesotho and (iii) Swaziland in terms of the Customs Union Agreement in the 1987-88 financial year.

(2) What was the balance that accrued to the Republic of South Africa?

The MINISTER OF FINANCE:

(1) (a) —

(b) (i) 15 February 1988.

Customs Union Agreement: amounts paid over

- Proclamation AG9: persons in detention
271. Mr S S VAN DER MERWE asked the State President:
- (a) How many persons were arrested?
  - (b) How many persons were released?

- The STATE PRESIDENT:
- (a) 15 February 1988
  - (b) 15 February 1988

Transkei	Bophuthatswana	Venda	Ciskei
R350 516 000	R411 569 000	R67 070 000	R156 117 000
(1) (b)	(ii) Lesotho	(iii) Swaziland	
(i) Botswana	R157 396 000	R134 928 000	
R284 962 000			

(2) The estimated balance in respect of customs duty, excise duty and surcharge amounts to R2 555 442 000.

Milk-powder exported/imported

285. Mr H H SCHWARZ asked the Minister of Finance:

What (a) total quantity of milk-powder was (i) exported and (ii) imported from 1 September 1986 to the latest specified date for which figures are available and (b) was the value of the milk-powder (i) exported and (ii) imported during that period?

- The MINISTER OF FINANCE:
- The export and import statistics in respect of milk-powder for the period 1 September 1986 to 30 September 1987 are as follows:
- (a) (i) 800 964 kg
  - (ii) 14 222 924 kg
  - (b) (i) R2 744 717
  - (ii) R23 232 576

Gold made available for manufacturing purposes

286. Mr H H SCHWARZ asked the Minister of Finance:

What quantity of gold was made available in the Republic in 1987 to (a) jewellers and (b) other concerns for manufacturing purposes?

- The MINISTER OF FINANCE:
- (a) 2 218 694,500 gram (1 064 522,200 gram in 1986)
  - (b) 503 608,200 gram (858 388 100 gram in 1986).

Compulsory military service: conscientious objections

284. Prof A J JOLLYTER asked the Minister of Defence:

(1) Whether any legislative changes are being considered to provide for conscientious objection to compulsory military service in the armed forces of the Republic?

The MINISTER OF DEFENCE:

(1) No, the hon member is referred to Hansard 1983, column 3548 in this regard. The situation is unchanged.

(2) Whether any consideration is being given to reducing the period of alternative service for religious objectors: if so, when is it anticipated that changes will be introduced in Parliament?

The MINISTER OF DEFENCE:

(1) No, the hon member is referred to Hansard 1983, column 3548 in this regard. The situation is unchanged.

(2) The hon member is referred to the Defence Amendment Act, 1987 (Act 45 of 1987), in which this power is in fact vested in the Minister of Defence.

Mainline/commuter passengers

377. Mr D J N MALCOMNESS asked the Minister of Transport Affairs:

What was the total number of (a) first-class and (b) third-class (i) mainline and (ii) commuter passengers transported by the rail services of the South African Transport Services in the Republic in the 1986-87 financial year?

- The MINISTER OF TRANSPORT AFFAIRS:
- (a) (i) 248 999
  - (ii) 75 918 186
  - (b) (i) 12 132 118
  - (ii) 522 686 438

Private schools: subsidies

11. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether any private schools in (a) the Transvaal, (b) Natal, (c) the Cape Province and (d) the Orange Free State (i) have applied for and (ii) have been granted subsidies for private schools in the 1987-88 financial year?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 15 February 1988

(b) (i) 29 persons

(ii) 15 February 1988

(House of Assembly), No 104 of 1986; if so, which schools in each case:

(2) whether any registered private schools have not applied for this subsidy; if so, which schools?

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) Yes. (a), (b), (c) and (d) (i) Applications for financial grants in respect of 1988 are only due on 31 July 1988.  
(ii) falls away;

(2) falls away

Primary/high schools/training colleges: total potential capacity/enrolment

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

(1) What was the (a) total potential capacity

	(a)(i)(aa)	(bb)
Cape	163 000	133 950
Natal	83 820	67 762
OFS	55 330	35 415
Transvaal	397 653	244 718
Cape		

(2) (a) yes.

(i) 27\*\*

(ii) unutilized 19

let to Hospitals Department 1

let to Mr P W Kautmann 1

let to Prima Pineapples 1

let to SA Police and SA Defence Force 1

let to Oudshoorn Division Council 1

let to Vaalharts Commando 1

let to Chief Directorate Local Government 1

let to SA Defence Force 1.

(ii) unutilized 1

let to DR Churches 3

let to Municipalities 2;

(a) 11 primary schools.

(b) let to the Administration: House of Representatives 10

(c) yes.

(d) 7 school sites are leased to the Department of Education and Culture, Administration, House of Delegates and 2 school sites to the Department

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of, and (b) enrolment in, (i) (aa) primary and (bb) high schools and (ii) training colleges in each province as at 31 January 1988:

(2) whether any (a) schools and (b) hostels owned or controlled by his Department are unutilized or utilized for purposes other than education, if so, (i) how many as at the latest specified date for which information is available and (ii) for what other purposes were they being utilized:

(3) whether any unutilized or under-utilized facilities have been made available to other population groups; if not, why not; if so, (a) which facilities and (b) to whom have they been made available?

**THE MINISTER OF EDUCATION AND CULTURE:**

	(i)	(ii)
Natal	2 450	1 282
	1 750	967
	700	481
	42 946	31 355
	290 718	206 298
		6 133

let to DR Church for use as a mission school 1.

(2) (a) yes

(i) 3\*\*

(ii) 1 leased to Kupagani Centre for Training Resources in Early Education.

(b) yes.

(i) 4\*\*

(ii) 1 hostel is to be utilized by the Natal Provincial Administration Ambulance Services and 1 is leased to a private concern as a play-centre;

(3) yes.

(a) 9 developed school sites consisting of buildings and sports fields.

(b) 7 school sites are leased to the Department of Education and Culture, Administration, House of Delegates and 2 school sites to the Department

of Education and Culture, Administration: House of Representatives:

OFS

(2) (a) yes.

(i) 9\*\*

(ii) 3 farm schools unused

1 leased as offices to a road construction company

1 utilized by a church and nursery school

1 changed into a Special School

1 changed into a Child Guidance Clinic and a regional office

1 utilized by a church

1 utilized by the Department of Law Enforcement:

(b) yes.

(i) 2\*\*

(ii) 1 utilized by the Department of Law Enforcement

1 utilized by the Army;

other facilities will be re-utilized for other purposes in the near future.

(a) and (b) fall away:

Transvaal

(2) (a) yes.

(i) 19\*\*

(ii) for other State purposes e.g. Police, Post and Telecommunications and the SA Defence Force. Some of the buildings are let to Municipalities and private instances such as the SA Womens Association and private training institutions:

(b) yes.

(i) 2\*\*

(ii) 1 application to lease a building as an Old Age Home is under consideration and 1 hostel is unused:

(3) no. no applications were received from other groups

(a) and (b) fall away

Information not available  
Information as at 31 January 1988

Matriculation/equivalent examination: Whites entered/passed

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

(1) How many White pupils (a) entered for and (b) passed the matriculation or an equivalent examination in 1987 in each of the provincial education departments,

(2) how many of these pupils passed with matriculation exemption;

(3) how many of these pupils passed in (a) mathematics and (b) physical science in the above-mentioned year?

**THE MINISTER OF EDUCATION AND CULTURE:**

	(a)	(b)
Cape:	16 381	15 185
Natal:	8 842	8 434
OFS:	4 894	4 762
Transvaal:	35 688	33 864
Cape:	6 615	
Natal:	4 300	
OFS:	2 020	
Transvaal:	14 918	
Cape:	8 232	5 355
Natal:	5 652	3 752
OFS:	2 525	1 889
Transvaal:	22 722	16 662

**Teachers: national service**

27. 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 1987 and (b) as at the latest specified date in 1988 for which figures are available?

**THE MINISTER OF EDUCATION AND CULTURE:**

	(a)	(b)
Cape:	278	256 as at 1988-01-01
Natal:	147	147 as at 1988-02-01
OFS:	78	83 as at 1988-02-01
Transvaal:	1 022	1 077 as at 1988-02-01

**Medical schools: doctors qualified**

31 Mr R M BURROWS asked the Minister of Education and Culture

How many students in each race group gain-

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Lagunya Secondary School  
(two)  
Crossroads No 3 Secondary  
School

(b) Yes

(1) 7

(ii) Masiyile Secondary School  
Mafiso Secondary School  
ID Makize Secondary School  
Crossroads No 3 Secondary  
School  
Fezeka Secondary School  
Langa Secondary School  
Sizamile Secondary School

**Teachers retrenched**

\*31 Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any qualified teachers employed by his Department were retrenched during the past 12 months, if so, (a) how many, (b) why in each case and (c) in which regions were they teaching when they were retrenched;

(2) whether any qualified teachers employed on a temporary basis were not re-employed when they re-applied for their posts during the above period of 12 months; if so (a) how many, (b) why in each case and (c) in which regions were they teaching?

The DEPUTY MINISTER OF EDUCATION:

(1) Yes

(a) Eleven (out of a total of 44 090)

(b) Two because of unprofessional conduct, two because they submitted false information on their application documents, one was dismissed due to inefficiency, absenteeism and lack of interest in his work and six had their probationary appointments terminated because of unsatisfactory service.

(c) Natal Region nine and Highveld Region two.

(2) Yes

(a) One

(b) The school committee and principal

HOUSE OF ASSEMBLY

concerned were not satisfied with the quality of his work during 1987.

(c) Highveld Region.

\*32 Mr M J ELLIS—Home Affairs. [Reply standing over.]

**Black employees: promotion**

\*33 Mr M J ELLIS asked the Minister of Agriculture:

(a) What is the policy of his Department with regard to the promotion of Black employees and (b) what is the highest level to which Black employees can be promoted?

The MINISTER OF AGRICULTURE:

(a) The Department of Agricultural Economics and Marketing follows the policy laid down in accordance with the provisions of the Public Service Act, 1984 (Act 111 of 1984), with regard to the promotion of Black employees, namely according to the relative merit, proven work achievements, skills, level of training and in consideration of the suitability for the higher post within the rank structure determined for Black employees; and

(b) to the highest level according to the post classification in the Public Service in terms of the said Act, but with due observance of the qualifications required for the post concerned

**Black employees: promotion**

\*34 Mr M J ELLIS asked the Minister of Environment Affairs:

(a) What is the policy of his Department with regard to the promotion of Black employees and (b) what is the highest level to which Black employees can be promoted?

The MINISTER OF ENVIRONMENT AFFAIRS:

(a) The promotion of Black employees is based on relative merit, level of training and suitability for the post

(b) Taking (a) into consideration there is no limitation to the level to which Black employees can be promoted.

**Own Affairs:**

Paarl Teachers' College: reasons for closing

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

(1) What are the reasons for closing the Paarl Teachers' College;

(2) whether these reasons were discussed with the interested parties beforehand; if not, why not, if so, (a) when and (b) with whom;

(3) whether these reasons were accepted by the interested parties;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) The College is being closed as part of the rationalization of teacher training necessitated by the decrease in pupil numbers;

(2) yes, the reasons were discussed at meetings on 9 September 1986, 11 June 1987 and 9 October 1987 with a delegation from the Regional Development Advisory Committee (Region A) (Western Cape) and also on 25 September 1987 and 9 October 1987 with a delegation from the Paarl Teachers' College;

(3) an understanding for the necessity of rationalization was shown;

(4) no.

\*Mr A GERBER: Mr Chairman, arising out of the hon the Minister's reply, can he tell us whether it was originally agreed that the teachers' college in Wellington would close instead of the one in Paarl, and whether he informed the hon member for Paarl about this informally?

The MINISTER: The answer to that is "no".

\*Mr D J DALLING: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him to what use the buildings of the Paarl Teachers' Training College are going to be put now that they are no longer going to be used for teacher training?

The MINISTER: Mr Chairman, there is a question on the Question Paper in this regard, and if the reply to that does not satisfy the hon member is at liberty to have a further question on that placed on the Question Paper.

Paarl/Wellington Teachers' College: facilities offered

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

(1) What facilities offered at the Paarl Teachers' College are not offered at the Wellington Teachers' College;

(2) what facilities offered at the Wellington Teachers' College are not offered at the Paarl Teachers' College;

(3) whether certain facilities will have to be transferred from the Paarl Teachers' College to the Wellington Teachers' College after the former is closed; if so, (a) what facilities and (b) what will be the cost involved;

(4) whether the financial implications of transferring facilities were considered before the Paarl Teachers' College was closed; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) One handwork centre  
one swimming-pool  
two more rooms for tuition in Physical Education  
four more netball fields;

(2) music laboratory  
music theatre  
six more rooms for tuition in music  
hostel accommodation for 119 more students

(3) yes.  
tuition facilities for 50 more students  
six more tennis courts  
one cricket field;

(4) yes.  
(a) facilities for tuition in Woodwork and Metalwork.

(b) R1 150 000.

(4) yes.  
Rationalization of any type generates certain costs. These costs must be evaluated against the overhead saving brought about by the rationalization.

Facilities that became redundant during the process of rationalization are utilized, in every instance, in the interests of the country.

HOUSE OF ASSEMBLY

Mr C W EGLIN: Mr Chairman, arising from the reply given by the hon the Minister, prior to the decision to close the Paarl Teachers' Training College did he have any discussions with his counterparts in the House of Representatives and the House of Delegates or with the hon the Minister of Education and Development Aid in order to establish whether those facilities could be used to alleviate the shortage of teachers among the other racial communities?

The MINISTER: Mr Chairman, no such discussion was held, but the policy of my Department concerning these matters is very clear. I have already spelt it out here on previous occasions and I have also set it out by means of statements. In short, it is that when buildings that fall under the jurisdiction of the Department of Education and Culture become available, this Department takes no pleasure in retaining such buildings for itself. In that case the following policies apply. Firstly an investigation is made to see whether the buildings concerned could be utilized for the needs of the Department of Education and Culture, instead of constructing a new building for a different purpose. Secondly we try to establish from the Administration: House of Assembly whether there is a need for buildings for one of the other departments. If the buildings are not needed there, we try, thirdly, to establish whether there may be such a need in any other State department, which in the nature of things also includes own affairs departments of the House of Representatives, the House of Delegates and Education and Development Aid. In this particular case there were indications that the buildings concerned could be used by certain State departments—a matter that we are investigating at present.

Mr C W EGLIN: But not education departments?

The MINISTER: Mr Chairman, the whole matter is still under consideration. In reply to a further question on the Question Paper we shall indicate that neither has not yet been reached about this.

White teachers' colleges: rationalization

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

Whether the rationalization of White teachers' colleges under his control has been completed.

if not, which teachers' colleges are being considered for this purpose at present?

The MINISTER OF EDUCATION AND CULTURE:

Yes, no further rationalization of teacher-training facilities is being considered at this stage.

Safety features in private homes of aged: special loans

Mr S S VAN DER MERWE asked the Minister of Local Government, Housing and Works:

- (a) How many persons (i) had applied for and (ii) had been granted special loans for the installation of safety features in private homes owned or occupied by aged persons in each specified region since his announcement in this regard on 6 August 1987 as at the latest specified date for which information is available and (b) what conditions will apply in respect of the repayment of these loans?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS (Reply laid upon the Table with leave of House):

- (a) (i) Applications were handed in by six persons to the Department and is now under consideration. Local authorities were requested by means of a circular letter to administer the scheme and there may thus be further applications which are being processed for submission to the Department. I thank local authorities for their willingness to find methods together with the Department for promotion in the interest of our aged.
- (ii) One to date, the other applications are in various stages of consideration.

For the information of the hon member, I wish to point out that applications for safety features were also received from institutions in respect of projects and housing units for the aged and that loans were granted in the amounts as follows:

Cape Town Modeldorp	R34 900
Cape Town Wellesley Court	R 0 500
Table Town Zyntheet Flats R 5 775	

Cape Town: Creswell House	R8 731
Cape Town: Yates Lodge	R4 639
Orkney: Parksig and Blakeway Flats	R7 182
Worcester: Sullwaters	R8 438
Barberton: 50 municipal houses	R13 540
Kingsburgh: Tarbor Flats	R10 800
Somerset East: Silverjare Home	R8 040

(b) The conditions applicable in respect of the repayment of these loans are as follows: The loan must be secured by means of a first or second mortgage bond registered against the land on which the dwelling is situated or against the unit (in the case of a sectional title scheme):

registration of the required bond must be undertaken by the mortgagee's attorneys; the approved quotation may be accepted by the mortgagee only after the required power of attorney to register a bond has been signed by the borrower;

the loan may be paid out only after the bond has been registered and the work

executed to the satisfaction of the mortgagee.

the loan together with the interest due thereon must be repaid monthly in equal instalments over a maximum period of five years,

the first monthly instalment is payable on the first day of the month following the date on which the loan is paid out; and

the borrower is responsible for payment of registration costs of the required bond as well as the payment of administration costs.

As far as the financial assistance is concerned, a maximum loan of R2 000 will be considered, on the merit of applications, which is repayable over a redemption period of five years at an interest rate of 13.5% per annum, compounded monthly on an annuity basis. Accepting that the maximum loan of R2 000 is granted, the subsidy on the interest and capital redemption on the monthly repayment will be on the following basis:

Income Group (Median)	Subsidized % of Income	Subsidized Amount	Unsubsidized @ 13.5% over five Years	Amount of subsidy (Monthly)
R0—150 (125)	1.5	R1.88	R46.30	R44.42
R151—200 (175)	2.0	R3.50	R46.30	R42.80
R201—250 (225)	2.25	R5.06	R46.30	R41.24
R251—300 (275)	2.5	R6.88	R46.30	R39.42
R301—350 (325)	2.75	R8.94	R46.30	R37.36
R351—400 (375)	3.0	R11.25	R46.30	R35.05
R401—450 (425)	3.5	R14.88	R46.30	R31.42
R451—500 (475)	4.0	R19.00	R46.30	R27.30
R501—550 (525)	4.5	R23.63	R46.30	R22.67
R551—600 (575)	5.0	R28.75	R46.30	R17.55
R601—650 (625)	5.5	R34.38	R46.30	R11.92
R651—700 (675)	6.0	R40.50	R46.30	R5.30
R701—750 (725)	6.5	R47.13	R46.30	R0.00
R751—800 (775)	—	—	R46.30	—
R801—850 (825)	—	—	R46.30	—
R851—900 (875)	—	—	R46.30	—
R901—950 (925)	—	—	R46.30	—
R951—1 000 (975)	—	—	R46.30	—

On a loan of less than R2 000 the monthly repayment and amount of subsidy are reduced pro rata, as follows:

Monthly repayment varies x Amount of Loan

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Museums: transfer of functions to Department  
\*5 Mr R M BURROWS asked the Minister of Education and Culture.

- (1) Whether a date has been determined for the transfer to his Department of the functions of provincial departments of museums, if not, (a) why not and (b) when will a date be determined; if so, (i) what date has been so determined and (ii) what functions will be transferred.
- (2) whether the museum services will be divided amongst Own Affairs Departments on (a) the basis of visitorship or (b) any other specified basis, if so, why;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (a) the Commission for Administration is at present investigating the division of staff and finances.
- (b) as soon as the investigation is completed.
- (i) and (ii) fall away.
- (2) (a) no.
- (b) this matter is currently being finally negotiated.
- (3) no

Teachers of Chinese descent: permitted to teach Education and Culture

- \*6 Mr R M BURROWS asked the Minister of Education and Culture
- (1) Whether, with reference to Question No 4 on 25 August 1987, teachers of Chinese descent are permitted to teach in schools under the control of his Department; if so, at what categories of schools;
- (2) whether these teachers are as yet obliged to register with the Teachers' Federal Council;
- (3) whether the Teachers' Federal Council has as yet undertaken the registration of these teachers, if not, why not

whether these teachers are permitted to teach at such schools without being regis-

that in the meantime continual negotiations took place between the various parties

Natal dates for 1988 school calendar

\*8 Mr M J ELLIS asked the Minister of Education and Culture:

- (1) (a) Who was responsible for determining the dates for the 1988 school calendar for schools falling under the Natal Education Department and (b) what criteria were taken into consideration in determining these dates;
- (2) whether any other groups or bodies were consulted in determining these dates, if so, which groups or bodies;
- (3) whether he or any person connected with the Natal Education Department has received any representations concerning the dates set for the beginning and end of school terms, if so, (a) from whom and (b) what was the nature of the representations.
- (4) whether his Department intends taking any action as a result; if not, why not, if so, what action?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) The Director of Education for Natal.
- (b) the required number of school days; request from the road safety authorities that the schools of the provinces, especially Natal and Transvaal, where possible not open and close simultaneously; to have school terms of approximately equal length; to include the Easter weekend in a school vacation, to provide some overlap of vacations to facilitate inter-provincial sporting and cultural events for school pupils; to avoid Mondays as the first day of school terms where possible; to ensure that a public holiday does not fall in the first week of a school term where possible; to ensure that schools do not close on the day immediately preceding a public holiday where possible, or re-open on the day immediately after a public holiday.
- (2) the general requirements of the calendar were discussed by the Natal Provincial

Advisory Committee on Education Services (PACES) on which senior officials of the Natal Education Department and representatives of the recognized teachers' societies serve;

(3) yes, regarding the 1989 calendar.

(a) the Natal Teachers' Society, the Rector of the Natal College of Education, a member of the Natal Education Council, individual parents.

(b) that the Natal Education Department reconsider the abnormally early re-opening date of 10 January 1989, in view of the very hot and humid weather at that time of year;

(4) yes, the 1989 calendar has been adjusted to provide for a later re-opening (17 January 1989) and a later closing (6 December 1989) of the school year.

Paarl Teachers' College: date of closure

\*9 Mr M J ELLIS asked the Minister of Education and Culture:

- (1) (a) On what date is the Paarl Teachers' College to close down and (b) what action has been and is being taken in respect of the staff of this college;
- (2) whether a decision has been taken regarding the use to which the buildings and facilities of this college are to be put; if not, why not; if so, what was that decision;
- (3) whether consideration has been given to making these buildings and facilities available for use by the Department of Education and Culture in the House of Representatives; if not, why not; if so, with what result;
- (4) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) The Paarl Teachers' College and the Wellington Teachers' College will amalgamate and form a new college with effect from 1 January 1989.
- (b) The options open to members of staff whose posts become redundant as a result of reorganization have been

discussed with the lecturers. Some staff members have already been appointed to other posts;

- (2) no, negotiations regarding the utilization of the buildings are still taking place;
- (3) yes, but it was decided not to make the buildings and facilities available for this purpose,
- (4) no.

**Black employees: promotion**

\*10. Mr M J ELLIS asked the Minister of Agriculture and Water Supply:

- (a) What is the policy of his Department with regard to the promotion of Black employees and (b) what is the highest level to which Black employees can be promoted?
- †The DEPUTY MINISTER OF AGRICULTURE:

- (a) Promotion of Black employees in the Department is effected according to the approved rank structure for General Assistants Grades I to III in the Public Service. Promotions are considered according to merit, proven work achievements and skills.
- (b) The highest rank is that of General Assistant Grade III.

**Schools: changes in financial assistance**

\*11. Mr K M ANDREW asked the Minister of Education and Culture:

With reference to his reply to Question No 6 on 16 February 1988, when were the schools advised of specific changes in the financial assistance that they would receive in respect of (a) 1987 and (b) 1988?

The MINISTER OF EDUCATION AND CULTURE:

- (a) The maintenance of sports fields: 14 April 1987.  
the requests to effect savings: textbooks: 15 January 1987  
consumable items: 14 April 1987  
water, electricity and telephone: 18 May 1987.
- (b) 100% on water and electricity in respect of sporting facilities and 10% on telephone calls: 15 January 1988.

Mr K M ANDREW: Mr Chairman, arising out of the reply of the hon the Minister and particularly in respect of 1987, how could he reasonably expect the schools to make the cutbacks that were requested when they were advised at such a late stage in their own budgeting processes?

†The MINISTER: Mr Chairman, the hon member's question is a reasonable one. One would like to do that earlier as far as possible. As far as 1987 is concerned, it was already stated by 1 April 1987. One must also understand that the budgeting process is such that it is only at a fairly late stage that finality is reached on the particular budgeted amounts that is allocated to the various Education Departments. For that reason planning cannot take place far in advance. As far as general savings is concerned, that is done in the time we find for it and also in the process of rationalization. As far as particular items are concerned, it can really only be done after we have been notified of the budgeted amount.

**College/school posts: structural/financial revisions**

\*12. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department has undertaken structural and/or financial revisions of college/school posts under its control; if so, (a) what was the total cost of these revisions and (b) when were they implemented;
- (2) whether provision was made for the extension of salary parity to women in Post Level 1; if so, (a) in what qualification categories has parity been achieved, (b) what is the annualized cost of such parity and (c) when is it anticipated that parity will be extended to all qualification categories in Post Level 1;
- (3) whether, in the creation of new promotion posts for the college/school sector, a date for the final introduction of such posts has been given; if so, (a) what date and (b) for what reason;
- (4) whether back-pay is to be paid in respect of newly created promotion posts; if so, (a) retrospectively to what date, (b) for what reason and (c) on whose decision,
- (5) whether an increase in salary was paid to

under-qualified teachers; if so, to which qualification categories;

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

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, revised post level norms have been approved.
- (a) the implementation of revised post level ratio norms has not yet been finalized and, as a consequence the total expenditure is not yet available,
- (b) the posts will be filled retrospectively as from 1 November 1987;
- (2) yes,
- (a) qualification categories E, F and G,
- (b) R12.5 million,
- (c) it is the policy of the Department to extend parity to all qualification categories. Implementation depends on the availability of funds;
- (3) yes,
- (a) and (b) the posts were established on 1 November 1987 and the policy is to fill the posts with retrospective effect from that date;
- (4) yes,
- (a) 1 November 1987,
- (b) and (c) in accordance with the above-mentioned policy;
- (5) no, no underqualified teachers for whom salary improvements have been announced are employed by the Department;
- (6) no.

For written reply:

General Affairs:

Jan Smuts Airport: improvement of terminal buildings

2. Mr P G SOAL asked the Minister of Transport Affairs:
  - (1) Whether, with reference to his reply to Question No 113 on 17 February 1987, funds have as yet been made available for

the improvement of the existing terminal buildings at Jan Smuts Airport; if not, why not; if so,

- (2) whether tenders have been called for to carry out these improvements; if not, (a) why not and (b) when will tenders be called for; if so, (i) when, (ii) from whom were tenders received and (iii) what was the amount of each tender;
- (3) whether any tender has been accepted; if not, when is it anticipated that a decision will be taken in this regard; if so, (a) which tender and (b) when will work commence?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) No, as the approval of the Treasury Committee for Building Norms and Cost Limits, to whom the matter has now been referred, is still being awaited.
- (2) and (3) Fall away

Jan Smuts Airport: new control tower

3. Mr P G SOAL asked the Minister of Transport Affairs:

- (1) Whether, with reference to his reply to Question No 984 on 5 June 1985, the new control tower for Jan Smuts Airport has as yet been completed; if not, (a) why not and (b) when is it due to be completed; if so, on what date;
- (2) whether the mobile control tower is still in use at this airport; if not, (a) when was it closed and (b) what action has been taken in respect of the new runway;
- (3) whether he will make a statement on the matter?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) No.
- (a) The electrical systems must still be installed, and
- (b) During August 1988.
- (2) No
- (a) 11 January 1988, and
- (b) It is temporarily out of use.
- (3) No.



195  
fied as doctors at the end of 1987 at each specified medical school falling under the control of his Department?  
**THE MINISTER OF EDUCATION AND CULTURE.**

The information is not available at present. It is being processed and will be available during the second semester of 1988.

teacher training colleges falling under his Department; if so, (aa) from which self-governing territories were requests received, (bb) with which such territories were meetings held, (cc) when was each such request received and meeting held and (dd) which schools or colleges were involved in each case?  
**THE MINISTER OF EDUCATION AND CULTURE.**

Requests to make use of unutilized space in schools/teacher training colleges

35. Mr M J ELLIS asked the Minister of Education and Culture:

Whether, with reference to his reply to Question No 5 on 28 July 1987, any further (a) requests have been received and/or (b) meetings have been held in connection with permission for self-governing territories to make use of unutilized space in (i) schools and (ii)

(a) yes.  
(b) (i) no.

(ii) yes, a request has been received to assist with the in-service training of teachers.

(aa) and (bb) KwaZulu.

(cc) 1 December 1987 and 12 February 1988.

(dd) Natal College of Education

**HOUSE OF ASSEMBLY**

Indicates translated version.

For written reply:

General Affairs.

Religious objections: alternative service

19 Mr P G SOAL asked the Minister of Manpower:

(1) How many national servicemen who had obtained the status of religious objectors were assigned to his Department for placement in alternative service in 1987?

(2) whether any of these religious objectors remain to be placed in alternative service; if so, how many (a) had and (b) had not been so placed as at the latest specified date for which information is available?

**THE MINISTER OF MANPOWER:**

(1) 261

(2) (a) Placements as at 18 February 1988 — 240

(b) Not placed as at 18 February 1988 — 12  
Reclassified — 4  
Overseas — 1  
Deferment granted — 1

**Religious objectors**

21 Mr P G SOAL asked the Minister of Manpower:

(1) How many national servicemen (a) applied for and (b) were granted the status of religious objectors in 1987.

(2) how many of these persons were (a) Jehovah's Witnesses, (b) Roman Catholics, (c) Anglicans, (d) Methodists, (e) Baptists, (f) Presbyterians, (g) members of the Dutch Reformed Church and (h) members of any other specified religious denominations?

**THE MINISTER OF MANPOWER:**

(1) (a) 305  
(b) 310 (11 carried over from 1986)

2) (a) 208  
(b) 11

*Howard*

(c) 8  
(d) 18  
(e) 4  
(f) 3  
(g) 1  
(h) 63—Buddhism  
Christadelphians 8  
Church of Christ 2  
Full Gospel Church 2  
Greytown Christian Centre 1  
New Covenant 1  
NG Sending Kerk 2  
Noakes Fellowship 1  
No Church 9  
Pentecostal Protestant Church 1  
Plymouth Brethren No 4 6  
Rosebank Union Church 2  
Royal Priesthood Ministries 1  
Seventh Day Adventists 8  
Spiritualists 1  
Vineyard Fellowship 3  
World Wide Church of God 14

**Work-seekers**

24. Mr P G SOAL asked the Minister of Manpower:

How many Black males and females, respectively, were registered as work-seekers in the White areas of the Republic in each month of 1987?

**THE MINISTER OF MANPOWER:**

The figures for Black males and females registered as work-seekers in the RSA up to October 1987 are as follows:

Month	Male	Female
January	40 678	15 225
February	40 547	24 177
March	51 731	18 951
April	45 721	15 696
May	45 420	16 173
June	45 421	16 479
July	42 049	16 047
August	44 882	18 451
September	48 106	19 224
October	45 819	16 806

In brief . . .

### Chinese may teach others

TEACHERS of Chinese descent are now allowed to teach at any school which required their services, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday. Replying to a question from the MP for Pinetown, Mr Roger Burrows, the minister said Chinese teachers were obliged to register with the Teachers Federal Council.

### No Section 50 detentions

NO ONE has been detained under Section 50 of the Internal Security Act since February 2, 1987 the Minister of Law and Order, Mr Adriaan Vlok said in reply to a question from Mrs Helen Suzman, PFP MP for Houghton.

Mr T... 2/3/88

50

~~50~~

Mr T... 2/3/88

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STATE INFORMATION

dards was handed over to the Cotton Board with effect from 1 November 1987.

(bb) The grading of butter and cheese was discontinued with effect from 1 January 1987 and is at present being undertaken by the industry.

(ii) (aa) R1 093 000.

(bb) 38.

(b) Various activities are at present being investigated with a view to privatization. The findings will determine if activities can be privatized during 1988.

(i) Falls away.

(ii) Falls away.

Religious objects: alternative service

353 Prof N J J OLIVIER asked the Minister of Manpower:

- (1) Whether any consideration is being given to allowing religious objects to perform alternative service in religious and community organizations; if not, why not, if so, (a) what specified changes are contemplated and (b) when will they be introduced;
(2) whether he will make a statement on the matter?

The MINISTER OF MANPOWER:

[Handwritten signature]

- (a) Consideration is being given at present to the possibility of extending the categories of employers which are referred to in section 72E(4) of the Defence Act, 1957
(b) and (2) after the negotiations which have to take place in this regard have been completed, I shall in due course in consultation with my colleague, the Minister of Defence, make a statement on this matter

Department of Justice: salary parity

358 MR DJ DALLING asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

- (1) In what categories has full parity been achieved in the salaries paid to officers of different race groups in the Department of Justice as at the latest specified date for which information is available;

FROM SET OF ASSEMBLY

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(2) what is the total number of non-White officers in the said Department who enjoy full parity in salary;

(3) in what categories has full parity not been achieved in the salaries paid to officers of different race groups in that Department;

(4) what is the total number of non-White officers in that Department who do not enjoy full parity in salary;

(5) what progress has been made with the plan to eliminate disparity in salaries?

The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

Information as on 1 March 1988:

- (1) All categories.
(2) 10 028
(3), (4), and (5) Fall away.

Public Service: vacant posts

359. Mr R M BURROWS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

- (a) How many posts were there in the Public Service as at the latest specified date for which figures are available; (b) how many such posts were vacant as at that date and (c) what percentage of persons employed in the Public Service are not White?

The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

Information as on 30 September 1987:

- (a) 274 592
(b) 25 742

(c) 59%

State airports: privatization

384 MR DJ N MALKONNESS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

[Handwritten signature]

Whether the Commission for Administration has completed its investigation into the possible privatization of State airports; if not, (a) why not and (b) when is it anticipated that it will be completed; if so, (i) when was it completed, (ii) what were the findings and (iii) what action is to be taken as a result of these findings?

The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

No investigation into the privatization of State airports was or is being undertaken by the Commission for Administration.

(a) Falls away

(b) Falls away

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

Immigrants/emigrants

460 Mr P G SOAL asked the Minister of Home Affairs:

How many (a) Whites, (b) Coloureds, (c) Blacks and (d) Indians (i) immigrated to and (ii) emigrated from the Republic in 1987?

The MINISTER OF HOME AFFAIRS:

Table with 4 columns: (a), (b), (c), (d) and 2 rows of data.

Unemployed persons

497. Mr P G SOAL asked the Minister of Home Affairs:

- (a) How many Black persons were unemployed as at the date of the latest current population survey and (b) what is the date of this survey?

The MINISTER OF HOME AFFAIRS:

(a) Applications received

Table with 5 columns: University, White, Coloured, Indian, Black, Other, Total and 6 rows of data.

[Handwritten signature]

(a) 922 000
(b) November 1987.

Own Affairs:

High/primary schools: computers

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

Whether, with reference to his reply to Question No 5 on 8 September 1987, a decision has as yet been reached on the supply of computers to, and maintenance of computers in, all high and primary schools falling under his control; if not, why not; if so, (a) what decision has been reached and (b) what time-table regarding supply has been set?

The MINISTER OF EDUCATION AND CULTURE:

(a) and (b) The Directorate of Education Technology is at present finalizing a system for lending educational computer software to schools. This service will be in operation by June 1988.

The provision of education computer hardware is being handled by the provincial education departments within the limits of the funds that are available. A working committee for computers in education is coordinating efforts in this regard

Medical schools: applications for admission

33. Dr M S BARNARD asked the Minister of Education and Culture:

How many applications by students in each race group for admission to the first-year course were (a) received and (b) accepted in 1987 at each medical school falling under his Department?

The MINISTER OF EDUCATION AND CULTURE:

Table with 5 columns: University, White, Coloured, Indian, Black, Other, Total and 6 rows of data.

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- (e) To all interested parties in the various regions.
- (f) 1 Metropolitan Digest 200 000 per month  
 2 Lighu/Khanya 75 000 per month  
 3 Silulu 50 000 per month  
 4 Pusaano 100 000 per month  
 5 Karet 250 000 per month  
 6 Umso 50 000 per month  
 7 Phoenix 30 000 per month  
 8 Izindaba 40 000 per month  
 (g) 1.8 million
- (h) 1 Metropolitan Digest — Perskor  
 2 Lighu/Khanya — Aurora Drukkers  
 3 Silulu — Laeveld Drukkers Edms Bpk  
 4 Pusaano — Perskor  
 5 Karet — Galvin and Sales  
 6 Umso — Nasionale Media Bpk  
 7 Phoenix — Republikeinse Pers  
 8 Izindaba — Republikeinse Pers
- (i) Tenders are handled by the Government Printer (a) and (b) Fall away.
- (j) News on constitutional developments is conveyed on a factual and informative basis.
- (k) (a) The editorial policy of all the regional newspapers is the same and has as its objective the promotion of effective communication between the Government and regional communities  
 (b) The management of the Bureau for Information in accordance with the general objectives of the Bureau
- (l) The editors of the regional newspapers act in their capacity as officials of the Bureau. They do not act in their individual capacities and are not ultimately responsible for the content of the newspapers. This responsibility resides in the Deputy Minister of Information and in the Head of the Bureau. The names of the editors of the regional newspapers are accordingly not relevant.

(1) (aa) The Afrikaanse Protestantse Kern  
 Mr R M Potgieter 19 October 1987  
 Mr J E Louw 2 May 1987

*Handwritten signature*

- Teachers detained: unable to perform duties  
 518 Mr S S VAN DER MERWE asked the Minister of Education and Development Aid: Whether, during the latest specified 12-month period for which figures are available, any teachers in the employ of his Department were unable to perform their teaching duties because of their being detained by the South African Police; if so, (a) how many and (b) in what departmental areas were these teachers employed at the time of their detention?
- The MINISTER OF EDUCATION AND DEVELOPMENT AID:  
 Yes  
 (a) 63  
 (b) Highveld Region 3  
 Cape Region 38  
 Natal Region 1  
 Northern Transvaal Region 16  
 Orange Vaal Region 5
- Own Affairs*
- School buildings: selling/disposal  
 28. Mr R M BURROWS to ask the Minister of Education and Culture: Whether, since his reply to Question No 4 on 19 February 1987, (a) he or (b) his Department has been approached to sell or otherwise dispose of any school buildings under his control; if so, (i) (aa) by which person or group of persons, (bb) when and (cc) in respect of which schools were these approaches made and (ii) what was his response to each of these approaches?

The MINISTER OF EDUCATION AND CULTURE:  
 OFS  
 (a) No.  
 (b) yes.

(1) (aa) Primary School Vlihoekskroon  
 (bb) Primary School Vlihoekskroon  
 (cc) Primary School Willem Pretorius  
 Kerk's View

*Handwritten signature*

- Mr W T Smith 29 June 1987 Primary School Willem Pretorius  
 Rand Bus OFS (Pty) Ltd 28 August 1987 Kelly's View  
 Primary School Willem Pretorius  
 Kelly's View.
- (ii) the requests are being considered:
- Natal  
 (a) no.  
 (b) yes
- (i) (aa) Mrs H Cronje (bb) Babanango school house and outbuildings  
 21 April 1987  
 Durban, Indian Child and Family Welfare Society 13 August 1987 William Hartley Primary School or Mansfield High School  
 The Institute for Black Research 2 February 1987 William Hartley Primary School or Mansfield High School.
- (ii) the requests are considered.
- Transvaal  
 (a) no.  
 (b) yes.
- (i) (aa) Metal Industrial Corporation (bb) Old Hoerskool Hans Moore  
 Post Office May 1987  
 South African Police July 1987 John Ware Primary School  
 Department of Internal Affairs December 1987 Laerskool Luipardsvlei  
 and the City Council of Evander June 1987 Old Highveld Park High School  
 South African Police December 1987 Old Amulha Kiniekskool  
 Farmer's Association January 1988 Laerskool Nootgedacht nr. 18  
 Old Age Society April 1987 Laerskool Nylstroom: closed hostel.
- (ii) the requests are being considered:
- Cape  
 (a) no.  
 (b) yes.
- (i) (aa) Strandveld Boerevereniging (bb) Caledon: Primary School of Breda  
 Vroue Landbouvereniging 21 September 1987 Somerset-East: Laerskool Kom-madagga  
 Douglas Municipality 11 March 1987 Prieska: Secondary School  
 Douglas  
 Minister of Education and Culture, Administration, House of Representatives 14 December 1987 Kimberley: Klipdam-Hoiban  
 Primary School  
 Murray & Roberts Properties, SA 18 August 1987 Prow: Bellville Secondary School  
 Defence Force 10 August 1987  
 and Interplan 27 November 1987

Mr S P Acton

19 November 1987 King William's Town: Bolo Primary School

(ii) the requests are being considered:

Before the function to dispose of property was assigned to the House of Assembly it was impossible to handle requests of this nature. The function was delegated at the end of 1987. A certain procedure for dealing with requests of this nature was finalized and the requests are being considered on this basis at the moment.

HOUSE OF ASSEMBLY

Indicates translated version.

For written reply:

General Affairs:

Germiston: offences

14 Mr P GSOAL asked the Minister of Law and Order

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) damage to property, (i) housebreaking with intent to steal and theft and (j) possession of drugs were reported at each specified police station in the Germiston police district in 1987 or the latest specified 12-month period for which statistics are available?

The MINISTER OF LAW AND ORDER:

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
GERMISTON	55	23	223	346	30	318	1 002	306	1 272	—
KATLEHONG	244	84	1 655	920	261	818	381	726	48	—
PRIMROSE	13	10	87	137	16	64	617	163	653	—
ALBERTON	39	71	356	505	61	253	1 736	328	2 214	—
BEDFORDVIEW	15	43	94	136	21	94	577	127	658	—
EDENVALE	9	25	122	104	16	102	667	135	1 210	1
ELSBURG	10	20	81	147	9	51	256	123	510	—
PRESIDENT	6	—	13	35	5	51	12	17	27	3

Note: I wish to point out to the hon member that for the sake of efficiency, statistics were furnished for the period 1 January to 31 December 1987. All statistical reports will in future be furnished in calendar year periods.

Tear-gas issued/used by SAP

40. Mr P GSOAL asked the Minister of Law and Order:

What quantity of tear-gas was (a) issued to and (b) used by the South African Police in 1987? The MINISTER OF LAW AND ORDER:

(a) and (b) I refer the hon member to my written reply to question No 338 of 18 September 1987 which I regard as sufficient.

Incidents of sabotage/armed attack/explosions

41. Mr P GSOAL asked the Minister of Law and Order:

(a) How many incidents of sabotage, armed attack or explosions occurred in the Republic in 1987 and (b) what was the (i) target and (ii) nature of the incident in each case? The MINISTER OF LAW AND ORDER:

The MINISTER OF LAW AND ORDER:

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
SEBOKENG	21	91	31	41	5	19	16	11	11	—
SHARPVILLE	21	20	126	125	27	157	221	76	14	—
	22	3	268	215	2	18	29	22	13	—

Note: I wish to point out to the hon member that for the sake of efficiency, statistics were furnished for the period 1 January to 31 December 1987. All statistical reports will in future be furnished in calendar year periods.

(a) and (b) I do not consider it to be in the public interest nor the interest of the country to furnish this information

42. Mr P GSOAL asked the Minister of Law and Order:

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) damage to property, (i) housebreaking with intent to steal and theft and (j) possession of drugs were reported at each specified police station in the Sebokeng and Sharpvillle police station areas in the Vereeniging police district for the period 1 July 1986 to 30 June 1987? The MINISTER OF LAW AND ORDER:

Handwritten signature

Cape Times 4/3/88  
154 applications approved

By BARRY STREEK  
Political Staff

OF THE 1544 late applications by black pupils to Western Cape schools, only 154 had been accepted, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

There had never been any suggestion that late registrations would be unconditionally admitted, he said.

In a statement after a three-hour meeting on Tuesday with representatives of teachers at the black schools, Mr De Beer said he had lent "an attentive ear" to items which had not been addressed at a previous four-hour meeting.

"I was at pains to address and to try to satisfy each individual complaint."

The teachers again raised the late registration of pupils, a matter which had been discussed at the previous meeting.

Although the closing date for applications by pupils was January 23, applications were accepted till February 3 when classes were resumed at older Peninsula schools and two new comprehensive schools.

Mr De Beer said he had agreed to a further extension from February 15 to 19 and after representations by teach-

ers, staff were also on duty on Saturday, February 20.

"I stressed that there had never been any suggestion that all who applied during that period would be unconditionally enrolled.

"Where good and valid cause could be shown that the delay was due to circumstances beyond the parents' control the representation would be sympathetically considered.

"Naturally, the application itself would also have to be in order.

"I have asked the teachers to view the matter in the context of the overall enrolment situation.

"In 1987, the secondary enrolment for the Peninsula was 10 200. This year 11 350 pupils were enrolled.

"All these pupils had been enrolled before the expiry of the enrolment period.

"They and their parents clearly wanted education and it was not fair that their educational careers should be jeopardized, for the sake of the comparatively few cases where very late applications could not be accepted for the reasons mentioned.

"I concluded by urging the teachers to respond professionally and positively to the challenge of meeting the

# Late for class ... by six weeks

THIRTY-EIGHT children from the Eastern Cape township of Cookhouse started school last week — six weeks late and behind barbed wire.

The pupils are victims of a fierce feud between two families and their followers, splitting the Bongweni community into two camps — that of comrade and collaborator.

Two years ago, about 200 residents perceived to be government supporters by the rest of the community were hounded from the township. For 18 months they camped outside the Cookhouse police station.

They returned to Bongweni township in September last year and were housed behind high barbed wire fences in a compound called Ekupumeleni — "A Place of Rest".

⑤ The children could not attend the only school in Bongweni, so a house in their protected compound became their school until the end of last year.

This year, Ekupumeleni residents

By EDYTH BULBRING,  
Port Elizabeth

asked the Department of Education and Training to close the compound school. They wanted their children to attend Bongweni's Msobomvu School.

DET complied with the request, but when students attempted to enrol at the school, Bongweni pupils threatened to boycott classes. The compound school has now reopened to cater for the 38 children.

An Msobomvu School representative said he had been expecting 38 new pupils, but only one had enrolled.

A representative for the DET for the Cape confirmed that 38 pupils had enrolled and are attending the Ekupumeleni School, and that there are now 975 pupils at the established Bongweni School — Pen

4-10/3/88 w/ Mail

⑤

⑤

# Churches and CP clash over multiracial schools

By Winnie Graham

Members of the Conservative Party have been accused of conducting a vendetta against South Africa's newest multiracial schools run by the International Fellowship of Christian Churches (IFCC).

Pastor Ray McCauley, founder of the Rhema Church, has appealed to CP leader Dr Andries Treurnicht to stop his party members sniping at the multiracial schools.

Under siege are schools in Springs and Vereeniging, where CP town councillors are trying to force the closure of two multiracial schools. Unless alternative premises can be found immediately, the Vereeniging school will close on Monday.

The IFCC had an hour-long discussion with Mr F W de Klerk, Minister of National Education and MP for Vereeniging, last Friday.

A fellowship spokesman said the Minister was "sympathetic" but unwilling to interfere with the town council's decision.

The school was founded with the permission of the council, but pressure from CP councillors had obliged it to look again at the issue.

"My bible clearly says Christians are to be peacemakers and the ones who initiate reconciliation," Mr McCauley said. "What we are seeing in Springs and Vereeniging is the opposite, and I cannot believe it is in the best interests of our country to allow such behaviour."

This is the second time Rhema has had a run-in with members of the CP. A year ago, a CP general election candidate in Randburg accused Mr McCauley of receiving secret funds from the American Central Intelligence Agency.

This allegation was categorically

refuted by Mr McCauley, who met Dr Treurnicht to discuss the issue.

"I hoped Dr Treurnicht would at least apologise and reprimand the party member for spreading such blatant untruths.

"No apology was received and, to the best of my knowledge, no action was taken against the party member.

"Now, with the harassing of these multiracial schools, which are linked to us through the International Fellowship of Christian Churches, I can only conclude the CP has a distinct dislike for the goodwill and racial harmony we are promoting in this country."

The concept of Christian schools is spreading fast throughout the country with the International Fellowship of Christian Churches in the vanguard. There are more than 70 of these schools — all multiracial — in towns and cities across the country.

"Despite criticism levelled at us, we are putting Christian principles into practice and demonstrating harmonious race relations," said Mr McCauley.

"The CP is obviously threatened because they recognise that the IFCC schools and churches undermine their old-fashioned and traditional thinking about the gospel and Christian lifestyles. We are challenging the heart of their apartheid doctrine."

The IFCC, he said, comprised 440 independent churches throughout southern Africa. Their joint membership was 250 000 and they were growing rapidly.

Mr McCauley admitted there were great political pressures in the nation, but behind it all was a spiritual battle.

"The solution is in the changing of hearts and attitudes, and we at Rhema, and through the IFCC, demonstrate this publicly in our churches



# Higher penalties for forced child labour

CAPE TOWN — The penalties for enforcing compulsory child labour on farms during school hours and for keeping children out of schools, have been drastically increased by a Standing Committee of Parliament.

The maximum fines for stopping pupils from attending school or for demanding their labour as a condition for attendance at a farm school have been increased tenfold from the existing law — from R50 to R500 — and the maximum prison has been increased from one month to three months.

Before the Education Laws Amendment Bill was considered by the Standing Committee on Education, it was proposed that the maximum fine be increased to R150 and the maximum prison sentence remain at one month.

But the committee raised the penalties and its proposed changes will now be considered by all three Houses of Parliament.

It will now be an offence to utilize children for their labour during school hours, whether or not their school is subject to compulsory schooling requirements.

It will also be an offence to require a child to render any service, paid or not, as a condition for their admission to a school situated on a farm.

The new measure is at restricting the exploitation of child labour, particularly on farms.

2) whole page  
C/Nov 6/3/87

# 'People must control education'

By ZB Molefe

FROM a comparative perspective, similar education crises are facing blacks in South Africa, the United States and Britain, according to a University of Cape Town academic.

"In all three cases," charges Professor Herbert Vilakazi, "the educational system in black communities seems to have reached a dead-end."

Vilakazi's is one of the views contained in the recently-published *Education For Affirmation*, a collection of papers delivered at a conference outside Johannesburg in 1986 which examined "people's education".

For 13 days at the conference more than 350 people gathered to share their knowledge, experience and insights into aspects of education that confront the South African situation.

More specifically, in the words of participant Griffiths Zabala, under scrutiny was the proposed model of alternative education for community workers dubbed the Ubuntu Social Development Institute.

"The poor, the uneducated, the oppressed, have the most healthy thirst for education and the most respect for true educators," pointed out Vilakazi.

This thirst for education among these people "is like the desire among all peoples for clean water," he added. "Everyone has an appreciation for clean water, and can tell the difference between clean and unclean water."

The central message of Vilakazi's paper is that "community control" of education and "people's education" should be understood in the same sense as modern corporations.

These corporations are owned and controlled by major shareholders.

Said Vilakazi: "I would dare anyone of you today to show me a single major stockholder of a modern corporation who has a precise and educated knowledge of what goes on in the corporation".

This applied even to Harry Oppenheimer. Major shareholders might actually be hundreds if not thousands of kilometres away from their business interests, yet they exercise control over these interests.

"Oppressed people, as members of their respective communities, must control education and schools the way major shareholders control their corporations," says Vilakazi.

"It is in this sense, above all, that the concepts of 'people's education' and 'community control' of education and schools should be understood."

The main point of what Vilakazi had to say in his paper - Capitalism, Socialism and Education - was that the State should have minimum control over education.

State involvement in education should be limited to providing funds for construction of schools, equipment, maintenance, books, salaries of staff and a few other very general guidelines formulated by people's representatives in a National Assembly.

Soweto community leader Lebamang Sebidi says PE is continually attacked on two fronts. By those with huge stakes in the South African educational arena and by the so-called professionals with their "natural" claim to or monopoly of worthwhile knowledge.

In the heat and turmoil of 1976 many concerned South Africans did not have an alternative to apartheid education, argues Sebidi.

Later, in 1986, the alternative seemed to have emerged in the form of a highly emotive, dynamic and potentially creative slogan: "people's education".

But there are stumbling blocks facing PE, Sebidi points out.

One of them is the separate-but-equal argument. This, Sebidi emphasises, gives the lie to the oft-repeated refrain from officialdom that apartheid is dead.

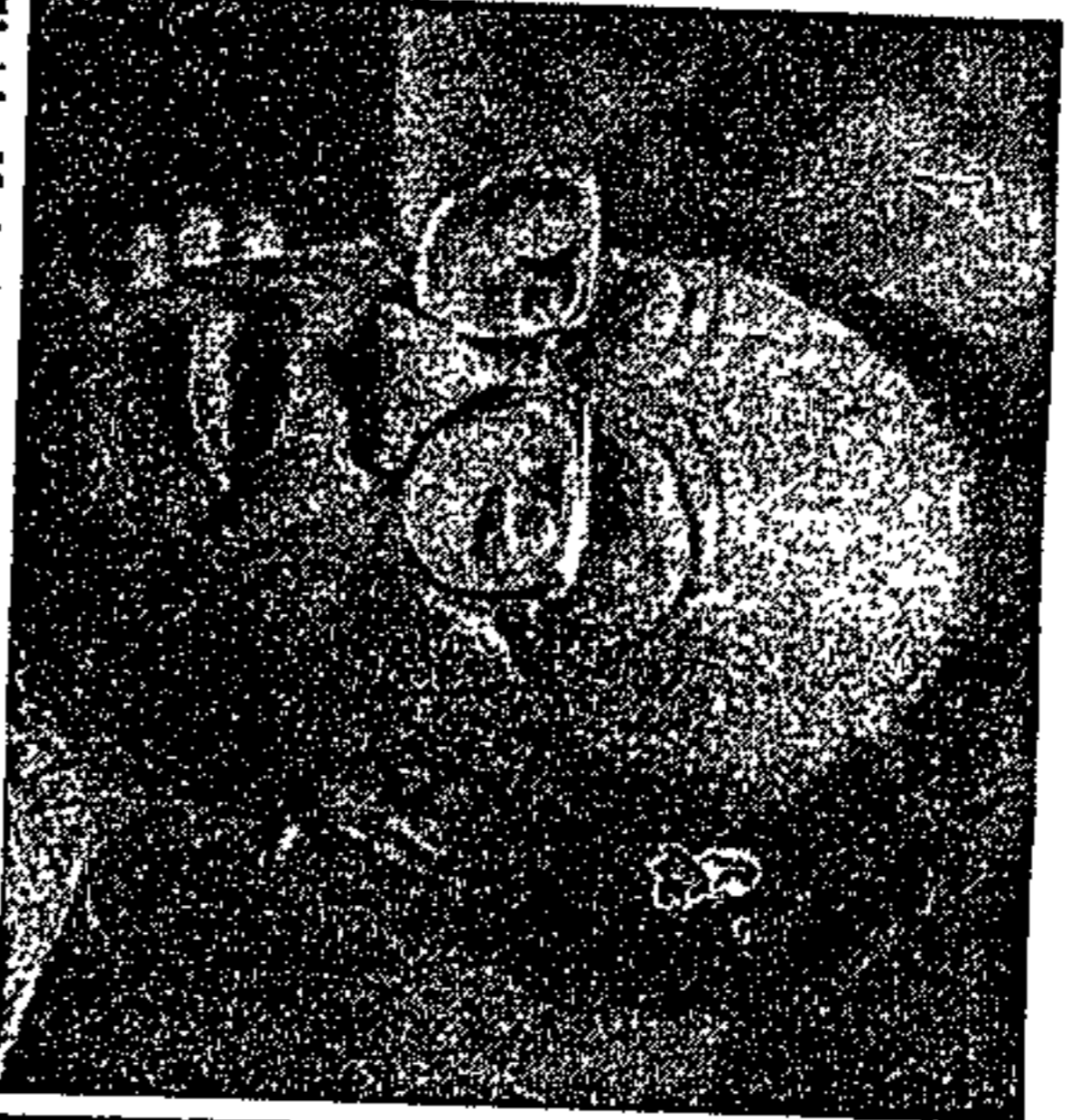
"No," says Sebidi, "apartheid is not dead. The world is being lied to. As long as education continues to be 'own affairs' - and therefore separated into racial segments by an official political fiat, apartheid is alive. It is here that Sebidi highlights some difficulties that lie ahead.

He warns that the protagonists of PE should be under no illusion as to the arduousness of the task before them. "The concept of 'People's Education' is still going to be under heavy fire from two traditional lobbies, the political and the professional."

It is on these two levels that the educational conflict in South Africa is being fought.

Towards the end of his paper Sebidi made this observation: "The people's thirst for proper and wholesome education is insatiable."

In another penetrating paper - Ten Years of Educational Crisis: The Resurgence of 1976 - academic Nelson



Es'kia Mphahlele ... days of reaction are over

ville Alexander makes another point worth noting when black South Africa surges ahead with the PE concept. Warns Alexander: "We need, above all, to get rid of the naive idea that an 'alternative education system' can be set up as long as the apartheid state lasts."

Other papers which make up this publication are by John Samuel, E Molefe, Teresa MacNeil, Benjamin Witbooi, Francis Wilson, Patrick Dias and D Abrahams.

Educationist and writer Es'kia Mphahlele says in the foreword: "At last, what education projects we have been working on in the last decade or two are coming to light."

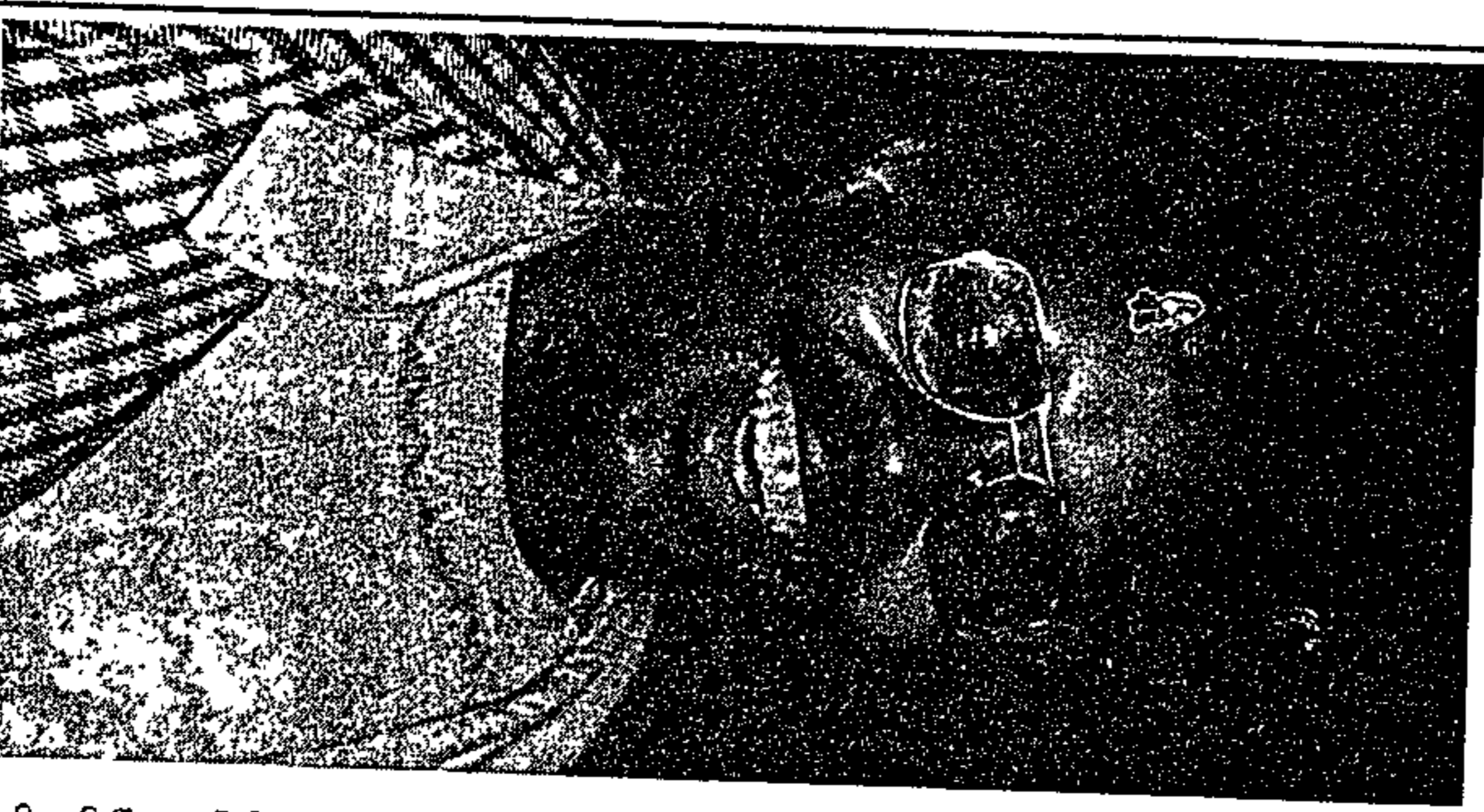
"Thus, in practice as well as in precept, we can be proud that the days of merely reacting to State policy are passing."

"In their place we are witnessing an effort to imitate, to take charge of our educational enterprise, to redefine theory and practice, in those areas where there is still relative freedom of mobility and creativity in the exchange of ideas."

EDUCATION FOR AFFIRMATION - Conference Papers (Skotaville) - R10.95.

# New options for South African education

Herbert Vilakazi ... dead end for education



PEOPLE'S Education was the major topic at the recent second Southern African Educational Conference presented by the Portchessistroom Uni-

ture the banned ANC in textbooks made the whole proposal absurd, it was said. Participants agreed that the press-

ment showed few, if any, signs of giving way on the principle of its segregated education system. Professor Hannes van

black education a political football. Presenting a paper on Ideology and Change in South African Educa-

begin. Until this deadlock is broken there will be incremental change, progressive and retro-

Ashley said it was this feeling of being exposed to an inferior education that led to alternative or

tional relevance in South Africa. He said the difference in political ideology was

want and promoting elitism. Wits University's Pro-



Herbert Vilakazi ... dead end for education

# NEW options for South African education

PEOPLE'S Education was the major topic at the recent second Southern African Educational Conference presented by the Potchesistroom University's Institute for Reformational Studies.

Despite the state of emergency, the 1986 and 1988 IRS conferences both tackled burning issues such as the apartheid system and sought new educational options for South Africa.

The difference this year was the absence of representatives of the National Education Crisis Committee. Most executive members of the organisation were in detention.

Educationists - both local and from abroad - seemed to agree that sound education was not possible in a sick society, but differed on or rejected the politicising of education to the extent of "liberation now, education later".

The conference strongly recommended the creation of one ministry of education to be formed on non-racial lines.

The fact that Education and Development Aid Minister Gerrit Viljoen announced recently that his department intended to implement some of the "positive aspects" of People's Education was seen as proof that the NECC's meeting with his Deputy, Sam De Beer, and the resolutions of the 1986 Nootgedacht conference had an impact.

However, Viljoen's statement that the government would not feature the banned ANC in textbooks made the whole proposal absurd, it was said.

Participants agreed that the present education system thrust upon blacks was inferior and that apartheid education must be scrapped.

From me a single major stockholder or a modern corporation who has a precise and educated knowledge of what goes on in the corporation." This applied even to Harry Oppenheimer.

Major shareholders might actually be hundreds if not thousands of kilometres away from their business interests, yet they exercise control over these interests.

"Oppressed people, as members of their respective communities, must control education and schools the way major shareholders control their corporations," says Vilakazi.

ment showed few, if any, signs of giving way on the principle of its segregated education system.

Professor Hannes van Walt of Potchesistroom University in his paper on People's Education said there could be little doubt that PE was a manifestation of Marxist-socialist education.

He said PE was thoroughly ideologised and politicised and had made black education a political football.

Presenting a paper on Ideology and Change in South African Education, Professor Michael Ashley of the University of Cape Town kicked off with an appropriate quotation:

"Post-apartheid South Africa hangs half born, caught between violence that cannot succeed and negotiation that cannot

begin. Until this deadlock is broken there will be incremental change, progressive and an unending sequence of choices."

He said black educationists remarked that many blacks experienced psychological feelings of self exclusion which impaired their potential by lowering their ambitions and inclining them to passivity.

"The concept of 'People's Education' is still going to be under heavy fire from two traditional lobbies, the political and the professional."

It is on these two levels that the educational conflict in South Africa is being fought.

Towards the end of his paper Sebidi made this observation: "The people's thirst for proper and wholesome education is insatiable"

In another penetrating paper - Ten Years of Educational Crisis The Resonance of 1976 - academic Ver-

Ashley said it was this feeling of being exposed to an inferior education that led to alternative or People's Education, which desired black control over a new curriculum and indeed over schools.

Vincent Maphayi, an educationist at the University of the Western Cape, outlined the role of social, political movements and their educational relevance in South Africa.

He said the difference in political ideologies among political organisations did not imply similar differences in educational demands and strategies.

The political and social organisations commonly condemned the past and current education systems for blacks as subservient to apartheid, irrelevant and promoting elitism.

Wits University's Professor J Kriel said that "from a radically Christian perspective, the present educational structures are un-Christian and sinful"

He said open events must be arranged where black and white school chairs could be invited to share the stage.

light. "Thus, in practice as well as in precept, we can be proud that the days of merely reacting to State policy are passing."

"In their place we are witnessing an effort to initiate, to take charge of our educational enterprise, to redefine theory and practice, in those areas where there is still relative freedom of mobility and creativity in the exchange of ideas."

EDUCATION FOR AFFIRMATION - Conference Papers (Skotaville) - R10.95

## Teaching concept dates back to John Tengo Jabavu

By Bogle Mabogase

ALTHOUGH the Department of Education and Training has finally accepted some aspects of "People's Education", there is still some uncertainty about what the concept of PE is aimed at and what it means for the school-going population.

At a recent Johannesburg conference on education, a leading white educationist claimed PE was linked to the Freedom Charter.

Well, not a word was said about PE when I and others discussed the education aspect of the Charter as senior pupils in 1954/5, right up to the adoption of the Charter at Klipfontein.

Further, some of those who laid the foundations for what constitutes PE, notably Tengo Jabavu, and his son Prof DDT Tsotsi, led rival organisations to the ANC.

founded in 1916 at Fort Hare.

The first student to graduate with a BA from there, Prof Keodireng Matthews, has pointed out that the students were disgruntled at the history they were taught, which differed from the People's History they had absorbed "from the tales and talks of our elders".

In his autobiography, *Freedom For My People*, Matthews adds: "It is high time that a people's history of South Africa, written from the African point of view, takes its place on library shelves."

Matthews, who was active in the ANC, was highly influential "to generations of students" as GM Pijle puts it.

Pijle, who studied under Matthews, and later worked with him, did his MA on indigenous African schooling.

He arrived at Fort Hare in 1958 - he was then serving articles with the Mandela and Tambo law firm - to tell students that what South Africa needed was "People's Education which will address the aspirations of the African people and relate studies to practicalities".

That was 30 years ago, but I still remember those words.

But the question remains - what is People's Education?

The simple answer is: "People's Education is an education whose syllabus is relevant to people's needs and involves the pupils in the practical application of the syllabus under the guidance of their teachers, with support from the parents, in the indigenous African meaning of the word parent, so that when the pupil enters adulthood, he or she knows how society

functions."



ZK Matthews ... advocated People's Education Pic courtesy of Bailey Archives

Zimbabwe's President Robert Mugabe, too was influenced politically and educationally at Fort Hare. In Zimbabwe they refer to PE as Education with Production.

When he opened the Belvedere Teachers' College in Harare, Mugabe said that an educator in PE is someone "whose role and impact is firmly derived from the amalgamation of theory and practice."

**REA**

**THE BOP**

**S. AFRIC**

- (2) No
- Falls away
  - Falls away
  - Falls away
  - Falls away
- (3) No

**Christmas cards sent out**

608 Mr P G SOAL asked the Minister of Manpower:

- 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.
- whether postage stamps were used to send out these Christmas cards; if not, how were they distributed?

The MINISTER OF MANPOWER:

- yes
  - 2 000 of which 621 are still at hand, to be used in the future.
  - To various organizations and people.
  - R5 888,52
  - Government Printer
- No
  - (i), (ii), (iii) and (iv) Fall away.

**Unemployment insurance benefits: applications refused**

682 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

*Howard*

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:

- 7 school buildings have been completed.
- 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:

- Yes,
  - Mauritius
  - private holiday visit;
- no,
  - (a), (b), (c) and (d) fall away;
- no.

8/2/88 GO SP

## Child labour law reminder

Although the use of child labour during school hours was not a fundamental problem, the Government wanted farmers and labourers to know where it stood on the issue, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in the House of Representatives yesterday.

Dr. Viljoen was speaking in the second reading debate on the Education and Training Amendment Bill, which prohibits the use of child labour during school hours and provides for increased penalties for an offence.

50  
Penalties increased

PENALTIES for keeping children out of school and enforcing child labour on farms during school hours have been increased to a maximum R500 fine and a maximum prison sentence of three months in the standing committee amendments to the Education Laws (Education and Training) Amendment Bill.

The Bill, which will now be considered by all three houses, also extends the scope of the prohibitions on taking children out of school.

Saba

8/3/68  
Sona for

# Private sector could improve pay and quality of education

SO SMC 8/7/88

Teachers, as everyone will agree, have the most important job in society, for, without education in this modern world, nations would grind to a halt.

Most teachers are conned into educating the population of a country, by having the word "dedication" flung at them. This is meant to sow a seed of conscience in them, resulting in feelings of guilt if they even think of demanding a salary in accordance with their qualifications and job impor-

Write to Box 61682  
Marshalltown 2107

tance.

The fact that the majority of teachers are women helps to justify the pittance of a salary offered. Male teachers do not fare much better, although they do receive about R100 a month more than their female counterparts.

They also receive maternity benefits (for their non-teacher wives), whereas female teachers do not.

I have just handed in my resignation from my position as a high school Physical Science and Biology teacher. I have a BSc degree and a teaching diploma. I have four and a half years' teaching experience.

I loved my job, and felt that I was really getting vital issues such as over-population, pollution, soil erosion and nuclear energy, etc across to my pupils.

In essence, I was training them to be responsible for their own futures and the future of this planet, to be aware of the problems they would have to face, and ways in which to cope with these.

The decision to leave the teaching "profession" was a painful, but financial one. I was earning R1 500 a month, gross, less than a receptionist, at R1 800 a month, and a secretary, at R2 000 per month.

It is time that education was placed in the hands of the commercial sector. This would encourage the selection of the most professional and proficient teaching staff, who would have to achieve a very high standard of teaching in order to justify a professionally appropriate remuneration, which commerce could afford to pay.

Only then would "dedication" prick my conscience, and I would cease to feel professionally conned.

It would also improve the standard of education in this country for both blacks and whites.

Professionally conned

Bellevue East

## Advertising pushing up prices

Despite the continual announcements by the heads of the supermarket chains that their prices are low, any Johannesburg housewife will tell you that the opposite is true, and that every time they do their shopping, the prices are higher, and only on one or two instances there may be a drop of a few cents.

I think I voice the opinion of hundreds of shoppers when I say that the prices of foodstuffs, in particular, are causing headaches and hardships to most average families.

In my humble opinion there is one positive way in which prices can be reduced. My suggestion is that if the su-

permarkets would stop spending thousands and thousands of rands on TV advertising (R320 million was spent on TV advertisements in 1987), they could use that small fortune to bring prices down.

I realise that firms have to advertise to keep their turnover rolling, but they are doing that through the medium of the press.

Each and every day we are faced with full-page advertisements, single and double pages, many of them even in colour. Surely this is enough to keep the public going.

Realist

Yeoville

**Internal Security Act: females detained**

\*3. Mrs H SUZMAN asked the Minister of Justice:

How many females (a) were detained in 1987, and (b) were being detained as at the latest specified date for which information is available, in terms of section 31 of the Internal Security Act, No 74 of 1982?

†The MINISTER OF JUSTICE:

- (a) 12  
(b) One on 29 February 1988.

**Education: privatization**

\*4. Mr A GERBER asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:†

- (1) Whether consideration is being given to privatizing facets of the provision of education in the Republic: if not, why not: if so, (a) what facets and (b) when are these facets expected to be privatized;  
(2) whether he will make a statement on the matter?

†The MINISTER IN THE STATE PRESIDENT'S OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES:

- (1) Privatization possibilities can only be determined after an investigation in this regard had been undertaken. No decision to undertake such an investigation has been taken.  
(a) and (b) Fall away.  
(2) No.

**Provision of education at State expense**

\*5. Mr A GERBER asked the Minister of National Education:†

Whether consideration is being given to providing education in the Republic at State expense up to a certain level only: if so, (a) up to what level and (b) when is this change expected to come into operation?

†The MINISTER OF BUDGET AND WELFARE (for the Minister of National Education):  
No, the State will continue to contribute to all levels of education, excluding education provided by certain private institutions

HOUSE OF ASSEMBLY

**Area between Marikana/Bleskop mine: Black town**

\*6. Mr A GERBER asked the Minister of Constitutional Development and Planning:†

Whether it is proposed to establish a Black town in the area between Marikana and the Bleskop mine: if so, (a) when and (b) for what reasons?

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:  
No.

(a) and (b) fall away.

**Telephone subscribers: proof of being over-charged**

\*7. Mr C J DERBY-LEWIS asked the Minister of Communications:

Whether telephone subscribers complaining to his Department of having been overcharged for services rendered, are required to prove that they have been overcharged: if so, (a) why and (b) what procedure does his Department follow to verify its own charges?

†The MINISTER OF COMMUNICATIONS:  
No.

When the number of call units which appears on a telephone account is placed under enquiry, it is verified whether the meter reading has been correctly entered on the relative account. If it is found to be in order but the debt is not in accordance with the subscriber's average call rate, a technical investigation is undertaken into the functioning of the meter, the line and associated equipment. Where it is justified, equipment which functions independently of the client's meter is also used to verify the accuracy of the meter. If doubt exists as to the correctness of the number of call units, the client is normally given the benefit of the doubt.

Foreign nationals: identity documents  
\*8. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

What precautions are taken by his Department to ensure that foreign nationals are not issued with South African identity documents?

†The MINISTER OF HOME AFFAIRS:  
In the laws administered by my department.

*inter alia*, the Aliens Act, 1937 (Act 1 of 1937) and the Identification Act, 1986 (Act 72 of 1986), the term foreign national is not used. If by "foreign national" is meant "alien" as defined in the Aliens Act, 1937, I wish to refer the hon member to sections 4 and 8 of the Identification Act, 1986, which *inter alia* govern the issuing of identity documents to aliens.

Section 8 of the Identification Act, 1986, requires certain personal particulars of applicants to be included in identity documents. Details of personal particulars furnished by the applicants are carefully scrutinised for authenticity and verified against Departmental records in order to prevent the issuing of documents to aliens not entitled thereto.

Mr C J DERBY-LEWIS: Mr Speaker, arising out of the reply of the hon the Minister, can he tell us what happens in a situation in which an orphan applies for an identity document and states that his previous identity document has been misplaced? How does his department then establish the origin of the person concerned?

The MINISTER: Mr Speaker, every case is dealt with in the light of its particular circumstances. I suggest that the hon member discuss this issue when the Home Affairs Vote is under consideration.

**Whites/Blacks: conditions for citizenship**

\*9. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

- (1) Whether the conditions under which citizenship in the Republic of South Africa is granted to Whites and Blacks are the same: if not, what are the points of difference;  
(2) what conditions apply equally to Whites and Blacks?

†The MINISTER OF HOME AFFAIRS:

- (1) and (2) South African citizenship is regulated by three different Acts, namely: the South African Citizenship Act, 1949 (Act 44 of 1949); the Restoration of South African Citizenship Act, 1986 (Act 73 of 1986), and the National States Citizenship Act, 1970 (Act 26 of 1970)

— The conditions of the South African Citizenship Act, 1949, apply equally to Black and White.

— The Restoration of South African Citizenship Act, 1986, and The National States Citizenship Act, 1970, apply to Blacks only.

**Mmamatswe, Bophuthatswana: financing of power station**

\*10. Mr C W EGLIN asked the Minister of Foreign Affairs:

- (1) Whether any funds appropriated by Parliament have been used to help to finance a power station at Mmamatswe in Bophuthatswana: if so, (a) what total amount, (b) when was it made available for this purpose, (c) on what basis was this money so made available and (d) who took the decision in this regard;  
(2) whether any Government Department or statutory body has provided any guarantee for any loan by the Government of Bophuthatswana in connection with this power station: if so, (a) when, (b) what is the amount of the loan guaranteed and (c) what are the terms of the guarantee?

The DEPUTY MINISTER OF FOREIGN AFFAIRS:

- (1) and (2) No.

Power station at Mmamatswe, Bophuthatswana: link to Eskom power grid

\*11. Mr C W EGLIN asked the Minister of Economic Affairs and Technology:

Whether provision has been made for a power station at Mmamatswe in Bophuthatswana to be linked to the Eskom power grid: if so, (a) when is this linking due to take place and (b) how much electric power is this power station due to feed into the grid?

†The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

- No  
(a) and (b) fall away.

SATS: licence to act as clearing/forwarding agent  
\*12. Mr D J N MALCONESS asked the Minister of Transport Affairs:

HOUSE OF ASSEMBLY



way to further restrict the political rights of teachers?

†The MINISTER: Mr Speaker, that is not under consideration at present.

†Mr F J LE ROUX: Mr Speaker, further arising out of the hon the Minister's reply, I should just like to know from him whether those conditions he has yet mentioned also apply to teachers who are members of the NP and are standing as candidates in the municipal elections. [Interjections.]

†The MINISTER: Mr Speaker, naturally they apply to any teacher. I want to charge the hon member that hon members of the Official Opposition do not let an opportunity slip to play this kind of petty politics. [Interjections.]

†Mr A GERBER: Mr Speaker . . .

†Mr SPEAKER: Order! Last year I laid down that five additional questions is the maximum that will be allowed.

Technikon councils: representation of academic staff/student bodies

\*4. Mr M J ELLIS asked the Minister of Education and Culture:

(1) Whether (a) members of the academic staff and (b) student bodies of technikons have representation on technikon councils; if not, why not; if so, whether any technikons do not have such representation; if so, (a) which technikons in each case and (b) why?

†The MINISTER OF EDUCATION AND CULTURE:

(1) (a) and (b) No, councils of technikons are constituted under section 8(1) of the Technikons (National Education) Act, 1967 (Act 40 of 1967), which does not provide for members of the academic staff and student bodies to be represented on these councils;

(2) (a) and (b) fall away.

Admission of Yolisha Nshinga to Glen High School

\*5. Mr D S PIENNAAR asked the Minister of Education and Culture:†

(1) Whether application has been made to the

HOUSE OF ASSEMBLY

1. Thuma

Transvaal Education Department for the admission of a certain Black pupil, particulars about whom have been furnished to the Minister's Department for the purpose of his reply, to a school under the control of that department; if so, (a) when and (b) what is the name of the (i) pupil and (ii) school concerned;

(2) whether the application was refused; if so, why; if not, (a) by whom was the application approved and (b) from what date has this pupil been attending the school concerned;

(3) whether any restrictions have been placed on the participation of this pupil in school activities; if so, what restrictions?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 19 January 1988.

(b) (i) Yolisha Nshinga, daughter of an embassy official of Transkei,

(ii) the Glen High School.

(2) no.

(a) the Director of the Transvaal Education Department,

(b) 21 January 1988;

(3) no

Great Trek Commemoration Festival: participation of schools

\*6. Mr A GERBER asked the Minister of Education and Culture:†

Whether (a) he, (b) his Department and/or (c) the provincial education departments have given permission for schools under his control to be involved with the celebrations of the (i) Federasie van Afrikaanse Kultuurverenigings and (ii) Afrikaner Volkswag in connection with the commemoration of the Great Trek; if not, why not; if so, what are the relevant particulars?

†The MINISTER OF EDUCATION AND CULTURE:

(a), (b), (c)(i) and (ii) An overall policy regarding all three festivals, the Dias 88, Hugenots 300 (1988) and the Great Trek Commemoration Festival, was determined in accordance

with which each school arranges an internal commemoration.

When permission was granted to schools regarding participation in the Great Trek Commemoration Festival the bodies presenting this festival were not indicated.

The Government, however, considers the Federasie van Afrikaanse Kultuurverenigings as the umbrella organization. The festival presented by the FAK is therefore considered the official festival towards which a financial contribution was made.

It is therefore expected from schools to cooperate and participate fully in this festival.

Mr C J DERBY-LEWIS: Mr Speaker, arising out of the hon Minister's reply, would it then be possible for a group of schools to arrange their own Great Trek festivities?

†The MINISTER: Mr Speaker. I refer the hon member to my reply to a previous question that each school will on its own celebrate the three different festivals in different ways. I shall let the reply I have already furnished, suffice.

†Mr S C JACOBS: Mr Speaker, further arising out of the reply of the hon the Minister, will scholars be compelled to attend the festivities, and will steps be taken against them if they do not do so?

†The MINISTER: Mr Speaker, no child of any parent is compelled to do anything that will conflict with the conscience of such parent. [Interjections.] The directives have been spelt out very clearly, and I shall let the reply suffice.

Technikon hostels: admission of students of colour

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

(1) Whether he has determined a policy regarding the admission of students of colour to technikon hostels; if not, why not; if so, (a) what is the current policy and (b) when was it determined;

(2) whether this policy was determined in consultation with technikon councils and other Government Departments, if not, why not; if so, what (a) technikon councils, (b) Government Departments and/or (c) other specified bodies contributed to the formulation of this policy;

(3) whether he will make available the admissions policy for students of colour of each technikon and hostel falling under his control; if not, why not; if so, (a) what is the policy, and (b) with effect from what date does this policy apply, in each case?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) students of colour are at present not allowed to reside in hostels of technikons under the Department's jurisdiction.

(b) this has applied since the establishment of the technikons;

(2) (a), (b) and (c) no, consultation was not necessary because the existing policy is one of retaining the *status quo*;

(3) (a) and (b) the policy is set out in (1)(a) above.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, I should like to know whether he has taken note of the report of the committee of the President's Council on the report of the Technical Committee on the Group Areas Act which recommends that the councils of technikons be granted power to admission in respect of the hostels under their own auspices, which was signed by members of his own party.

†The MINISTER: Mr Speaker, I refer the hon member to the reply to exactly the same question he put to me a week ago. [Interjections.]

Financing of subsidies for private schools: changes in formula/policy

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

(1) Whether any change has been effected or is envisaged in the formula or policy for the financing of subsidies for private schools; if not, why not; if so, what changes have been or are to be effected;

(2) what is the current formula for the financing of private schools;

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

HOUSE OF ASSEMBLY

*Howard*

certain special education funds established for schools providing secondary education beyond the sixth standard.

- (2) The Commission of Inquiry into the Tax Structure of the Republic of South Africa was available to receive any representations regarding tax-related matters
- (3) The deduction of expenditure incurred by physically disabled persons has been increased once during the last five years, in 1984 when the maximum deduction was increased from R2 400 to R3 000, an increase of 25%.

- (4) Although the increase has not kept pace with inflation over the last five years the present maximum deduction is generally sufficient to allow the majority of taxpayers to claim the full cost of any physical disability expenditure they may incur each year. Further, during the period 1980 to 1988 the maximum deduction has increased from R600 to R3 000, an increase of 500% which is far in excess of the approximately 121% inflation rate over the same period
- (5) It is not considered necessary to issue a statement on the matter.

Mr R M BURROWS: Mr Speaker, arising from the hon the Deputy Minister's reply, can he tell us whether representations have been received as to the deductibility of parents' payments for children in the primary standards?

The DEPUTY MINISTER: Mr Speaker, there have been representations. These representations are received from time to time. I want to say to the hon member he must be a little patient. He will know that we shall be dealing with the White Paper on the Margo Commission which will be tabled in a few days' time. Then we will have all the time in the world to discuss it.

Mr K M ANDREW: Mr Speaker, further arising from the hon the Deputy Minister's reply, I would like to ask him if he would not accept that, unlike other tax deductions, the expenditure on private school education is a direct saving for the Exchequer in terms of their not having to provide that schooling themselves. So the same principle does not apply to other types of deductions.

\*31 Mr R M BURROWS — National Education [Reply standing over.]

HOUSE OF ASSEMBLY

*Own Affairs*

Teachers' college at Paarl/Oudtshoorn: take over of facilities after closure

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

Whether his Department has made a decision about the organizations to which the facilities of the teachers' colleges at Paarl and Oudtshoorn will be made available after their closure: if not, (a) why not and (b) what organizations are being considered in this connection, in each case?

THE MINISTER OF EDUCATION AND CULTURE:

Yes, the Paarl Teachers' College will be used by the South African Police, the Paarl Technical College and the Paarl Commercial High School. The Oudtshoorn Teachers' College will be taken over by the South African Defence Force.

Director of Education, Transvaal: closed meetings of school principals/teachers arranged/ addressed

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

(1) Whether the Director of Education in the Transvaal recently arranged and addressed closed meetings of school principals and/or teachers: if so, (a) what is the purpose of these meetings and (b) (i) where and (ii) when did or will the meetings take place;

(2) whether such meetings (a) are held on his or his Department's request and/or (b) are initiated by him or his Department;

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

†THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) to discuss various matters of interest to education.

(b) (i) and (ii)

Witbank 21 January  
Ermelo  
Nelspruit

*Howard*

Klerksdorp 3 February  
Lichtenburg  
Rustenburg

Krugersdorp 4 February  
Alberton  
Boksburg

Pretoria 5 February  
Johannesburg

Nylstroom 8 February  
Petersburg;

- (2) (a) no, not at my request. The Director of Education in Transvaal is a very senior official in my Department and is responsible for administering teaching policy in the TED. He is therefore fully entitled to have professional discussions of this kind should he deem them necessary.
- (b) it was initiated by the TED which is part of my Department;
- (3) no.

Teachers: candidates in municipal elections

\*3. Mr D J DALLING asked the Minister of Education and Culture:

(1) Whether teachers employed by his Department are entitled to offer themselves as candidates in municipal elections: if not, why not, if so,

(2) whether any conditions apply to teachers offering themselves as such candidates: if so, what conditions?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, with the necessary approval;

(2) teachers may offer themselves as candidates in the coming municipal elections. The existing provincial ordinances and regulations must be taken into consideration by them. In terms of the ordinances and regulations a teacher may not

- (a) allow his membership of such a body to intervene with his task as a teacher;
- (b) express himself in public on any matter that can further or prejudice the interests of a political party or cause embarrassment to the Department;
- (c) disregard the instructions regarding

paid employment outside official hours.

In view of the particular role that party politics will play in the coming municipal elections and their activities thereafter, I call on teachers to carefully note these conditions before they offer themselves as candidates. The conditions will be strictly applied.

Mr D J DALLING: Mr Speaker, arising out of the hon the Minister's reply and in particular the reference he made to a teacher making any statement in support of any political party, I want to ask him if this means that no teacher can stand in the coming municipal elections under the banner of a political party.

†The MINISTER: Mr Speaker, there is no provision in that regard that would prevent a teacher from standing under the banner of any political party or as an independent, but his conduct while he is standing and thereafter is very clearly laid down by ordinance and that will be very strictly applied.

Mr D J DALLING: Mr Speaker, further arising out of the hon the Minister's reply, I would just like the hon the Minister to explain how someone can stand under the banner of a political party without promoting the stance of this political party in an election campaign.

†The MINISTER: Mr Speaker, I do not consider it my duty to spell that out. Any person who wants to stand for election as a member must exercise that judgement for himself.

†Dr W J SNYMAN: Mr Speaker, further arising out of the hon the Minister's reply, does that therefore also mean that if a teacher is elected to a local council he may not in public take part in a debate on a political issue or adopt a standpoint on it?

†The MINISTER: Mr Speaker, I want to ask the hon member to have a good look at my reply as well as at the provisions of the ordinances. From that it is clear that every person who is elected to the town council and is a teacher personally has the responsibility to act in such a manner that he does not contravene the provisions of the ordinances.

Mr R M BURROWS: Mr Speaker, further arising out of the reply of the hon the Minister, may I ask him whether he intends in the near future to amend the ordinances and or legislation in any

HOUSE OF ASSEMBLY

# People's Education 'might be wiped out'

By Zenaide Vendeiro, Education Reporter

The Government opposes "People's Education" not because it promotes a revolutionary climate but because it is a democratic movement, says Professor Owen van den Berg of the University of Western Cape's Department of Didactics.

Delivering a paper at a conference held recently at Potchefstroom University, Professor van den Berg said democracy was a phenomenon the State could not tolerate if it was to maintain itself in its present form.

The People's Education movement was deeply committed to democracy, while the State was consciously engaging in attempts to convince the broad mass of the population that its strategies were rooted in democracy — when the opposite was true.

(These attempts) in fact, seek to disguise, legitimate and perpetuate 'white' domination by means of a variety of subterfuges collectively termed 'reform,' said Professor van den Berg.

Speculating about the future direction of People's Education, Professor van den Berg said it was most likely that, in the short-term, the movement would be obliterated by the State and join "the scrapheap of moderate attempts to move towards a post-apartheid, non-racial, democratic society".

Already, stringent steps had been taken against the movement and its principal figures, said Professor van den Berg.

## EXECUTIVE DETAINED

The entire executive of the National Education Crisis Committee (NECC) had been detained and the State had promulgated emergency regulations virtually stamping out any moves in the direction of the implementation of alternative educational programmes.

(Since the address, the NECC has had its activities halted by wide-ranging Government bans.)

Professor van den Berg said a second possibility was that the movement would become the antithesis of itself — an undemocratic movement, the direction of which was determined by small groups of self-appointed leaders.

The likelihood of this is great," he said, "given the determination of the State to prevent a public, democratic debate about educational futures."

Another possibility, he suggested, was that People's Education would develop furtively and on the run, with the State seeking "to reduce the spaces within which the movement sustains itself and seeks to elaborate its direction".

One area where the State had already moved to eliminate this activity was the universities, he added, with the promulgation of subsidy-linked conditions.

# Attempt to redress severe manpower imbalance

# Govt's new 'model' aims to develop technical education

By David Braun, Political Correspondent

CAPE TOWN — The Government's new model for career education is designed to increase the proportion of pupils of all races trained in technical skills.

The Department of Education and Training developed the model to redress the current imbalance between "career" and "academic" education.

It was decided to develop the system around technical education since this would, for the foreseeable future, form the largest component of career education, and because it was here that the manpower shortage was most severe.

## Technical training

The object is to raise to 21 percent the proportion of all pupils who receive technical training, with the long-term goal of making this proportion 40 or even 50 percent.

This means eventually about half of all South Africa's children will be streamed into technical education and technical careers while the other half will follow the academic route.

Government sources say this mix of training is essential for a developing country. They point to Taiwan as an example where 60 percent of all pupils are in technical training.

A major problem with the current system is that less than one percent of black secondary pupils and only 2,4 percent of primary school pupils are presently receiving technical education.

The education system is being grossly overloaded with

an exploding school-going population, nearly all of which is following an academic route.

Ultimately, if this trend is not changed, there will be a massive demand for academic matric and tertiary education, stretching the country's resources and churning out thousands of people qualified for jobs which do not exist.

Accordingly, the new model for career education seeks to satisfy several requirements:

- It should be of such a nature that it may be applied to all career directions, for example commerce, administration, paramedical, agriculture and home industry.
- It must satisfy the needs of the community.
- It must satisfy the requirements of employers.
- It must be in accordance with the manpower requirements of the country.
- It must offer each student the opportunity to develop his or her full potential.
- It must present interested parties with the opportunity for participation in the system.

The model was designed in such a way that it starts with a base of 100 percent and tapers off to the required 21 percent at senior secondary level.

The first phase of schooling — for all pupils from sub A to standard three — is known as the "technical moulding phase".

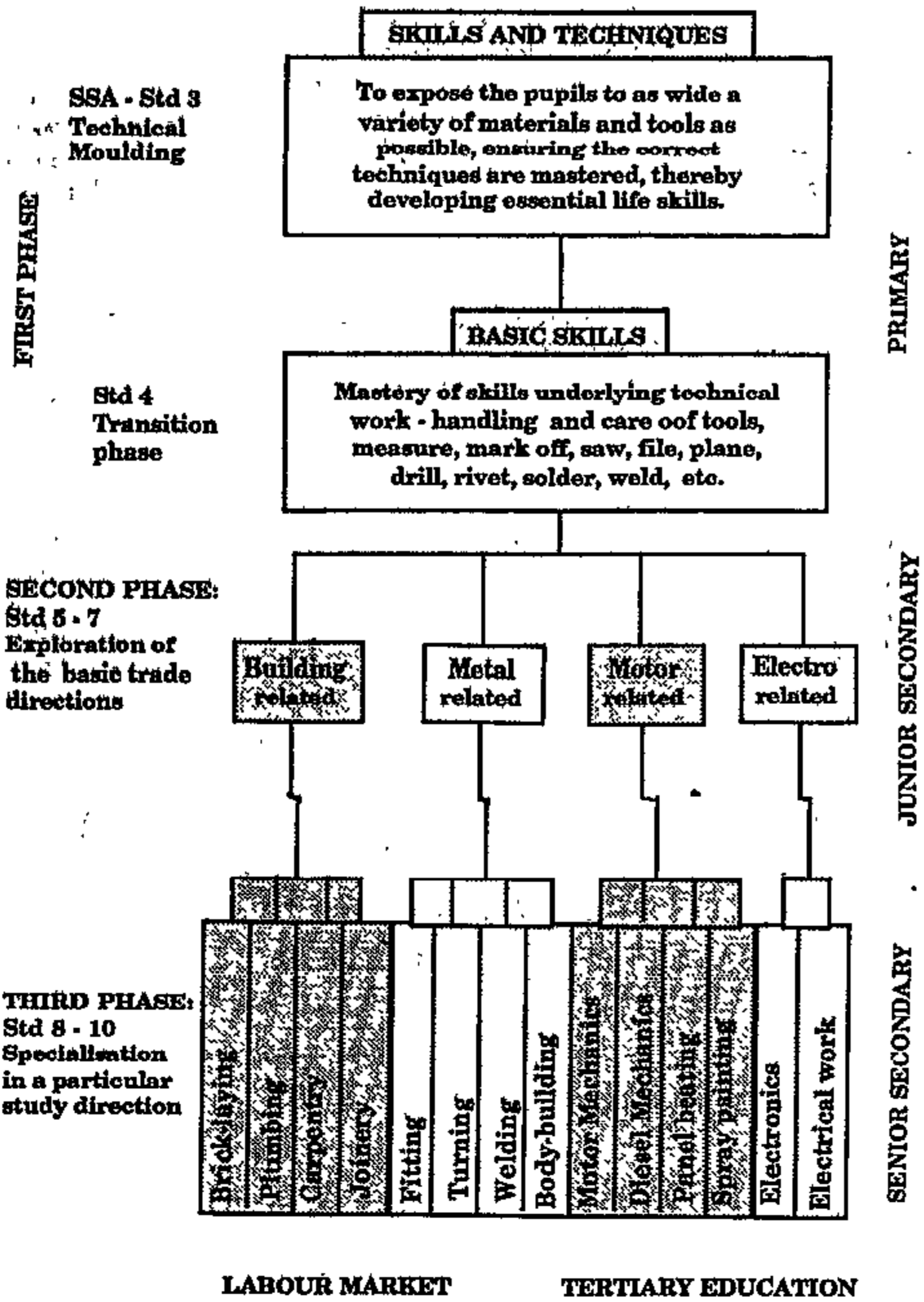
It is aimed at cultivating in pupils those skills which are demanded by a modern technological society.

The skills would also provide a valuable basis upon which pupils, with the necessary interest and aptitude, can build future career training.

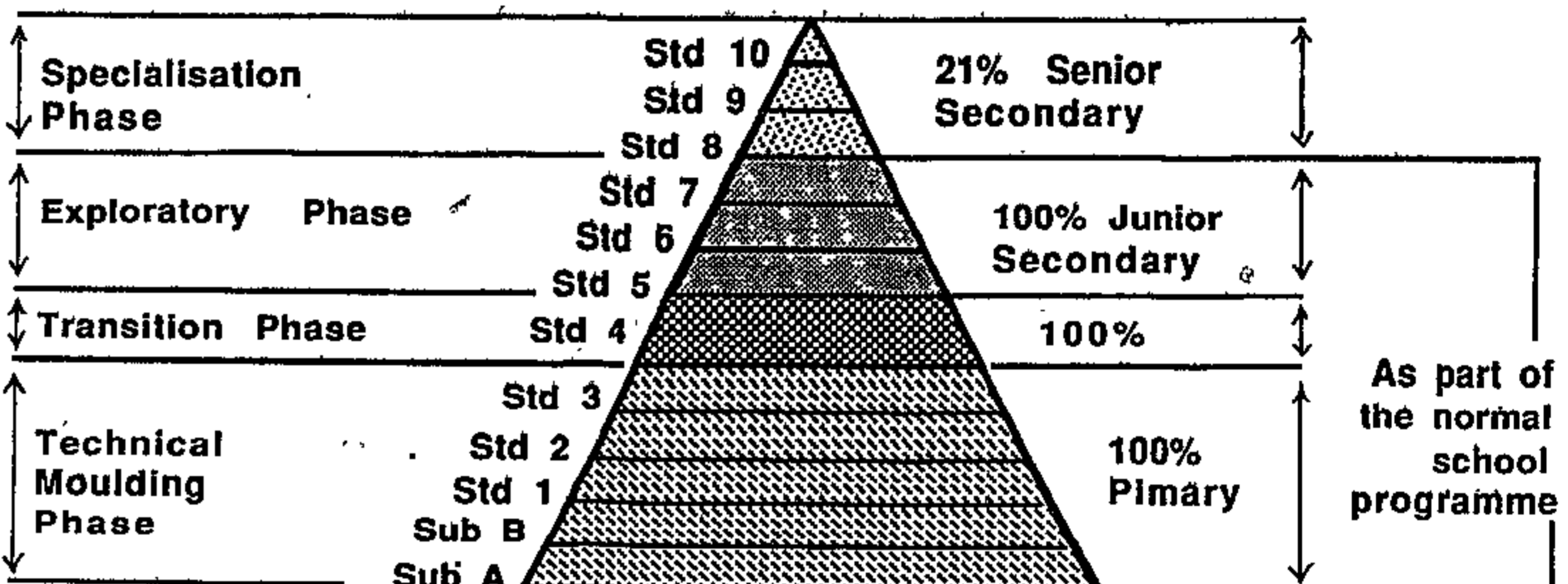
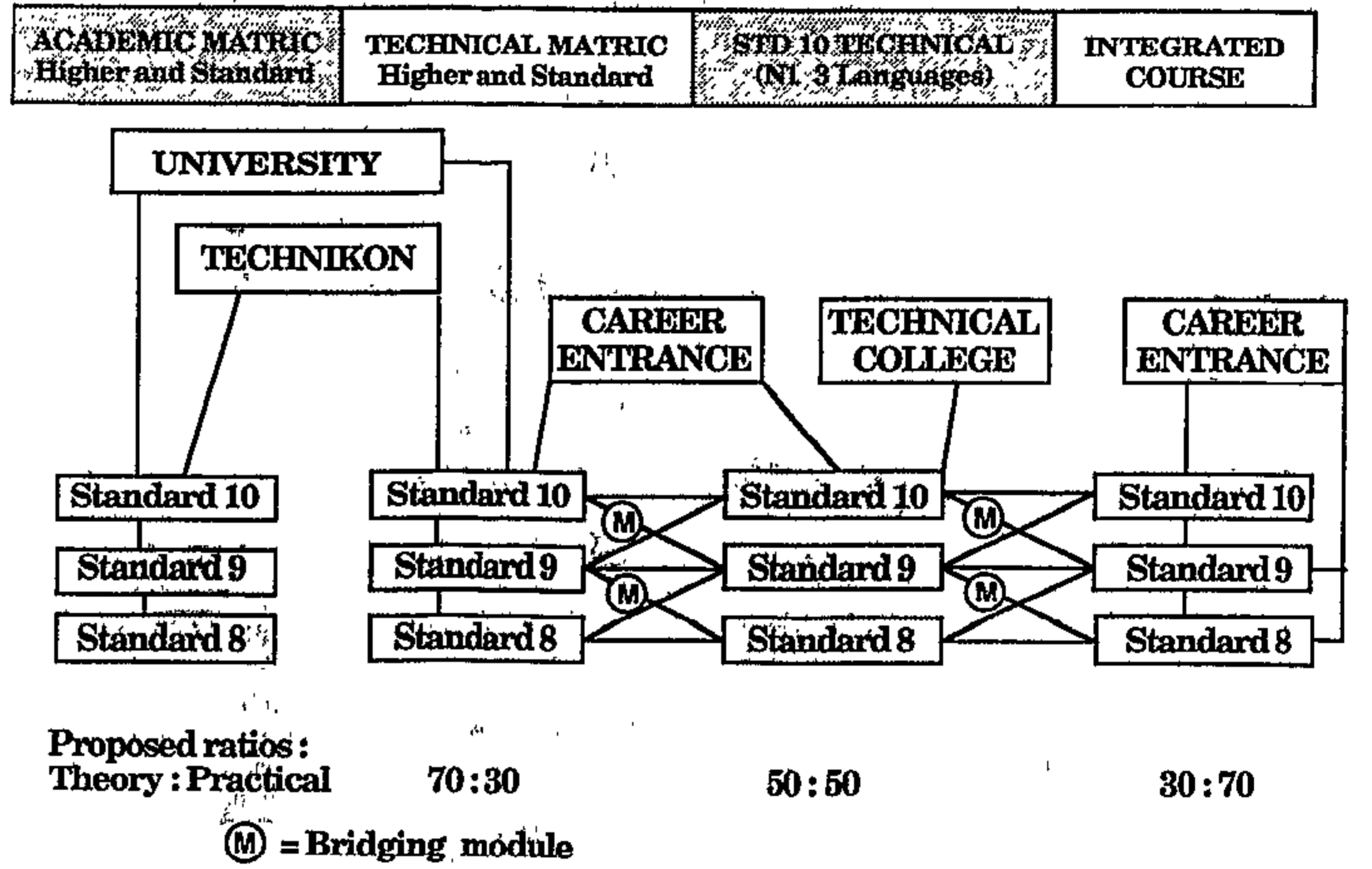
The skills are taught by way of a new subject known as skills and techniques.

The second stage — for all pupils in standard four — is

## EXAMPLE OF TECHNICAL MODEL



## TECHNICAL STRUCTURE: SENIOR SECONDARY PHASE



known as the "transition phase".

The transition phase is meant to round off basic education and serve as the introductory phase to the exploration of a wide spectrum of career directions.

The third stage — for pupils in standards eight to ten — is the "specialisation phase".

During this phase all pupils get to grips with a wide spec-

trum of technical and other directions during the normal school programme.

At the end of the phase, pupils with the necessary interest and aptitude may select a specific direction of study.

The last stage — for pupils in standards eight to ten — is the "specialisation phase".

During this phase pupils with the necessary interest and aptitude will receive specialised

training in a specific career direction to serve as the first step on the road to a career.

The department envisages that pupils at this stage will receive, where applicable, accredited training in order that school leavers may enter the world with a marketable skill.

Training will be presented on a differentiated basis to make provision for varying abilities and aptitudes.

## 'Revolutionary' discord

**Political Staff**  
The Conservative Party and the Progressive Federal Party both found new legislation to upgrade the farm school system "revolutionary" — the former in opposition to, and the latter in support of, the legislation. 10/1/68

The CP MP for Potgietersrus, Mr D S Pienaar, said measures contained in the Education Laws (Education and Training) Amendment Bill would lead to farmers being dictated to by "mini black majority governments".

The amendment to the legislation which was discussed in the House of Assembly yesterday was the result of an "in-depth investigation into the problems of rural education" said DET Minister Dr Gerrit Viljoen.

The Bill made provision for parents of

pupils at farm schools to have representation on the body governing the school.

The Bill also empowered the Minister to build State-aided schools on farms when the farmer was not in the financial position to do so himself.

The CP's Mr Pienaar said that, in allowing parents on governing bodies of schools, the farmers would be subject to "mini black majority governments".

Dr Willem Snyman, CP MP for Pietersburg, said the new measures would bring about "revolutionary change and more integration".

PFP Education spokesman Mr Roger Burrows supported the "revolutionary change" because it addressed the problem that 36 per cent of rural blacks between the age of 14 and 16 were not in school.

# Group teaches about disability

By Janine Simon

South Africa's system of educating disabled children in special schools has a significant disadvantage — it can create a gulf of misunderstanding between disabled children and their able-bodied peers.

In an attempt to bridge this gap a pioneering group of disabled people, People for Awareness on Disability Issues (Padi), has won Transvaal Education Department approval to hold awareness workshops in all province-run schools.

Workshops have already been held at two Johannesburg schools and since 1985 8 000 people — including professionals, medical and para-medical students and private school pupils — have passed through Padi workshops, said coordinator Ms Sandy Heyman.

At Padi workshops participants, seated on the floor, worked through a series of playful exercises intended to give them a taste of disability: they were asked to speak with a mouth full of marshmallows, walk with a blindfold, write with a clenched foot and use a wheelchair.

## QUESTION TIME

Then came question time when participants could — often for the first time — discuss with an expert the facts and fallacies of disability, she said.

"Children are very willing to get involved in the exercises but many adults, particularly professionals, are terribly inhibited," she added.

Ms Heyman said the workshops had drawn an excellent response but that Padi faced two major problems — finance and staff.

"We feel we should be paid for our expertise and charge about R300 a workshop, with special rates for schools. A R30 000 donation to cover annual costs would allow us to continue working and to get more people involved in the workshops," she said.

● Padi can be contacted at (011) 26-8654.

resent, (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 IN THE STATE PRESIDENTS OFFICE ENTRUSTED WITH ADMINISTRATION AND BROADCASTING SERVICES.**

- (1) Yes, one official overseas visit.  
(a) and (b) It is not in the public's interest to release any particulars.
- (2) No (a) (b) (c) and (d) fall away.
- (3) Yes, R28 984.65 with regard to myself, my wife and my Private Secretary

**Decentralization/deconcentration benefits**

580. Mr H H SCHWARZ asked the Minister of Constitutional Development and Planning:  
What was the total amount paid out in respect of decentralization or deconcentration benefits from 1 February 1987 to 31 January 1988?

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

R539 500 000

**Christmas cards sent out**

594. Mr P G SOAL asked the State President:

- (1) Whether (a) he and/or (b) his Office 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 STATE PRESIDENT.**

- (1) (a) and (b) Yes  
(i) 2 650

(ii) As Head of State to various persons, provincial and local authorities and public bodies in the RSA as well as overseas including heads of state and government.

(iii) R10 852.68

(iv) The Government Printer undertook the

HOUSE OF ASSEMBLY

**HOUSE OF DELEGATES**

†Indicates translated version.

For oral reply:

General Affairs

Question standing over from Thursday, 3 March 1988.

Appointment of chief executive director of education

\*1. Mr M RAJAB asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

- (1) Whether, with reference to his reply to Question No 2 on 3 September 1987, an incumbent has been appointed to the post of chief executive director of education in the Administration: House of Delegates; if not, (a) why not and (b) when is it anticipated that an appointment will be made; if so, (i) when and (ii) what is his name;
- (2) whether he will make a statement on the matter?

THE MINISTER OF HOUSING (for the Minister in the State President's Office entrusted with Administration and Broadcasting services):

- (1) No.  
(a) The filling of the post has not yet been finalized as further consultations are taking place.  
(b) (i) and (ii) Fall away.
- (2) Falls away.

New Questions:

Block AK/Warwick Avenue Triangle rezoning  
\*1. Mr M RAJAB asked the Minister of Constitutional Development and Planning:

- (1) Whether any representations have been made to his Department for the rezoning of certain areas known as (a) Block AK and (b) the Warwick Avenue Triangle in Durban; if so, (i) when, (ii) by whom and (iii) what was (aa) the purpose of these representations and (bb) his Department's response thereto.
- (2) No

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

THE DEPUTY MINISTER OF CONSTITUTIONAL PLANNING.

- (1) (a) Yes

- (b) Yes

- (i) In 1986

(ii) The Durban City Council and the Central Durban Indian Ratepayers Association.

(iii) (aa) The City Council proposed that the areas be declared open "non-racial" areas and that all "racial" restrictions be lifted.

The Ratepayers Association proposed that the areas be proclaimed as Indian group areas.

(bb) The proposals were investigated in the normal manner and because the areas are White group areas, and are therefore own affairs, the Administration: House of Assembly was consulted. This Administration objected strongly to the proposals.

During August 1986 it was recommended to the City Council and the Administration: House of Assembly that consideration be given to the rezoning of the areas for business or commercial purposes and that they then be included in the free trading area of Durban.

In response to this, and after further discussions, the Durban City Council decided to submit a *de novo* proposal, and this proposal is now being awaited.

HOUSE OF DELEGATES

# SPENDING ON SCHOOLING SOARS BY 3 500 PERCENT IN 15 YEARS

By PUNDY PILLAY

50

GOVERNMENT spending on education has risen impressively, with a 40 percent increase in last year's budget and a further increase possible this year.

In fact educational spending has soared by 3 500 percent over the past 15 years.

But the vast increase in government spending on education and in the number of black children in school does not necessarily mean education problems are being solved. The products of the education system are not being any better educated. In fact the growth in expenditure and in enrolment ratios may have served to increase the educational disparity between those at the bottom of the educational ladder and those at the top.

The level of education of the adult population or the educational composition of the labour force are useful ways to measure progress towards equity in education.

State expenditure on black education has risen significantly, especially since the 1976 Soweto uprising.

Also, real current expenditure on African edu-

1971-72 1976-77 1986-87

AFRICAN	25	49	395
WHITE	461	654	2746
COLOURED	94	158	1330
INDIAN	124	220	1952

## SCHOOL ENROLMENT RATIOS

cation increased from R358-million in 1980/81 to R977-million in 1984/85 (excluding Transkei and Venda).

Moreover, per capita spending on African education increased eight-fold between 1976 and 1986 — admittedly from a low base — while white per capita expenditure rose four-fold during the same period.

Allied with these increases in expenditure have been similar dramatic increases in school enrolment ratios of all black students, but especially African students.

The school enrolment ratios (number of pupils expressed as a percentage of pupils of school-going age) have risen for all races, but for African students the increase is phenomenal: 83 percent.

While enrolment ratios measure the effort a country is making to alter the educational stock of its population, they may give a distorted picture when used to assess relative priorities for educational investment.

For example, they provide no information on the internal efficiency of the educational system,

or its capacity to retain and educate students effectively.

The educational attainment of the labour force gives a more accurate indication of the return on educational investment because it assesses the effective supply of human resources available for economic growth.

This can be expressed in two ways: (a) through the mean years of schooling; or (b) through the level of education on a scale of one to six — ranging from no schooling, incomplete primary, complete primary, incomplete secondary and complete secondary to higher education.

Using the first measure provides a 1985 mean year of schooling for the African economically-active population of 5,1 years; for coloureds 6,8; Indians 9,4; whites 11,8; and for the entire labour force 7,1.

The educational attainment of the labour force has not kept pace with enrolment, increasing at a rate of only 0,15 years per calendar year. And with a mean schooling of 5,1 years, the African labour force is, at best, semi-literate.

The picture is even starker when one looks at the median level of education, which remained unchanged at a scale rating of 2 (incomplete primary) for Africans and coloureds between 1970 and 1985; during the same period the median for whites rose from 4 (incomplete secondary) to 5 (complete secondary); for Indians the median went from 3 (complete primary) to 4.

In 1985 25 percent of the African labour force and 12 percent of the coloured force had no education at all; 43 percent of Africans and 39 percent of coloureds had incomplete primary education. The corresponding figures for whites were 0,5 percent and one percent.

1. Clerk F Q.P.
2. Clerk M Q.P.
3. Cooper Q.P.
4. Factory Clerk
5. Grade II Q.P.
6. Grade III Q.
7. Traveller Q.

Weekly Mail 11-17/3/88

APD 10/3/88 (50)  
**School ban on Famsa**

EAST LONDON — The Cape Department of Education has banned the Family and Marriage Society of South Africa (Famsa) from delivering lectures to children at schools under its control.

Famsa officials believe the action was in response to complaints

from a minority of parents.

The education trainer of the East London branch of Famsa, Mrs Sue Matthis, said the substance of the complaints was that Famsa programmes in schools were not presented as absolute biblical truths.

Full report page 2



## Parliament '88



### Closing of schools 'will save costs'

Rationalisation in white education was a necessity because of the drop in the group's population growth, and the resultant decline in the need for schools and other education facilities, the Minister of Education, Mr Piet Clase, said in the House of Assembly yesterday.

Responding to debate on a motion praising education rationalisation measures in white education, Mr Clase said any responsible government had a duty to strive for cost effective management.

Policy dictated that it first be seen if an empty school or college building could be used elsewhere within the department.

If this could not be done, the building was offered to other white own affairs departments, and only then to other State departments.

### Education plan a mockery — PFP

A motion before the House of Assembly praising rationalisation in white education was a "mockery" because there were 278 000 empty places in white schools despite a crying need among other race groups for extra educational facilities, Mr Roger Burrows (PFP Pinetown) said yesterday.

Rejecting a motion by Mr J G van Zyl (NP Brentwood), he said the option the Department of Education and Culture should have followed was to open schools to all races.

Teachers were sick to death of seeing a gradual breakdown of their rights and working conditions, Mr Mike Ellis (PFP Durban North) said.

Speaking on the NP motion praising the way the Government was running white education, he said the morale of teachers was low because of the salary issue and restrictions placed on them. — Sapa.

### CP criticises black funding

White education in South Africa might soon end up on a Third World level if the Government does not take urgent action to address its problems instead of cutting back on funding while allocating more money to black education, Mr Andrew Gerber (CP Brits) told the House of Assembly yesterday.

He was opposing a private member's motion by Mr J G van Zyl (NP Brentwood) who called on the House to express its support for the way in which the Department of Education and Culture: Administration House of Assembly, "is carrying out essential rationalisation in education, maintaining educational standards, and broadening parental and community involvement".

### Woodstock reproclamation mooted by Chris Heunis

The Group Areas Board had reached a decision on the report of a committee on the possibility of "deproclaiming and reproclaiming for another race group" any group areas in Woodstock, Cape, Constitutional Development and Planning Minister Chris Heunis said in written reply to a question from Mr Tian van der Merwe (PFP Green Point). Board recommendations were confidential and he had not yet received them, Mr Heunis said. — Sapa.

HOUSE OF ASSEMBLY

Indicates translated version.

For written reply:

General Affairs.

Infant mortality rate

387. Dr M S BARNARD asked the Minister of Home Affairs:

What was the infant mortality rate for (a) Blacks, (b) Coloureds, (c) Indians and (d) Whites in the Republic in 1986?

The MINISTER OF HOME AFFAIRS.

(a) 80,0\* (Estimate — registrations incomplete)

(b) 31,6\*

(c) 13,6\*

(d) 7,0\*

\*Per 1 000 births.

Gainfully employed people directly/indirectly in State employ

435. Mrs H SUZMAN asked the Minister of Home Affairs:

What percentage of gainfully employed (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were (i) directly and (ii) indirectly in State employ in the Republic as at the latest specified date for which figures are available?

The MINISTER OF HOME AFFAIRS:

(i)

(a) 4,8%

(b) 1,5%

(c) 0,3%

(d) 4,2%

(ii)

(a) 2,1%

(b) 0,6%

(c) 0,1%

(d) 4,5%

Percentages as at 30 June 1987.

HOUSE OF ASSEMBLY

*Handwritten signature*

(2) (a) Zimbabwe

(b) Lesotho

(c) Swaziland

(d) Botswana

(e) Mozambique

Total

Children born in South Africa

495. Mr P G SOAL asked the Minister of Home Affairs:

How many (a) White, (b) Black, (c) Coloured and (d) Asian children were born in South Africa in 1986, (i) including and (ii) excluding the self-governing territories?

The MINISTER OF HOME AFFAIRS:

(i)

(a) 72 955

(b) 769 000\*

(c) 81 825

(d) 19 560

(ii)

(a) 72 914

(b) 421 950\*

(c) 81 808

(d) 19 548

\*Estimated.

School buildings constructed

519. Mr S S VAN DER MERWE asked the Minister of Education and Development Aid:

(a) How many school buildings were constructed or caused to be constructed by his Department in 1987 and (b) what was the average capital cost of constructing these buildings?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) Primary schools: 28 complete schools consisting of 700 classrooms and the addition of 142 classrooms at 11 existing schools. Besides this 411 classrooms at farm schools were subsidized.

Secondary schools: 24 complete schools consisting of 1 064 teaching rooms and the addition of 468 teaching rooms at 18 existing schools.

(b) Primary school for 1 000 pupils of R1,256 million.

Secondary school for 1 000 pupils R2,932 million.

(Escalation costs and professional fees excluded.)

Deportations/repatriations

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

(a) How many Black (i) male and (ii) female persons were (aa) deported and (bb) repatriated from the Republic in 1987 and (b)(i) in terms of what statutory provision and (ii) to which states were they so (aa) deported and (bb) repatriated?

The MINISTER OF HOME AFFAIRS:

(aa) Deportations

(a) (i) 139

(ii) 1

(b) (i) In terms of section 43 of the Admission of Persons to the Republic Regulation Act, 1972 (Act 59 of 1972)

(ii) Lesotho

Transkei

Mozambique

Zimbabwe

Swaziland

Ciskei

Botswana

Bophuthatswana

Venda

Total

(bb) Repatriations

(a) (i) and (ii) 37 423. Separate figures in respect of male and female persons are not being kept.

(b) (i) In terms of section 16 of the Admission of Persons to the Republic Regulation Act, 1972 (Act 59 of 1972).

(ii) Zimbabwe

Mozambique

Botswana

Swaziland

Malawi

Zambia

Tanzania

Zaire

Gambia

Lesotho

Total

3 124

26 870

2 669

1 349

99

1

1

1

3 308

37 423

*Handwritten signature*

**Persons residing in Greater Cape Town area**

548 Mr C W EGLIN asked the Minister of Home Affairs:

- (a) What is the estimated number of (i) Coloured, (ii) Indian and (iii) White persons who reside in the Greater Cape Town area and (b) in respect of what date is this information furnished?

The MINISTER OF HOME AFFAIRS:

- (a) (i) 1 068 921  
(ii) 17 437  
(iii) 542 705  
(b) 1985 population census.

Greater Cape Town area comprises the following magisterial districts:

Bellville  
Cape  
Goodwood  
Kuils River  
Paarl  
Simonstown  
Somerset West  
Stellenbosch  
Strand  
Wellington  
Wynberg

**Birth rate**

614. Mr A GERBER asked the Minister of Home Affairs:†

What was the birth rate in respect of the (a) White, (b) Coloured, (c) Indian and (d) Black population groups in each of the latest specified eight years for which figures are available?

The MINISTER OF HOME AFFAIRS:

Year	(a)*	(b)*	(c)*	(d)* <sup>1/</sup>
1979	16.4	27.4	24.4	40.0
1980	16.5	27.1	24.5	40.0
1981	17.2	28.2	25.5	40.0
1982	16.7	29.2	25.6	40.0
1983	17.2	30.7	26.2	40.0
1984	17.0	30.8	25.9	40.0
1985	16.5	28.3	23.1	39.1
1986	14.9	27.1	21.8	39.1

<sup>1/</sup>Estimated.

\*Number per 1 000 persons

**Own Affairs:**

African languages: compulsory for White primary/high school pupils (50)

40. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

Whether it is compulsory for White (a) primary and (b) high school pupils to learn an African language in the Transvaal, Natal, the Orange Free State and the Cape Province, respectively; if so, what African language or languages in each province?

The MINISTER OF EDUCATION AND CULTURE:

(a) (b)  
Transvaal : yes, in std 3, 4 and yes, in std 6  
5, Northern Sotho, and 7; North-Tswana, Zulu  
Tswana, Zulu  
Natal : yes, in std 4 and 5, no  
if a teacher is available: Zulu  
OFS : yes, in std 3, 4 and no  
5: Southern Sotho  
Cape : no no

**Overseas visits**

45. Mr P G SOAL asked the Minister of Health Services:

(1) Whether he or the Deputy Minister of Health Services 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 or this Deputy Minister 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 or this Deputy Minister and (d) why;

(3) whether any costs were incurred by the Department of Health Services and Welfare as a result; if so, what total amount in that year?

**The MINISTER OF HEALTH SERVICES:**

- (1) No.  
(2) Falls away.  
(3) Falls away.

**Overseas visits**

49. Mr P G SOAL asked the Minister of the Budget and Welfare:

(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 the Department of Budgetary and Auxiliary Services as a result; if so, what total amount in that year?

**The MINISTER OF THE BUDGET AND WELFARE:**

- (1) No.  
(a), (b), (2) and (3) fall away.

**Christmas cards sent out**

50. Mr P G SOAL asked the Minister of Health Services:

(1) Whether (a) he and/or (b) the Department of Health Services and Welfare 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 HEALTH SERVICES:**

- (1) (a) No.  
(i), (ii), (iii) and (iv) fall away.  
(b) Yes.

(i) 1 075

(ii) To various organizations and individuals in the discretion of the Head of the Department.

(iii) R1 303.25

(iv) The Government Printer

(2) No — as official postal material.

**Christmas cards sent out**

54 Mr P G SOAL asked the Minister of the Budget and Welfare:

(1) Whether (a) he and/or (b) the Department of Budgetary and Auxiliary Services 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 THE BUDGET AND WELFARE:**

- (1) (a) Yes  
(b) Yes  
(i) 1 800

(ii) The decision to whom cards should be sent rests with the Minister and the Head of the Department.

(iii) R2 190.00

(iv) The Government Printer

(2) (1)(a) above—No—as official postal material  
(1)(b) above—Yes—own expense

**Std 10 examination: White scholars passed**

56. Mr A GERBER asked the Minister of Education and Culture:†

How many White scholars in the Republic passed the Std 10 examination in each of the latest specified eight years for which figures are available?

The MINISTER OF EDUCATION AND CULTURE.

Cape Natal	OFS	Transvaal	DEC	JMB
1980	12 330	5 633	3 499	22 978
1981	13 394	6 202	3 624	24 658
1982	13 594	6 399	3 402	25 333
1983	13 520	6 664	3 467	24 449
1984	14 006	7 027	3 650	25 647
1985	13 974	7 977	3 948	26 659
1986	14 571	8 409	4 552	31 518
1987	15 185	8 434	4 762	32 996

\*Information is not available.

Substandard A: enrolments

57. Mr A GERBER asked the Minister of Education and Culture:†

How many White children in the Republic were enrolled in Substandard A in each of the latest specified nine years for which figures are available?



58. Mr A GERBER asked the Minister of Education and Culture:†

How many students were enrolled at each teachers' college under the control of his Department in each of the latest specified nine years for which figures are available?

Teachers' colleges: students enrolled

1980	1981	1982	1983	1984	1985	1986	1987	1988
Johannesburg College of Education	1 465	1 534	1 467	1 638	1 820	1 824	1 949	1 777
Pretoria College of Education	93	166	263	376	391	412	481	488
Onderwyskollge Pretoria	2 395	1 989	1 875	1 905	1 923	1 972	1 998	1 860
Onderwyskollge Potchefstroom	1 280	1 151	1 097	1 099	1 161	1 188	1 324	1 293
Onderwyskollge Goudstad	1 148	1 115	1 150	1 241	1 282	1 325	1 479	1 132

ORANGE FREE STATE

Bloemfontense Onderwyserskollge	660	628	688	691	711	715	645	570	484
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NATAL

Durbanse Onderwyskollge	340	290	283	317	365	360	372	341	288
Edgewood College of Education	691	648	635	628	620	623	604	625	577
Natal Training College	251	259	232	206	218	223	213		
College of Education for Further Training	561	558	622	615	459	480	330		
Natal College of Education								520	330

CAPE

Cape Town Teachers' College	256	202	200	280	299	261	296	310	275
Barkly House Teachers' College	130	135	123	130	120	133	134	143	105
Deneneoord* College for Continued Training	209	199	178	175	142				
Wellington Teachers' College	495	432	375	396	353	355	345	332	311
Paarl Teachers' College	528	468	446	537	549	454	385	406	289
Oudshoorn Teachers' College	290	245	231	219	207	190	111	136	96
Graaff-Reinet Teachers' College	295	240	224	272	250				
Port Elizabeth	259	225	240	292	274	242	237	220	206

\*The conversion to Colleges for Continued Training (reletution) commenced during 1985.

Primary/high schools taken into use/closed

59. Mr A GERBER asked the Minister of Education and Culture:†

(1) How many new (a) primary and (b) high schools under the control of his Department were taken into use in 1984, 1985 and 1986, respectively?

(2) how many (a) primary and (b) high schools under the control of his Department were closed in 1984, 1985 and 1986, respectively?

The MINISTER OF EDUCATION AND CULTURE:

	(a) primary			(b) secondary		
	1984	1985	1986	1984	1985	1986
(1)						
Cape	1	—	—	—	—	5
Natal	2	1	1	—	2	—
OFS	1	1	—	1	1	—
Transvaal	2	3	9	2	1	2;
(2)						
Cape	1984	1985	1986	1984	1985	1986
Natal	10	8	9	—	—	—
OFS	—	2	3	—	—	—
Transvaal	2	4	6	—	—	—

Teachers' colleges: applications for admission

60. Dr M S BARNARD asked the Minister of Education and Culture:

(1) How many (a) applications for admission were received at each specified teachers' college for (i) 1987 and (ii) 1988 and (b) students were enrolled at each such college in each of these years:

(2) whether a quota system for enrolling students is in operation in respect of these colleges: if so.

(3) whether this system operates on the basis of the future need for teachers in each province of the Republic: if not, on what basis does it operate?

Parliamentary Correspondent

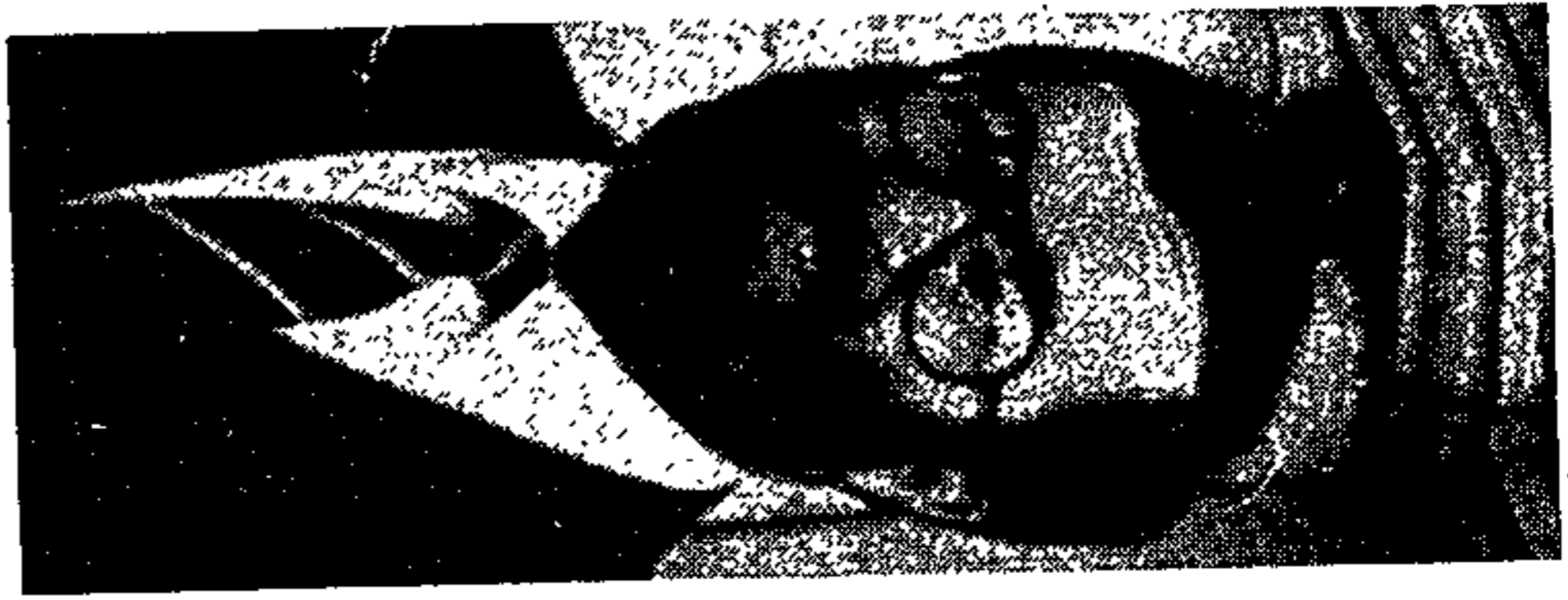
CAPE TOWN.—The Progressive Federal Party MP for Pinetown, Mr Roger Burrows, has condemned as a "mockery" a motion praising essential rationalisation in white education.

Mr Burrows said that 278 000 empty places in white schools were being reserved while there was a crying need among other race groups for extra facilities.

He said the scientific rationalisation option the Department of Education and Culture should have followed was to open schools to all races.

Language and educational levels should be the criteria for admission not the colour of one's skin, he said.

Mr Burrows said there were 23 000 empty places at white school hostels which could be used by other race groups. There were also 4 137 vacancies at white col-



MR BURROWS

leges of education, while an urgent need for teachers of other race groups to be trained was prevalent.

# Motion on education a mockery — Burrows

The Paarl Teacher's Training College had been closed and the building rented to the police, with the Minister of Education and Culture, Mr Piet Clase, commenting that coloured teachers would definitely not be trained there.

In his rationalisation moves, Mr Clase had clearly chosen the path of closure of under-used facilities rather than letting them be used by other race groups, Mr Burrows said.

Rationalisation demanded the "scientific" reduction of waste in labour, material and other resources, but Mr Clase had not followed this path.

They minister could not duck out of reports, among others of Techni-

kons having to retrench staff, universities becoming increasingly desperate about funds for vital research projects and the lack of money to buy books for libraries, because of financial pruning.

In his reply Mr Clase said any responsible government had a duty to strive for cost effective management and administration.

Contrary to the "negative" contributions to the debate by opposition speakers, a positive aspect of this type of rationalisation was that cost efficiency actually increased standards.

Mr Clase said the practical effect of rationalisation inevitably involved the closure of some under-used schools and colleges of education.

When asked why the PFP for white schools and colleges of education to be opened to people of other race groups instead of being closed, Mr Clase said he had repeatedly stated his government's policy on this.

There was no need for white education to hold onto empty schools regardless, but policy dictated that it first be seen if the building could not be used elsewhere within the department.

If this could not be done, the building was offered to other white own affairs departments, and only then to other state departments.

Mr Clase said, however, that his government's policy of maintaining a culturally separate education for the different groups



would be upheld.

With regard to Technikon and universities, these institutions could decide for themselves what numbers from different race groups they would admit.

The CP MP for Brits, Mr Andrew Gerber, said last year that funds for education were increased by 8.8 per cent for whites, more than 40 per cent for blacks, and 16.9 per cent for coloureds.

Of the R837 million spent on universities, R216 million was used for students who were not white, and who made up 26 per cent of those enrolled.

by DAVE MARRS  
EAST LONDON — The Cape Department of Education has banned the Family and Marriage Society of South Africa (Famsa) from delivering lectures to children at schools under its control.

# Famsa banned in schools education department fails to give reasons

Although a spokesman for the department had failed to comment on the reason for the banning by the time of going to press, Famsa officials believe the action was in response to complaints from a minority of parents.

In a letter to the local Famsa office, dated December 15, 1987, the chief superintendent of education, Mr W. M. Diepeveen, said he had been instructed by the Cape director of education, Dr S. W. Walters, to inform Famsa of the decision "following a number of complaints".

"Your organisation may under no circumstances conduct lectures or courses at any schools of the Cape Education Department.

"Please note that this instruction applies to all schools in the province and is not a specific reflection on your branch." The letter stated. Famsa has already been barred from working in Transvaal schools,

although the organisation works closely with the Free State and Natal education departments.

The education trainer for the East London branch of Famsa, Mrs Sue Matthis, said the Famsa's education counsellors had been working in almost all the high schools and many of the primary schools in the area for more than eight years.

She said one East London high school had conducted a survey of parental opinion that revealed a 95 per cent positive attitude to Famsa continuing with its programmes.

Another school had reported a drop in the average number of pregnancies per year from eight to four, and had attributed the result directly to Famsa's counselling.

"On further investigation it turned out that Mr Diepeveen had received only four com-

plaints about our Education Living programmes and that the substance of the complaints had been similar — that our programmes are not presented as absolute biblical truths," Mrs Matthis said.

Although a list of questions relating to the issue was teleaxed by the Department of Education before noon yesterday, no response had been received by the time of going to press.

The department was asked why Famsa had been barred from Cape schools and if this action had been in response to only four letters of complaint.

Among other questions, the department was asked to reveal what alternative programme would be instituted to replace Famsa's guidance lectures.

In a letter to Mr Die-

peveen after hearing of the decision, Mrs Matthis stressed that Famsa's aim was "to work from a more global approach to encompass the experience of as many children as possible".

"We believe that for the type of work that we do, this is more valuable than a narrower denominational approach.

"What we work towards is to help young people to integrate a value system of morals as a core part of their personalities, rather than imposing such a moral system on them.

"In this way, in a situation where there is no adult present to help make a decision that will not harm the child emotionally, intellectually, physically or spiritually, he will be able to resist peer pressure as a natural part of his own internalised value system," she said.

Mrs Matthis, who is holder of a degree, majoring in psychology,

said Famsa believed that successful marriages were the "foundation of happy family life and are vital to the well-being of the community".

"It is to this end that we have worked in the schools, helping equip pupils to form healthy relationships by improving their self-image and their feelings of self-worth.

"We deal with issues such as conflict management, human sexuality, decision making, family roles and expectations.

"Famsa does not work from an overtly Christian base as this is not our mandate. However, we do work from a firm moral foundation which derives its deepest insights from the Christian tradition and not from any other source," Mrs Matthis added.

She said although the Famsa preferred to work without a teacher present because of the different roles and ex-

pectations in the teacher/pupil relationship, when a directive from the Department of Education had asked to have a teacher in the classroom, they had been willing to comply.

"The work we have done with younger children is very different from work with older children.

"In other words, we talk to them about relationships relevant to them at their age and maturity level — their friendships, their relationships within the family circle, their bodily changes and decision-making procedures."

Mrs Matthis said Famsa stressed, when discussing contraception, that knowledge did not mean permission.

The organisation emphasised concepts such as reverence for their own bodies, respect for other people's bodies and responsibility for their actions.

"We talk about the fallibility of contraception and the fact that sexual activity is only appropriate for people who are ready for the responsibilities of parenthood." "We point out that the only place for a really wholesome parenting is within the marriage," she said.

# Call for more teaching funds

CALL TIME 11/3/88

50

SOUTH AFRICA would pay a very dear price if the government did not rectify its policy on universities and provide more funds for research and teaching, Professor SC Jacobs (CP Losberg) said yesterday.

Speaking on an NP motion praising the white own affairs education administration, he said education remained a priority matter and any society that did not recognize this was gambling with its future.

Mr Mike Ellis (PFP Durban North), speaking on the same motion, said teachers were sick to death of being pushed around and ignored and seeing a gradual breakdown of their rights, freedoms, status and working conditions.

Morale of teachers was low not only because of the salary issue, but also because new restrictions were constantly being placed on them.

Mr Roger Burrows

(PFP Pinetown) called the motion "a mockery" because 278 000 empty places in white schools were being maintained while there was a crying need among other race groups for extra educational facilities.

Language and educational levels should be criteria for admission to schools, not the colour of one's skin, he said.

The standard of whites' education in South Africa might soon end up on the Third World level if the government did not take urgent action to address its problems instead of cutting back on funding while allocating more money to black education, Mr Andrew Gerber (CP Brits) said, opposing the motion.

He said the House should instead express its "strongest disapproval" because Mr Clase was failing to supply white education with "basic needs". — Sapa

THE 1820 Foundation in Grahamstown, has planned a series of projects for 1988 that will enrich the educational and cultural development of southern Africa's people.

A Foundation spokesperson, Ms Sue Ross, said 1988 would be another busy year which would supplement projects to which the Foundation is already committed:

Ms Ross said about 113 000 people used the Foundation's facilities last year. *Southern*  
*14/3/88*

### Functions

This included 438 functions, 494 conference days and many performances in the 920-seat theatre.

The Foundation also took its activities to other parts of the country.

She said her organisa-

## Cultural projects planned

tion would again host the National Schools' Festival of English in July immediately after the National Arts Festival. Both events are sponsored by Standard Bank.

The schools' festival for about 1 000 Std 10 pupils will take place in Grahamstown.

Regional schools' festivals for Std 9 pupils will be held in Durban, Port Elizabeth, Bloemfontein, Johannesburg and the Western Cape. These are sponsored by First National Bank and Sasol. About 2 000 pupils will take part.

A training programme for black teachers of English is also planned.

This will comprise in-service training in secondary schools and bridging courses for primary school teachers — particularly those employed on farm schools.

"The staff of this department will also be engaged in the production of teachers' guides and other support material for classroom instruction.

50 "There has been a great demand from educationists all over South Africa who are also using these original materials," she said.



DfD 15/3/88

# School ban on Famsa counsellors denied (50)

by DAVE MARRS

EAST LONDON — The Cape Education Department has denied that counsellors of the Family and Marriage Society of South Africa (Famsa) have been banned from lecturing at schools under its jurisdiction.

In a statement issued yesterday, the director of education, Dr S. W. Walters, said the Famsa programmes had "merely been temporarily suspended" and dismissed reports that the action had been taken in response to only four letters of complaint.

"The fact is that no particular organisation was named or banned. Besides, the department had no official agreement with Famsa or the Family Planning Association in this regard."

However, a copy of a letter received by the local branch of Famsa is now in the possession of the Daily Dispatch.

The letter, on the official letterhead of the Cape Department of Education, is dated December 15, 1977, and signed by the chief superintendent of education, Mr W. M. Diepeveen.

In the letter, Mr Diepeveen said: "Following a number of complaints, I have been instructed by my director to inform you that your organisation may under no circumstances conduct lectures or courses at any schools of the Cape Education Department."

"Please note that this instruction applies to all schools in the province."

The education trainer of Famsa in East London, Mrs Sue Matthis, said

she was "delighted" to hear that we have only been suspended."

She said she could not understand why the director of the department did not know of the letter Famsa had received.

Dr Walters said that there were "various organisations claiming access to our schools for similar purposes".

"These unorganised and occasional 'lectures', without a properly structured follow-up programme can, unfortunately, not be allowed to continue in their present form."

He said that once the department's own family guidance programme had been evaluated the department would take steps "to structure an educationally sound and acceptable school programme".

"The department issued a circular to principals stating that any further decision on the desirability of using schools and/or outsiders in the presentation of sex education is being withheld until the investigation has been completed.

"The department developed and introduced its own family guidance programme in more than 100 schools in the Cape Province 10 years ago."

The department was involved in evaluating phase two of the programme and one of the matters receiving attention was the desirability of schools and outsiders presenting certain aspects of the programme.

DIP. 15/3/88  
 (50)  
**Providing for the future**

If there is one subject that is of importance to the future of South Africa it is physical science.

It is the basis of technological advancement, engineering, medicine and a host of other areas on which the population will depend for its survival and development. Unfortunately it is also the subject that is often most neglected in schools with many teachers, especially in primary schools, not being equipped with the knowledge or the facilities to demonstrate basic scientific principles to pupils.

Many black primary schools struggle to offer basic materials to their pupils. How could they ever afford expensive scientific equipment too? The result is that many schoolchildren complete the science syllabus without having conducted a single experiment. They read the results in text books and that is the closest many come to discovering science for themselves.

To improve this situation, the Urban Foundation initiated the Primary Physical Science Project in 1984. The woman behind the project is Mrs Ann Griffiths, a former East Londoner and daughter of the late Margaret Fuller, who worked tirelessly for Cripple Care for most of her life.

Not only does Mrs Griffiths spend eight months of the year touring the country and teaching seminars from Venda to Kwazulu, she also designed the Care science kit which has proved a breakthrough in introducing science to primary schools.

Always aware of the needs of others, Mrs Griffiths has the science kit produced at the Cripple Care Rehabilitation Centre in Cape Town thus providing them with work and training while serving a vital need of the community's schools at the same time.

"When I designed this kit, I took ideas from everywhere and modified them," Mrs Griffiths explained. "I used the Japanese ideas of miniturisation which makes things cost effective and quick and I also took some ideas from Unesco's guidelines



Mrs N. F. Marawa of Overton Farm School gets acquainted with the thermometer under the guidance of Mrs Ann Griffiths.

for science education."

The kit is a miracle of compactness with the whole collection of apparatus fitting into one cardboard box. It contains all the basic essentials required for the primary school physical science syllabus and the

*She*

teacher is provided with several ideas for enrichment of the syllabus with adequate apparatus for demonstration

Much of the equipment is interlocking and much space and cost is saved by the use of, for instance, baby food containers, small test tubes and miniature burners instead of the standard Bunsen burner. The experiments can be done just as well but at a fraction of the cost.

"We wait until we are invited to an area," Mrs Griffiths said, "and then I go and arrange a week's course which shows

the teachers from the local schools how to use the equipment

"Sadly, too many people teach science as just something that must be learnt by rote. It should be related to everyday life and to technology.

"There is nothing basically wrong with the syllabus. You just have to teach it the right way for it to become exciting and memorable.

"Each school can purchase a kit, the cost of which is subsidised by the Urban Foundation, and with it every scientific principle can be taught with the children participating," Mrs Griffiths said

"Since the project began in 1984 we have had a tremendous response and I actually need an assistant now because I can't cope with the demand for training courses," she said. "We have also had the full support of the Department of Education and Training which has been enthusiastic about the course

"When I revisit areas where the kit is

being used I see a tremendous difference even after six months and then I hold a follow-up workshop," she said.

Mrs Griffiths ran the first science course for the East London area at the Itec building in Park Avenue for more than 40 teachers who mainly came from rural schools. This will be followed up and extended over the next two years by Itec and should reach thousands of primary school children and benefit their education tremendously.

"At the moment 70 per cent of the people in tertiary education in South Africa are at university," Mrs Griffiths said, "when in fact we should have far more students attending technical colleges and technikons

"This is a scientific age and it's in science that many new employment opportunities will be in the future. It is terribly important that we prepare our children and the country for this future"

Ines Watson

# Projects to promote English announced

50

15/3/88

Daily Dispatch Reporter

EAST LONDON — Two projects aimed at promoting the English language among schoolchildren have been announced by the Border branch of the South African Council for English Education.

The local branch of the council was formed in July last year and held a spelling competition for primary school pupils in November.

The first of the two projects was intended to promote creative writing among pupils at schools in the Border area, said the chairman of the Border branch, Miss J. V. Stuart-Watson.

Schools in East London, King William's Town and Queenstown had been asked to submit their best pieces of creative writing.

From these, the best contributions would be selected and submitted for possible publication in the regional newspapers.

The second project involved forum discussions recently introduced to local English teachers. These discussions involved teams of five pupils.

Each team was allocated a topic which the members discussed before an audience.

The council planned to hold a competition for Border schools in July or August this year.

Preliminary rounds would be held to select the best teams for a final round when a winner would be chosen.

In a forum discussion a team was given its topic 10 minutes before the discussion.

This allowed the team time to discuss an approach to the topic and to define what members understood by the topic.

The chairman of the team introduced the team and the topic and explained to the audience the team's definition of the topic.

For 10 minutes the topic was discussed.

There were no set speaking turns.

After 10 minutes the chairman summed up the discussion.

Entries for the annual Thomas Pringle Awards were also being accepted now, the English Academy of Southern Africa announced earlier this month.

A maximum of three awards were made each year and would be sponsored by Maskew Miller Longman.

The categories for this year's awards were play, book, film and television reviews in newspapers and periodicals published in 1987; literary articles or substantial book reviews published in 1986 and 1987; and short stories and one-act plays in periodicals published in 1986 and 1987.

The closing date for the first of these categories was March 31, and for the other two categories May 31, the academy said.

The awards each carried a cash prize and illuminated certificate.

# PLANNING FOR FUTURE SA

Sowetan 15/3/88

**SOUTH Africa must start now to prepare for the post-apartheid era by educating the victims of that system, the Rev Lebammang Sebidi, said at the weekend.**

Mr Sebidi, the co-ordinator of the Adult Education Programme at Funda Centre in Soweto, was speaking at the official launching of the Soccer Association of South Africa (Sasa) Education Trust in Johannesburg on Saturday.

The trust has been established by the Sasa executive committee to provide bursaries for soccer players studying at universities and technicons.

It will also provide financial assistance to soccer administrators who wish to study any of the courses offered by the South African Soccer Academy.

## Donations

The trust has received donations of more than R200 000 from various companies and hopes to have raised R1 million by the end of the year. It aims to assist at least 20 students in 1988 and an average of 100 a year from 1989.

Mr Sebidi said that almost all people in the country were fighting to end apartheid, except for odd groupings like the AWB and some Nationalist Party members.

"It is for this reason that we must start with education. Unless there is a concerted effort to educate the victims of

## BY NAKOPANE MAKOBANE

apartheid, to equip them with the necessary tools to participate in socio-political and economic structures of South Africa, then the post-apartheid society will emerge self-born," he said.

Mr Lekgau Mathabane, chairman of the

trust, said Sasa was concerned by the state of black education.

Mr Solomon "Sticks" Morewa, the general secretary of Sasa, said in their soccer ranks they had the potential leaders of the future. From those ranks would emerge people who would shape the future society — one of equality, non-racialism and peaceful

co-existence.

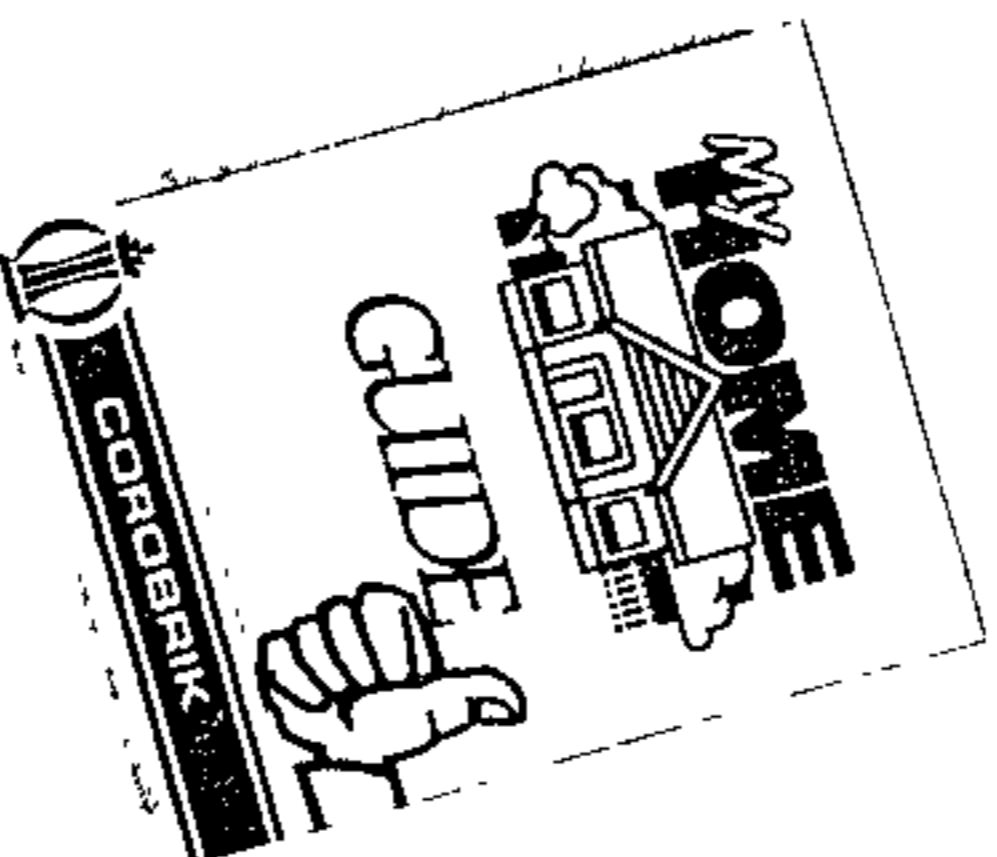
The following are members of the Sasa Trust's board of trustees: Mr L Mathabane (director Premier Group), Mr Gaby Magomola (chief executive African Bank), Mr Cyril Kobus (general manager NSL), the Rev David Nkwe (of the Anglican Church), Dr Gordon Sibya (chairman of Science and

Engineering Academy of South Africa).

Mr Leepile Taunyane (educationalist and president of the Transvaal Soccer Association), Mr Molefi N Oliphant (principal and treasurer of Sasa), Mr Wiphasus Maphaka, school inspector and president of Sasa) and Mr Solomon Morewa (secretary general of Sasa).



THE REV Lebammang Sebidi . . . "educating victims of apartheid".



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# Row over R15m Land Bank house loans

15/3/88

CAPE TOWN — Outstanding housing loans of between R50 000 and R100 000 to employees of the Land Bank, at the extremely low marginal rate of 3%, totalled more than R15m at the end of last year, according to Finance Minister Barend du Plessis.

Answering a question in Parliament from John Malcomess (PFP Port Elizabeth Central), Du Plessis said these loans were to 297 white employees, ac-

(58) CHRIS CAIRNCROSS *Bl/day*

counting for almost a third of the bank's salaried workforce.

A further 232 employees, white, black and coloured, obtained housing loans below the R50 000 level, and one person obtained a loan above R100 000.

Reacting to this information, Malcomess said it was unbelievable the Land Bank could afford to offer loans at such

low rates of interest at a time when the bank was under extreme pressure to assist the debt-ridden agricultural sector.

Land Bank MD T C Pienaar denied yesterday that the bank was being extraordinarily generous to its employees in respect of housing loans, and added that the rates offered were competitive with those offered by other financial institutions.

# Imbalance in Soweto pupil teacher ratio

Education Reporter

Between 16 000 and 18 000 pupils were lost to schools in Soweto last year, creating a surplus of teachers in the area, Mr Gunther Merbold, regional director for the Department of Education and Training (DET), said yesterday.

He said teachers at several schools in Soweto would soon be transferred within and out of their circuits and the region in order to correct teacher-pupil ratios.

"Not a single teacher has or will be retrenched," Mr. Merbold said.

SOUTH AFRICA'S educational crisis has drawn much rhetoric but not always that much enlightenment.

We have a white Government elected by three percent of the total population which has legislated that there should be separate education for the four race groups that it has identified.

It has provided a core curriculum deciding what ought to be taught and how to do it and has backed this with a massive bureaucracy with five major ministries.

In addition, the Government has decided how much money to spend on education and pragmatically provides nearly six times as much for each child of its own voters as for each child of the totally voteless black community.

### Control

In a nutshell, we have a Eurocentric system that has developed largely out of English grammar school traditions, modified only where essential and modernised far too slowly to keep pace with world trends and economic needs.

Progress has been inhibited by the conservatism inherent in a minority government threatened by demographic realities but bent on maintenance of control.

The results are manifold. First, a critical countrywide management and leadership crisis.

As examples: Accountants predict a shortfall of more than 7 000 CAs by the year 2000 and engineers note that between 1981 and 1985 students enrolled at universities in the vital metallurgical and chemical disciplines dropped from 461 to 234.

Emigration exacerbates the problem for both of these key disci-

# Upliftment of blacks must be a top priority

20/3/85

by **Richard Todd**

National Director, Leadership Education and Advancement Foundation



plines and for many others.

Secondly, a trifle over two percent of teachers in black education are university graduates and most black teachers remain seriously underqualified.

It is virtually impossible to study any subject at university level without having had graduate teaching in it during at least your last two school years.

The vast majority of black students arriving at internationally recognised, formerly all-white universities are simply not able to cope.

Despite their natural ability, the dropout rate is horrendous and, to put it bluntly, we are compelling potential engineers and brain surgeons to become pump attendants and bricklayers.

Thirdly, for political ideology we are quite shamelessly squandering valuable physical facilities and human resources.

cate in black areas facilities already available but unused because they are in white areas.

The first task we at Leadership Education and Advancement Foundation (Leaf) did was to raise funds from the private sector to provide the necessary educational and residential facilities and then to identify and enrol the right sort of students.

By June 1985 the first college was under construction and in January 1986 sufficient had been built to enrol 80 students — some for Standard 9 and some for a post-matriculation year

### Merit

Two residential colleges are now fully operational, All Saints Senior College near Bisho in Ciskei, and St Luke's Senior College at Kyalami in the Transvaal. In the first JMB matriculation year for All Saints a 97 percent pass rate was achieved by Leaf entrants, with 90 percent gaining university passes.

Students are selected on merit alone regardless of gender, race, religion and social status, and also without any regard for their ability to pay fees.

The operating costs of the colleges are provided by finding sponsors for each individual student. Sponsors receive term reports on their students, are able to get to know them as individuals and to help them, if they wish, to tertiary education and to future employment.

Although largely black, all ethnic groups are represented and the students, who come from all over Southern Africa, believe that one of the greatest advantages of Leaf colleges is that they are not in any sense regional.

In 1987 there were 153 637 empty places in white schools, with falling birth rates and emigration combining to increase these numbers annually.

Some white schools have stood entirely empty for years and a number of others are in a position similar to that of the lovely Ugie High School in the north-eastern Cape where 28 pupils now occupy magnificent facilities which a year ago catered for 700.

### Redundancy

Meanwhile, at least three white teacher training colleges have closed down, with surviving colleges enrolling between 50 and 75 percent of their potential intake.

Add to this redundancy, which has become a major worry for existing white teachers.

Taxpayers meanwhile foot the bill preparing to pay as much as an extra R100-million a year to dupli-

... failure to ... against inflation needs action of ... the kind promised: it also needs ... shifting the mix of taxes from in- ... will have to offer improved re- ... between countries, the borrow- ... The movement to indirect ta- ... action could do everything nec- ... to encourage savings, a

Call to strip off 'elitist mystique' and become of 'real use to blacks'

Public libraries, which have been seen mainly as places of recreation, are being urged to strike out in a completely new direction — by becoming more involved in the development of South Africa.

A report on a recent investigation conducted for the South African Institute for Librarianship and Information Science (SAILIS) said library services as they are presently known should change completely to promote:

● Social development, through the provision of education in life or "coping" skills, support for formal education, and provision of suitable material for the newly-literate who require books in vernacular languages as well as simple books in English and Afrikaans.

● Economic development, through the provision, for example, of practical information on how to start businesses and on what it means to be a worker in commerce or agriculture.

● Political development, which was seen as a particularly important need in South Africa's polarized society. Libraries, said the report, could inform users of political realities and possibilities to enable them to make informed choices. This development was not only to be limited to the "subordinate group" but extended to the "dominant" group by promoting awareness, tolerance and adaptation.

The report acknowledged that much would rest on the willingness of librarians to change their approach.

Development was largely aimed at improving the quality of life of "those living or working under the least advantageous conditions," said the report.

Librarians would have to accept that their functions and tasks would differ markedly from the traditionally accepted ones.

"They would need to be politically neutral but at the same time highly politically aware, having up-to-date knowledge on political trends so they could offer services the community would find acceptable.

They would have to identify the needs of the community and strive to meet them. A paternalistic approach, stressed the report, was to be avoided at all costs and that the community had to be fully involved in the planning of services and facilities, as well as the purchase of books.

Library stocks were an issue to which the report paid particular attention. It said that as developing communities most required information, fiction was not considered a great priority but preferably had to reflect South African situations and characters.

"A great deal of fiction is simply too remote from the local situation," said the report. "The black person cannot empathise with characters in such literature."

Prescribed books and study materials, as well as a good supply of basic reference books, had to be available for pupils and students, who made heavy demands on library facilities.

#### EXTENSION OF FACILITIES

Stocks needn't be limited to the written form and could include posters, charts, cassette tapes, slide-tape programmes and videos.

The report noted a meagre provision of libraries in black townships and the all but total absence of libraries in rural areas, where the need for development information was great.

It suggested setting up networks in rural areas, spreading out from resource centres in towns, and using mobile libraries and "barefoot" librarians (semi-qualified library workers).

Libraries had to be made more inviting and "user-friendly". "There may be a perception among blacks that libraries are elitist, intended only for learned people," said the report. "The library should be stripped of mystique and made a centre for real use by blacks."

Concluded the report: "Funding of public libraries will have a very low priority if they are seen as luxuries. They must sell themselves as an agent supplying a basic need."

● "The use of Libraries for the Development of South Africa: Final Report" is available for R20 from the SAILIS Secretariat, PO Box 36675, Menlo Park, 0102.

# Public libraries urged to take new direction



A good deal of today's fiction on the library shelves is "simply too remote from the local situation".



*Howard*

The MINISTER OF TRANSPORT AFFAIRS:

- (a) R4,562 million for the 1985/86 financial year.  
 R18,338 million for the 1986/87 financial year.  
 R1,418 million for the 1987/88 financial year.
- (b) (i) R634 million prior to the opening of the proposed toll road.  
 (ii) March 1988 at March 1988 costs.

Own Affairs:

Non-White pupils admitted to provincial schools for Whites

88. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) (a) How many non-White pupils were admitted to provincial schools for Whites in the Transvaal, the Orange Free State, the Cape Province and Natal, respectively, in each year from 1980 to and including 1987 and (b) what were the (i) names of these schools and (ii) nationalities of these pupils;

15

(2) whether any schools have been given special permission to admit the children of non-White diplomats; if not, why not; if so, what are the names of these schools?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a)	Natal	OFS	TVL	Cape
1980 :	0	0	*	*
1981 :	0	6	*	*
1982 :	0	0	5	*
1983 :	2	1	5	*
1984 :	1	0	7	*
1985 :	0	0	30	10
1986 :	1	0	18	19
1987 :	0	0	41	15

- (b) (i) Natal:  
 Beachwood Boys High School  
 Berra West Primary School  
 Glenashley Junior Primary School

- OFS:  
 St. Michael's  
 St. Andrew's  
 Eunice Primary

Transvaal:

- Arcadia Primary School  
 Athlone Girls' High School  
 Brooklyn Primary School  
 Eastgate Primary School  
 Franklin D. Roosevelt Primary School  
 Hillbrow Nursery School  
 Johannesburg High School for Girls  
 King Edward VII High School  
 King Edward VII Preparatory School  
 Kleuterskool Woel en Werskar  
 Laerskool Malvern  
 Observatory Girls' High School  
 Observatory Girls' Primary School  
 Parkview Junior Primary School  
 Parkview Senior Primary School  
 Potchetsroom Central Primary School  
 Pretoria Boys' High School  
 The Glen High School  
 Waterkloof Primary School  
 Yeoville Preparatory School  
 Yeoville Boys' Primary School.

Cape:

- Hudson Park Primary  
 Summerwood Primary  
 Sydenham Primary  
 The Grove Primary  
 Rondebosch Boys Preparatory  
 Rustenburg Primary  
 Hudson Park High  
 Westford High  
 Pearson High  
 Lawson Brown High  
 Hudson Park Primary

- (b) (ii) Bophuthatswana  
 Ciskei  
 Malawi  
 Mozambique  
 Swaziland  
 Transkei  
 Venda

(2) No, any school may request permission to admit the child of a non-white diplomat.  
 \* information is not available.

Printing contracts awarded to three companies  
 92. Mr D J DALLING asked the Minister of Education and Culture:

- (1) Whether his Department awarded any

*Howard*

The MINISTER OF EDUCATION AND CULTURE:

TRANSVAAL:

- (1) Yes.

- (a) Media Guide  
 Cumulative Media Guide  
 Education Bulletin  
 A career in Education  
 Curr-i-Comm  
 Educational News Flashes  
 Forms:

- (2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by his Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;
- (3) whether his Department subsidizes any publications published by the above companies; if so, (a) which publications and (b) (i) why, and (ii) what is the amount of the subsidy, in each case;
- (4) what total amount was spent by his Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

(b)			
Media Guide	Aurora Printing Works	16 000	
Cumulative Media Guide	Aurora Printing Works	4 016	
Education Bulletin	Aurora Printing Works	18 000	
A career in Education	Aurora Printing Works	8 000	
Curr-i-Comm	Perskor	75 000	
Educational News Flashes	Perskor	75 000	
TED 513	Aurora Printing Works	8 000	
TED 514	Aurora Printing Works	7 250	
TED 522	Aurora Printing Works	250	
TED 437B	Aurora Printing Works	38	
TED 32 S+V	Aurora Printing Works	150 450	
TED 438B	Aurora Printing Works	725	
TED 438A	Aurora Printing Works	730	
TED 348A	Aurora Printing Works	25 000	
TED 101	Aurora Printing Works	5 000	
TED 4	Aurora Printing Works	30 000	
TED 117 UE	Perskor	6 600	
TED 478	Temco	160 000	
TED 112	Temco	5 000	
TED 10	Temco	100 000	
TED 10	Temco	362 000	
TED 347	Temco	60 000	
TED 61	Temco	10 000	
TED 296	Temco	14 000	

(c) Perskorporasie van S.A. Bpk  
Aurora Printing Works (Pty) Ltd  
Temco (Pty) Ltd

(2) yes.

(a) and (b) fall away

Items	(i) Tender price	(ii) Amount paid
Media Guide	R3 316,00 per	3 200 R16 580,00
Cumulative Media Guide	R5 922,00 per	4 000 R6 892,48
Education Bulletin	R4 636,00 per	6 000 R24 371,96
A career in Education	R17 392,00 per	8 000 Not yet paid
Curr-i-Comm	R2 782,00 per	12 500 R39 566,56
Educational News Flashes	R21 408,00 per	25 000 R74 549,66
TED 513	R1 262,00 per	8 000 R1 413,44
TED 514	R1 114,00 per	7 250 R1 247,68
TED 522	R211,00 per	250 R236,32
TED 437B	R227,00 per	38 R254,24
TED 32 S+V	R15 450,00 per	150 450 R17 304,00
TED 438B	R946,00 per	725 R1 059,52
TED 438A	R225,00 per	730 R252,00
TED 348A	R3 797,00 per	25 000 R4 252,64
TED 101	R705,00 per	5 000 R789,60
TED 4	R1 583,00 per	30 000 R1 772,96
TED 117 UE	R938,68 per	6 600 R1 051,32
TED 478	R5 280,00 per	160 000 R5 913,60
TED 112	R713,50 per	5 000 R799,12
TED 10	R2 305,00 per	100 000 R2 581,60
TED 10	R8 344,10 per	362 000 R9 345,39
TED 347	R6 194,40 per	60 000 R6 937,73
TED 61	R585,50 per	10 000 R655,76
TED 296	R389,90 per	14 000 R436,69;

(Price adjustments and GST included)

(3) no.

(a) and (b)(i) and (ii) fall away;

(4) (a) R218 264,27

(b) R914 587,00, there were 32 firms involved but their names are not readily available.

(2) yes.

(i) no tender price per issue or per copy was accepted since it is not possible to determine in advance the number of pages in each issue of The Education Gazette or Rostrum. The tenders were therefore based on tariffs for specifications such as the type of setting, author's corrections, the number of pages and the number of copies per issue.

(2) yes.

(i) no tender price per issue or per copy was accepted since it is not possible to determine in advance the number of pages in each issue of The Education Gazette or Rostrum. The tenders were therefore based on tariffs for specifications such as the type of setting, author's corrections, the number of pages and the number of copies per issue.

## CAPE:

(1) yes.

(a) (i) The Education Gazette/Die Onderwysgaset,

(ii) Rostrum,

(b) (i) ±6 000 Afrikaans and ±4 000 English copies per issue (10 issues per year),

(ii) ±4 000 per issue (2 issues per year),

(c) (i) Galvin and Sales (Pty) Ltd (Perskor),

(b) R134 010,89 (This amount does not

HOUSE OF ASSEMBLY

only represent expenditure in respect of printing and publications, but also the binding of books. Separate details (including the names of the firms concerned) in respect of these items are not readily available.)

## NATAL, OFS AND HEAD OFFICE:

(1) no.

(a), (b) and (c), as well as (2), (3) and (4) fall away.

Printing contracts awarded to two companies

93. Mr D J DALLING asked the Minister of the Budget and Welfare:

(1) Whether the Department of Budgetary and Auxiliary Services awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the purpose of the Minister's reply, or to their associated companies and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned;

(2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by this Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;

(3) whether this Department subsidizes any publications published by the above companies; if so, (a) which publications and (b)(i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by this Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

(3) whether this Department subsidizes any publications published by the above companies; if so, (a) which publications and (b)(i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by this Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

The MINISTER OF THE BUDGET AND WELFARE:

(1) No.

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

(2) (a), (b)(i) and (ii) fall away.

(3) No.

(a), (b)(i) and (ii) fall away.

(4) (a) and (b) fall away.

Printing contracts awarded to two companies

94. Mr D J DALLING asked the Minister of the Budget and Welfare:

(1) Whether the Department of Welfare awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the purpose of the Minister's reply, or to their associated companies and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned;

(2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by this Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;

(3) whether this Department subsidizes any publications published by the above companies; if so, (a) which publications and (b)(i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by this Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

The MINISTER OF THE BUDGET AND WELFARE:

(1) No.

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

(2) (a), (b)(i) and (ii) fall away.

(3) No.

(a), (b)(i) and (ii) fall away.

(4) (a) and (b) fall away.

Provincial education departments: increase in additional appropriation

95. Mr D S PIENNAAR asked the Minister of Education and Culture:

With reference to the increase of R80 960 million in respect of pre-primary, primary and secondary education and teacher training in

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(c) Perskorporasie van S.A. Bpk  
Aurora Printing Works (Pty) Ltd  
Temco (Pty) Ltd

(2) yes.

(a) and (b) fall away

Items	(1) Tender price	(ii) Amount paid
Media Guide	R3 316,00	per 3 200
Cumulative Media Guide	R5 922,00	per 4 000
Education Bulletin	R4 636,00	per 6 000
A career in Education	R17 392,00	per 8 000
Curr-i-Comm	R2 782,00	per 12 500
Educational News Flashes	R21 408,00	per 25 000
TED 513	R1 262,00	per 8 000
TED 514	R1 114,00	per 7 250
TED 522	R211,00	per 250
TED 437B	R227,00	per 38
TED 32 S+V	R15 450,00	per 150 450
TED 438B	R946,00	per 725
TED 438A	R225,00	per 730
TED 348A	R3 797,00	per 25 000
TED 101	R705,00	per 5 000
TED 4	R1 583,00	per 30 000
TED 117 UE	R938,68	per 6 600
TED 478	R5 280,00	per 160 000
TED 112	R713,50	per 5 000
TED 10	R2 305,00	per 100 000
TED 347	R8 344,10	per 362 000
TED 61	R6 194,40	per 60 000
TED 296	R585,50	per 10 000
(Price adjustments and GST included)	R389,90	per 14 000

(3) no.

(a) and (b)(i) and (ii) fall away;

(4) (a) R218 264,27

(b) R914 587,00, there were 32 firms involved but their names are not readily available.

(2) yes,

(i) no tender price per issue or per copy was accepted since it is not possible to determine in advance the number of pages in each issue of The Education Gazette or Rostrum. The tenders were therefore based on tariffs for specifications such as the type of setting, author's corrections, the number of pages and the number of copies per issue.

CAPE:

(1) yes,

(a) (i) The Education Gazette/Die Onderwysgaset,

(ii) Rostrum,

(b) (i) ±6 000 Afrikaans and ±4 000 English copies per issue (10 issues per year),

(ii) ±4 000 per issue (2 issues per year),

(c) (i) Galvin and Sales (Pty) Ltd (Perskor),

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only represent expenditure in respect of printing and publications, but also the binding of books. Separate details (including the names of the firms concerned) in respect of these items are not readily available.

NATAL. OFS AND HEAD OFFICE:

(1) no,

(a), (b) and (c), as well as (2), (3) and (4) fall away.

Printing contracts awarded to two companies

93. Mr D J DALLING asked the Minister of the Budget and Welfare:

(1) Whether the Department of Budgetary and Auxiliary Services awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the purpose of the Minister's reply, or to their associated companies and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned;

(2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by this Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;

(3) whether this Department subsidizes any publications published by the above companies; if so, (a) which publications and (b)(i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by this Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

THE MINISTER OF THE BUDGET AND WELFARE:

(1) No.

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

(2) (a), (b)(i) and (ii) fall away.

(3) No.

(a), (b)(i) and (ii) fall away.

(4) (a) and (b) fall away.

Printing contracts awarded to two companies

94. Mr D J DALLING asked the Minister of the Budget and Welfare:

(1) Whether the Department of Welfare awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the purpose of the Minister's reply, or to their associated companies and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned;

(2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by this Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;

(3) whether this Department subsidizes any publications published by the above companies; if so, (a) which publications and (b)(i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by this Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

THE MINISTER OF THE BUDGET AND WELFARE:

(1) No.

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

(2) (a), (b)(i) and (ii) fall away.

(3) No.

(a), (b)(i) and (ii) fall away.

Provincial education departments: increase in additional appropriation

95. Mr D S PIENAAR asked the Minister of Education and Culture:

With reference to the increase of R80 960 million in respect of pre-primary, primary and secondary education and teacher training in

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the additional appropriation for the 1987-88 financial year, (a)(i) what was the original requirement of each provincial education department, expressed in rand, and (ii) what percentage of that requirement was not allocated in the (aa) main and (bb) additional appropriation, in each case, (b)(i) what essential equipment could not be purchased, in the case of each of these education departments, as a result of a shortage of funds and (ii) in which cases was the purchase of such equipment postponed for each of these education departments and (c) what important educational services were (i) curtailed and (ii) postponed in the case of each education department?

The MINISTER OF EDUCATION AND CULTURE:

The MINISTER OF EDUCATION AND CULTURE:

(a)	Government		
	Schools	Private Schools	Total
Cape	254	29	283
Natal	74	26	100
OFS	87	4	91
Transvaal	258	114	372
(b) (i) Cape			30
Natal			5
OFS			11
Transvaal			27

(ii) Cape:

(aa)	(bb)
Paarl Boys' High School	Paarl
Outeniqua High School	George
Union High School	Graaff-Reinet
Graeme College	Grahamstown
Boys' High School	Sea Point
Ellerslie Girls' High School	Newlands
Hoërskool Groote Schuur	Cape Town
Hoërskool Jan van Riebeeck	Pinelands
Pinelands High School	Plumstead
Plumstead High School	Rondebosch
Rondebosch Boys' High School	Rondebosch
Rustenburg Girls' High School	Rondebosch
Sans Souci Girls' High School	Newlands
S.A. College	Newlands
Boys' High School	Newlands
Westerford High School	Rondebosch
Wynberg Boys' High School	Wynberg
Wynberg Girls' High School	Wynberg
Kimberley Girls' High School	Kimberley
Clarendon Girls' High School	East London
Selborne College	East London
Boys' High School	East London

Funds are generated in accordance with a formula and allocated to the provincial education departments by the Minister in consultation with the CHE. A single amount that ideally accounts for all the needs of a provincial education department is out of the question.

(a) (i) and (ii)(aa) and (bb) fall away;

(b) (i) and (ii) schools of the provincial education departments have delayed the purchasing of equipment such as laboratory apparatus, text books as well as consumable stock without adversely affecting the quality of education;

(c) (i) and (ii) in Natal certain renovation and maintenance services for schools and colleges were postponed, in the Cape certain in-service training for teachers and the maintenance of certain facilities at schools were postponed, and in the Transvaal expansion at extra-curricular centres for music, ballet, art and drama was not undertaken. In the OFS no rationalization of this nature was undertaken.

High schools: Latin offered for matriculation purposes

100. Mr D J DALLING asked the Minister of Education and Culture:

(a) How many high schools in the Republic fall under his control and (b)(i) how many of these schools offer a Latin course for matriculation purposes and (ii)(aa) what are the names of these schools and (bb) where are they situated in each case?

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The MINISTER OF EDUCATION AND CULTURE:

(a)	Government		
	Schools	Private Schools	Total
Cape	254	29	283
Natal	74	26	100
OFS	87	4	91
Transvaal	258	114	372
(b) (i) Cape			30
Natal			5
OFS			11
Transvaal			27

(ii) Cape:

(aa)	(bb)
Paarl Boys' High School	Paarl
Outeniqua High School	George
Union High School	Graaff-Reinet
Graeme College	Grahamstown
Boys' High School	Sea Point
Ellerslie Girls' High School	Newlands
Hoërskool Groote Schuur	Cape Town
Hoërskool Jan van Riebeeck	Pinelands
Pinelands High School	Plumstead
Plumstead High School	Rondebosch
Rondebosch Boys' High School	Rondebosch
Rustenburg Girls' High School	Rondebosch
Sans Souci Girls' High School	Newlands
S.A. College	Newlands
Boys' High School	Newlands
Westerford High School	Rondebosch
Wynberg Boys' High School	Wynberg
Wynberg Girls' High School	Wynberg
Kimberley Girls' High School	Kimberley
Clarendon Girls' High School	East London
Selborne College	East London
Boys' High School	East London

Natal:	Transvaal:
Hoërskool D.F. Malan	St. Michael's School
The Settlers High School	Bloemfontein
Collegiate Girls' High School	Sunnyside, Pretoria
Grey Boys' High School	Sunnyside, Pretoria
Queens College	Pretoria
Boys' High School	Benoni High, Benoni
Queenstown Girls' High School	Edenvale High, Edenvale
High School	F.H. Odendaal, Lynn-East, Pretoria
Paul Roos Gymnasium Boys' High School	Germiston High, Greenside, Johannesburg, Braamfontein, Johannesburg, Kensington, Johannesburg, Berea, Johannesburg
High School	Greenide, Germiston
Rhenish Girls' High School	Stellenbosch
High School	Stellenbosch
Hoërskool Brandwag	Uitenhage
Muir College	Uitenhage
Boys' High School	Uitenhage
Despatch High School	Uitenhage
Despatch High School	Uitenhage
Durban Girls' High School	Durban
Durban High School	Durban
Durban High School	Durban
Maritzburg College	Durban
Pietermaritzburg Girls' High School	Pietermaritzburg
Westville Boys' High School	Pietermaritzburg
Westville High School	Westville
Secondary School Grey College	Bloemfontein
Eunice High School	Bloemfontein
Hoer Meisieskool Oranje	Bloemfontein
Secondary School J B M Hertzog	Bloemfontein
Secondary School Jim Fouché	Bloemfontein
Secondary School Sentraal Welkom	Bloemfontein
Gymnasium Gimnasium	Welkom
Secondary School Sasolburg	Sasolburg
Breñner High School	Bloemfontein
St. Andrew's School	Bloemfontein

OFS:	
Secondary School Grey College	Parktown Boys'
Eunice High School	Parktown Girls'
Hoer Meisieskool Oranje	Pretoria Boys' High
Secondary School J B M Hertzog	Potchefstroom
Secondary School Jim Fouché	Gymnasium Randburg
Secondary School Sentraal Welkom	Rustenburg
Gymnasium Gimnasium	Staatspresident C.R. Swart
Secondary School Sasolburg	Vanderbijlpark
Breñner High School	Verwoerdburg
St. Andrew's School	Waterkloof

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school where there was no proper registration and where pupils were allowed to register as they pleased after the date for registration had passed and where a long period of extension had already been granted.

I should like to give the assurance that everything possible was done to enable students who really wanted to study to enrol for this year. One cannot have a proper school functioning properly while continuously allowing students to register in dribs and drabs after the closing date.

The conclusion I arrive at is that of the approximately 1 300 pupils who made late application on the very last day and of whom only one tenth were admitted, not one really want to study seriously. I say this because most of these applications were based upon falsified or obviously changed documentation in an endeavour to obtain admission to classes to which they were not entitled to be admitted.

I think it would be very useful for these pupils to spend this year earning pocket money to enable themselves to study properly next year and to enrol in time for registration.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, could he indicate to the House what job opportunities there are in the Cape Peninsula for 13 and 14 year olds who want to earn the money to which he referred? [Interjections.]

The MINISTER: Mr Speaker, I would like to know from the hon member if, because of the lack of job opportunities, he wants students who refuse to comply with the normal disciplinary requirements of a school to be admitted to school just to be kept there. [Interjections.]

Mr K M ANDREW: Mr Speaker, may I have your guidance? Is an hon member allowed to respond to a question from an hon Minister during question time?

Mr SPEAKER: Order! That is for the Chair to decide.

Mr K M ANDREW: I am asking for your guidance, Sir.

Mr SPEAKER: Order! I have given the hon member my guidance on the issue by telling him that that is for the Chair to decide.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply . . .

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*Howard*

Mr SPEAKER: Order! I am sorry, but the hon member has had his opportunity. He was addressing questions to the Chair.

**Transfer of pupils at private schools to State schools**

\*11. Mr K M ANDREW asked the Minister of National Education:

Whether his Department has made an estimate of what the additional cost to the State would have been in the (a) 1986/87 and (b) 1987/88 financial years if all pupils at private schools had transferred to State Schools; if so, what are these estimates in each case?

†The MINISTER OF NATIONAL EDUCATION:

Yes. If the required fixed assets are assumed to be available already, the additional cost to the State would have been the following:

- (a) 1986/87 : R65 404 000
- (b) 1987/88 : R85 511 000

**Subsidies paid to private schools**

\*12. Mr K M ANDREW asked the Minister of National Education:

What amount (a) was paid out in subsidies to all private schools in the Republic in the 1986/87 financial year and (b) is it estimated will be so paid out in the 1987/88 financial year?

The MINISTER OF NATIONAL EDUCATION:

In respect of private ordinary schools registered in terms of general education policy, the following total amounts have been allocated:

- (a) 1986/87 : R33 088 000
- (b) 1987/88 : R45 340 000

\*13. Mr D J DALLING — Justice. [Reply standing over.]

**Bread not conforming to requirements: convictions**

\*14. Mr R W HARDINGHAM asked the Minister of Agriculture:

Whether any convictions were obtained in 1987 against bakeries and/or retail outlets in connection with the supply of bread not conforming to (a) quality and (b) mass requirements; if so, how many in each case?

*[Handwritten signature]*

The MINISTER OF AGRICULTURE:

(a) and (b) No, but if in a particular case, the minimum requirements for standard bread are not complied with, the Wheat Board determines an amount according to a fixed formula by which the subsidy to the person or bakery concerned is reduced.

**Certain organization: training camp for members**

\*15. Mr P G SOAL asked the Minister of Law and Order:

- (1) Whether he and/or the South African Police have been informed of (a) the existence of a training camp for members of a certain organization, the name of which has been furnished to the Police for the purpose of the Minister's reply, and (b) the purposes to which this camp is put; if so, what is the name of this organization;
- (2) whether he is taking or intends taking any action against the owners or managers of this camp; if not, why not; if so, (a) what action and (b) when?

†The DEPUTY MINISTER OF LAW AND ORDER:

- (1) (a) yes
- (b) To provide training in self-defence, physical fitness and the use of firearms.  
The name furnished by the hon member.
- (2) No. As far as can be ascertained, no criminal offences have up until now been committed by these persons.
- (a) and (b) Fall away.

Mr P G SOAL: Mr Speaker, arising out of the hon the Deputy Minister's reply, if it is permissible for the AWB to engage in a training camp of this nature, will he tell us whether it is permissible for other organisations to set up similar training camps?

The DEPUTY MINISTER: Mr Speaker, the point in question was whether any criminal offences had been committed and I indicated that according to the police investigation there had been none.

Mr P G SOAL: Mr Speaker, further arising out of the hon the Deputy Minister's reply to the first part of my question in which he was asked

whether he was aware of the camp and what happened there, may I ask him whether other organisations would be allowed to operate similar camps within South Africa?

The DEPUTY MINISTER: Mr Speaker, if any criminal offences were committed at such a camp, the police would of course take note and act accordingly. In this case, however, there were none, and that was the point in question.

**Manager of SAA in Rome: previous positions held**

\*16. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

With reference to his reply to Question No 18 on 8 March 1988, what positions in the travel-related field did the current manager of the South African Airways in Rome hold prior to his appointment to his present post?

The MINISTER OF THE BUDGET AND WELFARE (for the Minister of Transport Affairs):

- December 1970 - Assistant to Director (Finance and Operation), Grosvenor Car Hire and Touring Limited
- March 1974 - Branch Manager, Grosvenor Tours
- February 1976 - Sales Manager and Marketing Director, African Adventure Tourism
- February 1979 - International Sales Manager, Marketing Manager, Group Marketing Director (International) and Member of Board of Directors, Southern Sun Hotels
- March 1979 - July 1985

**Articles taken to detainees by relatives**

\*17. Mr J VAN ECK asked the Minister of Law and Order:

- (1) Whether relatives of persons detained in terms of section 29(1) of the Internal Security Act, No 74 of 1982, may on their own initiative take articles, or have articles taken, to such detainees; if so, what articles; if not, (a) why not and (b) since what date has this policy been applied;
- (2) whether detainees may on their own initiative ask their relatives for articles that they need; if so, what articles; if not, (a)

*[Handwritten signature]*

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*Stuwer*

available to members of all population groups; if not, why not; if so, (i) by whom or what body is this investigation being carried out and (ii) (aa) what stage has the investigation reached, and (bb) when will it be completed in each case;

(2) whether the draft legislation dealing with these matters will be tabled in Parliament during the current session; if not, (a) why not and (b) when is it anticipated that it will be so tabled?

**THE DEPUTY MINISTER OF CONSTITUTIONAL PLANNING:**

- (1) (a) The Department of Development Planning is in the process of considering the necessary amendments to legislation which is needed to implement the policy announcements of the State President in the House of Assembly on 5 October 1987.
- (b) The investigation is at an advanced stage and will be completed shortly.
- (2) Yes.
- (a) and (b) fall away.

**Affidavit blocking access to certain documents**

\*22. Mr J B DE R VAN GEND asked the Minister of Law and Order:

- (1) Whether he or his Deputy Minister issued an affidavit in terms of section 66 of the Internal Security Act, No 74 of 1982, in the cases of *Mzamka and others versus the Minister of Law and Order* and the *Mehodist Church in Africa versus the Minister of Law and Order* blocking access to certain documents; if so, why;
- (2) whether he will furnish information on the documents in question; if not, why not; if so, what is the nature of the information contained in these documents?

**THE DEPUTY MINISTER OF LAW AND ORDER:**

- (1) Yes, both the Deputy Minister of Law and Order and I issued such affidavits. In our judgment, disclosure of the contents of the said documents would have been to the detriment of the safety of the State.
- (2) No. For the same reasons mentioned in our affidavits and which I have just quoted.

*Steward*

Mr J B DE R VAN GEND: Mr Speaker, arising from the reply of the hon the Deputy Minister, may I ask him whether it has been established whether the documents in respect of which the affidavit was issued contained any information which could relate to the circumstances which are at issue in the trial referred to in the question?

The DEPUTY MINISTER: Mr Speaker, I think the point is that in terms of section 66 of the Internal Security Act, both the hon the Minister and I applied our minds to whether this information should be put before the court as public evidence. In both cases the decision was that it would not be appropriate to do so.

Mr J B DE R VAN GEND: Mr Speaker, further arising from the reply of the hon the Deputy Minister, may I point out that I understand the reason for issuing the affidavit. I am merely interested to know, not whether the information is in the opinion of the hon the Minister covered by the affidavit but whether the documents contain information which is relevant to the issues in these trials.

The DEPUTY MINISTER: Mr Speaker, I do not think I can reply to that question on behalf of the hon the Minister. If the hon member would like to put such a question to the hon the Minister, he may do so. As far as my own affidavit is concerned, I wish to say that I do not think it is really relevant as far as the court proceedings are concerned.

**East London: Buffel/military vehicle accident**

\*23. Prof N J J OLIVIER asked the Minister of Defence:

- (1) Whether a Buffel or any other military vehicle was involved in an accident in or near East London on or about 8 March 1988; if so,
- (2) whether any (a) members of the South African Defence Force and (b) other persons were killed or injured in this accident; if so, what are the relevant details;
- (3) whether a board of inquiry has been convened in regard to this incident; if not, why not; if so, (a) who is the chairman of the board and (b) when is it anticipated that the investigation into the matter will be completed?

**THE DEPUTY MINISTER OF DEFENCE:**

- (1) Yes

*(Handwritten mark)*

- (2) (a) Yes, one member was killed and nine injured.
- (b) No
- (3) Yes
- (a) A senior officer of the Permanent Force.
- (b) Towards the end of March 1988.

\*24. Prof N J J OLIVIER — Foreign Affairs. [Withdrawn.]

\*25. Prof N J J OLIVIER — Defence. [Withdrawn.]

**Black persons of school-going age**

\*26. Mr R M BURROWS asked the Minister of Education and Development Aid:

Whether, with reference to his reply to Question No 226 on 27 July 1987, his Department has as yet made a calculation of the number of Black persons of school-going age in the Republic who are not attending school at present; if not, why not; if so, (a) what is the total number involved, (b) on what basis was the calculation made and (c) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Yes, this includes the statistics for the self-governing States.

- (a) 1 051 189
- (b) School-going age is taken as 7-16 years.

Sources: (i) Mid-year estimates by the Central Statistical Service based on the 1985-census and adjusted according to HSRC guidelines to compensate for under-enumeration

(ii) Departmental figures.

(c) March 1987.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister, can he give us an indication as to whether his department is aiming at making provision for these children who are not at school in his planning programme?

The MINISTER: Yes, Mr Speaker. The answer to that is very positive and affirmative. In fact, when one peruses the estimates over the past

three years, one finds that there has been a decrease in the percentage of the estimated population of children of schoolgoing age not at school from 24,5% to 21% this year. The planning of the department provides for a continuous increase in the percentage of these children who are actually at school, so as to achieve as nearly as possible 100% school attendance as soon as is physically possible.

**Own Affairs:**

**Private schools: subsidies**

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

- (1) Whether, in 1987, any private schools registered with his Departmented or any provincial education departments did not apply for any subsidy for which such schools may have been eligible; if so, how many;
- (2) how many private schools that applied for subsidies of 45 per cent did not receive any subsidy in that year?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes,  
Cape: 11  
Natal: 6  
OFS: 0  
Transvaal: 11;
- (2) schools apply for a financial grant and not for a particular percentage category. The number of schools which applied but were not awarded such grants, is as follows:  
Cape: 1  
Natal: 0  
OFS: 0  
Transvaal: 5

**Private schools: subsidies**

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

- (a) How many private schools applied for a 15 per cent subsidy in 1987 and (b) how many of these schools received (i) a subsidy of 15 per cent and (ii) no subsidy?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) Schools apply for a financial grant and not for a particular percentage category;

*Steward*

*(Handwritten mark: SD)*

*(Handwritten mark: SD)*

(b) (i) Cape: 9  
Natal: 0  
OFS: 0  
Transvaal: 57

(ii) Cape: 1  
Natal: 0  
OFS: 0  
Transvaal: 5

Ministerial Representatives: members of provincial education councils

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

- (1) Whether he or his Department has attempted to have Ministerial Representatives become members of the provincial education councils; if so, (a) why and (b) when;
- (2) whether any Ministerial Representatives have attended any meetings of the provincial education councils; if so, (a) in what capacity and (b) which meetings did they attend;
- (3) whether any Ministerial Representatives were excluded from those meetings of the provincial education councils from which non-members of such councils were excluded; if not, why not;
- (4) whether any Ministerial Representatives have taken any steps which impinge on the activities of the provincial education departments; if so, (a) what steps and (b) on what dates;
- (5) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No,  
(a) and (b) fall away;
- (2) yes,  
(a) as observers,  
(b) Cape: 24 August 1987, 26 October 1987  
Natal: 26 August 1987, 27 October 1987, 26 February 1988  
OFS: 20 August 1987, 27 October 1987, 26 February 1988  
Transvaal: 31 August 1987, 26 October 1987, 25 February 1988

HOUSE OF ASSEMBLY

allowable as a deduction as a normal business expense in the determination of taxable income, provided such expenditure is not of a capital nature.

This rule applies irrespective of whether the expenditure is incurred by individuals, public companies, private companies or close corporations.

General sales tax: reduction/changes

295. Mr H H SCHWARZ asked the Minister of Finance:

Whether he intends (a) reducing and (b) effecting any other changes to general sales tax; if not, why not; if so, (i) what (aa) reductions and (bb) changes and (ii) when?

The MINISTER OF FINANCE:

(a) & (b)  
During his address at the opening of the 1988 Session of Parliament the State President announced that the Government had accepted the Margo Commission's alternative recommendation that sales tax be replaced by an invoice-based value-added tax.

Draft legislation providing for the introduction of VAT will be prepared and published for information and comment during the second half of this year and presented to Parliament in its final form early in 1989.

It may, nevertheless, be necessary to propose certain technical amendments in the customary Sales Tax Amendment Bill which will be introduced later this year.

As the rate is a budgetary matter, I will deal with it in my Main Budget.

(i) & (ii) Fall away.

Overseas visits

574. Mr P G SOAL asked the Minister of Public Works and Land Affairs:

(1) Whether he or the Deputy Minister of Land Affairs 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 or his Deputy Minister 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 or his Deputy Minister 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 PUBLIC WORKS AND LAND AFFAIRS:

(1) Yes, I undertook an overseas visit but not the Deputy Minister of Land Affairs.  
(a) Spain  
(b) Private  
(2) No

(a) Falls away.  
(b) Falls away.  
(c) Falls away.  
(d) Falls away.

(3) No.

Christmas cards sent out

605. Mr P G SOAL asked the Minister of Defence:

(1) Whether (a) he and/or (b) the South African Defence Force 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 DEFENCE:

(1) (a) Yes  
(i) No Christmas cards were printed in 1987.

(ii) Ministers and Deputy Ministers: 45  
Members of Parliament: 232  
President's Council members: 58  
Board and Management of Armscor: 24  
General officers: 49  
Local ambassadors and attachés: 15

HOUSE OF ASSEMBLY

ANC bid  
to control  
bursaries

Own Correspondent

WASHINGTON. — In a move destined to spark a serious backlash from Pretoria, the ANC is bidding to control the millions of dollars being spent by foreign governments and private institutions on overseas scholarships for black South Africans.

Ms Barbara Masekela, ANC secretary for arts and culture, said this week that US sponsors of scholarships should submit to advance vetting by the ANC.

Such vetting, which would include the selection of students, could also be sought through the three major US anti-apartheid groups, TransAfrica, the American Committee on Africa and the Washington office on Africa, Ms Masekela said.

Her remarks, carried in the Washington-based Chronicle of Higher Education, are sending a chill through US promoters of educational aid to black South Africans.



# Pupils 'gatecrash' school

By MARC DOBSON

PARENTS of pupils barred from African schools in the Peninsula are to challenge the Department of Education and Training (DET) in the Supreme Court.

An attorney acting for the parents confirmed that his firm was preparing an application to contest the refusal to admit the pupils.

Some pupils whose applications have been rejected are as young as thirteen. At the moment they face being idle for the next nine months.

The Minister of Education and Development Aid, Dr Gerrit Viljoen, said in Parliament this week that those pupils whose applications were rejected would

be advised to work to earn pocket money so they could attend school next year.

Only 154 of the 1 544 late applications for registration in the Peninsula were eventually approved. The DET claimed that the remaining 1 390 were turned down because of "misrepresented" or "inadequate" information.

## 'Regret unsuccessful'

Unsuccessful pupils were simply told in a telegram "regret application unsuccessful".

However, SOUTH learnt this week that many "unregistered" pupils "gatecrashed" their schools.

They are apparently slipping pass the

security guards at school gates every morning to attend classes.

One fourteen-year-old pupil told SOUTH that she had "gatecrashed" school for a week now.

"I decided I was going to go to school one way or another," she said. "I am too young to get a job. Anyway, I want to go to university one day so it's important that I study."

Meanwhile, the joint executive of the Democratic Teachers Union (Detu) and the Peninsula Teachers Association (Penata) is to meet this week.

Detu spokesman Mr Osborne Mbekwa said the registration issue would definitely be on the agenda.

50

South 24-30/3/88

25

*Howard*

Post of private secretary: restrictions

780. Mr C J DERBY-LEWIS asked the Minister of Transport Affairs:

Whether the appointment of persons to the post of private secretary in the South African Transport Services is subject to any restrictions in regard to period of service; if so, what are the relevant details; if not, (a) what procedure is followed in (i) assessing such officials for promotion purposes and (ii) granting them promotion and (b) what are their prospects for promotion?

The MINISTER OF TRANSPORT AFFAIRS:

No

(a) (i) The appointment of a person to the post of private secretary is a personal choice.

(ii) On merit.

(b) As and when vacancies occur.

Overseas loans guaranteed by South African Government

800. Mr C J DERBY-LEWIS asked the Minister of Education and Development Aid:

(1) (a) What overseas loans were guaranteed by the South African Government on behalf of each of the self-governing territories during the latest specified period of 10 years for which information is available and (b) what were the conditions of repayment in each case;

(2) whether any of these loans have been repaid; if so, (a) how many of these loans have been repaid by (i) South Africa in terms of guarantees given by the South African Government and (ii) these states themselves and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) None.

(b) Falls away.

(2) Falls away.

*Own Affairs:*

Printing contracts awarded to two companies

89. Mr D J DALLING asked the Minister of Agriculture and Water Supply:

(1) Whether his Department awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the

*Howard*

HOUSE OF DELEGATES

Indicates translated version.

For oral reply:

*Own Affairs:*

Temporary teachers: payment at end of each month

\*1. Mr P I DEVAN asked the Minister of Education and Culture:

(1) Whether it is the policy of his Department to pay temporary teachers at the end of each month; if not, why not; if so,

(2) whether any temporary teachers were not paid regularly at the end of each month; if so, (a) why not and (b) what was the longest period for which the payment of temporary teachers was delayed;

(3) whether he has taken any steps to prevent such delays in future; if so, (a) what steps and (b) when?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(2) No

(a) Falls away

(b) Falls away

(3) (a) and (b) Fall away.

Mr P I DEVAN: Mr Chairman, arising out of the reply given by the hon the Minister of Education and Culture, may I ask the hon the Minister whether he is aware whether there is any other category of teachers whose salaries have been delayed for months?

The MINISTER: No, I am not aware of such a position.

Mr P T POOVALLINGAM: Mr Chairman, further arising out of that reply, would the hon the Minister be prepared to inquire from his department to ascertain whether a particular teacher, who resides in Tongaat and who was required to assist a particular political party to canvass for votes in the election campaign of November 1987, and whose duty was to have terminated on 30 November 1987, was in fact paid for the December-January period?

The MINISTER: Mr Chairman, I will certainly look into that matter.

*Howard*

Meals at schools

\*2. Mr K CHETTY asked the Minister of Education and Culture:

(1) Whether his Department intends providing meals at schools falling under his control; if not, why not; if so, when;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) No. This is not a function of my Department.

(2) No.

Mr Y MOOLLA: Mr Chairman, arising out of that reply, the hon the Minister says that this is not a function of his department. Could he then perhaps indicate which department's function this is?

The MINISTER: Mr Chairman, that is the function of my colleague, the Minister of Health Services and Welfare.

Mr Y MOOLLA: Mr Chairman, further arising out of that reply, has the hon the Minister taken any steps to get his colleague's department to introduce this? If it has been introduced, where have such schemes in fact been introduced?

The MINISTER: Mr Chairman, I did so last year, but this year I have not as yet done so.

Teacher absenteeism: survey

\*3. Mr P I DEVAN asked the Minister of Education and Culture:

(1) Whether his Department has conducted a survey on teacher absenteeism; if not, why not; if so, (a) when and (b) what were the findings;

(2) whether any steps are to be taken to reduce teacher absenteeism at schools; if not, why not; if so, what steps are contemplated;

(3) whether there was an improvement in school attendance by teachers in 1987 in comparison with 1986; if so, to what extent;

# HELP EDUCATE OTHERS

Motlana's *Sweleka*

plea to <sup>25/3/88</sup> leaders <sup>(50)</sup>

EDUCATED South Africans have a duty to help their less fortunate countrymen, Mrs Sally Motlana, president of the Black Housewives League, said this week.

She was a guest-speaker at Wits University where 45 community leaders were presented with certificates for completing a six-month community leadership course.

## Rural areas

Mrs Motlana said it was tragic that educated people tend to despise those less fortunate than them. She said such people seem not to understand why the uneducated have not been to school like them.

"I appeal to you as recently qualified leaders to be understanding and keen on uplifting other people. We know that literacy in rural areas and among migrant hostel dwellers is low. Let us make it our duty to lead such people to read and write."

Our duty as community leaders is to try to help the destitute," she said.

"There are already literacy classes being conducted by other organisations. We can use their expertise and knowledge to start literacy classes in hostels.

The course is the fifth to be arranged by the United States-South Africa Leadership Exchange Programme (Ussalep). About 250 participants have com-

By **NKOPANE MAKOBANE**  
Education Reporter

pleted the course since Ussalep's inception.

The course covers leadership and organisational development, communication systems and structures, financial controls, project development and management.



IT WAS graduation time for these community leaders this week. The group recently completed a six-month community leadership course offered by the United States-South African Leadership Exchange Programme. The ceremony was held at Wits University.

Pic: LEN KUMALO



Carlos dos Santos ... in the retail front line

# Grocery star Score gets R50m Clicks

**HIGH-flying Score group has jumped into the front rank of SA's bitterly competitive retail arena.**

A R50-million deal has given Score control of the Clicks toiletry, household goods and gift store chain to create a new group with turnover of more than R1,3-billion and projected pre-tax profits in the coming year of R60-million. Score's market capitalisation is R245-million and Click's totals R160-million.

## Wider base

Score, established nine years ago by current managing director Carlos dos Santos and three colleagues from the Metro cash-and-carry chain, operates 180 retail stores under the Score and Grand Supermarkets banner and 20 Trador cash-and-carry outlets in many parts of SA.

Clicks, established by Pick 'n Pay co-founder Jack Goldin after he had sold out to Raymond Ackerman, operates 77 Clicks outlets nationally and 16 Diskom stores in the Western Cape.

Mr Dos Santos says: "The deal gives us a much wider customer base and it extends our product range, which at present concentrates on groceries.

"It will bring us into tougher competition with Pick 'n Pay, OK Bazaars and Checkers as we start to compete with them in lines they specialise in.

He says Clicks is the "ideal company" to get together

**By Ian Smith**

with because there is virtually no conflict in the lines that each chain sells. "I think it is a great deal for both of us," says Mr Dos Santos.

The deal has been done through Hi-Score, the holding company of the Score group, which has acquired 7 948 080 shares at 475c a share on Clikdin, the Clicks holding company, from Mr Goldin.

This represents 63% of Mr Goldin's holding, and a similar offer will be made to other Clikdin shareholders for 63% of their holdings, which currently stand on the market at 410c a share.

If they all accept, Hi-Score will hold 63% of Clikdin, which would put the value of the deal at R60-million.

If sufficient Clikdin holders do not accept the offer, Mr Goldin will sell more of his shares at 475c each to give Hi-Score a stake of 51%.

The deal is being financed by a cash payment equal to 75% of the purchase price and the balance by the issue of Hi-Score shares at 840c each.

Mr Goldin will continue as chairman of Clicks and will act as a consultant to the group.

"The autonomy, management and philosophy of the two groups will be maintained," says Mr Dos Santos.

One of the attractions of the Clicks deal was that it already had good management in place. "In other deals we have had to put new management into the company."

## Benefits

He says one of the major benefits will come from the increased buying power of the combined group.

"It will increase our competitive position and enable us to push market penetration."

Later, Hi-Score will sell to Clikdin its entire shareholding in Score to set up Clikdin as the holding company of Score, controlling 80% of Score's issued share capital while retaining its 50% holding in Clicks.

"This will result in a structure with Hi-Score controlling Clikdin, which will, in turn, control Score and Clicks."

Unisa's new <sup>50</sup>  
*Sowetan* library opens ~~Library~~

28/3/88  
THE University of South Africa's new library was officially opened last Friday.

A spokesperson said the library at present provides for more than 88 500 students, but will cope easily with almost twice as much by the year 2050.

The library's collection includes 1 037 517 volumes totalling 690 500 titles. It has 116 200 units of microfiche, 24 300 microfilms, 20 000 gramophone records, 6 000 audio cassettes, 35 000 colour slides and several thousand different periodicals.

It has 644 seats for study purposes, eventually to be increased to 1 500.

DID 29/3/88 (50)

# Lack of facilities forces library to close membership

Daily Dispatch Reporter

**EAST LONDON** — The town clerk of Stutterheim, Mr J. H. Joubert, confirmed yesterday that membership of the municipal library had been closed until the council tried to find a solution to the lack of facilities at a meeting tomorrow.

He was reacting to a complaint by Mr A. V. Kettle, who moved to Stutterheim recently, that he and his family had been refused membership of the local library and had been told by staff that the service was "over-subscribed".

The senior librarian, Mrs P. Deacon, agreed that staff had been turning away prospective members for that reason.

Mr Joubert said the library had been built originally for use by the 2,600-strong white population of the town, but the council had decided to open the facility to all races two years ago.

"The position now is that over 3,000 black school children have joined up as their school library facilities are inadequate.

"As a result, the staff have found that they cannot cope with the number of members using the library and a restriction has been placed on membership until the council has addressed the matter and proposed a solution."

Mr Joubert stressed that people were being turned away regardless of race.

# Funda Centre

PART-TIME students have until Thursday to join the Funda Centre library in Soweto.

*Sowetan 29/3/89*

Mrs Esmé Manganyi, the centre's librarian, said no new members would be accepted after Thursday because of a lack of space.

She said the library had accepted about 5 000 members since the beginning of the year.

This is almost double the number of people who used the library last year.

The library was originally meant to cater for people involved in programmes based at the centre when it opened in 1984.

However, the following year it was decided to open it to the community because of the shortage of public libraries in Soweto.

Mrs Manganyi said the library could comfortably accommodate 200 people.

Because of the increasing number of part-time students who wanted to use the library after hours and at weekends, they had to squeeze in more people.

"While we would like to respond to the needs and be of service to the community, we have now reached saturation point.

"We are aware that the library has become known and is popular with many part-time students, but we have to be practical and realistic," she said.

Funda Centre library opens from 8.30 am to 10 pm during weekdays and from 9 am to 5 pm on Saturdays. It is closed on Sundays and public holidays.

Membership costs R12 a year.

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, up to 1988-03-22;

(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 H Victor	Hentie Gilliers High School, Virginia	under consideration
	Mr M S Ferreira	Virginia Primary School	"
	Mr W A Naude	Primère Skool A.J. Jacobs, Sasolburg	"
	Mr F Terblanche	Primère Skool Frank van der Merwe, Virginia	"

A C Meyer Edith Hinds School

J N Potgieter Laerskool Kragveld

J P Nel Hoërskool Warmbad

H W J Laerskool Unitaapark

Clarke Hoërskool Drehoek

G M Zwarts Hoërskool Drehoek

P de Beer Laerskool Danie Theron

P v D Boksburg High School

Pretorius Onderwys-kollege Pretoria

J F Nel kollege Pretoria

C J Harmse Johannesburg Technical College

M Gouws Laerskool Meiringspark

Mrs A de Parkdene Primary School

Jager Laerskool Rustenburg-Noord

D J R Hattingh Rustenburg-Noord

L J Lowies Professional Aid Service

P J D de Beer Hoërskool Hans Strijdom

L E Koorzen Hoërskool Hans Strijdom

A F Wheeler Germiston High School

R M Steenkamp Hoërskool Klerksdorp

102. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether any schools under the control of his Department are not being used at present; if so, (a) how many and (b) which schools;

(2) whether his Department is considering making these schools available for the education of people of colour; if so, what are the relevant particulars?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,



determined that the AWB has been declared an unlawful organization.

†The MINISTER: Mr Speaker, I have already indicated that in my reply to question 16 I shall respond fully to questions which the hon member for Green Point has put to me about what the policy is and so on. I suggest that the hon member sits quietly now, because he will hear the replies shortly.

†Mr T LANGLEY: Mr Speaker, further arising out of the hon the Minister's reply, I should like to know from him in terms of which statutory provision or regulation he terminated the membership of these persons.

†The MINISTER: Mr Speaker, again I should like to tell the hon member nicely and slowly that in my reply to question 16 I shall reply exactly to what he is asking. He will then have clarity in this connection. [Interjections.]

#### Opening of commercial cinemas on Sundays

\*13. Mr D J DALLING asked the Minister of Justice:

- (1) Whether, during the past year, he received an representations relating to the possible opening of commercial cinemas on Sundays; if so, (a) from whom and (b) what was the gravamen of these representations in each case;
- (2) whether he has taken or is contemplating taking any action as a result of these representations; if not, why not; if so, (a) what action and (b) when?

The MINISTER OF JUSTICE:

(1) Yes.

(a) Ster-Kinekor Theatres (Pty) Limited.

(b) That commercial cinemas in certain centres be opened on Sundays to show selected films.

(2) It has been learnt that the people concerned are preparing further motivation for their representations.

#### New Questions:

Certain person: national service

\*1. Mr C J DERBY-LEWIS asked the Minister of Defence:

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this person; if not, why not; if so, what action;

(4) whether he will furnish the House with information on this person; if not, why not; if so, (a) what is his (i) name and (ii) diplomatic rank, (b) which country does he represent in South Africa and (c) with what banned organization does he have connections?

†The DEPUTY MINISTER OF FOREIGN AFFAIRS:

(1) Before Heads of Diplomatic Mission are appointed in South Africa, customary international law requires that approval of the appointment be obtained from the State President. When application is made for such approval, a curriculum vitae of the nominee is submitted by the sending State and this is investigated further.

In the case of other members of the staff of diplomatic missions, customary international law dictates that the sending State may freely appoint the members of the staff of the mission, except in the case of military, naval or air attachés where the receiving State may require their names to be submitted beforehand for its approval.

This procedure is followed in South Africa and the past of persons whose names are submitted for approval is investigated by the relevant authorities before such approval is given.

(2) Not to the knowledge of the relevant authorities.

(3) Falls away.

(4) Falls away.

Botshabelo: special constables deployed

\*4. Mrs H SUZMAN asked the Minister of Law and Order:

Whether any special constables have been deployed in Botshabelo; if so, (a) how many, (b) when were they deployed in this area for the first time and (c) what specified tasks have they been assigned?

The MINISTER OF LAW AND ORDER:

Yes.

(a) Sufficient special constables to supplement permanent members of the South

African Police so that law and order can be effectively maintained.

(b) Since 1 June 1987.

(c) Special constables are employed to guard schools and other strategic buildings. They are also employed during crime prevention actions.

However, I regret the fact that in certain circles, deliberate campaigns have been launched to discredit special constables. This is being done with evil intentions in order to jeopardize the good relations that exist between them and the majority of law-abiding residents of black townships.

I wish to emphasize that since special constables were first deployed in the Black townships, there has been an increasing decline in unrest-related incidents and ordinary crime.

Their presence in the Black townships is welcomed by the majority of law-abiding residents. They are a stumbling-block to the radical and criminal elements because they effectively curb their criminal activities.

Should the hon member or any of the hon members of this House approach me, I am prepared to share with them information which I have at my disposal in respect of how the law-abiding communities experience the presence of special constables in the Black townships in a positive manner.

Mrs H SUZMAN: Mr Speaker, arising out of the hon the Minister's reply, could he tell us whether he has received complaints about these special constables exceeding their powers in Botshabelo?

The MINISTER: Mr Speaker, as far as I know, no complaints have been received, but the hon member will understand that it is not possible for me to give an accurate answer off the cuff. If she cares to put that question on the Question Paper, however, I will reply to it.

Parental expenditure on private school fees: loss of revenue to State if tax-deductible

\*5. Mr K M ANDREW asked the Minister of Finance:

Whether his Department has made an estimate of what the loss of revenue to the State would

HOUSE OF ASSEMBLY

*Harding*

have been in the (a) 1986/87 and (b) 1987/88 financial year if all parental expenditure on the private school fees of their children had been tax-deductible; if so, what are these estimates in each case?

The DEPUTY MINISTER OF FINANCE (DR G Marais):

- (a) and (b) No.

Emergency regulations: detainees

\*6. Mrs H SUZMAN asked the Minister of Law and Order:

- (1) Whether any persons currently detained under emergency regulations are being detained for activities connected with any of the 17 organizations recently restricted; if so
- (2) whether it is his intention to release these persons now; if not, (a) why not and (b) when is it anticipated that they will be released?

The MINISTER OF LAW AND ORDER:

- (1) and (2)

In order to compile and process this information, it will be necessary to check the records of the South African Police country-wide. This would be a voluminous and time-consuming task which could not be economically justified. Therefore, I am not prepared to furnish this information.

Land and Agricultural Bank: amount outstanding on largest loan

\*7. Mr D J N MALCOMESS asked the Minister of Finance:

- (a) What is the amount outstanding on the largest loan made by the Land and Agricultural Bank to a member of its staff and (b) in respect of what date is this information furnished?

The DEPUTY MINISTER OF FINANCE (DR G Marais):

- (a) R110 415,49.
- (b) 31 December 1987.

\*8. Mrs H SUZMAN — Law and Order [Reply standing over.]

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*Harding*

whom will (i) this cost and (ii) future maintenance costs be borne?

†The MINISTER OF TRANSPORT AFFAIRS:

- (a) As the relevant road does not fall under the jurisdiction of the Department of Transport this information cannot be supplied.
- (b) (i) and (ii) The Natal Provincial Administration.

Mr R W HARDINGHAM: Mr Speaker, arising out of the hon the Minister's reply, can he tell us whether additional funds will be made available to the Natal Provincial Administration for upgrading the alternative road?

The MINISTER: Mr Speaker, should a request be made, it will, of course, be considered

Certain organization: contributions by State

\*12. Mr F J LE ROUX asked the Deputy Minister of Information:†

- (1) Whether the State contributes directly or indirectly to the funds of a certain organization, the name of which has been furnished to the Bureau for Information for the purpose of the Deputy Minister's reply; if so, (a) why, (b) (i) what total amount has been so contributed and (ii) in respect of what date is this information furnished and (c) what is the name of the organization concerned;
- (2) whether the State contributes financially to the publication and/or distribution of a certain newspaper, the name of which has also been furnished to the Bureau; if so, (a) why, (b) (i) what total amount is involved and (ii) in respect of what date is this information furnished and (c) what is the name of this newspaper?

The DEPUTY MINISTER OF INFORMATION:

- (1) The Bureau for Information has no knowledge of this matter.
  - (a) Falls away.
  - (b) (i) and (ii) Fall away.
  - (c) Falls away.
- (2) The Bureau for Information has no knowledge of this matter.
  - (a) Falls away.

- (b) (i) and (ii) Fall away.
- (c) Falls away.

Smoking in toilets on aeroplanes

\*13. Mr A GERBER asked the Minister of Transport Affairs:†

Whether announcements are made during domestic flights of the South African Airways that it is dangerous to smoke in the toilets; if so, why is it dangerous?

The MINISTER OF TRANSPORT AFFAIRS:

Yes. Burning objects thrown in waste bins can ignite flammable objects, such as paper. Special announcements which bring this aspect to the attention of passengers are also made on each flight of S.A. Airways as an additional safety measure.

Of the latest fire/smoke detectors are installed in aircraft on S.A Airways and the efficiency of this equipment are tested on a regular basis. Aforementioned measures have been introduced in order to ensure the safety of passengers as far as possible.

Alleged assaults on acting principal of Langa High School: charges laid

\*14. Mr K M ANDREW asked the Minister of Law and Order:

- (1) Whether any charges were laid with complaints were made to the South African Police in respect of alleged assaults on the acting principal of the Langa High School on the property of that school during April and May 1987; if so, (a) what charges or complaints and (b) when were these charges laid;
  - (2) whether the matter has been investigated; if not, (a) why not and (b) who made this decision; if so, what were the findings;
  - (3) whether any persons have been charged in this regard; if not, why not; if so, (a) who and (b) with what result?
- The MINISTER OF LAW AND ORDER:
- (1) Yes
    - (a) One charge of common assault.
    - (b) 13 May 1987.
  - (2) Yes. The case docket was submitted to the

HOUSE OF ASSEMBLY

*Handwritten signature*

- benefits from the Cape Provincial Administration to the said committee; if so, as from what date; if not, why not;
- (3) whether any posts in the said committee were (a) advertised and (b) filled before the transfer of former Development Board officials to this committee had been finalized;
- (4) whether housing managers who were formerly in the employ of the Development Boards and are currently employed on behalf of the Cape Provincial Administration in the Cape Town Town Committee will continue to be in charge of the allocation of housing; if not, why not?

†The DEPUTY MINISTER OF DEVELOPMENT PLANNING:

- (1) No. No legal provision exists for transfers from the Civil Service to a local authority.
- (2) (a) Yes. Provision has been made from 1 February 1988 by the Director: Pensions for the transfer of pension benefits from the Government Service Pension Fund to the UCASA pension fund.
- (b) Yes. Provision has been made that local authorities can request the Director: Local Government for the protection of service benefits when personnel from the Civil Service are appointed by Black local authorities. A circular dated 10 February 1988 in this respect was issued.
- (3) (a) and (b) Yes.
- (4) The allocation of housing is in terms of Act 102 of 1982 a function of the Town Committee of Cape Town. The housing managers who were formerly in the employ of the Development Board, were functionally made available to the Town Committee. Thus, functions pertaining to the allocation of housing are being done by housing managers under the control of the Cape Town Town Committee.

*Own Affairs.*

Meeting of NP at Hoërskool Staatspresident C R Swart

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

HOUSE OF ASSEMBLY

- (1) Whether, with reference to information which has been furnished to the Minister's Department for the purpose of his reply, the managing body of a certain political party met at a certain school during the past five years; if so, (a) on how many occasions, (b) which political party is involved and (c) what is the name of (i) this school and/or (ii) the principal concerned;
- (2) whether this principal completed a TED 493 form in respect of each such meeting; if not,
- (3) 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?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) 3 times.
- (b) National Party.
- (c) (i) Hoërskool Staatspresident C R Swart  
(ii) Mr N C M Engelbrecht
- (2) at many schools, through the kind co-operation of the principals, smaller meetings are held that are not always handled strictly in accordance with the letter of the law. From the nature of things, I am not aware of every meeting held at every school;
- (3) falls away.

†Dr W J SNYMAN: Mr Speaker, arising out of the reply of the hon the Minister, can he inform the House whether any investigations are still in progress at present in respect of the political activities of school principals and teachers, and if so, how many cases there are and what the names are of the persons concerned?

†The MINISTER: Mr Speaker, if the hon member wishes to put such a comprehensive question, he must please table it and I shall give him all the details concerned with the greatest of pleasure.

Meeting of Afrikaner-Broederbond at certain Transvaal schools

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

HOUSE OF ASSEMBLY

*Handwritten signature*

- (1) Whether, with reference to information which has been furnished to the Minister's Department for the purpose of his reply, a certain organization met at Transvaal schools during the past five years; if so, (a) what organization and (b) what are the names of the (i) schools and/or (ii) principals concerned;
- (2) whether these principals completed TED 493 forms in respect of each such meeting; if not,
- (3) whether any action has been taken or is envisaged against the principals concerned; if not, why not; if so, (a) what action and (b) when?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) Afrikaner-Broederbond
- (b) (i) Laerskool Swartkop  
Laerskool Witfield  
Laerskool Genl de la Rey  
Hoërskool Hendrik Verwoerd,  
(ii) Dr P J E Wilbers  
Mr E W Uys  
Mr P J van Heerden  
Mr P A van Niekerk
- (2) at many schools, through the kind co-operation of the principals, smaller meetings are held that are not always handled strictly in accordance with the letter of the law. From the nature of things I am not aware of every meeting held at every school;
- (3) falls away.

†Dr W J SNYMAN: Mr Speaker, arising out of the reply of the hon the Minister, does he regard NP meetings as small meetings? [Interjections.]

Veld schools: pupils addressed by SADF

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

- (1) Whether any officers of the South African Defence Force on occasion address pupils at veld schools falling under the control of his Department; if so,
- (2) whether prior permission must be obtained for this; if so, (a) (i) from and (ii) by whom and (b) on what subjects do such officers address these pupils?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No.
- (2) Falls away.
- Teacher/pupil ratios in schools
- \*4. Mr K M ANDREW asked the Minister of Education and Culture:
- (1) Whether any inquiry is being conducted into the matter of teacher/pupil ratios in schools under his control; if so, (a) by whom, (b) what are the terms of reference and (c) when was the inquiry commenced;
- (2) whether any decisions in respect of teacher/pupil ratios have been taken; if not, (a) why not and (b) when is it anticipated that such decisions will be taken; if so, (i) what decisions, (ii) when were they taken, (iii) who was consulted and (iv) when will they be implemented?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) an advisory committee of the Committee of Heads of Education,
- (b) to investigate: pupil density, pupil teacher ratio, average class size and actual class size.
- (c) July 1987.
- (2) no.
- (a) all the implications of possible decisions need to be investigated,
- (b) no date can be given since the full investigation must first be completed (i), (ii), (iii) and (iv) fall away.

Non-White students at technikons

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

- (1) Whether technikon councils falling under his Department exercised full control, subject to his approval, of admission of non-White students to their respective

HOUSE OF ASSEMBLY

# Sabotage of mixed events now outlawed

Political Staff

A major new State policy on white school sport and culture, which prevents conservative schools from sabotaging mixed events, has been announced by the Government.

The policy announced by Mr Piet Clase, Minister of Education and Culture in the House of Assembly, effectively rules out discrimination against black members of school sport teams.

It reverses the present approach and will prevent repeats of last year's Menlo Park row.

It comes into effect immediately.

Schools will no longer be able to invite other teams to events or accept invitations on condition that blacks are excluded.

In other words, Menlo Park Hoërskool will in future be unable to exclude a team from a sports event because it contains a black.

In the present policy if even one school objects to the presence of blacks in another school participating in a sport or cultural event, the mixed team is obliged to withdraw.

Under the new policy the team that objects playing against a mixed team will have to withdraw.

Mr Clase said in the new policy "invitations and their acceptance are not linked to conditions relating to the composition of a group or groups and all participants enjoy the same privileges".

# 58 WHITE SCHOOLS EMPTY

Sowetan 3/3/88

**While blacks  
are in need**

**Schools  
empty** (SO)

From Page 1



SCENE of the plane crash.

THE Government has admitted that 58 white schools were standing empty or used for other purposes while there is a shortage of schools in the black community.

According to the South African Institute of Race Relations 38 641 classrooms are needed to meet black demands. This means there is a shortage of at least 2000 schools in the black community if one school consists of between 15 and 20 classrooms.

The Minister of Education and Culture, Mr Piet Clase, said in the House of Assembly yesterday that 58 white schools and 14 hostels were either not being used or were used for other purposes.

He said at least 24 schools, including 19 in the Cape, were unused.

The others were let to various government departments, including the South African Police and South African Defence Force, and to

By **THEMBA MOLEFE**  
and **SAPA**

private organisations such as pineapple and road construction firms and bodies like Kupu-gani.

Mr Clase also said that of the 536 783 places available at primary schools in Natal, the Free State and Transvaal, 389 024 were filled as at January this year.

Figures for high schools in the three provinces were 347 895 places and 282 459 enrolments.

Of the 13 000 places available in training colleges, 8 863 were filled.

In its quarterly publication for 1987, the Institute of Race Relations estimated that there was a shortage of 38 641 classes for African pupils

To Page 2

in the country. This figure included the homelands.

Last year the Department of Education and Training had an enrolment of about 1,9 million pupils in its schools.

Reacting to Mr Clase's statement, the director of the South African Committee for Higher Education (Sached), Dr John Samuels, said this meant education should be given back to the people.

"This is shocking particularly considering that we all recognised the education crisis in the black community and attempts we all made to get the children back to school.

"There is no reason for classes to be standing empty while they are needed," Dr Samuels said.

The Azanian Coordinating Committee said the statement affirmed its belief that apartheid was alive in the country.

# Survey of 1986 education budget

2/13/88 (50)

The 1986/87 education budget for all races in South Africa amounted to over R6,7 billion, the SA Institute of Race Relations said today.

In its 1986 race relations survey released in Johannesburg, the institute said the amount was allocated as follows:

About R3 billion for white education; R1,1 billion for blacks; R868 million for coloureds; R607,5 million for the independent homelands, R367 million for Indians and R6 million for the Department of National Education.

Bophuthatswana had the highest expenditure on education per capita by the homelands.

Provision for the erection of black schools and schools for handicapped people in white areas amounted to R165,9 million. —Sapa.

## HOUSE OF DELEGATES

indicates translated version.

For written reply:

General Affairs:

Export incentives: report of Kleu Committee

5. Mr M RAJAB asked the Minister of Economic Affairs and Technology:

- (1) Whether the report of the Kleu Committee on export incentives has been referred to the Board of Trade and Industry; if not, why not; if so,
- (2) whether the Board has made any recommendations in this regard; if not, why not; if so, (a) when and (b) what was the purport of these recommendations;
- (3) whether he will make a statement on the matter?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

- (1) Yes
- (2) Yes

- (a) January 1988
- (b) The recommendations were dealt with briefly in a statement made by me in the House of Assembly on 8 February 1988 (Hansard, columns 78-79). The statement was also made available to the media.

- (3) Not at this stage. As was mentioned in the statement of 8 February 1988 further announcements will be made from time to time.

Own Affairs:

Locos tenentes employed

6. Mr K CHETTY asked the Minister of Education and Culture:

- (1) Whether any *locos tenentes* are employed by his Department; if so, (a) how many in Cape Province and (b) in respect of what date is this information furnished;
- (2) whether he will make a statement on the matter?

HOUSE OF DELEGATES

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

- (a) (i) 361
- (ii) 163
- (iii) 9

(b) 14 March 1988.

(2) No.

Unqualified teachers employed

7. Mr K CHETTY asked the Minister of Education and Culture:

- (1) Whether any unqualified teachers are employed by his Department; if so, (a) how many in (i) Natal, (ii) the Transvaal and (iii) the Cape Province and (b) in respect of what date is this information furnished;
- (2) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

- (a) (i) 57
- (ii) 8
- (iii) Nil
- (b) 14 March 1988

State schools administered

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

- (1) How many (a) State schools were administered by his Department in (i) 1986 and (ii) 1987 and (b) pupils attended these schools in each such year;

- (2) (a) what was the total amount paid to these schools in grants-in-aid for each such year and (b) for what purposes were these grants intended?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) 363 (excluding colleges)
- (ii) 371 (excluding colleges)
- (b) 1986: 217 307
- 1987: 223 365

HOUSE OF DELEGATES

(2) (a) Nil

(b) Falls away.

Indian school pupils: *per capita* expenditure

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

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on Indian school pupils for the 1986/87 and 1987/88 financial years, respectively?

The MINISTER OF EDUCATION AND CULTURE:

- (a) 1986/87: R1 904
- 1987/88: Not available as yet.
- (b) 1986/87: R1 714.
- 1987/88: Not available as yet.

Grants to cultural organizations: amounts allocated

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

- (1) What total amounts were allocated by his Department by way of grants to cultural organizations for the (a) 1986 and (b) 1987 financial years;

- (2) (a) to which cultural organizations were these grants made, and (b) what was the amount of the grant, in each case?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 1986/87: R112 425
- (b) 1987/88: R140 185,97

- (2) (a)

	1986/87	1987/88
The Ramakrishna Centre of South Africa	—	4 400
Clairwood Tamil Institute	4 100	1 905
Islamic School Council	—	15 050
Dravida Society of South Africa	—	1 730
Lower Umfolozi Cultural Arts Society	—	3 840
Tamil Advancement Society	3 835	4 950
Natal Gujarati Parishad	3 500	8 825

HOUSE OF DELEGATES

	9 750	13 010
Natal Tamil Vedic Society	—	14 044,41
Andhra Maha Sabha of South Africa	14 550	10 205
Hindi Shiksha Sangh, South Africa	—	440
Craigieburn Social and Cultural Society	5 100	5 500
Aryan Benevolent Home Council	—	1 560
Modern Art Theatre South Indian Music Association	5 690	5 080
Luxmi Entertainers	7 520	6 900
Natal Indian Cultural Organisation	20 000	30 196,56
Sivananda Yoga Vedanta Society	—	3 775
Linghum Orchestra	3 600	3 070
Silverwest Siva Soobramanar Temple	—	1 950
Thornville Social and Cultural Society	—	400
Shree Munnagar Alayam Mandini Hindu Temple Society	710	—
Natal Tamil Cultural Organisation	3 575	—
Umkomas Siva Soobramanar Temple	1 890	—
Lower Tugela Hindu Veda Dharma Sabha	6 710	—
Ramakrishna Centre of South Africa (Glencoe Branch)	1 620	—
Natal Tamil Vedic Society (South Coast Region)	750	—
Shri Sanathan Mural Indian Academy of South Africa	5 500	—
Stanger Siva Sungum	8 915	—
Indian Theatrical Musical Advancement Society of S.A.	3 570	—
Pre-primary schools: estimated amounts to be paid	2 140	—

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

What total amount is it estimated will be paid in the 1988/89 financial year to each of the pre-primary schools listed in his reply to Question No 75 on 7 September 1987?

HOUSE OF DELEGATES

*Stewart*

(5) whether any wards in State hospitals are overcrowded; if so, (a) in which specified hospitals and (b) to what extent?

**THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT.**

- (1) No. Hospital facilities are provided according to the wishes and needs of the community.
- (2) No; see (1)
- (3) No. A committee is at present busy with an investigation into the utilisation of empty spaces in State hospitals. The committee's report will be studied and further action will be planned accordingly.

- (4) Yes.
- (a) and (b) The information is not readily available.
- (5) Yes.
- (a) and (b) The information is not readily available.

**Section 50, Internal Security Act: detainees**

*Stewart*

423. Mrs H SUZMAN asked the Minister of Law and Order:

- (a) How many persons were detained in 1987 in terms of section 50 of the Internal Security Act, No 74 of 1982, and (b) for what period was each detained before being released?
- THE MINISTER OF LAW AND ORDER:**
- (a) None.
- (b) Falls away.

**Black school pupils: per capita expenditure**

509. Mr R M BURROWS asked the Minister of Education and Development Aid:

- What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on Black school pupils in the 1987/88 financial year?

<b>THE MINISTER OF EDUCATION AND DEVELOPMENT AID.</b>	
1987/88	1986/87
(a) R560,50	(a) R476,95
(b) R466,79	(b) R368,56

Note. These figures are based on projections as at...

the Department's books for 1987/88 have not yet been closed.

**Persons employed by SAP**

521. Mr C J DERBY-LEWIS asked the Minister of Law and Order:

- How many Whites, Coloureds, Indians and Blacks, respectively were employed by the South African Police in each of the latest specified five financial years for which figures are available?

**Administration of estate duty tax: cost**

524. Mr C J DERBY-LEWIS asked the Minister of Finance:

- (a) What was the cost of administering the estate duty tax in each of the latest specified three years for which information is available and (b) what was the amount realized in such tax in each of these years?

**THE MINISTER OF FINANCE:**

<b>(a) Estimated cost*</b>	
1984/1985	R300 000
1985/1986	R428 000
1986/1987	R486 000
<b>(b) Amount realized</b>	
1984/1985	R100 383 241
1985/1986	R139 360 485
1986/1987	R147 278 888

\* The true cost of administering the Estate Duty Act cannot be determined as the assessing of estate duty is integrated in the administration process in Masters' offices while the collection and administration in Inland Revenue forms part of the administration of other taxes.

**Diamond industry: cost of policing**

528. Mr C J DERBY-LEWIS asked the Minister of Law and Order:

- (1) What is the cost to the State of policing the diamond industry in the Republic of South Africa;
- (2) whether the South African Police are involved in policing the diamond industry in

*Howard*

South West Africa, if so, at what cost to the (a) State and/or (b) Police;

- (3) in respect of what date is this information furnished?

**THE MINISTER OF LAW AND ORDER:**

- (1) The South African Police does not police the diamond industry of the Republic.
- (2) No
- (a) and (b) Fall away.
- (3) Fall away.

**Minerton/Maitland/Pineblands: arrests for vagrancy/drunkenness**

544. Mr J J WALSH asked the Minister of Law and Order:

- How many (a) males and (b) females of each race group were arrested in 1987 for (i) vagrancy and (ii) drunkenness in the (aa) Minerton, (bb) Maitland and (cc) Pineblands police station areas?

**THE MINISTER OF LAW AND ORDER:**

<b>(a)</b>		<b>(b)</b>	
(i) (aa)	14 persons	(i) (aa)	9 persons
(ii) (bb)	93 persons	(ii) (bb)	49 persons
(ii) (cc)	26 persons	(ii) (cc)	18 persons
(i) (cc)	2 425 persons	(i) (cc)	890 persons
(ii) (cc)	572 persons	(ii) (cc)	34 persons

Separate records of the race of persons arrested are not kept, therefore only the total number of persons arrested is furnished.

**New work opportunities for Blacks**

557. Mr J J WALSH asked the Minister of Education and Development Aid:

- (a) How many new work opportunities were created for Blacks in each employment sector by the South African Development Trust in the 1987-88 financial year and (b) what was the cost per opportunity in each sector?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

As the 1987/88 financial year has not been completed, figures are not available as yet, and therefore 1986/87 figures are stated. Figures indicated in the table below are in respect of

the South African Development Trust Corporation (STK).

	New work opportunities created	Cost per work opportunity
	(a)	(b)
STK's activities		
1.1 Commerce, services and housing	50	*1)
1.2 Industries	5 942	R8 580
1.3 Small industries	20	*1)
1.4 Mining	nil	nil
1.5 Agriculture	1 300	R10 961
1.6 Transport	nil	nil
1.7 Other	nil	nil

\*1) Not available as yet.

Note:

- (1) Activities which are undertaken by the Department of Development Trust land, South African Development Trust land, are mainly handled by private contractors. As a result of rotation of employees between projects inside as well as outside South African Development Trust-areas, and fluctuating contract periods, the desired information cannot be calculated.
- (2) The number of temporary work opportunities for occasional workers created on South African Development Trust land, by means of the special employment creation programme, for the period 1 April 1986 to 31 March 1987 amounted to 57 582. An amount of R2 724 million was spent for this purpose. A sectoral division of this employment is not available.

**STK: manufacturing concerns/persons employed/amount invested in self-governing territories**

558. Mr J J WALSH asked the Minister of Education and Development Aid:

- As at the latest specified date for which information is available, what was the total (a) number of (i) manufacturing concerns and (ii) persons employed and (b) amount invested by the South African Development Trust in each of the self-governing territories where decentralization concessions or incentives are applicable?



MONDAY, 29 FEBRUARY 1988

F. van der Merwe

## Social Sciences and Social Studies.

Other

Not Designated Coded/Declared (Incl. non-degree purposes)

TOTAL

Potchefstroom University for CHE

Arts, Visual and Performing

Computer Science and Data Processing

Education

Health Care and Health Sciences

Nursing

Languages, Linguistics and Literature

Law

Life Sciences and Physical Sciences:

Physical Sciences

Philosophy, Religion and Theology

Psychology

Public Administration and Social Sciences

Social Sciences and Social Studies

Economics

Other

TOTAL

University of Pretoria

Architecture and Environmental Design

Education

Engineering and Engineering Technology

Languages, Linguistics and Literature

Law

Philosophy, Religion and Theology

Social Sciences and Social Studies:

Economics

TOTAL

University of Cape Town

Architecture and Environmental Design

Arts, Visual and Performing

Business, Commerce and Management Sciences

Communication

Computer Science and Data Processing

Education

Engineering and Engineering Technology

Health Care and Health Sciences:

Medicine/Surgery

Pharmacy

Other

Languages, Linguistics and Literature

Law

Libraries and Museums

Life Sciences and Physical Sciences:

Life Sciences

Physical Sciences

Mathematical Sciences

TOTAL

132

133

MONDAY, 29 FEBRUARY 1988

F. van der Merwe

## Philosophy, Religion and Theology

Psychology

Public Administration and Social Services

Social Sciences and Social Studies

Economics

Other

TOTAL

University of Stellenbosch

Architecture and Renewable Natural Resources

Business, Commerce and Management Sciences

Communication

Education

Languages, Linguistics and Literature

Philosophy, Religion and Theology

TOTAL

University of South Africa

Arts, Visual and Performing

Business, Commerce and Management Sciences

Communication

Computer Science and Data Processing

Education

Health Care and Health Sciences:

Medicine/Surgery

Dentistry

Nursing

Other

Languages, Linguistics and Literature

Law

Libraries and Museums

Life Sciences and Physical Sciences:

Life Sciences

Physical Sciences

Mathematical Sciences

Philosophy, Religion and Theology

Psychology

Public Administration and Social Services

Social Sciences and Social Studies:

Economics

Other

TOTAL

134

The above statistics were obtained from the SAPSE tables received from the universities

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

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils in (i) each province and (ii) the Republic in the 1986-87 financial year?

White school pupils: *per capita* expenditure

The MINISTER OF EDUCATION AND CULTURE.

(a) (b)

(i) Transvaal 2 206 2 057  
Orange Free State 2 898 2 452  
Cape 2 540 2 330  
Natal 2 587 2 418

20 940

2 998

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Department of Education and Culture 10 754 9 266\*  
 (ii) Republic 2 508 2 299\*\*  
 \* Training centres for mentally retarded children included.  
 \*\* Private schools excluded

**National Senior Certificate examination: Whites entered**

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

(a) How many Whites entered for the full National Senior Certificate examination in 1987 and (b) how many entrants (i) passed, (ii) failed and (iii) obtained matriculation exemption?

The MINISTER OF EDUCATION AND CULTURE:

- (a) 2 339,
- (b) (i) 955,
- (ii) 1 384,
- (iii) 326

**Promotion of culture: recommendations of pilot committee**

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

- (1) With reference to his reply to Question No 78 on 4 September 1987, what were the recommendations included in the report drafted by the pilot committee appointed to inquire into the promotion of culture in the Republic;

- (2) whether any action is to be taken as a result of these recommendations, if not, why not; if so, what action?

The MINISTER OF EDUCATION AND CULTURE:

- (1) The report as well as the comment of the Regional Councils for Cultural Affairs are currently under consideration. Details will be made known in due course;

(2) falls away

**Medical schools: cost of training per student**

32. Mr R M BURROWS 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 Ch B 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?

The MINISTER OF EDUCATION AND CULTURE:

(a) Estimated cost per student per annum	University
R 6 649	Cape Town
7 176	Stellenbosch
6 543	OFS
6 454	Pretoria
7 743	Natal
6 853	Witwatersrand

- (b) the estimates are based on the subsidy formula used for calculating the 1988 subsidies

137  
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*Howard*

and (c) at which university was each enrolled?  
**THE MINISTER OF EDUCATION AND CULTURE:**

(a)	(b)	(c)
No. of students	Country of Origin	University
3	Bophuthatswana	Pretoria
1	Malawi	Pretoria
7	Transkei	Cape Town
3	Bophuthatswana	Cape Town
2	South West Africa	Cape Town
1	Zimbabwe	Cape Town
9	Lesotho	Cape Town
2	Botswana	Cape Town
4	Swaziland	Cape Town
4	Other African Countries	Cape Town
2	Transkei	Stellenbosch
1	Bophuthatswana	Stellenbosch
1	Venda	Stellenbosch
1	Malawi	Stellenbosch
1 924	Transkei	South Africa
2 039	Bophuthatswana	South Africa
808	Venda	South Africa
630	Ciskei	South Africa
301	South West Africa	South Africa
575	Zimbabwe	South Africa
79	Lesotho	South Africa
29	Botswana	South Africa
81	Swaziland	South Africa
1	Mozambique	South Africa
10	Zimbabwe	South Africa
21	Malawi	South Africa
52	Other African Countries	South Africa
7	Countries in Europe	South Africa
12	Countries in Asia	South Africa
1	Countries in North America	South Africa
1	Countries in South America	South Africa
1	Countries in Australasia and Oceania	South Africa
3	Transkei	OFS
3	Bophuthatswana	OFS
3	Lesotho	OFS
7	Other African Countries	OFS
1	Countries in Europe	OFS
9	Bophuthatswana	Potchefstroom
1	Venda	Potchefstroom
2	South West Africa	Potchefstroom
59	Transkei	Natal

2 Bophuthatswana Natal  
 18 Venda Natal  
 3 Ciskei Natal  
 5 South West Africa Natal  
 4 Zimbabwe Natal  
 2 Lesotho Natal  
 1 Botswana Natal  
 6 Swaziland Natal  
 52 Transkei Rhodes  
 4 Bophuthatswana Rhodes  
 2 Venda Rhodes  
 29 Ciskei Rhodes  
 2 Lesotho Rhodes  
 1 Countries in Europe Rhodes  
 36 Transkei Witwatersrand  
 24 Bophuthatswana Witwatersrand  
 11 Venda Witwatersrand  
 1 Ciskei Witwatersrand  
 1 South West Africa Witwatersrand  
 1 Zimbabwe Witwatersrand  
 19 Lesotho Witwatersrand  
 2 Botswana Witwatersrand  
 17 Swaziland Witwatersrand  
 16 Other African Countries Witwatersrand

Information is for 1986

*(2)*

Universities: State Revenue Account

21. Mr R M BURROWS 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 1987-88 financial year?

**THE MINISTER OF EDUCATION AND CULTURE:**

1987/88: R2 999 905

This amount was in respect of: the University of Pretoria for the extension of the faculty of Veterinary Science.

Universities: White/Coloured/Asian/Black/other students

22. 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 1987 at each university falling under the control of his Department?

*Howard*

**THE MINISTER OF EDUCATION AND CULTURE:**

University	(a) White	(b) Coloured	(c) Asian	(d) Black	(e) Other
Orange Free State	8 609	111	—	67	—
Natal	7 978	247	1 786	1 168	—
Rhodes	2 834	153	165	494	—
Rand Afrikaans	7 797	242	7	78	—
Witwatersrand	14 309	250	1 249	1 552	—
Port Elizabeth	4 016	269	30	49	—
Potchefstroom	8 852	65	9	137	—
Pretoria	20 942	29	17	21	—
Cape Town	9 927	1 536	320	675	—
Stellenbosch	13 360	446	10	30	—
South Africa	51 781	4 651	10 261	26 069	—

The above provisional statistics were obtained from SAPSE table 2.7 information which was received from the universities and includes undergraduate and post-graduate students.

Black students at universities for Whites

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

How many Black students were enrolled (a) in 1987 (i) at universities for Whites and (ii) at each such university and (b) in each subject area at each such university in 1986?

**THE MINISTER OF EDUCATION AND CULTURE:**

(a)	(i)	30 340 (provisional statistics)	(b)	the following statistics in respect of 1986 are according to the majors/areas of specialization of students:
(ii) University	No. of Black Students		RAU	
OFS	67		Witwatersrand	78
Natal	1 168		Port Elizabeth	1 552
Rhodes	494		Potchefstroom	49
			Pretoria	137
			Cape Town	21
			Stellenbosch	675
			South Africa	30
				26 069

*(24)*

The above provisional statistics were obtained from SAPSE table 2.7 received from the universities.

University of the Orange Free State	No. of Black Students
Agriculture and Renewable Natural Resources	1
Architecture and Environmental Design	1
Business, Commerce and Management Sciences	1
Computer Science and Data Processing Education	1
Health Care and Health Sciences:	29
Medicine/Surgery	1
Nursing	1
Languages, Linguistics and Literature	1
Law	5
Mathematical Science	1
Philosophy, Religion and Theology	1
Psychology	1
Public Administration and Social Services	3
Social Sciences and Social Studies:	1
Other	5
<b>TOTAL</b>	<b>58</b>

(53)

Howard

MONDAY, 29 FEBRUARY 1988

<u>University of Natal</u>	
Agriculture and Renewable Natural Resources	8
Architecture and Environmental Design	15
Arts, Visual and Performing	14
Business, Commerce and Management Sciences	31
Computer Science and Data Processing	10
Education	104
Engineering and Engineering Technology	91
Health Care and Health Sciences:	253
Medicine/Surgery	3
Nursing	1
Pharmacy	14
Other	2
Home Economics	65
Languages, Linguistics and Literature	112
Law	11
Libraries and Museums	14
Life Sciences and Physical Sciences:	14
Life Sciences	25
Physical Sciences	22
Mathematical Sciences	29
Philosophy, Religion and Theology	57
Psychology	17
Public Administration and Social Services	22
Social Sciences and Social Studies:	87
Economics	15
Other	15
Not Designated/Coded/Declared (Incl. non-degree purposes)	1 022
<b>TOTAL</b>	<b>4</b>
<u>Rhodes University</u>	
Arts, Visual and Performing	51
Business, Commerce and Management Sciences	20
Communication	11
Computer Science and Data Processing	70
Education	18
Health Care and Health Sciences:	24
Pharmacy	24
Languages, Linguistics and Literature	41
Law	2
Libraries and Museums	30
Life Sciences and Physical Sciences:	12
Life Sciences	25
Physical Sciences	15
Mathematical Sciences	1
Philosophy, Religion and Theology	27
Physical Education, Health Education and Leisure	14
Psychology	14
Public Administration and Social Services	30
Social Sciences and Social Studies:	55
Economics	3
Other	3
Not Designated/Coded/Declared (Incl. non-degree purposes)	153
<b>TOTAL</b>	<b>453</b>

(54)

Howard

MONDAY, 29 FEBRUARY 1988

<u>Rand Afrikaans University</u>	
Business, Commerce and Management Sciences	1
Communication	1
Education	31
Languages, Linguistics and Literature	9
Law	1
Psychology	1
Public Administration and Social Services	1
Social Sciences and Social Studies:	10
Economics	1
Other	10
Not Designated/Coded/Declared (Incl. non-degree purposes)	1
<b>TOTAL</b>	<b>57</b>
<u>University of the Witwatersrand</u>	
Architecture and Environmental Design	34
Arts, Visual and Performing	12
Business, Commerce and Management Sciences	153
Communication	2
Computer Science and Data Processing	8
Education	256
Engineering and Engineering Technology	131
Health Care and Health Sciences:	116
Medicine/Surgery	14
Dentistry	16
Nursing	9
Pharmacy	46
Other	58
Languages, Linguistics and Literature	106
Law	4
Libraries and Museums	24
Life Sciences and Physical Sciences:	87
Life Sciences	87
Physical Sciences	48
Mathematical Sciences	8
Philosophy, Religion and Theology	25
Psychology	47
Public Administration and Social Services	10
Social Sciences and Social Studies:	10
Economics	90
Other	90
<b>TOTAL</b>	<b>1 326</b>
<u>University of Port Elizabeth</u>	
Education	2
Health Care and Health Sciences:	10
Nursing	5
Languages, Linguistics and Literature	1
Law	1
Life Sciences and Physical Sciences:	1
Physical Sciences	1
Philosophy, Religion and Theology	2
Psychology	2
Public Administration and Social Services	6
Economics	1
Other	1
Not Designated/Coded/Declared (Incl. non-degree purposes)	1
<b>TOTAL</b>	<b>453</b>

*Howard*

Social Sciences and Social Studies:	
Other	4
Not Designated/Coded/Declared (Incl. non-degree purposes)	16
<b>TOTAL</b>	<b>48</b>
<b>Potchefstroom University for CHE</b>	
Arts, Visual and Performing	2
Computer Science and Data Processing	1
Education	23
Health Care and Health Sciences:	
Nursing	9
Languages, Linguistics and Literature	22
Law	2
Life Sciences and Physical Sciences:	
Physical Sciences	1
Philosophy, Religion and Theology	15
Psychology	5
Public Administration and Social Sciences	1
Social Sciences and Social Studies:	
Economics	1
Other	8
<b>TOTAL</b>	<b>90</b>
<b>University of Pretoria</b>	
Architecture and Environmental Design	1
Education	3
Engineering and Engineering Technology	1
Languages, Linguistics and Literature	3
Law	1
Philosophy, Religion and Theology	1
Social Sciences and Social Studies:	
Economics	1
<b>TOTAL</b>	<b>11</b>
<b>University of Cape Town</b>	
Architecture and Environmental Design	14
Arts, Visual and Performing	5
Business, Commerce and Management Sciences	33
Communication	1
Computer Science and Data Processing	12
Education	24
Engineering and Engineering Technology	91
Health Care and Health Sciences:	
Medicine/Surgery	14
Pharmacy	2
Other	8
Languages, Linguistics and Literature	21
Law	17
Libraries and Museums	7
Life Sciences and Physical Sciences:	
Life Sciences	18
Physical Sciences	28
Mathematical Sciences	17

*Howard*

Philosophy, Religion and Theology	21
Psychology	18
Public Administration and Social Services	36
Social Sciences and Social Studies:	
Economics	4
Other	47
<b>TOTAL</b>	<b>1 326</b>
<b>University of Stellenbosch</b>	
Architecture and Renewable Natural Resources	2
Business, Commerce and Management Sciences	7
Communication	1
Education	1
Languages, Linguistics and Literature	1
Philosophy, Religion and Theology	8
<b>TOTAL</b>	<b>20</b>
<b>University of South Africa</b>	
Arts, Visual and Performing	36
Business, Commerce and Management Sciences	1 758
Communication	222
Computer Science and Data Processing	196
Education	3 734
Health Care and Health Sciences:	
Medicine/Surgery	749
Dentistry	781
Nursing	37
Other	29
Languages, Linguistics and Literature	3 287
Law	1 166
Libraries and Museums	96
Life Sciences and Physical Sciences:	
Life Sciences	58
Physical Sciences	225
Mathematical Sciences	567
Philosophy, Religion and Theology	1 376
Psychology	1 068
Public Administration and Social Services	735
Social Sciences and Social Studies:	
Economics	780
Other	2 998
<b>TOTAL</b>	<b>20 940</b>

The above statistics were obtained from the SAPSE tables received from the universities.

**White school pupils: per capita expenditure**

24. Mr R M BURROWS asked the Minister of Education and Culture: **THE MINISTER OF EDUCATION AND CULTURE:**

What was the <i>per capita</i> expenditure, (a) including and (b) excluding expenditure of a capital nature, on White school pupils in (i) each province and (ii) the Republic in the 1986-87 financial year?	(a)	(b)
	Transvaal	2 206
	Orange Free State	2 057
	Cape	2 898
	2 349	2 452
	2 557	2 330
	Natal	2 418

pid 18/2/88

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# Free white education over?



MR CLASE

PRETORIA — The Minister of Education and Culture, Mr Piet Clase, is inching towards the introduction of a compulsory fee system at state schools, authorities said yesterday.

Mr Clase said in the Assembly this week, that in future schools would to an extent be dependent on contributions from parents.

This, sources said, was an early warning that totally free education for whites was on the way out. They expect the compulsory fee system to be introduced next year.

Meanwhile teachers' bodies, including the Transvaal Teachers Association, have bitterly opposed any suggestion that they be burdened with the responsibility of collecting fees.

Economists said government commitments on defence, security, housing and black education were so great that pay-education was inevitable. — DDC



THE Department of Education and Training plans to complete 23 new schools and additions to 40 existing schools.

THE Govern- ment's spend- ing on black school education has soared by more than 24 percent in the new budget.

The overall budget figure for black educa- tion is up by only 10,28 percent in the new year — from R1,48 billion last year to R1,64 billion.

However, the figure hides a substantial cut in auxiliary and associated services which have been transferred to other government depart- ments.

According to a memorandum published by the Department of Education and Training, the nine departmental programmes have been budgeted for as follows:

### Reasons

- Administration costs are up 28 percent at R63 million — according to the department because of having to cope with the exceptional increase in pupil numbers and the increasing variety and extent of services it must provide;
  - Pre-primary and primary education spending is up 26,1 percent at R750 million.
- Completion of 25 new primary schools and

# Spending on black school education up

*Sowetan 22/3/88*

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## FOCUS

By DAVID BRAUN

additions to 64 existing schools, which will make available 1081 additional classrooms, have been planned for.

A total of 1065 new teacher posts have been created.

• Secondary education — up 24,2 percent at R429 million.

The number of matriculants alone is estimated at 42 346 this year, compared with

33 942 last year.

The department plans the completion of 23 new schools with 952 tuition rooms and the comple- tion of additions to 40 existing schools.

• University and technikon training — up 10,4 percent at R182 million.

The major reasons for the increase are the increase in subsidies to universities and in the subsidy on interest on loans borrowed by universities.

• Vocational education — up 9,2 percent at R34 million.

This includes R9 million for capital works — the continuation of

the erection of new technical colleges at Witbank, Bloemfontein and Springs as well as the new Manu Technical College in Soweto.

• Education of handi- capped children — up 51 percent at R33,6 million.

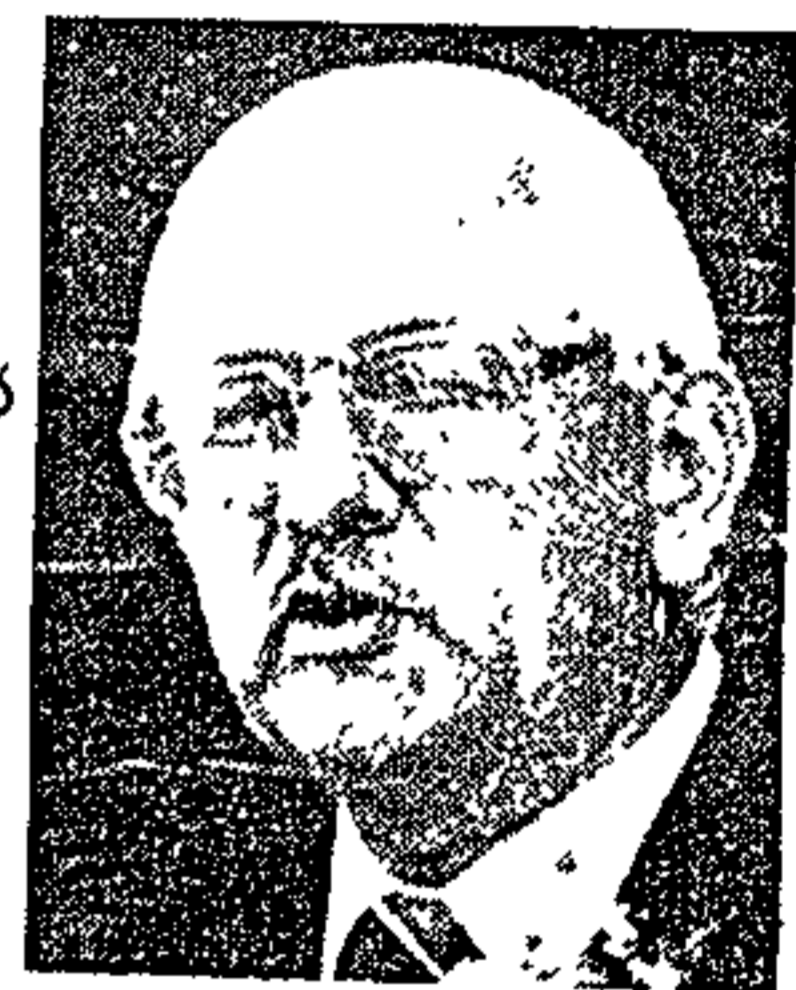
This amount also provides for the new reform school and the two schools of industry for problem children, announced last week.

• Teachers training — up 4,8 percent at R88 million.

• Out-of-school educa- tion and training — down 33,8 percent at R42 million.

### Services

The large decrease, according to the depart- ment, is mainly due to Government curbs on expenditure and the high priority that must, of necessity be afforded to the basic educational



DR GERRIT Viljoen... Minister of Education.

functions under the other programmes of the department.

• Auxiliary and asso- ciated services — down 86 percent at R18 million (a cut of R114 million).

This programme covers essential support- ing services regarding education advice, psychometric and edumetric assistance, school guidance, reme- dial education, ortho- pedegogic assistance, sociopedgogic assist- ance, examination services, school radio services and the co- ordination of research.

The decrease is mainly due to the fact that the budgets for the Gara- nkuwa Hospital and the Medunsa Dental Hospi- tal are to be transferred to the Transvaal Provincial Administra- tion and to the Depart- ment of National Health and Population Develop- ment respectively.



Deutwile

# 'Cracks' in govt's education policy

JOHANNESBURG. — The South African Institute of Race Relations has published research which finds that "significant cracks" have appeared in the government's policy of racially segregated education which could create opportunities for integrated teacher training.

The findings appear in a book entitled *Race Against the Ratios* by Ms Vanessa Gaydon, a former research assistant at the institute.

It says a growing body of influential white opinion has joined black educationists and political leaders in arguing that equality cannot be achieved within segregated educational systems.

It concedes that attempts to desegregate teacher training would face obstacles and that the immediate opening of all teacher training facilities "is not in prospect".

Such change would be feasible only when a process of incremental change started — similar to that which occurred in private schools, universities and technikons. It would also be the result of a series of government re-

treats, each one of which would have to be fought for, rather than a sudden shift in policy.

The process of desegregation of teacher training colleges could begin only if groups with some influence over teacher training, such as the universities, the colleges themselves, and business, set it in motion. Only if this happened would the government be forced to react by offering concessions.

The publication argues that conditions for such intervention exist.

"They are created by the government's inability to meet the backlog in African teacher training and in the underutilization of white facilities. The government faces an increasingly intractable problem and is thus less likely to impede attempts at a solution, whatever its public stance."

The research finds that there is considerable support for the desegregation of teacher training among teachers and teacher trainees, whites and blacks.

Among blacks, there is support for limited change such as integrated teacher training.

## Attempts to control Integrated colleges could slash costs

### 'implied retreat'

JOHANNESBURG. — The experience of private schools, universities and technikons in desegregating their facilities in recent years provided important pointers to the manner in which teacher training colleges can be integrated, according to *Race Against the Ratios*.

The book illustrates that segregation has been relaxed in three areas of education in the past few years — private schools, universities and technikons.

In all three cases the chief motor of change was the decision of a private interest group to move ahead of the government.

The research shows that the failure of government control was not automatic. It occurred because institutions, such as universities, to which controls (such as quotas and permits) were applied, did not accept them passively and often sought to use them to create openings for further integration.

"The government first resisted integration, in response to pressure it then sought to control it, first through a permit system and then through quotas, usually accompanied by the threat of financial sanction, if these were not observed. Each attempt to reimpose control, however, implied a further retreat which made segregation more difficult to enforce." — Sapa

### 'Savage' jail sentence set aside

MARITZBURG — Supreme Court review judges here yesterday set aside a nine-month jail sentence imposed on a Mapumulo man for the theft of six beef stock cubes worth 54 cents, and described the sentence as "savage".

Mr Justice Diccott and Mr Justice Friedman altered the sentence imposed on Vincent Gumede, 24, by Mapumulo magistrate Mr M M J Mtsweni to one of one month imprisonment suspended conditionally for three years.

JOHANNESBURG — The taxpayer would be saved R40m in capital expenditure if the government allowed black teacher trainees to fill vacancies in white teacher training colleges, a book "Race Against the Ratios" issued by the SA Institute of Race Relations said.

The research reports that in 1986 about 20% of the places at white teacher training colleges were not used. If these had been used for African teachers, it would have increased the number being trained almost 10% from 27 613 to 30 296.

The cost of building a college with a capacity of 990 has been estimated at about R15.5m.

The report says the Department of Education and Training (DET) plans to spend R73.3m to build new facilities, which will not be completed till the 1990s, for about 9 050 African students. — Sapa



Allow black trainee teachers in, urges study

# Millions could be saved on education



By Martin Challenor

A study has shown that the Government could save R40 million in taxpayers' money if it allowed black trainee teachers to take up empty seats in white colleges — and scaled down plans to build "blacks only" facilities.

This is one of the findings of the study, "Race Against the Ratios: The Why and How of Desegregating Teacher Training".

It is by Ms Vanessa Gaydon, a researcher at the South African Institute of Race Relations (SAIRR), and was published this week.

Ms Gaydon noted that the Government had 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 in education opportunity.

Essential to this aim is eliminating the African teacher backlog and upgrading their qualifications.

Despite a dramatic increase in the number of African teachers, the teacher-pupil ratio in black schools in 1985 was 1-41.2, while in white schools it was 1-18.6.

The SAIRR recalled that the De Lange Commission, which looked at education in South Africa, said that if a teacher-pupil ratio of 1-30 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.

Black colleges would therefore need to produce 7 200 new teachers a year.

In 1984, the latest year quoted in the report, there were only 137 522 teachers in black schools in South Africa and the national states.

## Underestimated

The SAIRR believes that the De Lange Commission seriously underestimated the number of teachers needed for black schools. It points out that by 1985 there were 59 African colleges producing 10 500 teachers a year.

IN S.A.

But the reports says that to achieve the 1-30 ratio by the year 2000, there is a need for 10 875 new teachers a year, and that the total number will have to be 313 000.

There were 17 white teacher training colleges in 1987, with 2 841 vacancies — a fifth of their capacity.

While existing African colleges of education had no further room for students, the demand for white teachers was declining.

The De Lange report predicted that 27 850 white teachers would be needed to maintain a ratio of 1-30 in 2000, whereas there were 52 403 teachers in white schools in 1984.

The DET plans to spend R73.8 million to build facilities for 9 050 new black students, facilities to be completed in 1992.

More than a quarter of these students could be accommodated immediately at white colleges at minimal costs — saving the state R40 million in building costs.

Another obstacle was that 70.2 percent of African teachers were underqualified. Serious understaffing prevailed in languages, mathematics and the sciences.

The SAIRR said that "if the inferiority of African education is not to be perpetuated, African trainee teachers must enjoy access to the facilities and qualified teaching staff in the white system".

EDUCATION

~~FINANCE~~ - GENERAL

1988 APRIL - JUNE

Periodicals

- 1. 'Young Worker' Newspaper - 4 times a year
- 2. Pamphlets on specific things like - workers rights, information on what a trade union is etc.

Affiliations:

Southern African Catholic Bishops Conference; The International Young Christian Workers.

inside the YCW. For those who are working, specific issues being looked at are:

- 1. Health and safety at work;
- 2. Hours of work; and
- 3. Salaries.

We are also looking at representation at work. The programme also involves young workers outside the YCW.

## 50 Tygerberg teaching posts to be scrapped

Tygerberg Bureau

MR 64  
5/8/85  
50  
50

A TOTAL of 50 teaching posts will have to be scrapped in the Tygerberg area at the end of this year because of a drop in pupil numbers at certain schools.

The Tygerberg School Board announced at a meeting yesterday that 14 of these were for high school teachers and 36 for primary school teachers.

Mr Koos Moolman, chairman of the board, said these 50 posts were representative of the situation as viewed over a few years.

Schools had the right to oppose the scrapping of individual posts at this stage, and these representations would be dealt with sympathetically, Mr Moolman said.

A total of 285 posts were scrapped countrywide last year, of which 234 were for primary school teachers.

**R560  
FOR  
EACH  
BLACK  
PUPIL**

*5/4/88*  
*Sowetan* THE projected per capita expenditure, including capital payments, on black school pupils in the 1987/88 financial year was R560,50, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in Parliament.

# Copyright theft a serious crime

THE prevalence of copyright infringement and the harm it caused justified the offence being regarded as a serious matter suitable for the imposition of criminal sanctions, says Pretoria attorney O H Dean.

In an article in the March issue of De Rebus, Dean said as an intellectual property right, copyright was unique in being protected by criminal law.

Assets such as novels or music merited comprehensive protection by the law, he said, in the same way as jewellery did.

SUE RUSSELL

The Copyright Act provided that copyright infringement could, in certain circumstances, constitute a criminal offence over and above civil liability.

The penalties imposed, Dean said, were severe and comparable to those provided for offences such as armed robbery.

"Copyright is the means by which creative people are able to derive remuneration and by which an incentive is provided to stimulate intellectual creati-

vity."

Dean said SA law provided criminal sanctions for copyright infringement but in general did not do so for infringement of other intellectual property rights such as patents, trade marks and designs.

"... This is not a ground for arguing that copyright infringement should not be subject to criminal sanctions, but rather infringement of the other forms of intellectual property rights should perhaps also be subject to criminal sanctions."

and 1987/88 financial years. The X-ray unit and processor will be purchased and installed during the 1988/89 financial year.

- (3) The Mofolo Community Health Centre has not yet been commissioned due to financial restrictions.

(a) and (b) Fall away.

†Dr M S BARNARD: Mr Chairman, arising out of the hon the Deputy Minister's reply, when is this community centre going to be taken into use?

†The DEPUTY MINISTER: Mr Chairman, it will be taken into use as soon as the financial position makes it possible.

†Dr M S BARNARD: Mr Chairman, further arising out of the hon the Deputy Minister's reply, could he tell us whether the construction of that centre was then not necessary?

†The DEPUTY MINISTER: Mr Chairman, I think it is clear from the reply that at this stage we are dealing with the centre being taken into use on a current-expenditure basis. The capital expenditure has been approved and, as I indicated, the centre is just about complete. As soon as we are able to take it into use on a current expenditure basis, we shall do so.

**Black children: compulsory education in RSA**

\*13. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether there is compulsory education for any Black children in South Africa; if not, why not; if so, how many children of school-going age are (a) subject to and (b) not subject to compulsory education;
- (2) whether any penalties for failure to comply with compulsory education requirements are applicable to (a) parents, (b) children and (c) any other specified persons; if not, why not; if so, (i) what penalties and (ii) in terms of what statutory provisions, rules or regulations;
- (3) whether any persons have been (a) charged with and (b) found guilty of failing to comply with compulsory education requirement; if not, why not;
- (4) whether any other action has been taken in respect of persons failing to comply with these requirements; if so, (a) why and (b) what action?

HOUSE OF ASSEMBLY

the Department of Education and Training.

**Black teacher-training colleges: qualified applicants not admitted**

\*15. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any qualified applicants were not admitted to Black teacher-training colleges because of (a) lack of facilities and (b) other specified factors in 1988; if so, how many such prospective students were (i) admitted and (ii) refused admission to these colleges in 1988; if not, (aa) what is the combined capacity of these colleges and (bb) what total number of students is enrolled at present?

THE DEPUTY MINISTER OF EDUCATION:

- (a) Yes
- (b) Yes. Although applicants may qualify with respect to the general requirement namely a Senior Certificate, candidates are also selected by virtue of their suitability for the teacher profession. There are also further requirements with reference to certain fields of study.
- (i) 3 507

These statistics are in respect of teacher-training colleges under the jurisdiction of the Department of Education and Training and were supplied by the rectors on 31 March 1988. This refers to the admission of first-year students only.

- (ii) Information about applications to colleges is not readily available and is unreliable *inter alia* because a student often applies to more than one college at the same time.
- (aa) With existing facilities the combined capacity of the 14 colleges is equivalent to 9 178 students.
- (bb) This year there are 8 767 enrolled students. This information was also supplied by the rectors on 31 March 1988. As Daveyton only has first year students, the facilities there are not yet being fully utilized.

Mr K M ANDREW: Mr Chairman, arising out of the hon the Deputy Minister's reply, given the

fact that they do not keep statistics on qualified applicants who are refused admission, may I ask him how they are able to plan new training colleges if they do not know how many people want to become teachers cannot gain admission?

THE DEPUTY MINISTER: Mr Chairman, we have certain demographic statistics according to which we do our planning, and we also work out the average teacher:pupil ratio. In this regard we have made certain projections up to the end of this century.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Deputy Minister's reply, may I ask him whether his department has approached any other education departments, in particular the Department of Education and Culture of the Administration: House of Assembly, to admit aspirant Black student teachers who have not been able to gain admission to his department's colleges?

THE DEPUTY MINISTER: Mr Chairman, as that is not the policy of this side of the House, it has not been done.

**Zwide Rent Office: receipts for arrear rentals**

\*16. Mr D J N MALCOMESS asked the Minister of Constitutional Development and Planning:

Whether receipts for arrear rentals paid to the Zwide Rent Office in Port Elizabeth are issued by the said office to persons making such payments; if not, why not?

†THE DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

All payments for rentals are machine receipted on the rent cards of the respective payers. This system is applicable at all Ibhayi offices.

**Botshabelo/Ekangala: consultations before incorporation into Qwaqwa/KwaNdebele**

\*17. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

Whether any consultations were held with the residents of (a) Botshabelo and (b) Ekangala before deciding to incorporate them into Qwaqwa and KwaNdebele, respectively; if so, (i) when, (ii) with whom and (iii) what was the outcome of these consultations; if not, why not?

HOUSE OF ASSEMBLY

THE DEPUTY MINISTER OF EDUCATION:

(1) Yes, only at those primary public schools where the school committees requested it.

(a) 254 155 pupils.

(b) 1 669 885 pupils.

(2) No, due to practical reasons in connection with the feasibility thereof section 37 of Act 90 of 1979 has not been proclaimed.

(3) (a) and (b) fall away.

(4) (a) and (b) fall away.

Mr K M ANDREW: Mr Chairman, arising out of the hon the Deputy Minister's reply, could he tell us what compulsory education amounts to if it is not enforced?

†THE CHAIRMAN OF THE HOUSE: We proceed to Question No 14. [Interjections.]

Mr K M ANDREW: Mr Chairman, on a point of order: Is there a problem with the question I asked?

THE CHAIRMAN OF THE HOUSE: Order! No, if the hon the Deputy Minister does not want to answer it, there is nothing I can do about it. That lies in his discretion. [Interjections.]

Mr K M ANDREW: Mr Chairman, on a point of order: Perhaps you should make allowances for the fact that some hon Ministers are slow in their thinking and therefore give them sufficient time to gather their wits. [Interjections.]

†THE CHAIRMAN OF THE HOUSE: Order! Be that as it may.

**Black students graduated as teachers**

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

How many Black students graduated as fully qualified teachers from (a) teacher-training colleges and (b) universities at the end of 1987?

†THE DEPUTY MINISTER OF EDUCATION: Mr Chairman, in reply to the hon member who is so quick in his thinking, the reply is:

(a) 1 786 (excluding supplementary examinations)

(b) 1 573

Preliminary statistics as at 7 April 1988.

NOTE: Only institutions under jurisdiction of

*Handwritten signature*

ing the sale of this land; if so, (a) what is this decision, (b) when will the sale be concluded and (c) by whom was the decision taken;

- (3) whether this land is to be sold by public auction; if so, when; if not, (a) why not and (b)(i) to whom, (ii) for what amount and (iii) when will it be sold;
- (4) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No,
- (a), (b), (c) and (d) fall away;
- (2) falls away;
- (3) falls away;
- (4) no.

**White children: compulsory education in RSA**

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

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- (1) Whether there is compulsory education for any White children in South Africa; if not, why not; if so, how many children of school-going age are (a) subject to and (b) not subject to compulsory education;
- (2) whether any penalties for failure to comply with compulsory education requirements are applicable to (a) parents, (b) children and (c) any other specified persons; if not, why not; if so, (i) what penalties and (ii) in terms of what statutory provisions, rules or regulations;
- (3) whether any persons have been (a) charged with and (b) found guilty of failing to comply with compulsory education requirements; if not, why not;
- (4) whether any other action has been taken in respect of persons failing to comply with these requirements; if so, (a) why and (b) what action?

OFS : 63 993 13 048  
Transvaal : 433 119 75 149;

- (2) (a) yes,
- (b) yes, but only within the disciplinary measures of the school,
- (c) yes, guardians, foster parents, and members of the public,
- (i) in terms of the Education Ordinance concerned,\*\*
- (ii) the Education Ordinance concerned.\*\*

- (3) (a) yes,
- (b) yes;
- (4) yes,

- (a) to meet the requirements of the ordinance,
- (b) prior to prosecution parents are warned to comply with the ordinance.

\*\* It is expected that these measures will be replaced by means of uniform legislation.

Mr K M ANDREW: Mr Chairman, arising out of the hon the Minister's reply, may I ask him which categories of White children of school-going age are not subject to compulsory education?

†The MINISTER: Mr Chairman, the ordinance stipulates that children become of school age from the year in which they turn seven. There are, however, exceptions where children are already allowed to attend school before that time. As far as the second group, actually the biggest group, is concerned, school attendance is only compulsory until the age of 16 years or matriculation. There are many children who are over 16 years of age but who are still in standard nine or matric, and school attendance is not compulsory for them.

**White students graduated 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)*
Cape	2 457	2 224
Natal		

*Handwritten signature*

\* includes all teaching students who have completed their initial studies by obtaining either a diploma or a degree.

**White teacher-training colleges: qualified applicants not admitted**

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any qualified applicants were not admitted to White teacher-training colleges because of (a) lack of facilities and (b) other specified factors in 1988; if so, how many such prospective students were (i) admitted and (ii) refused admission to these colleges in 1988; if not, (aa) what is the combined capacity of these colleges and (bb) what total number of students is enrolled at present?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) No,
- (b) yes, due to the application of quotas,

	(i)	(ii)
Cape	239	461
Natal	163	338
OFS	58	132
Transvaal	1 488	1 097

These statistics should be evaluated against the fact that many of the prospective students submit applications to various training institutions. Past experience has shown that, if all the applicants were allowed to enrol, the number of students that would report would be appreciably smaller than the number reflected in column (ii)

	(aa)	(bb)
Cape	2 450	1 282
Natal	1 700	850
OFS	600	404
Transvaal	8 150	6 088

Mr K M ANDREW: Mr Chairman, arising out of the hon the Minister's reply, may I ask him, with reference to the spare capacity at these teacher-training colleges and his statement earlier this year that there was no intention of further rationalisation at that stage, what he has in mind in respect of these hundreds if not thousands of empty places? Does he have any thoughts on how that excess capacity might be used?

†The MINISTER: Mr Chairman, the whole matter is constantly being monitored and watched

Mr R M BURROWS: Mr Chairman, further arising out of the hon the Minister's reply, could he indicate whether the figures he has provided apply to teacher colleges for initial training only, or whether they include those for further education?

The MINISTER: Mr Chairman, I referred to initial training only.

For written reply:  
General Affairs:

Value of dairy/meat/wheat products imported  
81. Mr D J N MALCOMESS asked the Minister of Agriculture:

What was the value of the (a) dairy, (b) meat and (c) wheat products imported by the Republic during the latest specified period of 12 months for which figures are available?

**THE MINISTER OF AGRICULTURE:**

- (a) During the 12 months that ended on 29 February 1988, permits for the importation of 11 313 tonnes of powdered milk, 4 664 tonnes of cheddar cheese and 976 tonnes of exotic cheese were issued whilst butter to the value of R4 488 539,00 was imported;
- (b) during the 12 months that ended on 31 December 1987, permits for the importation of 26 804 tonnes of beef, lamb, mutton and pork were issued;
- (c) during the 12 months ending on 30 September 1987, permits for the importation of 7 607 tonnes of wheat products were issued.

It is however not known whether the quantities of agricultural products indicated on the permits were actually imported or what the values thereof were.

**Agricultural products: shortages**

217. Mr R J LORIMER asked the Minister of Agriculture:

- (1) Whether there are any shortages of agricultural products at present or any such shortages are expected in 1988, if so, of which products;
- (2) what in each case are the (a) reasons for such shortages and (b) price implications;
- (3) what steps have been taken or are contemplated?

# Schooling criticised

GRAHAMSTOWN — The school system for blacks left a lot to be desired and it was also true that the overall political situation in SA created tensions which were bound to be magnified in the vigorous intellectual environment of university life.

This was said yesterday by De Beers Consolidated Mines chairman Dr Julian Ogilvie Thompson when he formally opened De Beers House at Rhodes University.

However, this was by no means the end of the matter, he said.

Blacks were educated both at school and at university in languages which were not their mother tongue.

"In the case of the English institutions this is by their own choice and, as I understand it, black public opinion at most levels strongly prefers the use of English as a medium of instruction," Thompson said.

"But this does not make the familiarisation process any less difficult for the individual student." — Sapa.

B/day 12/4/88



THE DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) Yes.  
(2) Yes.

- (a) Cannot be determined at present.  
(b) The area has not yet been surveyed.  
(3) No, but if and when the area is proclaimed, a statement will be issued by the Department of Development Planning.

*Questions standing over from Wednesday, 30 March 1988.*

Port Elizabeth/Uitenhage: Black children unable to gain admission to schools

\*1. Mr W J DIETRICH asked the Minister of Education and Development Aid:

- (1) Whether any Black children of school-going age are unable to gain admission to schools in the Port Elizabeth and Uitenhage area for the 1988 academic year because of a lack of accommodation; if so, (a) why is accommodation not available and (b) how many pupils are affected in respect of education at (i) primary and (ii) senior secondary school level;

- (2) whether his Department is taking any action in this regard in respect of (a) providing schooling, (b) making up for lessons missed and (c) preventing a recurrence of this situation; if not, why not; if so, what action in each case;

- (3) whether his Department is being kept informed of what the pupils in question are doing in respect of schooling at present; if not, why not; if so, what steps are being taken by these pupils in this regard?

†THE DEPUTY MINISTER OF EDUCATION:

- (1) No, all children who applied in accordance with the stipulated procedures and who qualified for enrolment in a school were accommodated. At 30 schools in the Port Elizabeth area and 6 in the Uitenhage area where a lack of accommodation exists, the platoon system is used.

(a) Falls away.

(b) Falls away.

HOUSE OF REPRESENTATIVES

THE DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) The Department of Development Planning is only responsible for determining overall policy. The granting of permits in terms of the Group Areas Act, No 36 of 1966, is a function which vests in the different Provincial Administrations and the following information was furnished by the Cape Provincial Administration:

- (a) Because the area is earmarked in terms of the Group Areas Act for Coloured ownership and occupation solely.  
(b) 12 October 1987.

- (c) A permit was issued after the circumstances had been thoroughly considered.

- (2) Yes, if the honourable member will give me permission to furnish the name.

Chatty, Port Elizabeth: provision of post office

\*4. Mr W J DIETRICH asked the Minister of Communications:

- (1) Whether, with reference to his reply to Question No 6 on 5 March 1986, any progress has been made in the provision of a post office in Chatty, Port Elizabeth; if not, why not; if so, (a) what progress, (b) when is it anticipated that building operations on the first phase of the project will be (i) commenced and (ii) completed and (c) what is the estimated total capital cost thereof;

- (2) whether his Department intends providing accommodation for the staff of this post office; if not, why not; if so, (a) what accommodation and (b) when?

THE MINISTER OF THE BUDGET (for the Minister of Communications):

- (1) Yes:

- (a) although problems were initially experienced in procuring a site this aspect will be finalized shortly whereafter consultants will be appointed to undertake the planning of the project;  
(b) (i) December 1989, and

- (ii) December 1990; and  
(c) R430 000;

- (2) No. Official accommodation is not provided for staff in Port Elizabeth and an exception in this instance would lead to representations from other staff groups. Staff are encouraged in their own interest to purchase their own homes by making use of the 100% loans under the existing housing loan schemes offered by the Department.  
(a) and (b) fall away.

Own Affairs:

*Question standing over from Wednesday, 23 March 1988.*

\*1. Mr W J DIETRICH — Education and Culture. [Reply standing over]

*Questions standing over from Wednesday, 30 March 1988.*

Provision of technical college in Extension 24, Bethelsdorp

\*1. Mr W J DIETRICH asked the Minister of Local Government, Housing and Agriculture:

- (1) Whether any progress has been made in the provision of a technical college in Extension 24, Bethelsdorp, Port Elizabeth; if not, why not; if so, (a) what progress, (b) what is the due date for tenders, (c) when is it anticipated that building operations will be (i) commenced and (ii) completed and (d) what is the estimated total capital cost of this project;
- (2) whether his Department intends providing accommodation for the staff of this college; if not, why not; if so, (a) what accommodation and (b) when?

†THE MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Local Government, Housing and Agriculture):

- (1) Yes.

- (a) Sketchplans have already been approved.  
(b) If the documentation is completed in accordance with the proposed programme the expected tender dates will be as follows:

HOUSE OF REPRESENTATIVES

Fund has been finalized; if not, (a) why not and (b) when is it anticipated that this matter will be finalized; if so, (i) on what date and (ii) (aa) what is the value of the assets in this fund and (bb) in respect of what date is this information furnished;

- (2) whether the assets in this fund were derived from (a) the Community Development Fund and (b) other sources; if so, (i) from what other sources and (ii) (aa) what amount was derived from the Community Development Fund and (bb) what percentage of the assets of the latter fund does this amount represent?

The MINISTER OF HOUSING:

- (1) No.
- (a) The Department of Public Works and Land Affairs is still busy finalising this matter. The Administration: House of Delegates is exerting all possible pressure to finalise.
- (b) Unknown at this stage.

- (i) Falls away.
- (ii) (aa) Falls away.
- (bb) Falls away.

- (2) (a) Falls away.
- (b) (i) Falls away.
- (ii) (aa) Falls away.
- (bb) Falls away.

Mr M RAJAB: Mr Chairman, arising out of the hon the Minister's reply, may I ask him whether it is not, in fact, true that because this matter has not been finalised, none of the resources of the Housing Development Fund are available to the Ministry of the House?

The MINISTER: I suggest that the hon member put this question in writing and I shall furnish him with a reply.

Establishment/planning/running of hospitals

\*2. Mr M RAJAB asked the Minister of Health Services and Welfare:

- (1) Whether, with reference to his replies to Question No 17 on 24 March 1986 and Question No 1 on 4 June 1987, his Department has as yet been granted the responsibility for the establishment, planning

HOUSE OF DELEGATES

and running of hospitals for the Indian population group; if not, (a) why not and (b) when is it anticipated that this will be done; if so, with effect from what date;

(2) whether it is still the intention to build a hospital for Indian persons in Phoenix; if not, why not; if so, (a) when, (b) where in Phoenix will it be located, (c) for what categories of patients will it cater, (d) how many beds will be provided and (e) what (i) facilities and (ii) equipment will be provided at this hospital;

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

The MINISTER OF HEALTH SERVICES AND WELFARE:

- (1) No.
- (a) A final decision is being awaited from the Commission for Administration.
- (b) Unknown.
- (2) Yes.

- (a) As soon as possible.
- (b) Sub 5 of Lot Aileen no. 15362 situated on the corner of Spine Road and Rockford Drive in Phoenix.

(c), (d), (e), (f), (ii) and (3): Negotiations are proceeding with other Government Departments to obtain approval for the allocation of resources and to satisfy the norms that are required. Negotiations are at a delicate stage but when finalised, the Minister will make a full statement on the matter.

Mr P T POOVALINGAM: Mr Chairman, arising out of the hon the Minister's reply, and having regard to the fact that the construction of a hospital in Phoenix has been delayed for something of the order of six years, may I ask the hon the Minister kindly to define what he means by "as soon as possible"?

The MINISTER: Mr Chairman, as I indicated in my last paragraph, it is now in its final stages and a statement will be issued very shortly.

Private schools: proposals for subsidization

\*3. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether, with reference to his reply to Question No 77 on 7 September 1987, his Department has finalized its proposals for the subsidization of private schools registered with it; if not, (a) why not and (b) when are these proposals expected to be finalized; if so,
- (2) whether the two private schools referred to in the above reply have been granted subsidies; if not, why not; if so, (a) how much in each case and (b) what are the names of these schools?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (a) and (b) fall away.

- (2) No.
- The payment of subsidies as from the 1988/89 financial year is under consideration.
- (a) and (b) fall away.

Agricultural land at Lenasia allocated to certain person

\*4. Mr J V IYMAN asked the Minister of Local Government and Agriculture:

- (1) Whether a plot of agricultural land situated at or near Lenasia in the Transvaal was recently allocated to a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply; if so, what is the (a) total area of this plot and (b) name of this person;
- (2) whether a building has been erected on this plot; if so, what is the floor area of the building;
- (3) whether he will make a statement on the matter?

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:

- (1) No.
- (a) Falls away.
- (b) Falls away.

- (2) Falls away.
- (3) No.

Mr J V IYMAN: Mr Chairman, arising out of the hon the Minister's reply, may I refer him to the question, which reads as follows:

- (1) Whether a plot of agricultural land situated at or near Lenasia in the Transvaal was recently allocated to a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply; if so, what is the (a) total area of this plot and (b) name of this person;

As I understand it, no fewer than seven persons have been allocated land in that particular area. This is a question that has been omitted and therefore I am worried about it.

The MINISTER: In the first place, Mr Chairman, we have no agricultural land in Lenasia.

Mr J V IYMAN: Mr Chairman, further arising from the question, would the hon the Minister state whether the press statements issued by him about agricultural land obtained and distributed to Indians in the Transvaal, particularly in Lenasia and vicinity are false or true?

The MINISTER: Mr Chairman, no statement about land allocated to anybody for agricultural purposes has been issued. There are investigations afoot at the moment.

Mr P T POOVALINGAM: Mr Chairman, will the hon the Minister agree that if a person has been on the waiting list for 16 years and was in fact a displaced person in terms of the Group Areas Act, justice requires that that applicant be considered favourably?

The MINISTER: Mr Chairman, that question is not relevant to agriculture.

Phoenix: building of hospital

\*5. Mr K CHETTY asked the Minister of Health Services and Welfare:

- (1) Whether, with reference to his reply to Question No 1 on 4 June 1987, the necessary authority and finances for the building of a hospital for Indian persons in Phoenix have been obtained; if not, (a) why not and (b) (i) when is it anticipated that such (aa) authority and (bb) finances will be obtained and (ii) from whom are they to be obtained in each case; if so,

- (2) (a) when is it anticipated that building operations will be (i) commenced and (ii) completed, (b) what amount has been made available for this purpose and (c) from whom was authority for this project obtained?

HOUSE OF DELEGATES

(5)



B/day 14/4/88

**HOUSE OF ASSEMBLY** — The solution to the sorry state of black education could not be found by insisting on a policy of own affairs education with its separateness and strong

apartheid connotations, Mike Ellis (FFP Durban North) said yesterday.

Speaking in the Budget debate, he said the problems in black education were the direct result of NP political decisions.

Ellis said: "The differences in standard between white and black education are so great and the divisions between the race groups that have developed are so deep that the task of equalising education is of gigantic proportions."

Ellis said a solution lay in a concerted effort on the part of all race groups working together and in the interests of the country to reduce as

# Equality in all education call

quickly as possible problems and shortcomings.

"This requires not only money but the genuine desire on the part of the government and its many officials to eradicate problems as smoothly and efficiently as possible and to establish the mechanism whereby equal educational opportunities can be offered to all children in this country.

"This can only happen once all education is demarcated a general affair under the control of a single Minister of Education and education facilities are declared for the use of all race groups." — Sapa.

# Taking action

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The Leadership Education and Advancement Foundation (Leaf) represents the culmination of one man's education vision. From his time as headmaster of St Peter's in Johannesburg, through a period at the helm of Hilton College, Richard Todd has always believed in the ideal of equal and non-racial education. He empathised, too, with the plight of good black students languishing under the Verwoerdian yoke. It was a system adept only at "making bricklayers out of brain surgeons."

Todd was much influenced by the British experience of Sixth Form colleges. The first one opened in the UK in 1967, but already they provide 25% of all potential university entrants and this figure is expected to increase dramatically.

There were other lessons. It was recognised that the attempt, in many instances, to "kick kids from adolescence to adulthood over the Christmas holidays," was folly. Also, Sixth Form colleges would offer a more appealing environment to many teachers who would otherwise be put off by the drudgery of teaching uninterested students and implementing petty discipline.

But there is a problem in this country. Everyone is aware of the huge gap between educational resources for blacks and whites. A pooling of resources, however, divided equally between the different groups, offers no solution. This is because a small increase in black educational standards would come at the price of a large and unacceptable drop in the standards of white, coloured and Indian education.

Leaf offers a solution. Inevitably it involves the introduction of some form of selection. This is where the senior college concept comes in. The philosophy is that top young people able to qualify for university entrance should be exposed to top teaching for their last two years.

Although the building of senior colleges will not be cheap, the overall cost implications of selecting people at the age of 15 or 16 are favourable.

The education to matric of 100 children starting their first year in 1987 in an established private boarding school would, with the usual fee escalation, cost more than R15m.

The education of the first 100 students entering a senior college in 1986 for the last two years, using the same fee base, would be R1.7m. Taken a step further: of the 100 selected at the age of five, it would be unusual if 25 ultimately became university graduates, while 100 students carefully selected at 15 or 16 should provide more than 75 graduates.

The first practical result was the All Saints Senior College in Bisho, courtesy of Anglo American and De Beers.

It opened in January 1986 and, from more

than 5 000 applications, it now has 225 students.

The second college, St Luke's Senior College, opened in January at the old Kyalami Ranch hotel and there are plans for at least three others.

But facilities offered free by Eskom at Henley-on-Klip (to the value of some R13m) have had to be turned down because of fierce opposition from some local residents, who are unable to accept the idea of a mixed school in their area.

Leaf hopes to persuade government to part with certain white schools or teacher training colleges which are underused or closed. This would assist in meeting their aim of being able to open at least a college a year for the next five years. Although Leaf would be prepared to consider accepting government money, it has not yet offered any help. All money, capital investment and student sponsorship has come from the private sector.

It's been estimated that, by the year 2000, there will only be enough whites to fill 38% of all managerial, administrative and executive positions (against the 95% which they held in 1986). So organisations such as Eskom and Barlow Rand are staunch supporters. With such formidable educationists as DS Henderson, Franklin Sonn, Stuart Saunders and Nic Wiehahn among its patrons, Leaf has heavyweight support.

No doubt some will deride it for its elitism and accuse it of being an attempt to co-opt the middle classes. But given the vital importance of education and the equally enormous tasks which lie ahead for educationists in this country, any initiative which adds to government efforts must be welcomed.

The vindication of the philosophy is to be found in the results of the first set of Leaf students to write matric. Of the 36 students who sat the Joint Matriculation Board examinations at the end of 1987, the pass rate was 97%, with 86% getting full university entrance.

These are early days — but that's a good start and evidence that the venture deserves whatever support it can get.



Leaf students ...  
a good start

PM BK 15/4/88

*Howard*

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

**THE MINISTER OF THE BUDGET AND WELFARE:**

(1) Yes.

(a) Department of Budgetary and Auxiliary Services

(b) (i) On various occasions

(ii) Professor A Melk, Reverend H R Visser, Mr J F Steyn and Mr Joos F Becker

(c) None

(2) No. No report has as yet been made by the committee. The committee does not make recommendations regarding the implementation of levies, but only explores the various possibilities for levies.

(3) In 1985 the Minister of the Budget indicated that investigations were being instituted to determine which levies merit consideration. During 1987 the Minister's Council decided to broaden the investigation by appointing a Committee of Experts. I dealt with this investigation, as well as the question regarding levies, in detail last year during the Third Reading Debate of the Appropriation Act (House of Assembly). The point of view I conveyed on that occasion remains unchanged.

**Children in pre-primary schools: cost of education**

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

Whether he will furnish the House with the cost to his Department of financing in full or in part the education of three and four-year-old children in pre-primary schools; if not, why not; if so, (a) what was the cost of providing such education in the latest specified financial year for which figures are available and (b) for how many children was it provided?

**THE MINISTER OF EDUCATION AND CULTURE:**

The information requested is not available since no separate records are kept for three and four-year-old pupils in pre-primary schools;

(a) the total amount budgeted for pre-prim-

HOUSE OF ASSEMBLY

*Howard*

meantime informed on the basic procedures to be followed for the establishment of a local council.

**Social pensions: qualifying ages**

\*6. Mr J J WALSH asked the Minister of Budget and Welfare:

(1) What are the qualifying ages for social pensions in respect of (a) males and (b) females;

(2) whether any exceptions are made in this regard; if so, (a) what are these exceptions and (b) for what reasons are they made?

**THE MINISTER OF THE BUDGET AND WELFARE:**

(1) (a) and (b)

Old age pensions: Male 65, Female 60

War Veteran's Pensions: Male and Female 60

Persons under 60 can also qualify if they submit proof of war service and proof that they are medically unfit for work.

Pensions for the Blind: Male and Female 19

Disability Pensions: Male and Female 16

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

**Bulwer: closure of school/hostel**

\*7. Mr R W HARDINGHAM asked the Minister of Education and Culture:

(1) Whether his Department intends closing the (a) school and/or (b) hostel at Bulwer; if so, (i) why and (ii) with effect from what date in each case;

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

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) (a) No, unless the schools' enrolment shows a further downward trend,

(b) the Bulwer hostel was closed at the end of 1964,

(i) and (ii) fall away.

(2) no.

Mr R W HARDINGHAM: Mr Speaker, arising from the hon the Minister's reply, may I ask whether there are any plans afoot to make use of that hostel for any other purpose?

THE MINISTER: Mr Speaker, I am not aware of such plans at present.

**Teachers' colleges: closure of Wellington/retention of Paarl**

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

(1) Whether an initial decision was taken by his Department to close the Wellington Teachers' College and to retain the Paarl Teachers' College; if so, (a)(i) when and (ii) by whom was this decision taken and (b) why was it reversed;

(2) whether any Ministerial Representative for the Cape Province was involved in discussions concerning the retention of the Wellington Teachers' College; if so, (a) which Ministerial Representative and (b)(i) with whom did he hold these discussions and (ii) what was the outcome thereof;

(3) (a) by whom and (b) when was the decision taken to retain the Wellington Teachers' College;

(4) whether a final decision was taken recently on the disposal of the buildings and grounds of the Paarl Teachers' College; if so, (a) what was this decision and (b) when will occupation be taken up by the new occupants;

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

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) No, decisions of this nature are taken at Ministerial level after the advantages and disadvantages of the various alternatives have been considered;

(2) no;

(3) (a) by me, in deliberation with the Ministers' Council and other Ministers concerned;

HOUSE OF ASSEMBLY

camp; if not, why not; if so, (i) with what (aa) residents and (bb) members of this committee, (ii) on what dates and (iii) what views on the erection of this fence were expressed by these residents and committee members;

(3) whether members of the South African Police were involved in these discussions; if so, (a) why and (b) what views did they express on the erection of this fence?

†The MINISTER OF LAW AND ORDER:

(1) Yes, on the western and southern sides.

(a) barbed tape entanglement.

(b) 27 February 1988.

(2) (a) and (b) Yes.

(i) (aa) and (bb) With a number of leading residents of the area and 24 committee members.

(ii) 9, 23 and 27 February 1988.

(iii) The committee members and residents requested that the area be fenced in, in order to ensure their safety against attacks while they were repairing, cleaning and upgrading the territory.

(3) Yes.

(a) and (b) It is the statutory responsibility of the South African Police to maintain law and order. During January/February 1988 criminal elements burnt dwellings and injured, killed and intimidated residents of the area. The request of the residents and committee was favourably considered by the mini Joint Management Centre for the area, particularly as it promoted the maintenance of law and order.

Office of Municipal Police, Paballelo, Upington:  
person injured

16. Mr J VAN ECK 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, received any injuries during an incident at a police station in the Black

HOUSE OF ASSEMBLY

Damage to school buildings

\*17. Mr K M ANDREW asked the Minister of Education and Development Aid:

(a) How many cases of damage to school buildings occurred in 1987, (b) in which areas or townships were these schools situated and (c) what is the total estimated amount of the damage?

†The DEPUTY MINISTER OF EDUCATION:

(a) 39 cases.

(b) Highveld

Johannesburg

Cape

Northern Transvaal

Orange-Vaal

Orange Free State

Natal

R870 170

Black children unable to gain admission to schools

\*18. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any Black children are unable to gain admission to schools in 1988; if so, how many Black children were unable to gain such admission as at the latest specified date for which figures are available;

(2) whether any additional classrooms are to be built in 1988; if not, why not; if so, (a) how many and (b) where will they be built?

The DEPUTY MINISTER OF EDUCATION:

(1) Yes

Total: 2 503

(2) Yes

(a) and (b) Additional classrooms and other tuition rooms are being erected during 1988 in all seven regions of the Department. It is expected that 1 435 classrooms for secondary schools and 1 292 classrooms for primary schools will be completed during 1988.

HOUSE OF ASSEMBLY

Funds to persons/organizations promoting revolutionary activity/political violence: prosecutions

\*19. Mr S S VAN DER MERWE asked the Minister of Justice:

whether, during the latest specified three-year period for which information is available, any persons or organizations were prosecuted for (a) providing and/or (b) channelling funds to any other person or organization for the purpose of promoting revolutionary activity or political violence in South Africa; if so, (i) which (aa) persons and (bb) organizations were so prosecuted and (ii) in terms of which statutory provisions?

†The MINISTER OF JUSTICE:

(a) and (b) The required information can cover a wide spectrum of offences. The circumstances mentioned by the hon member can include any kind of offence — from a contravention of security legislation and other statutory offences to common law offences. To obtain the information, it will mean that the court records of all courts country-wide will have to be examined, which is not economically feasible.

Funds to persons/organizations promoting revolutionary activity/political violence: prosecutions

\*20. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether, during the latest specified three-year period for which information is available, any persons or organizations (a) were charged and/or (b) were the subject of any Police action in terms of the emergency regulations or any other statutory provisions for (i) providing and/or (ii) channelling funds to any other person or organization for the purpose of promoting revolutionary activity or political violence in South Africa; if so,

(2) (a) which (i) persons and (ii) organizations were so charged or were the subject of such Police action and (b) in terms of which statutory provision or regulation in each case?

The MINISTER OF LAW AND ORDER:

I refer the hon member to the reply of my colleague, the Minister of Justice, to question 19, with which I agree.

HOUSE OF ASSEMBLY

closure of the teachers' colleges in Paarl or Wellington; if so, (a) who were the members of the deputation, (b) on whose behalf did they come to see him and (c) what was their request to him;

(2) whether as a result he was directly or indirectly involved in the decision to close the Paarl Teachers' College;

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

†The STATE PRESIDENT:

(1) to (3).

I was approached in this regard, but I indicated that the matter is an own affair in terms of the Constitution Act and that I could consequently only act on the advice of the Ministers' Council concerned.

Bureau for State Security/State Security Council: Sponsoring of certain party

\*4. Mr D J N MALCOMESS asked the State President:

Whether the Bureau for State Security or the State Security Council sponsored a certain party, the name of which has been furnished to the State President's Office for the purpose of his reply; if so, (a) why, (b) when, (c) to what extent and (d) what is the name of this party?

The STATE PRESIDENT:

(a), (b), (c) and (d)

I refer the hon member to the replies to questions on the same matter as answered by the then Prime Minister in Parliament on 6 and 9 August 1974.

I abide by the answers then supplied and have no reason to deviate from them now.

Mr D J N MALCOMESS: Mr Speaker, arising out of the reply of the hon the State President, is he aware that during the course of last month, by means of a letter to the *Financial Mail*, Chief Buthelezi made the categorical statement that the Shaka Spear Party in opposition to him was sponsored by the then Bureau for State Security through their employee Francois Fouché?

The STATE PRESIDENT: Mr Speaker, I am not aware of the statement, and in any case if the hon member has any information, he may

(3) Yes. It is intended not to fund the approved formula in full. Nor has it been possible to do so for some years.

(4) No.

New Questions:

Males/females awaiting execution

\*1. Mrs H SUZMAN asked the Minister of Justice:

How many (a) males and (b) females of each race group were awaiting execution in the Republic as at the latest specified date for which information is available?

†The MINISTER OF JUSTICE:

On 14 March 1988 six Black men and one Black woman were awaiting execution while the cases of the rest were still in various stages of the post sentence process, the largest group being involved in appeals.

†Mr F J LEROUX: Mr Speaker, arising out of the hon the Minister's reply, I would like to know how many people have thus far been pardoned this year.

†The MINISTER: Mr Speaker, the answer is five persons.

Offences against security of State: life sentences

\*2. Mrs H SUZMAN asked the Minister of Justice:

(a) How many persons are at present serving life sentences for offences against the security of the State and (b) in respect of what date is this information furnished?

†The MINISTER OF JUSTICE:

(a) 21

(b) 31 December 1987.

Persons under 18 years awaiting trial

\*3. Mrs H SUZMAN asked the Minister of Justice:

How many persons under the age of 18 years were held awaiting trial in prisons on 31 December 1987?

The MINISTER OF JUSTICE:

582

[Remainder of reply laid upon the Table with leave of House:]

Section 29 of the Prisons Act, 1959 (Act 8 of 1959) stipulates *inter alia* that a person under the age of eighteen years who is accused of having committed an offence shall, before his conviction, not be detained in a prison unless his detention is necessary and no suitable place of detention mentioned in the Child Care Act is available for his detention. In deciding as to the suitability of the place of detention, the nature of the offence with which a person is charged is taken into account, as well as age, sex, character, etc.

A juvenile who is detained in terms of this section shall not be permitted to associate with a person over the age of twenty-one years who is in custody, provided that he may be permitted to associate with such a person in custody who has been charged jointly with him, if the head of the prison is of the opinion that such association will not be detrimental to him. An awaiting trial woman under the age of eighteen years is placed in the care of a woman.

All persons awaiting trial or sentence are segregated from sentenced and other categories of unsentenced prisoners as far as possible and association between prisoners awaiting trial or sentence are restricted to a minimum in order to prevent collusion or conspiracy to defeat the ends of justice.

The honourable member is also referred to the press statements of Mr F W De Klerk, Minister of National Education and Mr S J de Beer, Deputy-Minister of Education of 15 August 1987 and 14 March 1988 respectively.

Release of Mr Govan Mbeki from jail: international press conference

\*4. Mr C J DERBY-LEWIS asked the Deputy Minister of Information:

Whether the Bureau for Information arranged an international press conference for Mr Govan Mbeki upon his release from jail; if so, (a) at what total cost to the State and (b) on whose authority?

The DEPUTY MINISTER OF INFORMATION:

Yes, to ensure orderly coverage of this sensitive and newsworthy event.

(a) No special costs were incurred.

*Handwritten signature*

(c) in order to retain the services of well-trained staff;

(4) yes, the Port Elizabeth Technikon has received such representations,

(a) representatives of the local textile industry,

(b) during 1987,

(c) no representations in this regard have been received from the Port Elizabeth Technikon;

(5) yes, industry estimates that approximately 72 technologists are needed annually until the year 2000. During the past three years 215 technologists have been trained at the Natal Technikon. Should the need arise other technikon may apply to offer these approved courses.

Sporting facilities/apparatus/equipment/training of sports officials: total expenditure

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

*Handwritten signature*

What was the total expenditure in respect of (a) sporting facilities, apparatus and equipment, and (b) the training of teachers as sports officials, at (i) primary and (ii) high schools under the control of his Department, in the 1984-85, 1985-86 and 1986-87 financial years, respectively?

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) and (ii) No total expenditure in respect of sporting facilities, apparatus and equipment can be given. While the provincial education departments make a contribution toward the provision of sporting facilities, further costs in this respect as well as costs regarding apparatus and equipment are borne by the parent community. Details regarding this expenditure are not submitted to the departments,

(b) (i) and (ii) nil.

HOUSE OF DELEGATES

†Indicates translated version.

For written reply:

General Affairs:

Government guarantees: amount spent/value

1. Mr M RAJAB asked the Minister of Foreign Affairs:

(1) (a) What was the total (i) amount spent by the Government on, and (ii) value of, Government guarantees issued to each

(R million)

	1984/85			1985/86			1986/87					
	T	B	V	C	T	B	V	C	T	B	V	C
Guaranteed overdraft facilities/loans	—	—	—	—	—	—	—	—	217.000	272.000	62.000	227.000

(1) (b) Due to a combination of factors the TBVC States have over the past few years been experiencing extensive budgetary deficits. During 1986 the TBVC States approached the South African Government for financial assistance in order to prevent a grave cash flow crisis. It became evident that multi-year adjustment programmes were required to restore over time the necessary balance between revenue and expenditure. Since then Joint Financial Adjustment Committees under the chairmanship of Dr S S Brand of the Development Bank of Southern Africa were established to:

- Design programmes to restore equilibrium between revenue and expenditure;
- revise and/or streamline the existing financial management and control systems;
- harmonize government policy on issues such as taxes, prices and subsidies, remuneration of civil servants, etc; and

independent Black state in the 1984-85, 1985-86 and 1986-87 financial years, respectively, and (b) why were these guarantees issued;

(2) (a) what amount is it estimated will be spent on, and (b) what is the estimated value of, Government guarantees to be issued to each of these states in the 1987-88 financial year?

THE MINISTER OF FOREIGN AFFAIRS:

(1)(a)(i) None.

(1)(a)(ii)

— identify socio-economic structural imbalances and to design appropriate programmes to rectify these imbalances as well as to make a more efficient and effective use of scarce resources possible.

Against this background the revised 1986/87 budgets of the TBVC States were properly evaluated and expenditures were brought down to the bare minimum required. It was, however, found that an amount of R778 million was still required in order to balance their budgets. The aforementioned amount was not available in the RSA Exchequer and it was decided to mobilize this amount at certain commercial banks in the form of overdraft facilities and/or loans.

The repayment of this bridging finance is guaranteed by the SA Reserve Bank and supported by a back-up guarantee of the South African Government. The essence of the matter is that the negotiation as well as the repayment of the bridging finance is being handled within a joint agreed

*Handwritten signature*



any contracts or agreements with any trade unions; if so, (a) with what unions, (b) why, (c) on what dates and (d) what are the main terms of these contracts or agreements?

The MINISTER OF DEFENCE:

- (1) No (a) and (b) Fall away.
- (2) No (a), (b), (c) and (d) Fall away.

Cabinet Ministers permitted to serve on boards of directors of companies

788. Mr C J DERBY-LEWIS asked the State President:

- (1) Whether Cabinet Ministers are permitted to serve on the boards of directors of local and/or foreign companies; if so, which Cabinet Ministers are directors of (a) local and (b) foreign companies; if not,
- (2) whether there have been any contraventions in this regard over the past year; if so, what action was taken in each case;
- (3) whether he will make a statement on the matter?

The STATE PRESIDENT:

- (1) to (3) No.

Own Affairs:

Sea Point: rent-controlled premises  
41. Mr C W EGLIN asked the Minister of Local Government, Housing and Works:

- (a) How many rent-controlled premises were there in the Sea Point constituency as at the latest specified date for which information is available and (b) how many such premises were decontrolled in that constituency in 1987?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND WORKS:

- (a) As at 25 February 1988 there were still 1 129 units, consisting of 608 houses and 521 flats, subject to rent control in the Sea Point, Camps Bay, Bantry Bay and Llandudno areas.
- (b) 452 units, consisting of 53 houses and 399 flats, were decontrolled.

- (2) No
- (a); (b); (c) and (d) Falls away.
- (3) No; Falls away.

Cape School Board area: school funds

62. Mr J VAN ECK asked the Minister of Education and Culture: The MINISTER OF EDUCATION AND CULTURE:

as on 1-12-87

as on 19-1-88

Name of school	First child	More than one child	First child	More than one child
<b>HIGH SCHOOLS</b>				
Bergvliet	R70,00	+R20,00 for every add. child	R70,00	+R20,00 for every add. child
Camps Bay	R60,00	+R20,00 for every add. child	R60,00	+R20,00 for every add. child
Cape Town	R45,00	R60,00 per family	R50,00	+R15,00 for every add. child
Ellerslie Girls'	R60,00	+R15,00 for every add. child	R60,00	+R15,00 for every add. child
Fish Hoek Senior	R55,00	+R12,00 for every add. child	R60,00	+R22,50 for every add. child
Fish Hoek Junior	R55,00	+R12,00 for every add. child	R60,00	+R22,50 for every add. child
Gardens Commercial	R25,00	R33,00 per family	R40,00	R60,00 per family
Good Hope Seminary	R20,00	R20,00 per family	R20,00	R20,00 per family
Girls'	R40,00	+R10,00 for every add. child	R40,00	+R10,00 for every add. child
Groote Schuur	R30,00	R30,00 per family	R50,00	R60,00 per family
Jan van Riebeeck	R10,00	R13,00 for 2 children	R10,00	R13,00 for 2 children
Maitland	R45,00	R55,00 for 2 children	R50,00	R61,25 for 2 children
Milnerton	R35,00	R65,00 per family	R50,00	R80,00 per family
Muizenberg	R40,00	R50,00 per family	R50,00	R75,00 per family
Norman Henshitwood	R55,00	R70,00 per family	R65,00	R85,00 per family
Pinelands	R48,00	R69,00 per family	R75,00	R105,00 per family
Plumstead	R25,00	R37,50 per family	R50,00	R52,50 per family
Queen's Park	R50,00	+R15,00 for every add. child	R60,00	+R25,00 for every add. child
Rhodes	R110,00	+R60,00 for every add. child	R110,00	+R60,00 for 2nd child and R40,00 for 3rd child
Rondebosch Boys'	R60,00	+R30,00 for every add. child	R60,00	+R30,00 for every add. child
Rustenburg Girls'	R125,00	+R63,00 for every add. child	R125,00	+R63,00 for every add. child
SA College	R60,00	+R30,00 for every add. child	R85,00	+R42,50 for every add. child
Sans Souci Girls'	R60,00	+R30,00 for every add. child	R85,00	+R42,50 for every add. child

Sea Point Boys'	R60,00 +R20,00 for every add. child	R80,00 +R30,00 for every add. child
Simons Town	R20,00 +R10,00 for every add. child	R20,00 +R10,00 for every add. child
Table View	R50,00 +R30,00 for 2nd child and child	+R30,00 for 2nd child and R20,00 for 3rd child or more
Thornton	R7,50 Per family	R10,00 Per family
Voortrekker	R15,00 Per family	R15,00 Per family
Westerford	R75,00 R125,00 per family	R100,00 R125,00 per family
Windsor	R20,00 Per family	R30,00 Per family
Wynberg Boys'	R115,00 +R30,00 for 2nd child and R15,00 for 3 or more children	+R30,00 for 2nd child and R15,00 for 3 or more children
Wynberg Girls'	R50,00 +R15,00 for every add. child	R50,00 15,00 for every add. child
Ysterplaat	R15,00 Per family	R15,00 Per family
Zwaanswyk	R20,00 Per family	R30,00 Per family

## SPECIAL SCHOOLS:

Batavia	R12,50 Per family	R15,00 Per family
De Grendel	R8,00 Per family	R6,25 Per family

## TECHNICAL HIGH SCHOOLS:

Oude Molen	R20,00 Per family	R40,00 Per family
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## PRIMARY SCHOOLS:

Aliwal Road	R20,00 R25,00 for 2 or more children	R20,00 R25,00 for 2 or more children
Bergvliet	R40,00 Per family	R55,00 Per family
Camps Bay	R45,00 +R25,00 for every add. child	R45,00 +R25,00 for every add. child
Camps Bay Preparatory	R22,00 +R16,00 for every add. child	R22,00 +R16,00 for every add. child
Claremont	R36,00 Per family	R36,00 Per family
Ellerton	R42,00 +R15,00 for every add. child	R42,00 +R15,00 for every add. child
Ferndale	R5,00 Per family	R10,00 Per family
Fish Hoek	R22,00 +R11,00 for 2 or more children	R25,00 +R15,00 for 2 or more children
Fish Hoek Preparatory	R25,00 +R5,00 for every add. child	R35,00 +R10,00 for every add. child
Golden Grove	R25,00 +R21,00 for 2nd and R17,00 for 3rd child	R25,00 +R21,00 for 2nd and R17,00 for 3rd child
Good Hope Seminary	R15,00 +R9,00 for 2 or more children	R30,00 +R10,00 for 2 or more children
Greenfield Girls'	R38,50 +R28,50 for 2nd and R23,00 for 3 or more children	R45,00 +R35,00 for 2nd and R30,00 for 3 or more children
Groote Schuur	R30,00 +R10,00 for 2 or more children	R30,00 +R10,00 for 2 or more children
Grove	R60,00 +R10,00 for 2 or more children	R60,00 +R10,00 for 2 or more children
Jan van Riebeeck	R30,00 +R10,00 for 2nd and R5,00 for 3rd or more children	R30,00 +R10,00 for 2nd and R5,00 for 3rd or more children

John Graham	R20,00 Per family	R20,00 Per family
Kalk Bay	R20,00 +R7,50 for every add. child	R20,00 +R7,50 for every add. child
Kirstenhof	R30,00 +R10,00 for every add. child	R40,00 +R10,00 for every add. child
Kommetjie	R20,00 +R5,00 for 2 or more children	R20,00 +R5,00 for 2 or more children
Kronendal	R50,00 +R15,00 for every add. child	R50,00 +R15,00 for every add. child
Llandudno	R45,00 +R25,00 for every add. child	R50,00 +R35,00 for every add. child
Maitland	R5,00 +R3,00 for 2nd and R2,00 for 3rd or more children	R1,00 +R1,00 for every add. child
Mary Kihn	R20,00 +R10,00 for 2 or more children	R40,00 +R10,00 for 2 or more children
Millerton	R20,00 Per family	R20,00 Per family
Mountain Road	R8,00 Per family	R10,00 Per family
Muizenberg	R30,00 +R10,00 for 2 or more children	R30,00 +R10,00 for 2 or more children
Oakhurst	R39,00 +R27,00 for 2nd and R25,00 for 3rd child	R44,00 +R41,00 for 2nd and R38,00 for 3rd child
Observatory	R15,00 Per family	R15,00 Per family
Oranje	R5,00 Per family	R5,00 Per family
Paul Greyling	R12,00 Per family	R20,00 +R15,00 for 2nd and R10,00 for 3rd or more children
Pinelands	R45,00 +R15,00 for 2 or more children	R50,00 +R20,00 for 2nd and R15,00 for 3rd and R10,00 for 4th child
Pinelands North	R30,00 +R2,00 for every add. child	R40,00 +R15,00 for 2nd and R5,00 for 3rd child
Pinehurst	R30,00 +R12,00 for 2 or more children	R40,00 +R10,00 for 2 or more children
Plumstead Preparatory	R20,00 Per family	R20,00 Per family
Robbeneiland	R6,25 +R2,50 for 2nd and R1,25 for 3rd child or more	R15,00 +R10,00 for 2nd, R5,00 for 3rd child or more
Rondebosch Boys'	R72,00 +R56,00 for 2nd and R35,00 for 3rd child	R72,00 +R56,00 for 2nd and R35,00 for 3rd child
Rondebosch Oos	R20,00 +R20,00 for every add. child	R20,00 +R20,00 for every add. child
Rosebank	R10,00 Per family	R10,00 Per family
Rustenburg Girls'	R45,00 +R35,00 for every add. child	R45,00 +R35,00 for every add. child
SA College	R75,00 +R30,00 for 2nd and R20,00 for 3rd child	R75,00 +R30,00 for 2nd and R20,00 for 3rd child
Seamount	R23,00 Per family	R23,00 Per family
Sea Point	R45,00 +R10,00 for 2nd or R5,00 for 3rd or more children	R55,00 +R40,00 for 2nd and R20,00 for 3rd child or more
Simon van der Stel	R10,00 +R5,00 for 2 or more children	R10,00 +R15,00 for 2 or more children
Southfield	R12,00 Per family	R20,00 Per family
Sunlands	R15,00 Per family	R15,00 Per family
Sun Valley	R30,00 Per family	R30,00 Per family
Sweet Valley	R30,00 Per family	R40,00 +R10,00 for every add. child

Table View	R25,00 Per family R30,00 +R10,00 for every add.	R30,00 Per family
Tamboerskloof	child	+R10,00 for ever add. child
Thornton	R6,00 Per family	R6,00 Per family
Timour Hall	R25,00 Per family	R25,00 Per family
Tygerhof	R24,00 +R6,00 for 2nd or R5,00 for 3rd or more children	R24,00 +R6,00 for 2nd and R5,00 for 3rd or more children
Vredenhoek	R10,00 +R5,00 for 2nd or more children	R10,00 +R5,00 for 2nd or more children
Weltevreden	R5,00 +R5,00 for 2 or more children	R5,00 +R5,00 for 2nd or more children
Westcott	R35,00 +R10,00 for every add. child	R35,00 +R10,00 for every add. child
Windsor Preparatory	R18,00 Per family	R18,00 Per family
Windsor	R20,00 Per family	R20,00 Per family
Wynberg Boys'	R40,00 +R10,00 for every add. child	R50,00 +R15,00 for every add. child
Wynberg Girls'	R35,00 +R15,00 for every add. child	R35,00 +R15,00 for every add. child
Ysterplaat	R10,00 +R5,00 for every add. child	R10,00 +R5,00 for every add. child
Ysterplaat Voorbereiding	R20,00 Per family	R40,00 Per family
Zonnekus	R15,00 Per family	R15,00 Per family
Zwaanswyk	R15,00 Per family	R30,00 Per family

**ART CENTRE:**

Frank Joubert	R10,00 Per family	R10,00 Per family
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Teachers' colleges: first-year students enrolled

63. Mr J VAN ECK asked the Minister of Education and Culture:
- (1) (a) How many first-year students were enrolled for the Education Diploma and the Higher Education Diploma at the teachers' colleges in (i) Cape Town, (ii) Paarl, (iii) Wellington, (iv) Port Elizabeth and (v) Oudshoorn as at 31 January 1988 and (b) how many of these students have (i) Afrikaans and (ii) English as their home language, as indicated on Departmental Form E 777;
  - (2) in respect of each of the above-mentioned colleges (a) what was the total (i) capacity and (ii) enrolment and (iii) number of students registered for the (aa) Education Diploma and (bb) Higher Diploma of Education as at 31 January 1988 and (b) how many of the total number of students of all year groups enrolled for the Education Diploma and Higher Education Diploma (i) have (aa) Afrikaans and (bb) English as their home language and (ii)

- (3) how many (a) full-time and (b) part-time members of staff were there at each of the above-mentioned colleges as at 31 January 1988;
- (4) (a) how many students who have bursaries from his Department are studying for the bachelor's degree in Primary Education at (i) the University of (aa) Stellenbosch, (bb) Cape Town and (cc) Port Elizabeth and (ii) Rhodes University and (b) how many such students were there in each year of study of this course?

HOUSE OF ASSEMBLY

(b)	(i)	(ii)	(iii)
Kaapstad	—	63	—
Paarl	—	—	—
Wellington	82	2	—
Port Elizabeth	23	29	—
Oudshoorn	—	—	—
(a)	(i) (ii) (iii)	(aa) (bb)	
Kaapstad	450	275	192
Paarl	550	289	159
Wellington	550	311	233
Port Elizabeth	350	206	153
Oudshoorn	350	96	32
(b)	(i)	(ii)	
(aa)	(bb)		
718	405	1 101;	
(3)	(a)	(b)	
Kaapstad	36	3	
Paarl	40	—	
Wellington	46	1	
Port Elizabeth	34	3	
Oudshoorn	20	1;	
(4) (a)	(i)	(ii)	
(aa)	(bb)	(cc)	
49	11	16	
(b)		3;	
Stellenbosch	(1) (2) (3) (4)		
Cape Town	7	9	7
Port Elizabeth	1	2	4
Rhodes	—	1	5
	—	1	2

**Natal Technikon: selling of electronic equipment on open market**

64. Mr M J ELLIS asked the Minister of Education and Culture:

Whether the Natal Technikon or employees of this technikon are permitted to sell on the open market electronic equipment developed with the aid of technikon equipment and facilities; if so, (a) what is the policy of his Department in this regard, (b) what equipment has been sold by this technikon in the latest specified financial year for which information is available, (c) what total amount has been earned from these sales and (d) who benefits from the sale of this equipment?

- (1) whether the requirements of the textile industry in respect of technologists are being met by the number of graduates from technikon; if not, what action is being taken in this regard?
- (2) whether the requirements of the textile industry in respect of technologists are being met by the number of graduates from technikon; if not, what action is being taken in this regard?
- (3) whether existing courses are being subsidized by any organization or body other than his Department; if so, (a) by whom, (b) to what extent and (c) why;
- (4) whether any applicants are refused admission to these courses because of the (a) courses being over-subscribed and (b) unavailability of residence facilities at these technikon; if so, (i) how many applicants were turned down in each case in the latest specified year for which information is available and (ii) what action has been taken as a result;
- (5) whether the requirements of the textile industry in respect of technologists are being met by the number of graduates from technikon; if not, what action is being taken in this regard?

HOUSE OF ASSEMBLY

HOUSE OF ASSEMBLY

# Court bid to expel black kids

By CHARMAIN NAIDOO

**A CONSERVATIVE town council is taking a mixed-race church school to court — because the school elders refuse to banish black children from their classrooms.**

Now, the man whose church houses the Kingdom School in Vereeniging, the Rev Mark Blatt, has vowed to fight the case in the Rand Supreme Court.

It began early this year when right-wing councillors in Vereeniging — the town where AWB leader Eugene Terre'Blanche threatened to stand for Parliament this week — discovered there were black children at the school.

The council demanded the black children be barred from the school set in the heart of a working-class white area. When these were ignored by the school board, the council decided on legal action.

The Christians who run the school tried to get Education Minister F W de Klerk, MP for Vereeniging, to intervene on their behalf. But he refused to become involved on a municipal level, saying the final decision lay with the town council.

Management committee chairman Mario Milani said: "We have decided to get a Supreme Court interdict against the school. We have handed the matter over to our advocate and are waiting for a hearing date."

## CP town's whites object to mixed-race school

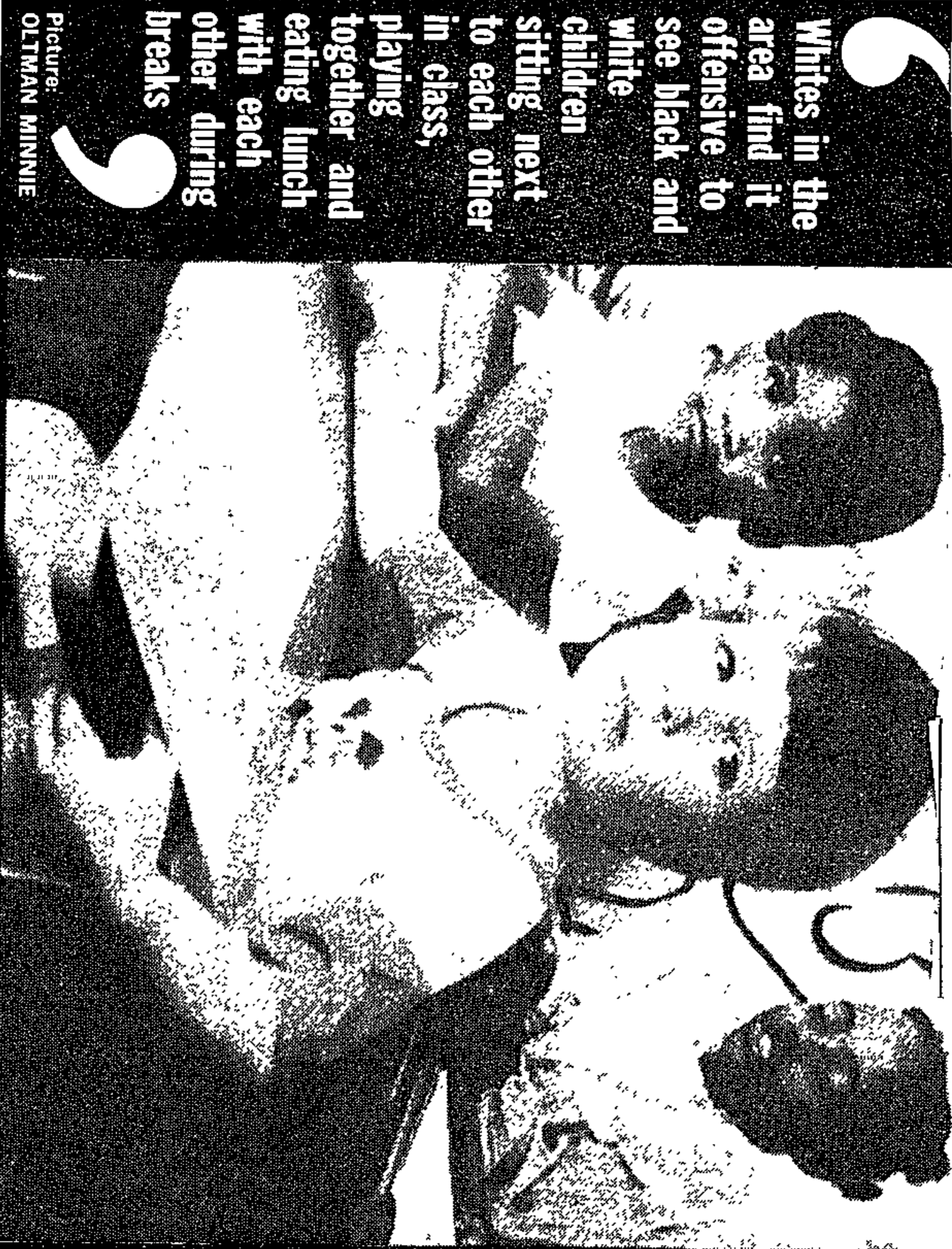
the chance to continue," Mr. Milani said they received complaints "daily" from unhappy white residents of the area.

He said: "Whites in the area find it offensive to see black and white children sitting next to each other in class, playing together on the play ground and eating lunch with each other during breaks."

## Threat

"The situation is inflammatory and we want to put an end to it," Vereeniging is a marginal seat — Mr DeKlerk won his

"The council decided we needed to go to the Supreme Court because the lower courts would just fine the school. That would give them



Whites in the area find it offensive to see black and white children sitting next to each other in class, playing together and eating lunch with each other during breaks  
Picture: OLTMAN MINNIE

seat by a 1 000 votes in last year's election.

Town people say the Conservative movement is rapidly growing and the issue of the mixed-race school is being used as a rallying point for gaining more CP supporters.

Mr Milani said: "We see this Supreme Court action as

a test case. It will decide on the handling of all such situations in the future. At the moment, there is a lot of unhappiness in Vereeniging."

Professor Mike Brayshaw, honorary headmaster of the school, said: "We are determined to fight this all the way. We feel we have a good case."

"Kingdom School is being taken to court on two issues. Firstly, they say we are contravening the Group Areas Act of 1966 by having black pupils on the premises."

"The second charge is under the local town planning scheme of 1966 which says we have to apply for

consent to have blacks on the premises."

Professor Brayshaw also said he saw the case as a test case. He said: "This case is vital, not only to us, but to all schools in SA like us. The court decision will influence conditions in Christian schools. If it is for us, we

would then have a mandate to have black pupils in our schools."

Professor Brayshaw said the case could be heard in August.

The school has had several threats in the past few months. One of these was when the man spearheading the move to banish blacks, town councillor and CP member Mr Chris Botha threatened to burn the school down.

But Mr Milani said the council was determined to follow all the correct procedures to have black children removed from the school, or failing that, have the school closed down.

The irony is that on every child's desk are two miniature flags — one bearing SA colours and the other Christian colours.

## Students

The school, which has 62 students between three and 16, with a ratio of 60 percent white to 40 percent black, is one of about 70 ACE (Accelerated Christian Education) schools in SA.

Deputy headmistress Colleen Brayshaw said all ACE schools were multicultural and most were situated in white areas.

She said ACE schools were not political and added: "We teach the children that they have to pray for government."

Vereeniging has had a history of rows over race. Skirmishy battles preceded the opening of the CBD theatre to all races

The opening of the civic theatre to all races ● The opening of movie houses in Vereeniging.

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gapore. The tour was initiated by the Institute for Housing of Southern Africa.

Mr De Bie attended a summer school on Town Planning and visited housing projects in England and Europe;

- (c) (i) The Department of Local Government, Housing and Works;
- (ii) The Minister on recommendation of the Director General;

(2) Yes, Mrs Reynecke;

Hotel on own expense and fare by the State in terms of Public Service Staff Code D.IV.6(1)(b)(IV);

- (3) No, but he was a member of the group referred to in (1)(b) above to no expense for the State;
- (a) and (b) Fall away.

**Closure of William Hartley Primary School**

\*6. Mr M J ELLIS asked the Minister of Education and Culture:

- (1) Whether any regional council in the Durban areas has been approached in regard to the closure of the William Hartley Primary School; if not, why not; if so, (a) when, (b) which regional council and (c) what decision did this council reach;
- (2) whether any regional council in the Durban area has been approached in regard to the establishment of a phase 1 section at the Durban Preparatory School; if not, why not; if so, (a) when, (b) which regional council and (c) what decision did this council reach?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the closure was initiated by the school committee as representative of the parents of the school. The school committee negotiated with the school committee of a neighbouring school and, as consensus was reached, the Natal Education Department was requested to close the school. The regional committee (there are no

regional councils in Natal) was kept informed of the negotiations by a member of the regional committee who represented the ward in which the William Hartley Primary School is situated.

The representative attended all the relevant meetings and informed the regional committee,

- (a), (b) and (c) fall away;

(2) no,

the decision to establish a phase 1 section at the Durban Preparatory School was taken departmentally for the following reasons:

- 1. geographically this school is the nearest to and overlaps the former approved area of admission of William Hartley;
- 2. block transfer was favoured by the Department for three reasons:

- (1) it would minimize the negative effects of a change of school for the pupils concerned;
  - (2) it would allow block transfer of staff; and
  - (3) it would facilitate control over the necessary transfer of equipment and stock, this way of handling is in accordance with the wishes of the parents of the school concerned, as expressed by the school committee.
- (a), (b) and (c) fall away.

\*7. Mr M J ELLIS asked the Minister of Education and Culture:

Whether regional councils in Natal have been allocated funds with which to operate; if so, what funds; if not, (a) why not and (b) who is responsible for any costs incurred by these councils?

†The MINISTER OF EDUCATION AND CULTURE:

No,

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- (a) because the NED provides for any costs incurred by regional committees (there are no regional councils in Natal);
- (b) see (a).

**Greater Durban area: closure of schools**

\*8. Mr M J ELLIS asked the Minister of Education and Culture:

Whether consideration is being given to the closure of any schools in the Greater Durban area in 1988; if so, (a) which schools are being considered and (b) what criteria are being applied in determining which schools are to close?

†The MINISTER OF EDUCATION AND CULTURE:

- No,
- (a) and (b) fall away.

**Schools: charging of tuition fees**

\*9. Mr A GERBER asked the Minister of Education and Culture:†

Whether, with reference to his reply to Question No 2 on 15 September 1987, a final decision has been taken about the charging of tuition fees at schools falling under his Department; if not, (a) why not and (b) when a final decision is expected to be taken about this; if so, (i) what tuition fees have been decided on and (ii)(aa) why and (bb) when are they to be charged?

†The MINISTER OF EDUCATION AND CULTURE:

- No,
- (a) the matter is still under consideration,
- (b) when the necessary investigation has been finalised.
- (i) and (ii)(aa) and (bb) fall away.

Pretoria Boys' High School: pupils addressed by Mr Clem Sunter of Anglo American

\*10. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether, with reference to information furnished to the Minister's Department for the purpose of his reply, a certain person recently addressed Std 8, 9 and 10 pupils of a school in Pretoria; if so, (a) what is the name of the (i) school, (ii) school principal and (iii) speaker concerned and (b)(i) on behalf of what organization did this person address the pupils and (ii) what was the subject of his speech;
- (2) whether prior permission was obtained for the person concerned to address the pupils; if not, why not; if so, (a) by whom, (b) from whom and (c) when?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) (i) Pretoria Boys' High School,
- (ii) Mr E M Armstrong,
- (iii) Mr Clem Sunter,
- (b) (i) although Mr Sunter is associated with Anglo American, he acted in his private capacity,
- (ii) an economic-futuristic projection for the year 2000;

(2) no, permission was not necessary as the function was not part of the curricular programme, was organised in co-operation with the parents and took place after school hours;

- (a), (b) and (c) fall away.

For written reply:

General Affairs:

Regional directors/inspectors/teachers employed by Department

485. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) How many (a) White and (b) Black (i) regional directors, (ii) circuit inspectors of education, (iii) regional inspectors of education, (iv) inspectors of schools and (v) teachers were in the employ of his Department?

Atwood

Mr C J DERBY-LEWIS: Mr Speaker, arising from the reply of the hon the Minister, may I ask him whether he will explain to us why pupils in the Transvaal are compelled to study either Northern Sotho, Tswana or Zulu?

†The MINISTER: Mr Speaker, the question asked deals with the Cape Province. If the hon member wants an answer to his question, he must put it on the Question Paper.

Study of Zulu language: not compulsory for pupils in Natal

\*2. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) Whether the study of the Zulu language is compulsory for pupils in Standards 6 and 7 at schools falling under the Natal Education Department; if not, why not;
- (2) whether he intends taking any steps in this regard; if not, why not; if so, (a) what steps and (b) when?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, since in Natal a third language is an optional orientation subject in the junior secondary school phase. Schools can, however, offer Zulu if a suitably qualified teacher is available;
- (2) no, see (1), (a) and (b) fall away.

Amount paid to Pretoria Region Housing Utility Company

\*3. Mr D J N MALCOMMESS asked the Minister of Local Government and Housing:

- (1) Whether his Department paid an amount of approximately R2 million in 1987 to a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (a) when, (b) what were the circumstances that led to this payment being made and (c) what is the name of the company concerned;
- (2) whether his Department had previously suspended loans to this company; if so, (a) when and (b) why?

The MINISTER OF LOCAL GOVERNMENT AND HOUSING:

- (1) Yes;
  - (a) 19 May 1987;
  - (b) The Development and Housing Board has in terms of section 10(2)(b) of the Development and Housing Act approved applications by the housing utility company concerned for the erection of housing projects to an amount of R8 008 135.

Advances for initial capital, the purchase of land and project capital to an amount of R5 732 105, was initially granted to the utility company of which R2,3 million has already been repaid to the Department.

As a result of the shortage of Development and Housing funds, the utility company was requested on 27 March 1985 to finance the erection of as many of the planned dwellings as possible with private funds as a result of which it obtained funds by means of a bank overdraft in order to proceed with its building activities.

Rising interest rates and the downturn in the economy in recent years resulted in the utility company experiencing cash flow problems and it requested that a funds allocation be made to relieve its interest burden. In order to assist the utility company a further R2 million of the approved loan was granted. As in normal circumstances this amount will be repaid as completed dwellings financed from private sources are sold;

- (c) Pretoria Region Housing Utility Company;
- (2) No;
  - (a) and (b) Fall away.

New head-office for Administration: House of Assembly in Pretoria

\*4. Mr D J N MALCOMMESS asked the Minister of the Budget and Works:

- (1) Whether it is the intention to provide a

new head-office for the Administration: House of Assembly in Pretoria; if so,

- (2) whether a certain firm, the name of which has been furnished to the Minister's Department for the purpose of his reply, was a member of the consortium of firms originally invited to submit proposals for this project; if not,

- (3) whether this firm was subsequently appointed as a member of this consortium; if so, (a) what is the name of this firm, (b) (i) when, (ii) how and (iii) on what grounds was it so appointed, (c) what were the circumstances surrounding its appointment and (d) what are the names of the firms (i) originally invited to submit proposals and (ii) appointed as members of the consortium;
- (4) whether it has been decided to instruct the consortium to go ahead with the planning and preparation in respect of this project; if so, (a) on what date was Treasury approval obtained, (b) how does this decision tally with the policy of curtailing State expenditure and (c) (i) what total amount has been paid over by his Department to this consortium and (ii) for what purpose;
- (5) whether he will make a statement on the matter?

†The MINISTER OF THE BUDGET AND WORKS:

- (1) Yes;
- (2) Yes;
- (3) Falls away;
- (4) Yes, in order to consider the consortium's proposals in relation to the norms prescribed by the Treasury Committee re Building Norms and Cost Limits. This planning stage has been completed and the consortium was requested to stop further planning pending the finalization of all further approvals;
- (a) Is awaited;
- (b) It is financially more economical for the Administration: House of Assembly to erect its own office complex than to rent accommodation. The relevant Departments are at present accommodated in different buildings all over Pretoria. The rent which is at present being paid by the Administration for office accommodation amounts to R9 million per annum, which escalates at 8% per annum;
- (c) (i) R405 000;
  - (ii) Professional fees according to the table of fees for architects for work done.
- (5) No.

Mr C C Reynecke/Mr P de Bie: overseas journeys undertaken

\*5. Mr D J N MALCOMMESS asked the Minister of Local Government and Housing:

- (1) Whether any senior officials of his Department undertook journeys overseas in 1987; if so, (a) who were they, (b) what was the purpose of these journeys and (c) who (i) paid for their expenses and fares and (ii) gave approval for these journeys;
- (2) whether any of these officials were accompanied by their wives; if so, who paid for the hotel expenses and fares of such wives;
- (3) whether a director of a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, accompanied any of the above officials on any of these journeys; if so, (a) what is the name of (i) this director and (ii) the company concerned, (b) (i) why did he accompany these officials and (ii) on what grounds was he invited to accompany them and (c) who paid for his travel and accommodation expenses?

The MINISTER OF LOCAL GOVERNMENT AND HOUSING:

- (1) Yes;
  - (a) Mr C C Reynecke and Mr P de Bie;
  - (b) Mr Reynecke undertook a study tour on housing to the Far East as member of a group and attended an International Housing Conference in Sin-

Atwood

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opportunities for study at technikons as reasonably as possible.

Technikon facilities in RSA reserved for members of one population group

959. Mr C J DERBY-LEWIS asked the Minister of National Education:

Whether any technikon facilities in the Republic are reserved exclusively for use by members of the White, Coloured, Indian and Black population groups, respectively; if so, what are the relevant details?

The MINISTER OF NATIONAL EDUCATION:

The Minister of National Education does not administer any law relating to the use of technikon facilities. The extent to which technikons are reserved for the exclusive use by the various population groups is an own affair.

Own Affairs:

Multi-cultural recreation courses: use of school facilities/staff for recruitment of pupils

116. Mr D S PIENNAAR asked the Minister of Education and Culture:

(1) Whether the Cape Education Department (a) encourages and/or (b) permits the use of school facilities and staff under its control for the recruitment of pupils for so-called multi-cultural recreation courses; if so,

(2) whether school facilities and staff are involved in the presentation of such courses; if so, to what extent; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

The Cape Education Department has no knowledge of "multi-cultural courses".

(1) (a) and (b) fall away;

(2) falls away.

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HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Farmers in RSA: types of farming

47. Mr J V TYMAN asked the Minister of Agriculture:

(1) As at the latest specified date for which information is available, how many farmers in the Republic were (a) solely (i)(aa) beef, (bb) mutton, (cc) wool, (dd) maize, (ee) wheat, (ff) fruit and (gg) vegetable producers and (ii)(aa) dairy and (bb) forestry farmers and (b) both (i) wool and mutton producers and (ii) grain and livestock farmers;

(2) what categories of farmers were receiving (a) subsidies and (b) other specified forms of assistance from the State as at the above date?

The MINISTER OF AGRICULTURE:

(1) The required particulars are not available and cannot even be gleaned from the latest agricultural census data.

(2) Falls away.

Own Affairs:

Staff vacancies

27. Mr K CHETTY asked the Minister of the Budget:

(1) Whether there are any staff vacancies in the Government Departments falling under the Administration: House of Delegates; if so, (a) why and (b)(i) how many in each specified Department and (ii) in respect of what date is this information furnished;

(2) (a) how many posts were there in each specified Department of the said Administration, and (b) how many such posts were filled, as at the above date?

The MINISTER OF THE BUDGET:

(1) Yes.

(a) (i) Lack of suitable candidates for certain specialised posts.

(ii) Freezing of specified posts.  
(iii) The fact that the existing workload does not warrant the filling of certain posts.

(b) (i) Department of Budgetary and Auxiliary Services 50  
Department of Health Services and Welfare 84

Department of Local Government, Housing and Agriculture 61  
Department of Education and Culture 46

(ii) 29 February 1988.

(2) (a) Department of Budgetary and Auxiliary Services 453  
Department of Health Services and Welfare 699

Department of Local Government, Housing and Agriculture 335  
Department of Education and Culture 12 739

(b) Department of Budgetary and Auxiliary Services 403

Department of Health Services and Welfare 615

Department of Local Government, Housing and Agriculture 274  
Department of Education and Culture 12 693

Officials employed by Government Departments

28. Mr K CHETTY asked the Minister of the Budget:

(a) What total number of officials were employed by each specified Government Department falling under the Administration: House of Delegates, and (b) what total amounts were spent in respect of each such Department on (i) salaries, (ii) bonuses, (iii) leave money, (iv) gratuities, (v) subsidies and (vi) other specified forms of remuneration in respect of the above-mentioned officials, in the latest specified financial year for which figures are available?

The MINISTER OF THE BUDGET:

(a) Department of Budgetary and Auxiliary Services 397

*Howard*

opportunities for study at technikons as reasonably as possible.

Technikon facilities in RSA reserved for members of one population group

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The MINISTER OF NATIONAL EDUCATION:

The Minister of National Education does not administer any law relating to the use of technikon facilities. The extent to which technikons are reserved for the exclusive use by the various population groups is an own affair.

Own Affairs:

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(1) Whether the Cape Education Department (a) encourages and/or (b) permits the use of school facilities and staff under its control for the recruitment of pupils for so-called multi-cultural recreation courses; if so,

(2) whether school facilities and staff are involved in the presentation of such courses; if so, to what extent; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

The Cape Education Department has no knowledge of "multi-cultural courses".

(1) (a) and (b) fall away;

(2) falls away.

*Howard*

HOUSE OF DELEGATES

†Indicates translated version.

For written reply:

General Affairs:

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(2) what categories of farmers were receiving (a) subsidies and (b) other specified forms of assistance from the State as at the above date?

The MINISTER OF AGRICULTURE:

(1) The required particulars are not available and cannot even be gleaned from the latest agricultural census data.

(2) Falls away.

Own Affairs:

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27. Mr K CHETTY asked the Minister of the Budget:

(1) Whether there are any staff vacancies in the Government Departments falling under the Administration: House of Delegates; if so, (a) why and (b)(i) how many in each specified Department and (ii) in respect of what date is this information furnished;

(2) (a) how many posts were there in each specified Department of the said Administration, and (b) how many such posts were filled, as at the above date?

The MINISTER OF THE BUDGET:

(1) Yes.

(a) (i) Lack of suitable candidates for certain specialised posts.

(ii) Freezing of specified posts.

(iii) The fact that the existing workload does not warrant the filling of certain posts.

(b) (i) Department of Budgetary and Auxiliary Services 50

Department of Health Services and Welfare 84

Department of Local Government, Housing and Agriculture 61

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(ii) 29 February 1988.

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(a) What total number of officials was employed by each specified Government Department falling under the Administration: House of Delegates, and (b) what total amounts were spent in respect of each such Department on (i) salaries, (ii) bonuses, (iii) leave money, (iv) gratuities, (v) subsidies and (vi) other specified forms of remuneration in respect of the above-mentioned officials, in the latest specified financial year for which figures are available?

The MINISTER OF THE BUDGET:

(a) Department of Budgetary and Auxiliary Services

397



The MINISTER OF EDUCATION AND CULTURE:

(1)	(a)	(b)	(c)						
DEPARTMENT	1985	1986	1987	Library and Information Science	1	1	1	1	1
Accountancy	11	10	12	Mathematics and Applied Mathematics	5	9	9	9	9
Afrikaans en Nederlands	9	9	7	Mechanical Engineering	6	5	5	5	5
Anatomy	5	5	5	Mercantile Law	7	5	5	4	4
Anthropology	2	2	3	Microbiology	4	4	5	4	4
Arabic, Urdu & Persian	5	5	5	Music	14	13	13	13	13
Biochemistry	4	4	4	Occupational Therapy	6	4	4	5	5
Botany	6	6	6	Old Testament, New Testament and Biblical Studies	2	2	2	3	3
Business	6	6	6	Optometry	9	8	8	8	8
Administration	6	6	6	Oriental Studies	3	3	3	3	3
Business Economics	5	5	4	Pharmacology	3	3	3	3	3
Chemical Engineering	5	3	3	Pharmacy	7	7	7	7	7
Chemistry	9	8	8	Philosophy & Political Science	7	7	7	7	7
Church History and Missology	2	2	2	Phonetics/Linguistics	1	—	—	—	—
Civil Engineering	4	5	5	Physics	9	9	9	9	9
Classical Languages	5	5	5	Physical Education	4	4	5	5	5
Computer Science	3	3	3	Physiotherapy	7	5	5	5	5
Criminology	4	4	4	Private Law	4	4	6	4	4
Dentistry	10	10	11	Psychology	15	13	13	12	12
Didactics	23	20	20	Psychology of Education	9	10	9	9	9
Economics	5	5	5	Public Administration	5	5	5	5	5
Electrical Engineering	6	6	6	Public Law	4	3	3	2	2
English	17	16	16	Sanskrit	2	2	2	2	2
Fine Art	5	5	5	Science of Religion	3	3	3	3	3
Foundations of Education	6	7	6	Social Work	8	7	7	7	7
French & German	2	3	3	Sociology	4	4	4	4	4
Geography	6	7	6	Speech & Hearing	5	7	7	9	9
Geology	4	4	5	Therapy	4	4	5	5	5
Hindu Studies	2	3	2	Speech & Drama	4	4	4	4	4
Hindi, Tamil, Telugu & Gujarati	8	6	6	Statistics	4	4	4	4	4
History	11	8	8	Dogmatics, Ethics and Practical Theology	2	2	2	2	2
History of Art	2	3	3	Zoology	6	6	6	6	6
Human Physiology & Physiological				Zulu	4	5	5	5	5
Chemistry	5	5	5	(2) Yes					
Home Economics	7	5	4	(a) 1985 : 14					
Industrial Psychology	2	4	4	1986 : 13					
Islamic Studies	3	3	3	1987 : 11					

HOUSE OF DELEGATES

Indian pupils: State transport

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

Whether State transport was provided in 1987 to any Indian pupils attending schools falling under his Department; if not, why not; if so, (a) what forms of transport were used, (b) (i) which State Departments provided this transport and (ii) what was the total cost to each such Department and (c) (i) which schools were involved and (ii) why did each require State transport?

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) Bus service provided on a contract basis by private operators.

(b) (i) Department of Education & Culture, Administration: House of Delegates.

(ii) R3 315 520,00.

(c) (i) It will be a time-consuming exercise to furnish the names of schools involved.

(ii) State transport is provided where no public transport is available or where the existing public transport is not suitable.

The school curriculum for the Senior Certificate Examination makes provision for pupils to offer Latin. However, there has been no demand for the subject as yet.

(a) and (b) Fall away.

Publications: Fiat Lux/Focus

57. Mr M RAJAB asked the Minister of the Budget:

(1) Whether, with reference to his reply to Question No 22 on 18 June 1987, new contracts were entered into with publishing companies for the printing of "Fiat Lux" and "Focus" when the existing contracts with Drakensberg Press Ltd expired on 30 June 1987; if so, (a) with which companies, (b) for what amount was each of these contracts entered into and (c) when do these contracts expire in each case;

(2) whether tenders were invited for these contracts; if not, why not; if so, (a) when, (b) in what manner and (c) in which publications?

The MINISTER OF THE BUDGET:

(1) Yes (One contract only)

(a) Drakensberg Press

(b) R184 000 p.a. (For one contract only — Printing of Focus is included in this contract)

(c) 30 June 1990.

(2) Yes

(a) April/May 1987.

(b) The procedure prescribed by State Tender Board Regulations.

(c) State Tender Bulletin.

Medicine/paramedical sciences: State bursaries for students

66. Mr K CHETTY asked the Minister of the Budget:

Whether, since his reply to Question No 4 on

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 133

(b) 1 March 1988.

(2) No.

HOUSE OF DELEGATES

*Howard*

*Howard*

instructions in regard to these vacant posts; if so, (a) from whom and (b) what was the purport of these instructions?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Educators : 11 608
- Public Service Posts : 1 131
- (b) 29 February 1988

(2) Yes.

- (a) Educators : Nil
- Public Service Posts : 46
- (b) Designation of Post

Vacancies	No. of
Parliamentary Officer	1
Assistant Parliamentary Officer	2
Typist	1
Public Relations Officer	1
Assistant Director: Education Admin.	1
Chief Education Specialist	3
Senior Deputy Chief Education Specialist	7
Deputy Chief Education Specialist	5
Assistant Chief Education Specialist	5
First Education Specialist	5
Senior Education Administration Officer	1
Education Administration Officer	1
Senior Education Administration Clerk	4
Provisioning Administration Officer	1
Provisioning Administration Clerk	2
Registry Clerk	1
Storekeeper	2
Librarian	1
Assistant Catering Services Supervisor	1
Senior Lithographic Operator	1
<b>TOTAL:</b>	<b>46</b>

Figures as at 29 February 1988.

(b) Vacant posts only to be filled if absolutely essential.

State-aided schools administered by Department  
35. Mr J V TYMAN asked the Minister of Education and Culture:

- (1) How many State-aided Indian schools were administered by his Department as at the latest specified date for which figures are available;
- (2) whether his Department is currently negotiating the take-over of any of these schools; if not, why not; if so, (a) how many such schools are involved and (b) what are the names of these schools;
- (3) whether his Department has failed to negotiate the take-over of any such schools; if so, (a) what are the names of these schools and (b) why, in each case, were the negotiations unsuccessful?

The MINISTER OF EDUCATION AND CULTURE:

- (1) 56 as at 16.02.1988.
- (2) Yes

- (a) 2
- (b) Doringkop State-aided Primary School and Darnall State-aided Secondary School.

(3) No.

*50*

University of Durban-Westville: staff complement of departments

- 37. Mr M RAJAB asked the Minister of Education and Culture:
  - (1) (a) What is the staff complement of each department of the University of Durban-Westville and (b) in respect of what date is this information furnished;
  - (2) whether there are any vacancies in any of these departments; if so, (a) how many vacancies were there, and (b) which posts were vacant, as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) DEPARTMENT	STAFF
Accountancy	11
Afrikaans en Nederlands	8
Anatomy	5
Anthropology	3
Arabic, Urdu & Persian	5
Biochemistry	4
Botany	5
Business Administration	6
Business Economics	4
Chemical Engineering	3
Chemistry	8
Church History and Missiology	1
Civil Engineering	4
Classical Languages	5
Computer Science	3
Criminology	4
Dentistry	10
Didactics	20
Economics	5
Electrical Engineering	6
English	15
Fine Art	5
Foundations of Education	6
French & German	3
Geography	4
Geology	5
Hindu Studies	2
Hindi, Tamil, Telugu & Gujarati	6
History	7
History of Art	3
Human Physiology & Physiological Chemistry	5
Home Economics	4
Industrial Psychology	3
Islamic Studies	3
Library and Information Science	1
Mathematics & Applied Mathematics	9
Mathematics	9
Mechanical Engineering	5
Mercantile Law	4
Microbiology	3
Music	13
Occupational Therapy	5

Old Testament, New Testament and Biblical Studies

Optometry	3
Oriental Studies	7
Pharmacology	3
Pharmacy	3
Philosophy & Political Science	6
Physics	7
Physical Education	9
Physiotherapy	5
Private Law	5
Psychology	5
Psychology of Education	14
Public Administration	9
Public Law	6
Public Law	3
Sanskrit	3
Science of Religion	2
Social Work	8
Sociology	4
Speech & Hearing Therapy	9
Speech & Drama	5
Statistics	3
Dogmatics and Ethics and Practical Theology	2
Zoology	7
Zulu	5

- (b) As at 17.3.1988.
- (2) Yes.

- (a) 32
- (b) Information not readily available.

University of Durban-Westville: staff complement of departments

- 38. Mr M RAJAB asked the Minister of Education and Culture:
  - (1) What was the staff complement of each department of the University of Durban-Westville in (a) 1985, (b) 1986 and (c) 1987;
  - (2) whether there were any vacancies in any of these departments in these years; if so, (a) how many vacancies were there, and (b) which posts were vacant, in each of the above years?

*(S) Howard*

English (Language)  
 Junior English Second Language  
 Oxford English Course (Language)  
 English for You and Me (Language)  
 English Through Activity (Language)  
 Plain Sailing (Language)  
 Happy Family Series (Reader)  
 English Readers for South Africa

Dallas  
 Redgrave  
 G.A. Wright  
 N.C. Minchin & T.J. Horn  
 L.M. Arnold & A.E. Varty  
 J.A. Schoeman  
 S.A. Schiss & N. Taylor  
 A.S.V. Barnes

6 A book of English  
 Let's Use English (Heinemann)  
 Advance with English  
 English for the Sec. School (New Syllabus)  
 New Horizons  
 Successful English Book One

Scheffer  
 Mbela, Y., Elias, R.  
 Tregidgo  
 Fletcher  
 Dawson, P.  
 Howe, D.H.

7 A Book of English  
 Let's use English (Heinemann)  
 Advance with English  
 New Horizons  
 Successful English Book Two

Scheffer  
 Mbela, Y., Elias, R.  
 Tregidgo  
 Dawson, P.  
 Howe, D.H.

8 A Book of English  
 Let's use English (Heinemann)  
 Advance with English  
 New Horizons  
 Successful English Book Three

Scheffer  
 Mbela, Y., Elias, R.  
 Tregidgo  
 Dawson, P.  
 Howe, D.H.

9 English the Active Way  
 Advance with English  
 Senior Secondary School English  
 New English the Easy Way  
 Plain Sailing

Hopwood & Standers  
 Tregidgo  
 Fletcher & Swanepoel  
 Terblanche, J.D.V.,  
 Wratton, N.E., & Nel, O.P.J.  
 J.A. Schoeman

10 English the Active Way  
 Advance with English  
 English for the Senior Sec. School  
 New English the Easy Way  
 Senior Secondary School English  
 Plain Sailing

Hopwood & Standers  
 Tregidgo  
 Fletcher & Swanepoel  
 Terblanche, J.D.V.,  
 Wratton, N.E., & Nel, O.P.J.  
 Fletcher & Schellies  
 J.A. Schoeman

**PRESCRIBED BOOKS**

6 Novel: Akpan and the Smugglers  
 Poetry: African Sky Blue

R. Uwemseidimo  
 B. Buys & R. Gillfillan

7 Novel: A Bushveld Story  
 Drama: Five plays for pleasure

I. Holland  
 J. Schoeman, B. Scheffer,  
 M. van Schalkwyk

*(S) Howard*

8 Prose: Face to Face  
 Poetry: Modern Poetry for Sec. Schools

G. Edward  
 D. Dawson

9 Novel: Animal Farm  
 Poetry: The Oak and the Peach  
 Short Stories: Shades of Fear

G. Orwell  
 F.M.M. Oliver  
 G.E. de Villiers

10 Poetry: The Wind at Dawn: An Anthology of Poems  
 Drama: Shakespeare: Macbeth  
 Novel: Silas Marner  
 Genre: Romanica Book of English Short Stories

S. Smyth & V. Swacina  
 Shakespeare  
 George Eliot  
 K. Vice

**Post Office staff: cuts**

667. Mr M J ELLIS asked the Minister of Communications:

Whether there are to be any cuts in Post Office staff in 1988; if so, (a) what percentage of the staff complement is it intended will (i) be retrenched and/or (ii) have their posts frozen and (b) how are these cuts to be effected?

(1) How many telephone subscribers residing in the Black residential areas of South Africa were in arrears with their telephone accounts (a) as at the latest specified date for which information is available and (b) as at the same date in the previous year;

(2) whether such subscribers are allowed a period of grace prior to their telephone services being discontinued, if so, (a) what is this period and (b) what charges are levied for reconnecting such services?

**The MINISTER OF COMMUNICATIONS:**

Staff provision in the Post Office is directly related to the demand for the various services it renders and although a decrease of 1,8% is anticipated in the number of personnel at the end of the financial year which ended on 31 March 1988 as compared to that at the end of the previous financial year, there is no indication at this stage that there will be a drastic decrease in the number of staff members for the 1988/89 financial year. In line with standing practice, the Department will, however, continue to —

(2) yes,

(a) and (b) from the time of the rendering of an account, from 45 to 51 days are allowed before a service is suspended due to non-payment. Should payment be effected after suspension, the service is restored and a reconnection fee of R30,00 levied. If payment is, however, not effected within a reasonable period after suspension, the client is informed in writing that steps are being taken to discontinue the service. Should the service thus be discontinued and the client requires restoration the request is treated as a new application and the full installation charge of R125,00 is payable in addition to any outstanding amounts in respect of his previous service. Depending on circum-

(a) abolish posts that may become redundant; and

(b) hold the filling of vacancies that occur in abeyance if necessary, without detrimentally affecting the rendering of service.

It is not the intention to retrench personnel with a view to effecting reductions. Everything possible is being done to place persons who become redundant at a specific office or section, elsewhere where there is a need for their services.

**Telephone accounts in arrears**

753. Mr C J DERBY-LEWIS asked the Minister of Communications:

*(S) Howard*

Department of Health Services and Welfare	418	Auxiliary Services	R184 000
Department of Local Government, Housing and Agriculture	266	Department of Education and Culture	R581 000
Department of Education and Culture	12 302	Department of Local Government, Housing and Agriculture	R391 000
(b) (i) Department of Budgetary and Auxiliary Services	R5 734 000	Department of Health Services and Welfare	R328 000
Department of Education and Culture	R238 360 000		
Department of Local Government, Housing and Agriculture	R5 879 000		
Department of Health Services and Welfare	R5 842 000		
(ii) Department of Budgetary and Auxiliary Services	R519 000		
Department of Education and Culture	R23 298 000		
Department of Local Government, Housing and Agriculture	R532 000		
Department of Health Services and Welfare	R554 000		
(iii) Nil			
(iv) Department of Budgetary and Auxiliary Services	R126 000		
Department of Education and Culture	R3 697 000		
Department of Local Government, Housing and Agriculture	R130 000		
Department of Health Services and Welfare	R15 000		
(v) Department of Budgetary and Auxiliary Services	R920 000		
Department of Education and Culture	R18 463 000		
Department of Local Government, Housing and Agriculture	R440 000		
Department of Health Services and Welfare	R281 000		
(vi) The following amounts in respect of non-pensionable allowances (excluding subsistence/transport and other incidental allowances):			
Department of Budgetary and			

HOUSE OF DELEGATES

**HOUSE OF ASSEMBLY**

Indicates translated version.

For written reply: **DEVELOPMENT AID:**

General Affairs: **DEVELOPMENT AID:**

English language courses: text-books prescribed

636. Mr M J ELLIS asked the Minister of Education and Development Aid:

(a) What specified text-books for use in English language courses for Sids 4 to 10, respectively, have been prescribed for the 1988 academic year for schools falling

**TEXT BOOKS**

Standard	Title of Book	Author
4	Adventures into Reading (supplementary)	Schoeman & Martin
	Active English Readers	Schoeman & Martin
	Active English (Language)	De Jager & Rodseth
	New Spoken English (Language)	De Jager & Rodseth
	Graded English Readers	Horne
	College Readers	De Villiers
	New Day-by-Day English Reader	De Jager
	New Day-by-Day Language Book	Dallas
	Sunrise English Readers	Dallas
	English (Language)	C.E. Hundleby,
	Junior English Second Language	R.M. Dallas
	Oxford English Course (Language)	Redgrave
	English for You and Me (Language)	G.A. Wright
	English Through Activity	N.C. Minchin & T.J. Horn
	Plain Sailing (Language)	L.M. Arnold & A.E. Vary
	Modern Graded English Course	J.A. Schoeman
		A.S.V. Barnes &
		F.A. Dugard
		S.A. Schiss & N. Taylor
		A.S.V. Barnes
5	Happy Family Series Readers	Schoeman & Martin
	English Readers for South Africa	Schoeman & Martin
	Adventures into Reading (supplementary)	Schoeman & Martin
	Active English Readers	De Jager & Rodseth
	Active English (Language)	De Jager & Rodseth
	A book of English	Scheffer
	New Spoken English (Language)	Horne
	Graded English Readers	De Villiers
	College Readers	De Jager
	New Day-by-Day English Reader	Dallas
	New Day-by-Day Language Book	Dallas
	Sunrise English Readers	C.E. Hundleby, R.M. White & V.W. Henley

under the control of his Department and (b) who are the authors of each of these books?

The following approved titles of text-books and readers (primary schools) which appear in the official catalogue for 1988 and from which the principals may select, as well as the list of prescribed books for 1988, are the following: (the authors are also indicated in the table):

HOUSE OF ASSEMBLY

HOUSE OF REPRESENTATIVES

Indicates translated version.

For written reply:

Own Affairs:

Management committees/local authorities constituted

4. Mr C R REDCLIFFE asked the Minister of Local Government, Housing and Agriculture:

- (1) How many (a) (i) management committees and (ii) other Coloured local authorities had been constituted, and (b) wards were there in the area of each such committee and local authority, as at the latest specified date for which information is available;
- (2) on what dates were the most recent general elections held for these committees and local authorities;
- (3) whether any vacancies have occurred on these committees or local authorities since the above-mentioned general elections were held; if so, (a) how many vacancies were caused by (i) resignations and (ii) any other specified factors and (b) how many of these vacancies have since been filled by way of by-elections?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:

- (1) (a) (i) 228
- (ii) Local Affairs Committees — 20 Management and Advisory Boards — 24 and Municipality of Paarlisdorp
- (b) The areas of jurisdiction of the following Management and Local Affairs Committees (Natal) and Management/Advisory Boards are divided into wards.
- (2) 1983 (Management/Local Affairs Committees) 1 ea  
1985 (Management/Advisory Boards) including Paarlisdorp 1 ea
- (3) Yes
- (a) (i) 382
- (ii) Disqualification — 66 Deceased — 46
- (b) Information not readily available.

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Indian women: applications to train as cabin attendants

44. Mr K CHETTY asked the Minister of Transport Affairs:

- (a) How many applications to train as cabin attendants were received from Indian women during the latest specified period of 12 months for which information is available and (b) how many of these applications were (i) successful and (ii) unsuccessful?

The MINISTER OF TRANSPORT AFFAIRS:

- (a) and (b) (i) Statistics regarding applications are not longer kept and is not readily available. It will take much time and expense to gather such information.
- (b) (i) Nil.

Own Affairs:

Pupils/school psychologists: ratio

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

- (1) (a) What was the ratio of pupils to school psychologists at schools falling under the control of his Department as at the latest specified date for which information is available and (b) what criteria are applied in the appointment of these psychologists;
- (2) whether school psychologists are required to be registered with the South African Medical and Dental Council; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Mainstream Schools — 9 121 pupils: 1 School Psychologist  
Special Schools — 486 pupil : 1 School Psychologist as at 3 March 1987.
- (2) Yes

University of Durban-Westville: financial accountability

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

- (1) Whether the University of Durban-Westville is accountable to him for the funds allocated to it by his Department; if not, why not; if so, (a) what procedure is followed in this regard, (b) when did the university last account to his Department and (c) what is the present state of the finances of the university;
- (2) whether he will make available to this House a financial statement on the affairs of the university; if not, why not; if so, when.
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
- (a) In terms of the Universities Act, the University is obliged to furnish the Minister with audited financial statements.
- (b) As at the financial year ending 31 December 1986.
- (c) Financial statements for 1987 are still being finalised by the University.
- (2) Yes — as soon as it is available.
- (3) No.

Teachers/subject advisers/heads of departments/planners/inspectors appointed

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

- (a) How many (i) teachers, (ii) subject advisers, (iii) heads of departments, (iv) planners, (v) inspectors and (vi) chief inspectors were appointed by his Department in 1987 and (b) what are the names of the persons who were appointed in that year as (i) heads of departments, (ii) planners, (iii) inspectors and (iv) chief inspectors?

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 853
- (ii) Nil

- (iii) 185  
(iv) Nil  
(v) Nil  
(vi) Nil
- (b) (i) Rasool I. G.  
Naidoo K.  
Sewsuner S.  
Govender S.  
Naidoo S.  
Reddy P. (Miss)  
Singh R.  
Timothy D. W.  
Bageloo B.  
Ashokumar  
Nullah P. I.  
Pather S. (Mrs)  
Samuel T. G. M. (Mrs)  
Naidoo J. N.  
David L. M.  
Govender P.  
Naidoo S.  
Samuels K. G. (Mrs)  
Moodley K.  
Ebrahim O. C. E.  
Singh A.  
Saib G. M.  
Maharaj R.  
Krupanandan D. D.  
Yenketswamy R.  
Naidu J.  
Reddy A.  
Govender M. R. (Mrs)  
Mathuraj S.  
Rampali J.  
Padayachee S. T.  
Deepnarain B.  
Naidoo G.  
Ramkisson R.  
Naidu R. N.  
Morala I  
Magraj A.  
Nair D. R.  
Chinna Munsamy L.  
Chetty S. (Mrs)  
Chenia S. A.  
Balwanth B.  
Govender G. M.  
Khoosal I.  
Nadesan N.  
Padayachee P.  
Naidoo Y. (Mrs)  
Naidoo K. K.  
Nadaraju D.
- Juguth A. D. (Miss)  
Persad C. G.  
Maharaj R. D. (Mrs)  
Osman I.  
Singh P. B.  
Panday V.  
Abbas A.  
Subramoney S.  
Medar A. S.  
Govender P. M.  
Somlal D.  
Dhoodhat Y. S  
Pillay V. (Mrs)  
Vardarajan J.  
Govender E. M.  
Ramdass S.  
Moodley V. A.  
Mohanalal V.  
Govender M. A.  
Ramsewak R.  
Ram Asary L.  
Hiraman K.  
Shaik F.  
Moodley M.  
Akaloo D. (Mrs)  
Rajkumar R. D.  
Nair D.  
Ralph N. (Mrs)  
Jialal Y.  
Thevarathnam  
Sheik Ismail J. A.  
Attwarie A. P.  
Naidoo V.  
Rajkumar K. (Mrs)  
Jugdeswar M. R. (Mrs)  
Nacker P.  
Singh N.  
Rahim N.  
Rathiram K. I.  
Chetty V. R.  
Singh P. C. (Miss)  
Ahmed F. B. B. (Mrs)  
Ramasary H.  
Rampersad K.  
Naidoo R.  
Pillay G. (Mrs)  
Kransingh N.  
Ramiah K.  
Lahldas R.  
Moodley N. G.  
Arjun P.  
Govender M.  
Gune A.  
Naidoo H. S.  
Moodley S. P.

HOUSE OF DELEGATES

- Seerpat D. S.  
Moodley L. (Mrs)  
Singh S.  
Maghnath R.  
Sing W. M.  
Behari K.  
Moodley P. S.  
Govender S.  
Boodhoo R.  
Perumal S.  
Cherry G.  
Jura D. N.  
Essop Akoojee F.  
Naidoo S. (Mrs)  
Pillay P.  
Khota A.  
Motara H.  
Cherry K.  
Bapoo R.  
Ally A. A.  
Cassim F. I. (Miss)  
Khan Z. G. M. (Mrs)  
Naidoo D. R.  
Lawa H. S.  
Thandirnd P. J.  
Mahamood A. S.  
Ally E. M.  
Sewdas K.  
Bhowan H.  
Ramtahal R.  
Abdulla F. H.  
Morgan T. B.  
Abdool A. R.  
Thandrand K.  
Maharaj D.  
Sookraj G.  
Ramsaroop D.  
Ebrahim N.  
Govender K.  
Moodley P.  
Brijmohan R.  
Ally A.  
Singh G.  
Vasuthevan S. (Miss)  
Jhupsee R. (Mrs)  
Sewpersad R.  
Attwane A. S.  
Raman N. (Mrs)  
Latchman R.  
Naidoo S. L.  
Malthoo D.  
Jacob L.  
Balakisan Naidoo M. (Miss)  
Raju S.  
Naidu G. (Miss)
- Gengan M. G.  
Govindasamy S.  
Beni R.  
Ragavaloo M. M. (Mrs)  
Pillay S. M.  
Maharaj S. (Mrs)  
Nagur V.  
Singh C.  
Jugdav K.  
Perumal R. E.  
Pather C.  
Singh K.  
Gewanlal D.  
Singh S. K. (Miss)  
Chengiah J.  
Sithlu D. J.  
Wadee M. I.  
Abrahams R. G.  
Lambat I.  
Peters M.  
Morar A. (Mrs)  
Bhyat A. H.  
Cajee A. M.  
Singh D. B.  
Rajah V. R.  
Govender J. P.

HOUSE OF DELEGATES

- Teachers/pupils under control of Department
45. Mr M RAJAB asked the Minister of Education and Culture:  
How many (a) teachers and (b) pupils were under the control of his Department in 1987?  
THE MINISTER OF EDUCATION AND CULTURE:  
(a) 11 252  
(b) 237 626
- Teachers dismissed
46. Mr M RAJAB asked the Minister of Education and Culture:  
(a) How many (i) unqualified and (ii) qualified teachers were dismissed by his Department in 1987 and (b) what were the reasons for their dismissal?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) Nil  
(ii) 9  
(b) Dismissals due to redundancy and misconduct as a result of abscondment.

Halls/laboratories/libraries/computer rooms/playing grounds/sports grounds built/equipped

47. Mr M RAJAB asked the Minister of Education and Culture:  
How many (a) halls, (b) laboratories, (c) libraries, (d) computer rooms, (e) playing grounds and (f) sports grounds for schools administered by his Department were (i) built and (ii) equipped in 1987?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (a) (i) 3  
(ii) 2  
(b) (i) 20  
(ii) 20  
(c) (i) 14  
(ii) 14  
(d) (i) 150  
(ii) 150  
(e) (i) 14  
(ii) 14  
(f) (i) 14  
(ii) 14

Primary/secondary schools: pupil/teacher ratio  
48. Mr M RAJAB asked the Minister of Education and Culture:

- (1) (a) What was the average pupil/teacher ratio at Indian (i) primary and (ii) secondary schools as at the latest specified date for which figures are available and (b) what was the average number of pupils per

classroom at (i) primary and (ii) secondary schools as at that date;

- (2) whether a norm is applied by his Department in respect of the number of pupils per classroom; if so, what is the norm for (a) primary and (b) secondary schools;  
(3) whether the number of pupils per classroom exceeded this norm as at the above date; if so, (a) how many classrooms were affected, (b) at which schools, (c) what was the average number of pupils in these classrooms and (d) what was the reason for the excess number of pupils in these classrooms?

**THE MINISTER OF EDUCATION AND CULTURE:**

My reply to Question No. 10, on 11 June 1987 refers. Figures for 1988 are not available at this stage.

Natal/Transvaal/Cape Province: pupils attending schools

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

Whether any (a) Coloured, (b) Black and (c) White pupils attended any schools falling under his Department in (i) Natal, (ii) the Transvaal and (iii) the Cape Province in 1987; if so, how many such pupils in each case?

**THE MINISTER OF EDUCATION AND CULTURE:**

- Yes  
(a) (i) 534  
(ii) 605  
(iii) 43  
(b) (i) 230  
(ii) 35  
(iii) 2  
(c) (i) 1  
(ii) 5  
(iii) Nil.

### QUESTIONS UNDER NAME OF MEMBER

**Abrahams, Mr T—**

*General Affairs:*  
Agriculture, 939  
Constitutional Development and Planning, 953, 954, 1111

*Own Affairs:*  
Education and Culture, 214, 425

**Burrows, Mr R M—**

*General Affairs:*

Administration and Broadcasting Services, 60, 212, 849

Constitutional Development and Planning, 715, 784, 987

Defence, 11, 101

Education and Development Aid, 577, 613, 843, 1034

Finance, 338

Home Affairs, 789

Justice, 371

Law and Order, 12, 253, 465

National Education, 65, 67, 224, 287, 380, 460, 502

National Health and Population Development, 337, 394, 395, 435, 466, 758, 759, 762, 782

*Own Affairs:*

Budget and Welfare, 478

Education and Culture, 20, 21, 22, 70, 72, 119, 120, 121, 122, 124, 125, 133, 135, 136, 171, 176, 191, 194, 214, 236, 345, 346, 479, 482, 615, 794, 796, 918

**Chetty, Mr K—**

*General Affairs:*

Constitutional Development and Planning, 1114, 1119

Economic Affairs and Technology, 968, 969, 970

Law and Order, 875, 877, 1084

Transport Affairs, 543, 941, 1083, 1133

*Own Affairs:*

Budget, 1045, 1046, 1074

Education and Culture, 558, 674, 743, 744, 883, 884, 1088

**Barnard, Dr M S—**

*General Affairs:*

Constitutional Development and Planning, 404, 690, 691, 693, 704, 721, 725, 726, 727, 729, 730, 902, 903, 910, 950, 984, 989, 994, 997, 1096

Defence, 285

Education and Development Aid, 416

Home Affairs, 415

Justice, 381, 533, 534, 627

Law and Order, 838, 839, 1080

National Health and Population Development, 396, 435, 436, 441, 442, 443, 445, 447, 448, 749, 752, 753, 754, 755, 757, 842, 945

## HOUSE OF REPRESENTATIVES

†Indicates translated version.

For written reply:

Own Affairs:

## Management committees/local authorities constituted

4. Mr C R REDCLIFFE asked the Minister of Local Government, Housing and Agriculture:

- (1) How many (a) (i) management committees and (ii) other Coloured local authorities had been constituted, and (b) wards were there in the area of each such committee and local authority, as at the latest specified date for which information is available;
- (2) on what dates were the most recent general elections held for these committees and local authorities;
- (3) whether any vacancies have occurred on these committees or local authorities since the above-mentioned general elections were held; if so, (a) how many vacancies were caused by (i) resignations and (ii) any other specified factors and (b) how many of these vacancies have since been filled by way of by-elections?

The MINISTER OF LOCAL GOVERNMENT, HOUSING AND AGRICULTURE:

- (1) (a) (i) 228
- (ii) Local Affairs Committees — 20  
Management and Advisory Boards — 24 and Municipality of Paarltsdorp
- (b) The areas of jurisdiction of the following Management and Local Affairs Committees (Natal) and Management/Advisory Boards are divided into wards.
- (2) 1983 (Management/Local Affairs Committees) 1 ea  
1985 (Management/Advisory Boards) including Paarltsdorp 1 ea
- (3) Yes
- (a) (i) 382
- (ii) Disqualification — 66  
Deceased — 46
- (b) Information not readily available.

## HOUSE OF DELEGATES

†Indicates translated version.

For written reply:

General Affairs:

Indian women: applications to train as cabin attendants

44. Mr K CHETTY asked the Minister of Transport Affairs:

- (a) How many applications to train as cabin attendants were received from Indian women during the latest specified period of 12 months for which information is available and (b) how many of these applications were (i) successful and (ii) unsuccessful?

The MINISTER OF TRANSPORT AFFAIRS:

- (a) and (b) (ii) Statistics regarding applications are not longer kept and is not readily available. It will take much time and expense to gather such information.
- (b) (i) Nil.

Own Affairs:

## Pupils/school psychologists: ratio

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

- (1) (a) What was the ratio of pupils to school psychologists at schools falling under the control of his Department as at the latest specified date for which information is available and (b) what criteria are applied in the appointment of these psychologists;
- (2) whether school psychologists are required to be registered with the South African Medical and Dental Council; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) Mainstream Schools — 9 121 pupils:  
1 School Psychologist  
Special Schools — 486 pupil : 1  
School Psychologist as at 3 March 1987.
- (2) Yes.

## University of Durban-Westville: financial accountability

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

- (1) Whether the University of Durban-Westville is accountable to him for the funds allocated to it by his Department; if not, why not; if so, (a) what procedure is followed in this regard, (b) when did the university last account to his Department and (c) what is the present state of the finances of the university;
- (2) whether he will make available to this House a financial statement on the affairs of the university; if not, why not; if so, when;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes
- (a) In terms of the Universities Act, the University is obliged to furnish the Minister with audited financial statements.
- (b) As at the financial year ending 31 December 1986.
- (c) Financial statements for 1987 are still being finalised by the University.

Teachers/subject advisers/heads of departments/planners/inspectors appointed

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

- (a) How many (i) teachers, (ii) subject advisers, (iii) heads of departments, (iv) planners, (v) inspectors and (vi) chief inspectors were appointed by his Department in 1987 and (b) what are the names of the persons who were appointed in that year as (i) heads of departments, (ii) planners, (iii) inspectors and (iv) chief inspectors?

The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 853
- (ii) Nil





# Police confirm baton charge at Mitchell's Plain

Staff Reporter

APUS 18/4/88

SCHOOL stayaways and worker protests were expected today over several issues, including the "Sharpeville Six".

At Mitchell's Plain police fired tear gas and baton charged pupils at schools where meetings were due to be held in support of the Six.

Police vehicles were stationed near most schools in Mitchell's Plain and a helicopter circled overhead.

Police surrounded Mondale before 9am, apparently in anticipation of a rally.

A police spokesman confirmed that about 9,55am a police vehicle at Mondale was stoned. Pupils were warned to disperse and when they failed to do so, tear gas was used and they were baton charged.

## RENT INCREASES

Many township shebeens were closed yesterday and were due to stay shut today in solidarity with calls for the re-opening of the trial of the six people condemned to death in connection with the murder of Lekoa deputy mayor Mr Kuzwayo Dlamini in September 1984.

Mr Dlamini was killed by a mob of residents angered by rent increases.

The Western Cape Students' Congress (Weesco) demanded the unconditional reinstatement of five teachers in the Department of Education and Training who were suspended earlier this year, the release of all student and teacher activists and a stop to "harassment" of teachers and students.

A spokesman for the Congress of South African Trade Unions (Cosatu) said demonstrations were expected at many factories organised by affiliated unions.

The demonstrations were in response to a decision by the Western Cape Joint Shop Stewards' Council for action in all industrial areas to protest against proposed amendments to the Labour Relations Act.

Many trade unions are firmly opposed to the amendments.

Associated issues are the recent restrictions on Cosatu and 17 other organisations, and the Sharpeville Six.

50 30  
Blow 13/4/88

# SA constitution 'lacks credibility'

ZILLA EFRAT

PRESIDENT P. W. Botha's suggestion that schoolchildren recite the preamble to the constitution was "excellent in essence" but would be asking them to subscribe to principles not upheld in the legal system, Unisa constitutional law expert Marinus Weichers said at the weekend.

He was reacting to Botha's suggestion at the Huguenot Festival last week that schoolchildren should start their day by reading the preamble to the 1983 constitution, which made him executive president.

Weichers said: "This would be deliberately asking children to subscribe to principles which are not upheld in our legal system and would make it all into a mockery. I don't think that it would be accepted.

"The problem is that our constitution lacks fundamental acceptance as the majority of the people in the country were not involved in drawing up and adopting it. It thus lacks legitimacy."

DIP 1814/88

# Law professor reacts to PW's preamble idea

Daily Dispatch (50)  
Correspondent

PRETORIA — The suggestion by the State President, Mr P. W. Botha, that schoolchildren recite the preamble to the South African constitution is "excellent in essence".

However, this would be asking them to subscribe to principles not upheld in the legal system, a University of South Africa (Unisa) constitutional law lecturer, Professor Marinus Wiechers, said at the weekend.

He was reacting to Mr Botha's suggestion, made at the Huguenot Festival in the Cape last week, that schoolchildren should start their day by reading the preamble to the 1983 constitution that made him executive president.

A spokesman for Mr Botha's office said the president had merely posed the question and suggested it would be up to "education authorities" to take a closer look at it.

Reacting to the suggestion Prof Wiechers said:

"This would be deliberately asking children to subscribe to principles which are not upheld in our legal system and would make it all into a mockery.

"The problem is that our constitution lacks fundamental acceptance as the majority of the people in the country were not involved in drawing up and adopting the constitution. It thus lacks legitimacy.

"As much as one would like to subscribe to the ideals and principles contained in the



MR BOTHA

preamble, these ideals and principles do not coincide with reality and the laws in our country."

A spokesman for the Department of Education and Training which co-ordinates black education said: "This is something that top management of the department will have to consider".

The Department of Education which co-ordinates white education was unable to comment.

A United States Information Service spokesman said the Pledge of Allegiance was recited by school children in the US.

However, he said, it was not mandatory and was no longer common.

The South African preamble calls for "Christian values and civilised norms" to be upheld, as well as "the independence of the judiciary and the equality of all under the law".

AKGUS 19/4/88

# Farm school article writer testifies

Staff Reporter

ROGER KENYON, a contributing editor of Readers Digest, has told the Media Council he did not claim to be a representative of the Department of Education and Training when interviewing the headmaster of a farm school.

He was giving evidence yesterday during the council's hearing of a complaint by the department about an article on farm schools in the July 1987 issue of Readers Digest.

Mr Moses Thesiko, principal of the Tsebong farm school at Viljoensdrift, near Vereeniging, alleges that Mr Kenyon, author of the article, introduced himself to him as a Department of Education and Training official.

Mr Kenyon said: "It would not be in my character. In any event, I laid my bona fides on the table with Anglo American, owners of the farm. There was no reason for any deception."

## FRIENDLY

Mr Thesiko had welcomed him in a friendly manner which suggested that he knew about his "mission", Mr Kenyon said.

Mr Kenyon said Tsebong farm school was well run.

Mr M A Diemont, chairman of the council: Would it not have been fair to say so?

Mr Kenyon: Possibly. The point of the article was to show our readers what the situation is like in the rural areas. I don't think many of our readers have ever physically seen a farm school."

Readers Digest editor Miss Wendy Pankhurst asked him if his article was a fair reflection of farm schools.

## PROMISED

Mr Kenyon replied: "Yes, it was very fair. I believe the article shows exactly what is happening in our rural areas as far as the education of children is concerned."

He told her that he had never promised to give Mr Thesiko a copy of the article before publication.

Readers Digest research editor Miss Sylvana Dantu said she read the article to Mr Thesiko twice.

Earlier, Mr Thesiko said Mr Kenyon went to his school on August 15 1986 and introduced himself as being from the Department of Education and Training in Pretoria. It was only after the interview that Mr Thesiko realised Mr Kenyon was from the magazine.

The department and Readers Digest agreed to explore a possible compromise.

(Proceeding)

# Pupils at mixed schools are more tolerant — survey

By Zenaide Vendeiro,  
Education Reporter

Black and white pupils at desegregated schools are racially more tolerant and more positive about the future of South Africa than their counterparts at segregated State schools, a study has shown.

The study was conducted by Dr Barbara Fabian, who now lives abroad, for her doctorate in psychological education.

It investigated the influence of desegregated education on the self-esteem, identification, attitudes and adjustment of 112 black and 106 white pupils at integrated private schools in the PWV area. The attitudes of this group were compared to those of pupils attending segregated, Government schools.

## RESEARCH

Dr Fabian said investigation of the benefits and consequences of desegregated education was a relatively new research area in South Africa as the number of private schools and pupils had increased in significant numbers only since 1976.

Dr Fabian said that, as expected, black and white pupils at the private schools felt the most positive about desegregated schooling.

Black pupils at State

schools seemed to be ambivalent in their attitude towards desegregation, while Afrikaans pupils did not favour the idea.

The fact that Afrikaans pupils were more structured with regard to rules and systems and, therefore, more resistant to change could possibly account for their attitude, she said.

## FUTURE

A statement: "In five years' time this country will be a wonderful place in which to live", elicited the most favourable reaction from black pupils at integrated schools, followed by Afrikaans pupils. English-speaking white pupils and black pupils at State schools were the least positive about their future.

The study showed that black pupils at State schools tended to have very low self-esteem compared to all the other groups in the study.

Black pupils at desegregated schools did not feel estranged from their cultural backgrounds due to what is commonly known as "assimilation".

Both Afrikaans and English pupils attending State schools had a stronger awareness and regard for their cultural group identity, Dr Fabian said.

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APR 20/4/88

# Close contact kept with schools — police

POLICE are normally in close contact with Department of Education and Culture inspectors before any official action is taken at schools where disruption has occurred, a police spokesman said yesterday.

The statement follows an incident on Monday when police entered Mondale Senior Secondary School in Mitchells Plain where a rally in support of the Sharpville Six was to be held.

Police confirmed using teargas and entering the school premises but said this was only after their vehicles had been stoned and pupils warned to disperse.

The public relations officer for the Department of Education and Culture (DEC) in the House of Representatives, Mr Thinus Dempsey, would not, however, confirm the police statement that police were normally in contact with DEC inspectors.

## School row <sup>50</sup>

THE Government was slammed yesterday for holding off on a decision on compulsory school fees for whites "because it is scared of the right-wing". *Sowetan 22/4/88*

Meanwhile schools were being forced to dramatically hike "voluntary" school fees because the government was cutting budgets.

On top of this the cost of education was being forced up by the Government's commitment to own affairs.

Mr Mike Ellis MP, a Progressive Federal Party education spokesman, was commenting on a reply given by Mr Piet Clase, white own affairs Minister of Education, saying that no decision had yet been made on school fees.

Mr Ellis said it was quite obvious that if the Government was really serious about introducing equal opportunities it would have to find resources from other sources.

"But it is bending over backwards to avoid upsetting the right wing."



# Police to 'force' striking pupils back to class

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Education Reporter

**POLICE** say they are "tired" of seeing pupils milling around at schools in Mitchell's Plain and will in future force pupils into classrooms.

In a letter to principals this week, the regional inspector of the Department of Education and Culture, Mr D J Rabie warned that police believed some pupils were not interested in following normal programmes and were disrupting schools.

"Police will enter schools if they see pupils milling around and physically force them back into their classrooms," the letter said.

"Police will remain at these schools until teachers can continue with their normal programme.

"Thereafter these schools will be kept under observation."

Not all schools got the letter.

One principal said they received the same message by telephone.

## Law and order

In a letter to staff, a headmaster of a high school in Rocklands said principals were informed that police would not allow any pupil to leave school without permission or to be on the premises without supervision.

"Police will not consult principals on their action to ensure that law and order is maintained," said the letter.

"Pupils will be arrested for any unlawful activity.

"If necessary police will enter the premises, classrooms and corridors to enforce law and order," staff were told.

The Cape Teachers' Professional Association deputy president, Mr Randall van den Heever, today appealed for "sensitivity and circumspection on the part of the authorities with regard to the simmering unrest in our schools".

There was anger and frustration at the repression and victimisation of community leaders, teachers and students, he said.

"Police interference and high-handed action by the Department of Education and Culture officials will serve exacerbate an already explosive situation."

A department liaison officer, Mr Thinus Dempsey, said: "We are in control of our schools. Police need permission from principals before they can enter any school.

"But our hands are tied under the emergency regulations. The department feels the same about the police's plans as the Press feels about the media restrictions."

The South African Police and the Department of Education and Culture had close contact about the situation at schools and the police were ready to act against intimidation, said Lieutenant Attie Laubscher, police liaison officer for the Western Cape.

1187

TUESDAY, 26 APRIL 1988

1188

The MINISTER OF LAW AND ORDER:

See reply to Question No 774 on 26 April 1988 (col 1183).

Post of private secretary: restrictions in regard to period of service

783. Mr C J DERBY-LEWIS asked the Minister of Defence:

Whether the appointment of persons to the post of private secretary in the South African Defence Force is subject to any restrictions in regard to period of service; if so, what are the relevant details; if not, (a) what procedure is followed in (i) assessing such officials for promotion purposes and (ii) granting them promotion and (b) what are their prospects for promotion?

The MINISTER OF DEFENCE:

See reply to Question No 774 on 26 April 1988 (col 1183).

Post of private secretary: restrictions in regard to period of service

784. Mr C J DERBY-LEWIS asked the Minister of National Health and Population Development:

Whether the appointment of persons to the post of private secretary in his Department is subject to any restrictions in regard to period of service; if so, what are the relevant details; if not, (a) what procedure is followed in (i) assessing such officials for promotion purposes and (ii) granting them promotion and (b) what are their prospects for promotion?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

See reply to Question No 774 on 26 April 1988 (col 1183).

Transfer of local government functions

890. Mr M J ELLIS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether, with reference to the reply of the Minister of Education and Culture to Question No 58 on 14 August 1987, the transfer of local management functions has been concluded; if not, (a) why not and (b) when is it anticipated that it will be completed; if so,

HOUSE OF ASSEMBLY

1189

TUESDAY, 26 APRIL 1988

1190

The MINISTER FOR ADMINISTRATION AND PRIVATISATION:

To questions No. 897, 898 and 899.

(1) Privatisation possibilities in respect of hospitals and other health services can only be determined after the investigation in this regard, with which Dr W J de Villiers is still busy, has been completed and his recommendations have been considered by the Committee of Ministers on Privatisation and Deregulation.

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

(2) No.

Privatization of hospitals/health facilities

898. Dr M S BARNARD asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether it is the intention to privatize in the current year any hospitals or other health facilities falling under the Department of Health Services and Welfare of the House of Assembly; if so, (a) how many and (b) which (i) hospitals and (ii) other health facilities;

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

The MINISTER FOR ADMINISTRATION AND PRIVATISATION.

See reply to Question No 897 on 26 April 1988 (col 1188).

Privatization of hospitals/health facilities

899. Dr M S BARNARD asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether it is the intention to privatize in the current year any hospitals or other health facilities falling under the Department of National Health and Population Development; if so, (a) how many and (b) which (i) hospitals and (ii) other health facilities;

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

HOUSE OF ASSEMBLY

The MINISTER FOR ADMINISTRATION AND PRIVATISATION:

See reply to Question No 897 on 26 April 1988 (col 1188).

Employees: extra employment/own businesses

905. Mr C J DERBY-LEWIS asked the State President:

(1) Whether employees in his Office are permitted to (a) take on extra employment and (b) participate in any type of business of their own; if so,

(2) whether this permission is granted subject to any conditions; if so, what conditions?

The STATE PRESIDENT:

See reply to Question No 906 on 26 April 1988 (col 1190).

Employees: extra employment/own businesses

906. Mr C J DERBY-LEWIS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(1) Whether employees in his Department are permitted to (a) take on extra employment and (b) participate in any type of business of their own; if so,

(2) whether this permission is granted subject to any conditions; if so, what conditions?

The MINISTER FOR ADMINISTRATION AND PRIVATISATION:

To question 906, as well as on behalf of the Ministers concerned to the similarly phrased questions concerning General Affairs Nos. 905, 907, 908, 909, 910, 911, 912, 913, 914, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 928 and 929 and concerning own Affairs Nos. 108, 109, 110, 111, 112 and 113.

(1) (a) and (b) Individual officers and employees as well as members of the Services Departments may, in terms of the statutory provisions applicable to them, ask for permission to do additional work or to participate in any business undertaking of their own, other than their work in the Public Service Departments. Such applications are considered by the Minister of the department concerned or his delegate in the Department.

fares requested that all their archives be regarded as closed.

- (c) Yes.
- (d) No. Access to archives relating to the South African Defence Force in the custody of the Archives Depot of the Defence Force may not, in terms of Section 9(7) of Act 6 of 1962, be authorized without the approval of the Minister of National Education in consultation with the Minister of Defence.

(4) Yes.

(a) Archives of the Department of Foreign Affairs, Department of the Prime Minister, Governor-General and Executive Council.

- (b) (i) Such cases were considered during 1982, 1983 and 1985.
- (ii) At the request of the departments concerned.

(5) No.

- (i) Lapsed.
- (ii) Lapsed
- (iii) Lapsed

#### Administration of Legal Deposit of Publications Act

\*28. Mr R M BURROWS asked the Minister of National Education.

- (1) Whether the administration of the Legal Deposit of Publications Act, No 17 of 1982, falls under his Department, if not, under which Department does it fall; if so, whether any person or organization undertakes the review of all South African publications to ensure that deposits are made to all legal deposit libraries; if not, why not.
- (2) whether the commencement of the Legal Deposit of Publications Act, the or his Department has had any legal proceedings instituted as contemplated in section 8 of the Act; if not, why not; if so, (a) how many such legal proceedings had been instituted as at the latest specified date for which information is available and (b) what was the result in each case;

HOUSE OF ASSEMBLY

*Howard*

(4) whether he or his Department has received any complaints and/or representations regarding the failure of publishers to make legal deposits as required under the Act; if so, (a) from what persons or bodies and (b) with what results?

#### THE MINISTER OF NATIONAL EDUCATION:

- (1) Yes
- (2) Yes. Each legal deposit library employs an officer to verify the receipt of South African publications on an ongoing basis with the aid of lists of publications supplied by publishers and advertisements and announcements of new publications in the media. These officers liaise with one another to ensure that deposits are made to all legal deposit libraries.
- (3) No. No offences in this regard have been reported.
- (4) No.

#### Purchase of IVIS interactive video system for Standards 8/9/10

\*29. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether any (a) interactive video, (b) computer, (c) television, (d) video and (e) other specified equipment has been purchased by his Department from a certain firm, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (i) what equipment, (ii) when, (iii) what was the total amount spent on equipment and other supplies purchased from this firm to date and (iv) what is the name of the firm in question;
- (2) whether there are any outstanding orders in respect of which delivery has not as yet been effected by this firm; if so, (a) what orders and (b) what is the total amount involved?

#### THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) (a) Yes, as part of an integrated IVIS system. This system includes (b) computer equipment, (c) television screens, (d) video apparatus and (e) courseware in Mathematics for Standards 8, 9 and 10 and

such other equipment needed to operate this courseware interactively.

- (i) IVIS interactive video system with 30 terminals as a unit and courseware in Mathematics for Standards 8, 9 and 10.
- (ii) March 1986.
- (iii) R4 894 981.28
- (iv) Learning Technologies (Pty) Ltd.
- (2) No.
- (a) Falls away.
- (b) Falls away.

#### Purchases from Learning Technologies (Pty) Ltd

\*30. Mr K M ANDREW asked the Minister of Education and Development Aid.

Whether, with reference to certain information which has been furnished to the Minister's Department for the purpose of his reply, his Department has been involved in business transactions with any business undertakings with which a certain person is associated, if so, (a) what are the names of these business undertakings, (b) what is the nature of each of these transactions, (c) what was the total amount of money involved and (d) what is the name of the person in question?

#### THE MINISTER OF EDUCATION AND DEVELOPMENT AID.

- Yes
- (a) Learning Technologies (Pty) Ltd
- (b) The purchase of courseware for Mathematics Standards 8, 9 and 10 as well as the interactive video system needed to operate this courseware.
- (c) R4 894 981.28.
- (d) The name furnished is Mr W P Fourie. The person at the firm concerned with whom negotiations for the purchase of the system were conducted is Mr Clive Baron. Mr W P Fourie was at no time involved in the negotiations.

#### Member of Police dog unit in Kimberley charged with offences

\*31. Mr J VAN ECK asked the Minister of Law and Order:

*Howard*

- (1) Whether, with reference to information furnished to the South African Police for the purposes of the Minister's reply, a member of the Police dog unit in Kimberley has been charged with certain offences as a result of a shooting incident which took place at Kakamas in February 1988; if so, (a) what were the circumstances surrounding this incident and (b) (i) with what offences has this member been charged and (ii) what is his name;
- (2) whether the Police investigation into this incident has been completed; if so, when,
- (3) whether the involvement of other policemen in this incident has been investigated; if so,

whether any other members of the Police Force are to be charged as a result of this investigation, if so, (a) what are their names and (b) with what will they be charged?

#### THE MINISTER OF LAW AND ORDER.

- (1) to (4) A member of the South African Police has already appeared in court as a result of this incident. The matter is therefore the subject of a judicial process. Consequently the requested information is not furnished, because it could anticipate the judicial process.

#### Closure of railway line between Gingindlovu/ Eshowe

\*32. Mr R S SCHOEMAN asked the Minister of Transport Affairs:†

- (1) Whether the railway line between Gingindlovu and Eshowe is closed at present; if so, (a) since what date and (b) why;
- (2) whether the South African Transport Services have taken measures to replace the services previously provided by means of this railway line; if so, what measures;
- (3) whether he will make a statement on the planning in respect of the future use of the railway line concerned?

#### THE DEPUTY MINISTER OF TRANSPORT AFFAIRS.

- (1) Yes.
- (a) 28 September 1987.
- (b) As a result of washaways.

HOUSE OF ASSEMBLY

# Education: Fear of chaos, confrontation

By DENNIS CRUYWAGEN  
Education Reporter

THE response of the authorities to the education crisis "is a recipe for chaos and confrontation" according to a group of "concerned educationists" who include the heads of the universities of Cape Town and the Western Cape.

They said in a statement that an explosive situation had developed steadily at coloured

and black schools in the Peninsula this year.

Signatories to the statement are University of Cape Town vice-chancellor Dr Stuart Saunders, University of the Western Cape rector Professor Jakes Gerwel, Peninsula Technikon rector Mr Franklin Sonn, acting chairman of the Western Cape region of the Institute of Race Relations Sir Richard Luyt, and Moulana Ebrahim Moosa, national director of the Muslim Youth Movement.

## Schools told of police threats to take action

Education Reporter

THE Department of Education and Culture confirmed today it had instructed school inspectors to tell principals of a police threat to force pupils into classrooms.

"Yes, we instructed all chief inspectors to tell principals of the police threats," said Mr Thinus Dempsey, liaison officer in the department.

"We did it in the interest and safety of our pupils."

Mr Dempsey said police told the department last week that they would enter schools where pupils were milling around, physically force them into classrooms and remain on school premises until teachers resumed normal programmes.

### DIRECTIVE

"I want to make it clear that we did not draw up the new measures, neither did we ask the police for assistance. We do not co-operate with the police. They informed us of their plans.

He said Mr D J Rabie, regional inspector of schools in Mitchell's Plain who told principals in the area of police threats, had not acted of his own accord.

"He followed our directive."

The instructions were similar to those the department gave to inspectors and principals to explain police powers when the state of emergency was extended in 1985, he said.

Attendance at schools in Athlone and Mitchell's Plain was low yesterday and some schools were empty.

They said the frustrations and grievances of pupils, teachers and parents have been met with silence from the authorities and education departments had reacted aggressively.

They said: "Today, the security forces are effectively threatening to occupy schools in the name of 'law and order'."

"We want to say clearly: education cannot happen at gunpoint. The response of the authorities is a recipe for chaos and confrontation that destroys all hope of normal schooling and undermines a meaningful educational process."

They called for an end to the harassment of teachers and pupils, the release of detainees and for democratic organisations to be allowed to meet freely.

### MINIMUM

They urged the Department of Education and Training to reinstate suspended teachers.

Their demands were the minimum basis for negotiation and peace in schools, they said.

At a press conference called by the group, Mr Sonn said it would be useless and a waste of time for the group to speak to education authorities "because they do not control schools".

The major issue was the Government's refusal to allow pupils and teachers to express themselves, he said.

Dr Saunders said it was unacceptable that more than 1 000 black pupils had been refused admission to high schools this year.

Professor Gerwel said: "Who is running education now: the education authorities or the Joint Management Centres? It is educationally unacceptable to try to teach at the point of a gun."

# New teaching system needed to save science

(50) *Friday* ROGER SMITH 27/4/88

A NEW system of teaching science in schools, with separate syllabi for scientifically talented pupils, is needed if the serious decline in the popularity of the disciplines of science and engineering is to be addressed.

This was advocated by Science Education Project director Peter Nixon in a lecture to the Associated Scientific and Technical Societies of SA in Johannesburg yesterday.

Nixon said the percentage of pupils taking the school subjects needed to pursue degrees in science and engineering was very low and decreasing, while the success rate for black pupils in these disciplines at school and university was "abysmally low".

"This must be a cause of great concern to professional bodies such as yours and it is appropriate that as much effort as possible should be directed at improving facilities and teacher training," said Nixon.

## Survey applies in SA

He referred to a British survey which showed the educational development of 12-year-old pupils was such that not more than 30% of a mixed ability class were likely to have the facility to handle the abstractions and many-variable problems in formal thinking.

Nixon said this meant there was a major mismatch, applicable in SA education, between the average ability of pupils and the material they had to study.

"An analysis of the present requirements of the SA matric syllabus shows that pupils need to be able to do formal thinking on a wide range of topics."

He said the demands on the average pupil were unrealistic and did not match their abilities.

"If science education is to be available to all, then accessibility of knowledge is a prerequisite. The curriculum designed for all must be matched with the average ability of the pupil who has to cope with it."

But equally, he said, it had to produce engineers and scientists, and this implied there would have to be differentiation with separate syllabi for the scientifically talented, "probably 10% to 15% of the pupil population".

# Educationists warn of chaos 50

THE authorities' response to the education crisis "is recipe for chaos and confrontation" according to a group of "concerned educationists" who include the heads of the universities of Cape Town and the Western Cape.

They said in a statement that an explosive situation had developed steadily at coloured and black schools in the Peninsula this year.

Signatories to the statement are University of Cape Town vice-chancellor Dr Stuart Saunders, Professor Jakes Gerwel, rector of the University of the Western Cape, Peninsula Technikon rector Mr Franklin Sonn, Sir Richard Luyt, acting chairman of the Western Cape region of the Institute of Race Relations, and Moulana Ebrahim Moosa, national director of the Muslim Youth Movement.

They said the frustrations and grievances of pupils, teachers and parents have been met with silence from the authorities and education departments had reacted aggressively.

"Today, the security forces are effectively threatening to occupy schools in the name of 'law and order', they said.

"We want to say clearly: education cannot happen at gunpoint. The response of the authorities is a recipe for chaos and confrontation that destroys all hope of 'normal' schooling and undermines a meaningful educational process."

They said security forces "have no experience that qualifies them to be involved in the educational process".

They called for an end to the harassment of teachers

and pupils, the release of detainees and for democratic organisations to be allowed to meet freely.

They urged the Department of Education and Training to reinstate all suspended teachers unconditionally.

Their demands were the minimum preconditions to ensure a basis for negotiation and peace in schools, they said.

At a Press conference called by the group, Mr Sonn said it would be useless and a waste of time for the group to speak to education authorities — "because they do not control schools".

The major issue was the government's refusal to allow pupils and teachers to express themselves, he said.

He found the demands of the Western Cape Students' Congress reasonable and fair, he said.

Dr Saunders said it was unacceptable that more than 1 000 black pupils had been refused admission to high schools this year.

Professor Gerwel said: "Who is running education now? The education authorities or the Joint Management centres? It is educationally unacceptable to try to teach at the point of a gun".

The crisis could have been averted had the Department of Education and Training consulted the democratic mouthpieces of parents, pupils and teachers in January, Sir Richard Luyt said.

"We have the appalling situation of children not being in school. We find it very disturbing," he said.

Sonder 25/4/88

SATURDAY APRIL 2 1988

# Schools cost SA R9.9-bn

w/e Aug 2/4/88 50

By DEREK TOMMEY  
Financial Editor

WHITE education is still taking the biggest bite out of the country's education budget, but spending on black education is catching up, an analysis of the Government's education budget for 1988-89 shows.

According to the Government's figures total expenditure on education for all races will amount to R9,9-billion which is an increase of R1,3-billion (15,1 percent) on last year.

Expenditure on Indian, coloured and white education will rise by between 11,3 percent and 12,8 percent. As this is below the inflation rate it means that there has been a decline in real terms.

But expenditure on black education will jump by 21 percent, and in the independent black states it will rise even higher.

An amount of R608-million (6,2 percent of the total budget) will be spent on Indian education, R1,5-billion (15,2 percent of budget) will go on coloured education, R4,38-billion (44,3 percent of budget) will go on white education and R3,39-billion (34,3 percent of budget) on black education.

The budget allocations for the Indian, coloured and white groups indicate a determined effort to keep the increase in spending to around 12 percent. But this limitation did not apply to expenditure on black education.

Here expenditure on pre-primary and primary education will be 26,1 percent while that on secondary education will be 24,2 percent more.

Salient features of the education budgets for the different communities and the percentage increases in expenditure compared with last year are:

#### Indian education:

Schools R342,4-million (13,7 percent), universities R3,8-million (11,8 percent), technicons R19,7-million (16,7 percent). Total R608,0-million (12,45 percent).

#### Coloured education:

New buildings R123,8-million, schools R984,9-million (10,2 percent), universities R55,5-million (4,3 percent), technicons R19,8-million (5,9 percent). Total R1,5-billion (11,3 percent).

#### White education

Schools R2,31-billion (13,9 percent), universities R919,4-million (R8,4 percent), technicons R207,4-million (10,4 percent), school buildings R169,4-million

(-5,5 percent). Total R4,38-billion (12,8 percent).

#### Black Education:

There are two votes. A detailed one for the Department of Education and Training, and a global vote for the self-governing black states.

#### Department of Education and Training:

Pre-primary and primary R750,2-million (26,1 percent), secondary education R429,0-million (24,2 percent), universities R166,5-million (11,4 percent), teacher training R88,1 (4,7 percent), trade schools R34,1-million (9,3 percent), technicons R16,0-million (4,7 percent). Total R1,82-billion (R20,0 percent).

#### Self-governing black states: Total R1,57-billion (22,7 percent).

A notable feature of the combined education budgets was a 21,6 percent increase in pension provisions to R663,5-million. This sharp rise was the result of 40,6 percent rise in the State's contributions for coloured staff and a 36,9 percent rise in contributions for black staff. This reflects the rapid expansion occurring in these areas.

Pension provisions for whites rose 14,5 percent and for Indians 10,2 percent.

# Pupils 'try' teachers

## Political Staff

TEACHERS at some schools were being brought to trial by pupils who conducted "peoples' courts", the leader of the Labour Party, Mr Allan Hendrickse, said yesterday.

Introducing his budget as the Minister of Education and Culture in the House of Representatives, Mr Hendrickse said the coloured community was going through an era of "unprecedented orchestrated turbulence" at secondary and college level despite the state of emergency.

He said the education department found itself wedged between two factions.

On the one hand it had to contend with the unwillingness of the government to divorce education from its ideology of sep-

arateness, while on the other it was confronted with elements of radicalism.

"The House of Assembly still fails to seize opportunities to enhance its credibility in the eyes of the moderate, fair-minded people of South Africa by backpedalling and free-wheeling on the road of reform to which it claims to be committed," he said.

Mr Hendrickse said that at secondary school level, the department was now experiencing huge problems with "pupils who busy themselves with alternative or people's education".

Such people, he said, "wilfully stay away from classes, conduct 'peoples' courts' where teachers are brought to trial, demand the appointment or transfer of

school staff and even demand to address the school at assemblies".

And at college level the department had the problem of students resorting to un-called for, unprofessional and indefensible actions as a means of "airing their grievances".

He said his department was no longer prepared to "play a spectator-role amidst threats of boycotts and similar protests".

Peoples' education was merely a part of the whole pattern of an alternative structure for South Africa, and by bringing such a structure into being alongside recognized structures, the proponents of such education intended it to replace the present structure once the latter had become "discredited and abandoned".



# OK in dispute with Ccawusa

OK BAZAARS declared a dispute with the Commercial, Catering and Allied Workers' Union (Ccawusa) after annual wage negotiations became deadlocked yesterday, OK personnel director Keith Hartshorne said.

He said the company had been left with no option after the union's refusal to move significantly from demands that would cost the company six times its entire profit for the previous financial year.

<sup>30</sup> ~~4/2/88~~  
Bldg  
BRONWYN ADAMS 28/4/88

He said the union's demands included an across-the-board increase of R218 per month, doubling of commission on furniture sales, and a 20% staff discount.

The OK had proposed a single monthly increase of R110, or two increases of R77 at six-monthly intervals, and a 15% increase in minimum wages.

Ccawusa officials were unavailable for comment.

Prof. G. S. Hatley (Dean: Faculty of Education — University of South Africa);

Mr J. C. G. Jansen van Vuuren (Vice Principal — Tuition — University of South Africa);

Mr E. Osman (Chief Education Specialist — Department of Education and Culture);

Mr C. C. Marx (Chief Superintendent of Education — Department of Education and Culture);

Mr L. T. Peter (Deputy Director: Education Administration — Department of Education and Culture);

Mr J. A. Louw (Deputy Director: Personnel Management — Department of Budgetary and Auxiliary Services);

Mr D. J. Steenkamp (Acting Vice Rector — Transvaal College of Education);

Prof. R. Soni (Rector — M. L. Sultan Technikon);

Mr O. H. S. Ebrahim (Businessman);

Mr D. L. Naidoo, (Businessman);

Mr A. S. Doerat (Businessman and Chairman: Board of Management — Laudium Training Centre);

Mr D. L. Moodley (Director of Companies);

Mr P. Naicker (Principal: Wil-lowpark Primary School);

Mr M. Moodley (Principal: Liverpool Secondary School).

(b) Not available.

(iii) The Department, in consultation with the two colleges compiled a list of names of persons considered suitable for appointment for approval by the Minister.

(2) Yes

The Association was invited to nominate persons to serve on the Councils and the appointment of two representatives on each Council was approved.

HOUSE OF DELEGATES

Steward

New Questions:

Evaluation of teachers for promotion: amendment of system

\*1. Mr P I DEVAN asked the Minister of Education and Culture:

Whether the system used to evaluate teachers for promotion has been amended during the past 12 months; if so, (a) (i) what amendments were effected and (ii) why and (b) who authorized these amendments;

(2) whether the so-called promotion board has been or is to be abolished or replaced as a result of the above amendments; if so, (a) why, (b) when and (c) by what body was it or is it to be replaced?

THE MINISTER OF EDUCATION AND CULTURE:

(1) No.

(a) and (b) Fall away.

(2) Falls away.

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

Evaluation of teachers for promotion

\*2. Mr P I DEVAN asked the Minister of Education and Culture:

(1) What are the latest procedures involved in evaluating teachers for promotion purposes;

(2) whether any board or body is involved in this process; if so, (a) what is the name of this board or body and (b) what are its functions?

THE MINISTER OF EDUCATION AND CULTURE:

(1) The evaluation of educators for promotion is done on a continuous basis by principals using evaluation instruments which contain fixed objective criteria. All educators have knowledge of these criteria. Level 1 educators shall be evaluated in a 2-year cycle until such time that an educator has earned 3 merit achievement recognition awards. Thereafter, they shall be evaluated in a 4-year cycle. A promotion post holder shall be evaluated in the second year of his/her new position and

evaluations be made thereafter in a 4-year cycle. Should an educator apply for promotion a fresh evaluation shall be made if the educator's preceding evaluation is more than two years old.

The evaluation procedure shall include, *inter alia*, consultation as set out hereunder:

— For level 1 educators the principal shall consult with his management team.

— For heads of department the principal shall consult with his senior deputy principal and deputy principal.

— For senior deputy principals and deputy principals the principal shall consult with the superintendent of education.

— For principals, consultation shall be between superintendents of education (management) and chief superintendents of education (management/academic).

(2) No.

(a) and (b) Fall away.

Mr P I DEVAN: Mr Chairman, arising out of the hon the Minister's reply, may I ask him to indicate whether or not final evaluations are made immediately prior to the promotion of applicants, or during the year of their promotion?

The MINISTER: Mr Chairman, the evaluation takes the form of an ongoing assessment and it is done prior to promotions.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, the confusion has been compounded in that the hon the Minister has said that there are ongoing assessments or evaluations. This is exactly what I want to clarify. Are final evaluations effected especially for promotion purposes?

The MINISTER: Mr Chairman, the answer is yes.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, then the other explanation about ongoing evaluations etc becomes redundant in relation to the final evaluation for promotion purposes?

The CHAIRMAN OF THE HOUSE: Order! Is that a question which the hon member is asking?

Mr P I DEVAN: Yes, Sir.

The MINISTER: Mr Chairman, as a former teacher, principal and inspector of schools, the hon member for Cavendish should know that the new evaluation system now allows a principal to conduct an ongoing assessment of his teachers and that he need not wait for the end of the year. That was my explanation insofar as that is concerned.

Mr J V IYMAN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether we are to understand that a teacher is assessed throughout the year, that is to say from term to term throughout the year?

The MINISTER: No, that is not quite correct.

Mr P I DEVAN: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether there is a moderation exercise in regard to the final evaluation of applicants and, if so, who does the moderation of the rating for final evaluation?

The MINISTER: Mr Chairman, the answer is yes. I would like the hon member to bear with me, because in my answers later on I will be giving details of that.

Resignation of Mr B D Singh from Department

\*3. Mr P I DEVAN asked the Minister of Education and Culture:

(1) Whether a certain person from Pietermaritzburg, whose name has been furnished to the Minister's Department for the purpose of his reply, resigned from his Department during the latter half of 1987; if so, (a) what is his name and (b) what position did he hold;

(2) whether this person was requested to resign; if so, (a) why and (b) by whom;

(3) whether his Department received any complaints, representations and/or reports on the conduct of this person prior to his resignation; if so, what was the purport of these complaints, representations and or reports;

(4) whether it is the intention of the Department to re-employ this person; if so, (a) when, (b) why and (c) in what capacity?

HOUSE OF DELEGATES

Steward

Steward

- (g) (i) Falls away.
- (ii) Falls away.
- (iii) (aa) Falls away.
- (bb) Falls away.

**Funds for additional swimming facilities**

69. Mr K CHETTY asked the Minister of Housing:

Whether, since his reply to Question No 46 on 27 July 1987, his Department has allocated, or intends to allocate, funds for the provision of additional swimming facilities for (a) Phoenix, (b) Chatsworth, (c) Lenasia, (d) Newlands West and (e) Benoni, if not, why not; if so, (i) when, (ii) what amount, (iii) for what specified facilities, and (iv) when is it anticipated that building operations will (aa) commence and (bb) be completed, in each case?

**The MINISTER OF HOUSING:**

- (a) No.
  - (b) No.
  - (c) No.
  - (d) No.
  - (e) No.
- No applications have been received.

- (a) (i) Falls away.
- (ii) Falls away.
- (iii) Falls away.
- (iv) (aa) Falls away
- (bb) Falls away.
- (b) (i) Falls away
- (ii) Falls away.
- (iii) Falls away
- (iv) (aa) Falls away.
- (bb) Falls away.

- (c) (i) Falls away
- (ii) Falls away.
- (iii) Falls away.
- (iv) (aa) Falls away.
- (bb) Falls away.

- (d) (i) Falls away.
- (ii) Falls away.
- (iii) Falls away.
- (iv) (aa) Falls away.
- (bb) Falls away.

- (e) (i) Falls away
- (ii) Falls away.
- (iii) Falls away.
- (iv) (aa) Falls away.
- (bb) Falls away.

**Phoenix: funds for sports stadium**

70. Mr K CHETTY asked the Minister of Housing:

Whether his Department has allocated or intends to allocate funds for the provision of a sports stadium in Phoenix; if not, why not; if so, (a) when, (b) what amount, (c) when is it anticipated that building operations will (i) commence and (ii) be completed and (d) what facilities will be provided at this sports stadium?

**The MINISTER OF HOUSING:**

- No. No application has been received.
- (a) Falls away.
- (b) Falls away.
- (c) (i) Falls away
- (ii) Falls away.
- (d) Falls away.

Steward

**HOUSE OF ASSEMBLY**

†Indicates translated version.

For written reply:

General Affairs:

**Detainees: hunger strikes**

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

- (1) Whether any detainees went on hunger strikes in 1986 and 1987, respectively; if so, (a) how many, (b) in what police station cells, (c) in terms of what statutory provisions were the hunger strikers being held and (d) what action was taken as a result;
- (2) whether any detainees had to be hospitalized or receive medical treatment as a result of having been on hunger strikes during these years; if so, (a) how many, (b) what was the outcome of the treatment and (c) in terms of what statutory provision was each being detained?†

**The MINISTER OF LAW AND ORDER:**

- (1) Yes
- (a) and (b) It sometimes happen that detainees refuse to eat. In some cases it is indicative of the start of a so-called hunger strike, but then food is eaten at the following meal-time. In other cases meals are refused at successive meal-times. It also happens that these detainees eat foodstuff which they buy or receive from visitors and then they do not eat the meals which are supplied. This process can occur in various forms and can within a period of several days, be repeated on more than one occasion. Accurate statistics of such incidents cannot be kept, therefore the requested information is not furnished.
- (c) In terms of the Emergency Regulations.
- (d) In cases where a detainee indicates that he is commencing with a hunger

strike or when it is noticed by the staff, action is taken in accordance with internationally accepted practices. In this regard I refer the honourable member to paragraph (d) of the reply of my colleague, the Minister of Justice to written question 419 dated 23 March 1988.

- (2) Yes.
- (a) 7 persons.
- (b) Their hospitalization was a preventive measure. They were not treated, but on their own accord started eating again after the respective district surgeons had pointed out to them the dangers of a hunger strike.
- (c) In terms of the Emergency Regulations.

**National budget on education for Blacks: amounts spent**

679. Mr A GERBER asked the Minister of Education and Development Aid:†

What amounts were spent from the national budget on education for Blacks in the (a) Republic and (b) self-governing territories in each of the latest specified eight financial years for which figures are available?†

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

(a)	1979/80	R133 350 941
	1980/81	R188 111 460
	1981/82	R279 854 297
	1982/83	R332 248 033
	1983/84	R420 538 412
	1984/85	R531 955 871
	1985/86	R729 498 464
	1986/87	R1 015 764 297

(b) The figures for the specified financial years are not readily available in this Department

Note:  
Amounts given are only in respect of the expenditure on the vote: Education and Training as the expenditure of other departments in respect of education for Blacks is unknown.

*Cape Times*  
28/4/88

# City school fees rise

50

By TONY SPENCER-SMITH

WHITE schools in the Cape Peninsula have been forced to raise their fees sharply this term as the recent Cape Education Department budget cuts begin to bite.

And schools fear that the department will have to cut back even further on funding, necessitating further increases.

The latest cutback by the department came into effect on April 1, when it stopped paying for electricity and water used for recreation and sport purposes.

At present, school fees are voluntary. Schools fear that if the fees increase too much, many parents will refuse or be unable to pay them.

Many schools are embarking on large fundraising campaigns to make up for the shortfall.

At Rondebosch Boys' High School, the fee for one pupil has jumped from R110 to R140 a term, and parents with three pupils at the school will have to pay R320 this year, an increase of more than 50% over last term.

Camps Bay High School has sent a letter to all parents explaining that the school has to cope with a 50% higher cost bill this year.

The chairman of the school's committee, Mr Rodney Mazinter, said a high standard of education was vital to the welfare of the country, and a system of taxation and levies should be worked

To page 3

# Bursary trust boosted with large donation

Star 28/1/88  
The Eden Trust, set up by chartered accountants to provide bursaries for the underprivileged to enter the profession, has taken a giant step towards its target of R20 million by passing the R12 million mark.

According to trust chairman Mr. Mike Woods, the reserve has doubled in three weeks due to a large contribution from a major industrial and mining group and support from practising chartered accountants, who have provided R8 million of the total.

## OBJECTIVES

Mr Woods said the trust's objectives were consistent with the requirements set for foreign-controlled companies by both the European Community and the Sullivan Code, and large multinationals had no problem in offering support.

Mr Woods said the trustees were already assured of offering 100 bursaries next year for students wishing to become chartered accountants.

In awarding bursaries this year, the trustees found no shortage of suitable applicants from all segments of the population. This provided incentive to strive towards a goal of 250 bursaries every year.

Sowetan 27/4/88

# UK SPELLS OUT IT'S AID TO SA BLACKS

**BRITAIN'S total commitment to the fight against apartheid by positive measures such as assistance for black education and economic advancement was spelled out yesterday by Mr Robin Renwick, the British ambassador.**

He said Britain had no intention of disengaging from South Africa. Mr Renwick was speaking at a breakfast of the Get Ahead Foundation in Johannesburg. The foundation is committed to helping black business and private enterprises.

Mr Renwick said the fundamental choice was in disengaging, cutting off ties and walking away from the problem in South Africa as some were increasingly tempted to do.

Many were calling on Britain to do so.

"We have no intention of disengaging. We will go on providing practical help and whatever the difficulties we will go on working for positive change.

"We are totally committed to the fight against apartheid and we intend to help provide the weapons to fight it.

"Those weapons will not be bombs but education and economic advancement. Britain is now providing R80 million in assistance for black higher education. Before long we will be sponsoring 500 black students at university level in Britain and South Africa."

Mr Renwick pointed out that British companies operating in South Africa had contributed over R130 million in black housing, education, welfare, training and pension programmes in a single year.

British interests were assisting a wide range of products in the townships and the rural areas. Soon there would be a grant for the construction of a covered market for small businesses at Katlehong, near Germiston.

This was one of 60 or 70 grants to be made to community and self-help organisations in the country in the course of this year.

"Britain will be continuing and increasing assistance of this kind and would not accept interference with these programmes.

"Why are we doing all this?"

"It is not in our power to change the politics here in the way we would like to do, and were able to do in the countries for which we had direct responsibility," he said.

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"Britain will be continuing and increasing assistance of this kind and would not accept interference with these programmes.

"Why are we doing all this?"

"It is not in our power to change the politics here in the way we would like to do, and were able to do in the countries for which we had direct responsibility," he said.

# Appeal for more E Cape schools (50)

Political Staff <sup>DD</sup> 29/4/88

CAPE TOWN — The MP for Addo, Mr Peter Hendrickse, yesterday appealed for more schools to be built in the Eastern Cape hinterland, where there was a critical shortage.

Mr Hendrickse said the primary school at Grahamstown had no office for the principal who had to use a small store-room which was used to house official documents and sports equipment.

Mr Hendrickse said it was disturbing that there was no suitable ground for a new school in the proposed extension to the group area.

He also said there was an urgent need for a high school in Port Alfred because children who wished to attend school here had to travel to Port Elizabeth or Uitenhage where they were obliged to become boarders.

The alternative to this, he said, was to enrol in Grahamstown



MR HENDRICKSE

and to live with friends or anyone else prepared to provide accommodation.

Mr Hendrickse said that another area to be looked at was Steytler-ville where the school only catered for pupils up to standard six.

He suggested that the school be expanded year by year.

# Cost-cutting guidelines for school clothing announced

DID 29/1/88

50

## Political Correspondent

CAPE TOWN — The government yesterday announced new guidelines for the rationalisation of uniforms at white schools which it said meant "considerable cost savings".

The guidelines are based on a country-wide investigation and have been accepted by the provincial education councils.

The major guidelines, announced by the Minister of Education could be optional.

- The use of the same basic uniform for the whole year, with additional warmer garments.

- Exclusive items of clothing should not be prescribed — instead,

lapel badges or braid should be used.

- The financial means of parents should be a "prime consideration" when school clothing was prescribed.

- Provision should be made for the exchanging, purchasing and disposing of second-hand school clothing.

- Basic items like shirts, socks and shoes should be available "more freely than at specific suppliers only".

- New pupils should be allowed to wear the uniform of their former school until it needed replacing.

- Schools in the same feeder area should cooperate so that the same basic school clothing is

prescribed.

- Schools should stick to the basic standard colours of the South African Bureau of Standards (SABS).

The committee of investigation into rationalisation and standardisation of school clothing revealed that:

- ★ About 75 per cent of the 4 512 parents it consulted favoured retaining the present uniform of their child's school if "economising measures" were taken without affecting the school's identity.

- ★ About 50 per cent thought the cost of school clothing "reasonable".

- ★ About 40 per cent favoured more uniform school clothing.

Mr. Clase said yesterday he wished to make an "earnest appeal" to all concerned "to do everything possible within the guidelines to keep the cost of school clothing as low as possible".



## Changing strategy 5

Government may be poised to contradict its declared policy of delegating power, with plans to seize direct control of all "white" schools in the country. The policy somersault is suggested in a draft education Bill now circulating in strict confidence among a select few. Behind the Bill's provisions rides the ghost of Menlo Park, and growing anxiety in the National Party about the white Right's campaign for the hearts and minds of Afrikaans teachers, parents and children.

The Bill accordingly seeks to repeal all provincial ordinances which regulate education at white schools, and to place sweeping powers with a "head of education" based in Pretoria. A copy of the Bill in the *FM*'s possession indicates that the minister of education could at any time, without any obligation to showing reasonable grounds, close a school down.

The Bill makes provision for Regional Councils and School Boards. The Minister may change the boundaries at any time, dissolve councils or boards should he consider this necessary, and replace these with new councils or boards. Whereas previously teachers were bound not to criticise or embarrass the education departments in their provinces, the new Bill binds them never to criticise any government department and may effectively infringe their political rights.

Among powers that could be delegated to the head of education: responsibility for all curricula; the authority to order headmasters to provide any (unspecified) information he may require, and to surrender any registers, books or documents which he believes may provide proof of (unspecified) offences or irregularities.

The Bill has understandably created an uproar, particularly among teachers. Evidently it was redrafted seven times since it was first submitted to newly established provincial education councils in May last year.

Natal teachers consulted by the *FM* said their objections focused on the centralisation of control in Pretoria, and the denial of individual political rights to teachers.

"The 'head of education' envisaged by the Bill will be a non-elected public servant. Until the government took over control of provincial administration we had an MEC in charge of education who was responsible to the provincial council for education in each province," commented one teacher. "The MEC was elected. He was accountable. Now the man who will control education throughout the country will be an appointed civil servant."

Under the circumstances it was cynical in the extreme for government to argue that it

FINANCIAL MAIL APRIL 29 1988

would continue to delegate certain powers to provinces, add teachers. Government's lack of bona fides had already been established by the fact that the Bill was not circulated openly among teachers and school committees but in strictest confidence to regional councils — who were under instruction not to report on the matter to their constituents, namely school committees.

The chairman of the Natal Educational Council, James Schnetler, confirmed his council had studied the Bill and submitted recommendations but declined to elaborate. Schnetler said the Bill was confidential and demanded to know who had "fed" the *FM* with questions, and the name of the person who had supplied a copy of the Bill.

The Bill is promised a stormy passage through parliament. The PFP finds many of its provisions unacceptable, according to Education spokesman Roger Burrows. "The PFP has serious objections to increasing centralisation and has voiced these consistently. We believe provincial education departments carry out special functions for their areas, and that by and large the director in each province should retain the powers he had in the past," said Burrows.

The Conservative Party spokesman on education, Andrew Gerber, MP for Brits, said he had not yet seen the Bill. ■

# Assurance from police on schools

By TOS WENTZEL  
and DALE LAUTENBACH  
Political Staff

POLICE today undertook not to "beat children back into schools" or to act against class boycotters.

This follows a meeting yesterday between the Minister of Law and Order, Mr Adriaan Vlok, and the Rev Allan Hendrickse, chairman of the Ministers' Council in the House of Representatives.

A spokesman for Mr Vlok today confirmed Mr Hendrickse's talks with the Minister.

He said the department's attitude was that the police would not beat children back into schools or act against those who boycotted school.

## INTIMIDATORS

However, the police would act against intimidators outside schools to ensure the safety of other schoolchildren, the spokesman said.

These were the assurances given to Mr Hendrickse.

The meeting followed a widespread stayaway from Cape Flats schools on Wednesday.

It was the culmination of a three-day protest by pupils against developments at schools, including letters to Mitchell's Plain principals from a Department of Education and Culture school inspector warning that police would "enter schools if they see pupils milling around and physically force them back into their classrooms".

## REFRAIN

During debate on his budget vote in the House of Representatives, Mr Hendrickse, who also holds the education portfolio, said attendance at Western Cape schools was between 33 and 94 percent yesterday.

He announced that in talks with Mr Vlok and Deputy Law and Order Minister Mr Leon Wessels he had "asked the police to refrain from entering school premises and to maintain a low profile in the situation being exploited by irresponsible persons."

He gave pupils the "assurance of addressing grievances" but made a



Picture: LEON MÜLLER, The Argus

**MINISTERS MEET:** Mr Adriaan Vlok and the Rev Allan Hendrickse deep in conversation at a military function on the Grand Parade yesterday. Later, Mr Hendrickse announced he had an agreement from Mr Vlok that police would stay off Cape Flats school premises.

"special appeal to them to prepare for the future and for participation in new structures and a new South Africa by using the present facilities, inadequate as they may be, to implement the belief in education for liberation".

He said yesterday's attendance figures were Athlone 86 percent "in spite of a 10,3 percent attendance at one school", Bellville 90 percent with 56 percent at Bellville South Senior Secondary, Mitchell's Plain 83 percent with 58 percent at Glendale Senior Secondary and 62 percent at Bergsig Laan Senior Secondary.

## STRESS

Attendance in Paarl was 94 percent and in Wynberg 91 percent.

"It's not as alarming as people would like to think," he said.

He said he wanted to emphasise that there was no agreement or co-op-

Turn to page 3, col 1).

## Assurance on schools

(Continued from page 1)

erative arrangement between his department and the police.

The warning issued by his department was done sincerely and in the interests of the students' well-being, he said.

● As reported in the late final edition of The Argus, police took no action yesterday when challenged by pupils to enter the grounds of Cathkin High School in Heideveld.

Police, who arrived when youths burnt tyres in the street near Cathkin, looked on as teachers escorted pupils off the premises and closed the school.

# Back to School

50

29/4/88  
CMT 71415

Police 'won't

interfere' —

Hendrickse

By ANTHONY JOHNSON  
and CHARL DE VILLIERS

THE government yesterday agreed to keep police from entering school premises as pupils returned to their classes in their thousands.

Labour Party leader Mr Allan Hendrickse, who is also the Minister of Education and Culture in the House of Representatives, said last night that the undertaking had been given to him by the Minister of Law and Order, Mr Adrian Vlok.

The move follows a huge protest stayaway at black and coloured schools in the Peninsula after an official warning which said that police would physically enforce classroom attendance.

Mr Hendrickse said Mr Vlok yesterday gave him an undertaking that police would not enter school premises unless requested to do so by principals.

## 'Intimidation'

Mr Vlok could not be reached last night. However, a spokesman for the minister, Brigadier Leon Mellet, said police at no stake had said that they would force children to go to school. The controversial warning had not been issued by the police.

"The police's task is only to secure the safety of those who wish to go to school but are prevented from doing so by intimidation."

Earlier, Mr Hendrickse said in Parliament that he had asked the police to "refrain from entering school premises, and particularly to maintain a low profile in the situation being exploited by irresponsible persons".

A circular telling principals that police could act against pupils not attending school had been sent in the interests of pupils and had been "blown out of proportion", he said.

Teacher organizations and education authorities yesterday welcomed the "good" attendance figures at the Peninsula's coloured and black schools in the wake of the three-day protest.

Mr Tinus Dempsey, spokesman for the Ministers' Council in the House of Representatives, described the return to school by an estimated 60 000 to 70 000 pupils as "wonderful".

To page 3

From page 1

Schools

Though no official comment from the Department of Education and Training (DET) could be obtained, a reliable source close to the department said there had been a "magnificent return" by students following the "poor attendance" in black schools over the past week.

Speaking in the House of Representatives earlier, Mr Hendrickse had accused the Cape Times of "exploiting" a "difficult situation" in reporting that black and coloured classrooms in the Peninsula had been "virtually empty" on Wednesday.

He said attendance at coloured schools in the Peninsula had been between 83% and 94%.

Later Mr Hendrickse acknowledged that he had been mistaken and had quoted yesterday's attendance figures, not those for Wednesday.

Mr Dempsey described the Cape Times report on Wednesday's widespread absenteeism in the Peninsula — estimated as high as 90% — as "very close to the mark".

Sporadic incidents of unrest connected with the schools protest were reported by eyewitnesses yesterday, including the setting up of "burning barricades" in Athlone and the gutting of a bus in Bonte-neuwel.

Police spokesmen could not confirm the incidents last night.

In a related response to the schools protest, a spokesman for the Western Cape Teachers' Union (Wectu) last night said the organization was "most impressed at the disciplined return to schools by the majority of pupils".

Wectu had, however, warned of the impending "crisis" earlier in the year because of the "harassment, detention and dismissal of its members at Manenberg Senior Secondary School and the locking out of students at black schools", he said.

Though there was high attendance at most schools throughout the Peninsula yesterday, a small number still had relatively few pupils in classes, including Uitsig, Ravensmead and Florida senior secondary schools.

Cathkin High School was closed yesterday after teachers advised students to go home.

# EL schools face additional financial burden after CED budget cuts

Daily Dispatch Reporter

**EAST LONDON** — White schools here have been forced into financial difficulties by recent Cape Education Department budget cuts and have increased school fees to cope with the costly upkeep of grounds and equipment.

The principal of Hudson Park High School, Mr Peter Miles, said the school's budget had been cut "tremendously" and the government no longer even funded the upkeep of the sports fields, water and electricity

used for recreational purposes also had to be paid for by the school itself.

Mr Miles said the upkeep of the school buildings was the only thing that was still government funded.

"We are suffering terribly," he said. The school's term fees have risen from R70 last year to R90.

Mr Miles said the parents had been very understanding about the hike in fees because they realised it was inevitable.

According to Mr Miles, payment of school fees is voluntary and so far there have been no problems with parents refusing to pay.

He said that the parents realised that it was unfair for some to reap the benefits that others were paying for.

The headmaster of Selborne College, Mr Tim Gordon, said fees had not gone up too drastically, but added that the school was having trouble coping with the cuts.

"There have been indications that parents

and the community are eventually going to have to pay for their children's education," Mr Gordon said.

He said that all extramural activities now had to be funded completely by the school, including the upkeep of sports fields and water and electricity expenses.

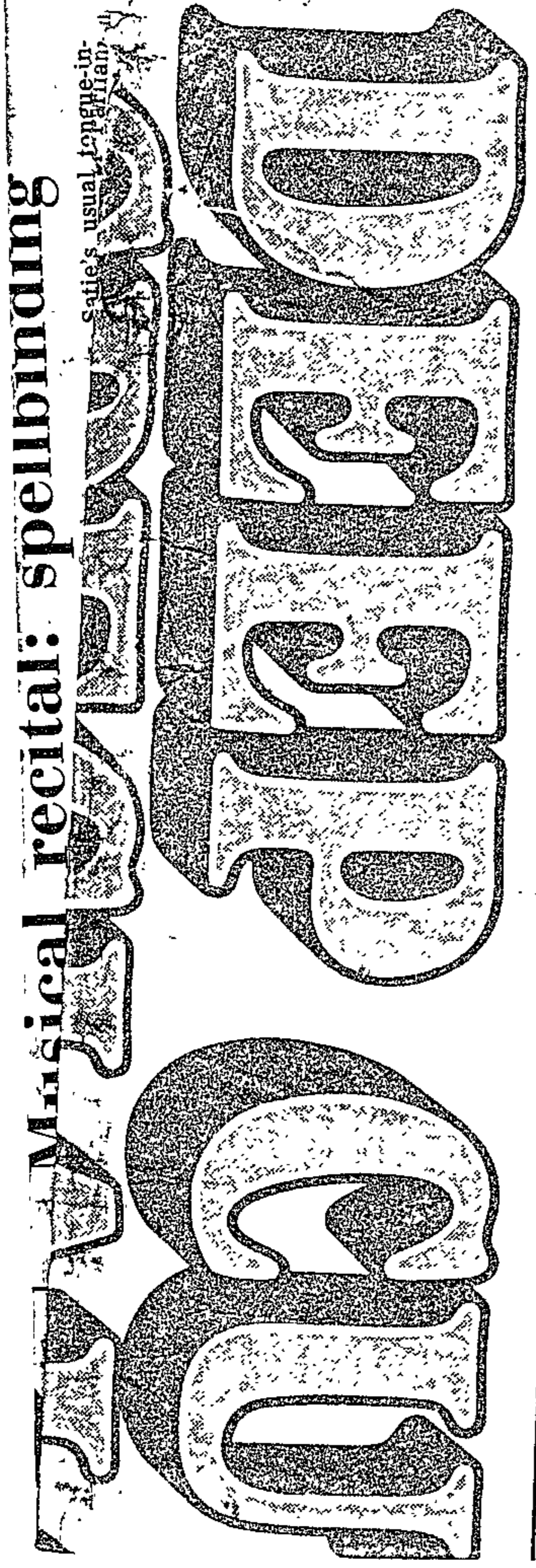
The fees at Selborne have increased by about 12 per cent from last year to R110 per term.

He said the parents had been carrying a considerable load for a long time so there had not been "a marked resist-

ance to the payment of fees".

The chairman of the East London School Board, Mr Robbie de Lange, said he was not prepared to comment on behalf of the school board as the issue had not yet come up for discussion.

Some schools in the Cape peninsula have appealed to municipalities for help in coping with their electricity and water bills, while others are embarking on fundraising campaigns to make up for the shortfall.



Do not worry: special musical recital: spelling

in-charge of usual

# School stayaways report was 'exploitative'

Political Correspondent <sup>50</sup>  
24/4/88

Attendance at coloured Western Cape schools was between 83 and 94 percent yesterday, said the Rev Allan Hendrickse hitting at an "exploitative" Cape Times report which claimed "tens of thousands of black and coloured children" were absent in a stayaway protest on Wednesday.

As Minister of Education

and Culture in the House of Representatives, Mr. Hendrickse said the Cape Times had "exploited" the "difficult and troubling situation" at schools under his department by its prominent report that "tens of thousands of black and coloured schoolchildren" had not attended school on Wednesday.

Speaking during the debate on his Budget vote, Mr Hen-

drickse at first announced that the attendance figures at Western Cape schools of between 83 and 94 percent were the figures for Wednesday.

Later in the debate he said these percentages reflected yesterday's attendance.

Mr Hendrickse also announced that he had had talks with Deputy Minister of Law and Order Mr Leon Wessels and with Mr Adriaan Vlok.

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# Parliament runs out of time to



# Cost cutting plan for parents

By ANTHONY JOHNSON  
Political Correspondent

THE government yesterday announced far-reaching new guidelines for rationalizing uniforms at white schools which could mean "considerable cost savings" for parents.

The guidelines are based on a just completed countrywide investigation and have been unanimously accepted by the provincial education councils.

The Minister of Education and Culture for whites, Mr Piet Clase, announced that:

- Expensive items like blazers should be optional, especially in the case of primary school pupils.
- The same basic uniform should be used for the whole year with additional warmer garments for winter.

- Exclusive items of clothing should not be prescribed for matriculants, first teams or prefects as this method of indicating merit is "too expensive". Instead, lapel badges or braid which can be easily

added to the standard blazer and removed should be used.

- School clothing should not be prescribed for "each and every" activity of the school or changed frequently — the number of prescribed items should be limited to basic school clothing worn by all pupils.

- The financial means of parents should be a "prime consideration" when school clothing was prescribed.

- Provision should be made for the exchanging, purchasing and disposing of second-hand school clothing.

- The awarding of contracts to stockists to supply uniforms should not subject parents to "monopolistic business practices" and basic items like shirts, socks and shoes should be available "more freely than at specific suppliers only".

- New pupils should be allowed, where necessary, to wear the uniform of their former school until it needed to be replaced.

- Schools in the same feeder area should prescribe the same basic school clothing.

- New schools, or schools that chose to change their uniforms, should stick to the basic standard colours preferred by the SABS and avoid slight variations.

- New school clothing should be phased in gradually.

- All schools should make use of the advice of the SABS and the Bureau of Heraldry.

- Discussions should be held with the SABS and suppliers with a view to further reducing dress designs.

The committee investigating rationalizing and standardizing school clothing comprised representatives of the four provincial education departments, the head office of the Department and the Teachers' Federal Council.

It consulted parents, principals, the organized teaching profession, suppliers, manufacturers, the SABS and various documentary sources during its 17-month investigation.

The investigation showed that:

- About 75% of the 4512 parents it consulted countrywide were in favour of the retention of the present uniform of their child's school provided that certain "economizing measures" were taken without affecting the traditional identity of the school.

- About 50% of parents considered the cost of school clothing to be "reasonable" to "low".

- About 40% of respondents were in favour of guidelines for more uniform school clothing "as an economizing measure".

Respondents indicated that they were in favour of the following distinguishing features in school clothing (in order of preference): badge, tie, sock jersey, blazer, and windbreaker.

Mr Clase yesterday said he wished to make "earnest appeal" to parents, management bodies and principals "to do everything possible within the guidelines to keep the cost of school clothing as low as possible".

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★ Cape Times, Friday, April 29, 1988 3

## Uniforms: Schools hail rationalization

Staff Reporters

CITY school principals and parents yesterday welcomed the recommendations for rationalization of school uniforms announced in Parliament by Mr Piet Clase, Minister of Education and Culture in the House of Assembly.

Mr Rodney Mazinter, chairman of the Cape English-Speaking Parents' Association (CESPA), said that from a parent's point of view the recommendations were "eminently sensible" and "very welcome".

He said that while there were schools which were attached to their traditional uniforms, economic reality would eventually bring a form of standardization to all schools. He said schools should make up their own minds on ways of attaining "a compromise between cost and tradition".

Dr John Gibbon, headmaster of Westerford High School, said that while he had not seen Mr Clase's specific recommendations, his school had great concern for spiralling costs and had tried to rationalize. "We would seek to retain the appropriate pride in the distinctive features of a school," he said.

Mr C de Jager, head of D F Malan High School, said it was the privilege of parents to decide on financial matters affecting them and his school had been considering the problem for some time.

Mr Des Duxbury, principal of Fish Hoek Senior High School, said the guidelines sounded reasonable and that schools in his area had been involved in a process of rationalization for some time.

The principal of Cape Town High School, Mr Nugent Field, said he would favour a reasonable degree of standardization, as uniforms were a big expense for parents. The identity of a school should, however, be retained, he said.

Parliament and Politics

# Teachers' rights face the chop

CMB Turk 30/4/88 (50) ~~30/4/88~~

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

## PEP to improve chief

MP calls for end to secrecy over school sports policy

CAPE TOWN — The Own Affairs Minister of Education and Culture, Mr Piet Clase, should lift the veil of secrecy he had put over his school sports policy, Mr Mike Ellis, (PFP Durban North), said yesterday.

The policy is not available to the public or even to MPs.

Mr Ellis said the PFP welcomed the minister's moves to avoid another "Menlo Park fiasco" by allowing schools to decide for themselves whether they wanted to participate in mixed sport.

"The way has now been paved for greater racial mixing at school level.

"I want to ask him why he will not make the policy statement available."

He said the policy was a development of which Mr Clase's department could be proud but it was shrouded in secrecy, "the same sort of secrecy behind which this minister so often hides".

"But the real tragedy is that a policy of this nature had to be introduced at all.

"It is a reflection of the tensions that have developed in this country as a result of the apartheid policy we have experienced for the past 40 years," Mr Ellis said. — DDC



# Seven held after 'incidents' on Cape Flats, say police

Staff Reporter

ARGUS 7/4/88

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POLICE today released two sentences of information about widespread incidents on the Cape Flats involving schools and pupils yesterday.

In its daily unrest report the police Public Relations Directorate in Pretoria said police arrested seven youths in Athlone after "incidents in which streets were barricaded" and that a girl under 18 was "arrested after a group had gathered illegally".

Yesterday The Argus asked police to confirm incidents in Mitchell's Plain, Bonteheuwel

## EMERGENCY UPDATE

and Athlone which could not be reported in terms of the emergency regulations.

Police liaison officer Lieutenant Denise Benson was unable to do so before The Argus went to Press.

Later, reporters were referred to today's unrest report.

The report also said three delivery vehicles were damaged in separate incidents of stone-throwing by groups of youths in Ravensmead and "no injuries were reported".

## HOUSE OF DELEGATES

Indicates translated version.

For written reply:

Own Affairs:

## School halls built

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

Whether his Department built any school halls in the 1987/88 financial year; if not, why not; if so, (a) how many, (b) where and (c) at what cost?

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) Two small school halls and one regional school hall.

(b) Small school halls at Rylands Secondary School (Cape Town) and Middelburg Secondary School (Transvaal). One regional school hall at Arena Park Secondary School (Chatsworth).

(c) Small school hall: R580 000 each. Regional school hall: R1,34 million.

## State transport for pupils

58. Mr J V IYMAN asked the Minister of Education and Culture:

(1) Whether State transport was provided to Indian pupils attending schools falling under his Department during the latest specified period for two years for which information is available; if so, how many (a) pupils and (b) schools were involved;

(2) whether, during this period, any private transport operators were employed to provide such transport; if not, who provided this transport; if so, (a) how many private transport operators were employed and (b) what are their names?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes — January 1986 to December 1987

(a) 1986 — 14 330  
1987 — 13 933

HOUSE OF DELEGATES

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Wolmaranstad Muslim Jamaat  
Coligny Education Committee

M. Osman

Laudium Bus Service

J. C. J. Bus Service

M. S. Khan

P. Gunas

1987

Asmals Bus Service

Davids Cartage

Bonisons Transport Service

Border Passenger Service

M. M. Desai

Lenasia Bus Service

B. Mansingh and Sons

K. S. Moodley

P. Gangai

A. K. Parak

P. J. Sliimmerts

S. B. Maharaj

Metro Bus Service

M. Moodley

R. K. Naidoo

Mayville Bus Service

R. Maharaj

F. A. Bhayla

Springfield Omnibus Service

Darnall Motor Transport

South Coast Bus Service

Dieseline Tours

B and B Bus Service

L. Singh

Enbee Transport

A. C. Parak

S. R. Singh

D. M. Masher

Shri Krishna Express

A. S. Motara

Royal Passenger Service

R. Rajkumar

P. Maharaj

Vuka Bus Service

Potgietersrus Muslim Association

Doomkop Bus Service

S. I. Wadee

Tongaat Circle Bus Company

Metrolite Bus Service

Tilly's Bus Service

Putco Limited

Shaikmodeen

M. H. Gardee

Tweefontein and Districts

C. E. Hartia

Breyten Indian Community

R. A. Bhanjee

Wolmaranstad Muslim Jamaat

Coligny Education Committee

E. Parak

Mapumulo Mail Service

Maharaj' Transport

Pillay's Bus Service

M. Lakay

David's Bus Service

B. J. Pieters

L. J. Hasbroek

City Line Transport

P. Ramkisson

Y. C. Parak

J. L. B. Mathysen

Equal Opportunity Association

M. F. Patel.

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HOUSE OF DELEGATES

# Inferior black education 'robs SA'

SA 2/5/88 By Kaizer Nyatumba

50

South Africa's inferior black education system and the desperate shortage of qualified teachers at black schools have robbed the country of first-rate scientists and "many a potential engineer", according to Dr Gordon Sibiyá, the only black nuclear physicist in the country.

A chairman of the Science and Engineering Academy of South Africa (Seasa), Dr Sibiyá, who holds an MSc degree in electrical engineering from Nottingham University in England and a Ph D from Stuttgart University in West Germany, said the performance of black high school students in science was "dismal".

"We at Seasa have been rather unsettled to find Standard 10 pupils who could not use three-figure tables to read-off elementary trigonometric ratios. A lot of pupils could not even handle simple algebraic expressions at the level usually taught in Standard 7.

"The net result of these drawbacks is a high failure and drop-out rate at school," wrote Dr Sibiyá in Seasa's April-June newsletter.

This unfortunate situation, according to Dr Sibiyá,

continues to prevail even at university, and severely affects the black student's performance.

He said that in 1986 Wits University registered a 72 percent failure rate among its black first-year engineering students.

"Those pupils who manage to pass and enter engineering school at university suddenly discover that they now have to cope with the adverse latent effects of an inadequate school education, as well as those of a generally under-privileged social background.

"The transition from a typically ill-equipped Sowe-to high school to an international-class campus such as Wits seems to be a big quantum jump for them, in terms of the educational standards and social experience," wrote Dr Sibiyá.

Another disadvantage black students encountered was the lack of home education and role models.

A typical black home, not having educated parents, is certainly not able to impart 'home education' to the child.

"Frustration, lack of self-esteem, role-confusion and a feeling of inferiority are the negative response-modes that result," Dr Sibiyá said.

## HOUSE OF ASSEMBLY

Indicates translated version.

For written reply:

Own Affairs:

Non-White children attending White private schools

119. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

(a) How many non-White children are currently attending White private schools in the Transvaal, (b) which schools are involved, (c) how many of these schools receive (i) 45 and (ii) 15 per cent subsidies, (d) what is the latest total subsidy amount for the Province of Transvaal in this regard and (e) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a) 4 604,	(b) Assumption Convent (Germiston)	Kingsmead College
	Assumption Convent High School (Maryvale)	La Salle College
	Assumption Convent High School (Pretoria)	Liberty Christian College
	Auckland Park Preparatory School	Loreto Convent (Skinner Street)
	Brescia House Ursuline Convent	Loreto Convent (Queenswood)
	Christian Brothers' College (Boksburg)	Marist Brothers' College
	Christian Brothers' College (Pretoria)	Max Sibbe School
	Christian Brothers' College (Springs)	Mayfair Convent
	Convent of the Holy Family	McAuley House School
	Convent of Our Lady of Mercy Dominican School	Michael Mount Waldorf School
	Crossroads Trust School	Modern Methods Business College
	Danelin College	Our Lady of Mercy School
	De la Salle Holy Cross College	Pretoria Preparatory School
	Deutsche Schule (Johannesburg)	Pridwin Preparatory School
	Deutsche Schule (Pretoria)	Rand Tutorial College
	Dominican Convent	Redhill School
	Eden College (Johannesburg)	Roedean School (S.A.)
	Eden College (Warmbaths)	Sacred Heart College
	Glenoaks School	Saheti Preparatory School
	Holy Rosary Convent	Sagewood School
	Iona Convent	Selly Park Convent
	Japart School	St Alban's School
	Kelly Greenoaks	St Andrews School
	King David School (Linkfield)	St Benedict's College
	King David School (Victory Park)	St Catherine's Dominican Convent
		St Catherine's School (Florida)
		St Columba's Primary School
		St Conrad's School
		St David's Marist Brothers' College
		St Dominic's School
		St Dunstan's Memorial Diocesan School
		St John Bosco College
		St John's College
		St John's Preparatory School
		St Katharine's Preparatory School
		St Martin's School
		St Mary's School for Girls
		St Mary's Diocesan for Girls (Pretoria)
		St Paul's Parochial School
		St Paulus Laerskool
		St Peter's School (Nelspruit)
		St Peter's Preparatory (Rivonia)
		St Sithian's College
		St Teresa's Convent
		St Thomas Aquinas
		Studywell Tutorial College
		St Ursula's Convent
		St Ursula's Primary
		The Ridge School
		Uplands Preparatory School
		Waterkloof House Preparatory School
		Woodmead School,

HOUSE OF ASSEMBLY

(c) (i) 19

(ii) 49,

(d) R13 592 343,00,

(e) (a) — (c) July 1987

(d) March 1988.

Non-White children attending White private schools

120. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

(a) How many non-White children are currently attending White private schools in the Cape Province, (b) which schools are involved, (c) how many of these schools receive (i) 45 and (ii) 15 per cent subsidies, (d) what is the latest total subsidy amount for the Cape Province in this regard and (e) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a) 2 600,	(b) Abbott's College	(a) 1977,
	Boston House College	(b) Cambridge College
	Cape Tutorial College	Carmel College
	Hill College	Convent High
	Holy Cross Convent Primary	Durban Girls College
	Kleinsee Primary School	Maris Stella Convent
	Northside Christian School	Marist Brothers High
	Olyftrams College	Our Lady of Fatima Convent
	Progress College	Epworth High
	Rosebank College	Girls Collegiate
	Christian Brothers' College (Green Point)	Maritzburg Business College
	Christian Brothers' College (Kimberley)	St Charles College
	Loreto Primary	St John's Diocesan High
	St George's Grammar School	Wykeham
	St Joseph's College	Drakensberg Boys' Choir
	Trinity High	Hermansburg
	Waldorf School	Hilton College
	Western Province Preparatory	Kearnsy College
	Woodridge College	Michaelhouse
	Deutsche Schule	St Anne's Diocesan College
	Diocesan College	
	Diocesan School for Girls	
	Forres School	
	Helderberg High	
	Helderberg Primary	
	Herschel	
	Herzlia Highlands Primary	
	Herzlia High	
	Herzlia Junior (Milnerton)	
	Herzlia Primary (Southern Suburbs)	
	Herzlia Weizmann Primary	
	Hillcrest Secondary	
	Holy Cross Convent (Brooklyn)	

HOUSE OF ASSEMBLY

*Handwritten signature: Howard*

*(SD)*

St Catherine's  
St Dominic's Academy  
St Mary's Diocesan School for Girls  
South African Jockey Academy  
The Thomas More School  
Treverton College  
Carmel Primary  
Clifton Preparatory  
Deutsche Schule  
Kentleigh School  
Phoenix School  
Codwalles Preparatory  
Epworth Primary  
Maresda School  
Clifton Preparatory School  
Cowan House  
Faith Outreach  
Highbury Primary  
Holy Childhood Convent  
Katon School  
King's Primary  
Nardim Convent  
Pretown Convent  
St Elmo's  
St Patrick's Primary  
Treverton Preparatory  
The Waldorf  
Carmel Junior Primary  
Carmel (Silverton Road)  
Chelmsford School  
Kenmore Private School  
Our Lady of Natal Convent

The MINISTER OF EDUCATION AND CULTURE:

- (a) 146,  
(b) Christian Brothers' College (Bloemfontein)  
Christian Brothers' College (Welkom)  
Convent and St Agnes (Welkom)  
St Andrew's School (Welkom)
- (c) (i) 4,  
(ii) 0,  
(d) R1 590 000,  
(e) 1987/88.

Pupils in private schools receiving financial assistance

123. Mr A GERBER asked the Minister of Education and Culture:†

- (a) How many (i) Whites, (ii) Coloureds, (iii) Indians and (iv) Blacks are currently studying at private schools receiving financial assistance from his Department and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(a)	Cape	Natal	OFS Transvaal	(b)
(i)	8 845	8 623	1 147	27 336
(ii)	1 484	407	40	1 229
(iii)	272	606	22	974
(iv)	471	598	57	2 401,
	1 Febru-	31 March	25 April	1 July
	ary 1988	1988	1988	1987.

Non-White children attending White private schools

122. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (a) How many non-White children are currently attending White private schools in the Orange Free State, (b) which schools are involved, (c) how many of these schools receive (i) 45 and (ii) 15 per cent subsidies, (d) what is the latest total subsidy amount for the Province of the Orange Free State in this regard and (e) in respect of what date is this information furnished?

Housing for farm employees: applications for financial assistance

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

- (a) How many applications for financial assistance in respect of the upgrading of housing for farm employees were (i) received and (ii) approved, and (b) what was the total amount granted for this purpose, in 1987?

The MINISTER OF AGRICULTURE AND WATER SUPPLY:

- (a) (i) 724  
(ii) 694  
(b) R19 198 526  
(1987/88 financial year).

### QUESTIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

General Affairs:  
Agriculture, 939  
Constitutional Development and Planning, 953, 954, 1111

ment, 396, 435, 436, 441, 442, 443, 445, 447, 448, 749, 752, 753, 754, 755, 757, 842, 945

Own Affairs:  
Education and Culture, 214, 425

Andrew, Mr K M—

General Affairs:  
Constitutional Development and Planning, 335  
Defence, 102, 184, 185, 186, 206  
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Education and Development Aid, 10, 11, 13, 58, 160, 161, 163, 469, 573, 580, 581, 582, 583, 584, 585, 601, 786, 848, 849, 911, 912, 913, 1020, 1168, 1169

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Home Affairs, 334

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Law and Order, 347, 348, 778, 1019

National Education, 604

Own Affairs:

Education and Culture, 23, 24, 28, 175, 614, 616, 794, 795, 796, 919, 920, 921, 1176

Local Government and Housing, 1176

Barnard, Dr M S—

General Affairs:  
Administration and Privatisation, 1188, 1189  
Constitutional Development and Planning, 404, 690, 691, 693, 704, 721, 725, 726, 727, 729, 730, 902, 903, 910, 950, 984, 989, 994, 997, 1096

Education and Culture, 20, 21, 22, 70, 72, 119, 120, 121, 122, 124, 125, 133, 135, 136, 171, 176, 191, 194, 214, 236, 345, 346, 479, 482, 615, 794, 796, 918, 1174

Chetty, Mr K—

General Affairs:  
Constitutional Development and Planning, 1114, 1119  
Economic Affairs and Technology, 968, 969, 970

Defence, 285  
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Justice, 381, 533, 534, 627

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National Health and Population Develop-

ment, 543, 941, 1083, 1133  
Transport Affairs, 543, 941, 1083, 1133

**The MINISTER OF NATIONAL EDUCATION:**

Estimated amounts can only be given for the 1987/88 financial year, and are as follows per country of origin:

Country of Origin	Estimated subsidy for 1987/88 in respect of current expenditures	Countries in Asia	Countries in North America	Countries in South America	Countries in Australasia & Oceania	TOTAL
Transkei	R5 383 000					R49 630 000
Bophuthatswana	R6 706 000					
Venda	R3 372 000					
Ciskei	R1 792 000					
South West Africa	R7 868 000					
Zimbabwe	R10 179 000					
Lesotho	R456 000					
Botswana	R199 000					
Swaziland	R569 000					
Mozambique	R44 000					
Angola	R35 000					
Zambia	R327 000					
Malawi	R248 000					
Other African Countries	R1 171 000					
Countries in Europe	R9 140 000					

The above figures do not include those in respect of the University of Fort Hare.

**Pietermaritzburg: offences reported**

972. Mr M J ELLIS asked the Minister of Law and Order:

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) burglary of business premises, (g) burglary of residential premises, (h) robbery with aggravating circumstances, (i) robbery, (j) common theft, (k) theft of vehicles and cycles, (l) possession of drugs and (m) dealing in drugs were reported at each specified police station in the Pietermaritzburg police district in 1987?

The MINISTER OF LAW AND ORDER:

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)
Pietermaritzburg	64	13	292	476	25	757	357	199	182	1 879	286	—	—
Inchanga	27	14	121	92	25	40	185	44	22	186	15	—	—
Mid Illovo	22	9	48	19	4	17	24	11	1	49	3	—	—
Alexandra	10	11	42	133	16	77	604	14	27	899	214	—	1
Road	17	1	53	28	2	4	32	6	5	25	6	—	—
Bishopstowe	1	4	17	12	—	11	45	1	1	70	4	—	—
Boston	22	20	159	89	28	68	203	52	24	308	48	—	1
Camperdown	17	7	71	21	3	16	52	7	2	78	6	—	—
Cramond	3	3	31	29	5	23	189	14	6	184	26	—	1
Hillton	32	17	285	134	22	46	271	17	21	321	56	—	—
Howick	15	2	85	51	10	22	60	7	8	66	3	—	—
Impendle	61	36	444	947	69	206	498	183	2	1 135	211	4	4
Mountain-Rise	6	3	55	38	8	5	96	2	4	102	13	—	—
Nottingham	623	96	916	823	197	93	1 107	214	216	989	129	—	—
Road	1	—	3	12	1	27	272	5	3	169	39	—	—
Piessislaer	43	6	189	98	15	102	250	8	8	257	23	—	—
Prestbury	6	8	101	69	7	11	85	5	23	102	11	—	—
Richtmond	4	13	5	19	6	14	236	9	12	236	55	—	—
Thornville	149	28	276	281	99	87	425	126	107	421	52	—	—
Town Hill	3	—	7	10	—	20	—	3	4	111	2	—	—
Hammersdale	—	—	—	—	—	—	—	—	—	—	—	—	—
Pioneer	—	—	—	—	—	—	—	—	—	—	—	—	—

**Government Archives Service: posts**

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

Whether all posts in the Government Archives Service are filled at present; if not, (a) why not, (b) which posts are not filled, (c) for how long has each such post not been filled and (d) in respect of what date is this information furnished?

Post	Centre	Since	Archivist Senior Provisioning Administration Officer	Pretoria	31-01-88
Chief Typist	Pretoria	31-01-87	Archivist Assistant	Pretoria	25-01-88
Archivist Assistant	Pretoria	04-11-87	Artisan Group C	Pretoria	01-03-86
					19 April 1988

**Advertisement concerning church: funds**

provided by SADF

1003. Mr D J N MALCOMESS asked the Minister of Defence:

- (1) Whether, with reference to information furnished to the South African Defence Force for the purpose of the Minister's reply, (a) the Defence Force or (b) he, from any moneys under his control, has provided any funds towards placing in a Sunday newspaper dated 17 April 1988 an advertisement concerning a certain church; if so, (i) what was the (aa) purpose and (bb) purport of the advertisement, (ii) what was the amount involved and (iii) what is the name of the (aa) newspaper and (bb) church in question; if not,

- (2) whether he or the Defence Force gave any financial support to any persons or group of persons responsible for placing this advertisement; if so, (a) why, (b) what was the amount involved and (c) by whom was it placed?

The MINISTER OF DEFENCE:

- (1) and (2) No.

Post	Centre	Since
Archive Assistant	Cape Town	31-07-87
Archivist	Pietermaritzburg	31-12-87
Data Controller	Pretoria	28-03-84
Data Typist	Pretoria	01-09-84
Data Typist	Pretoria	23-09-86
Data Typist	Pretoria	24-09-84
Data Typist	Pretoria	31-08-87
Archivist	Pretoria	31-03-88
Commercial Art Technician	Pretoria	16-03-88
Archivist	Pretoria	31-01-88
Archivist	Pretoria	31-01-88
Archivist	Pretoria	31-01-88
Chief Archivist	Pretoria	22-03-87
Archivist	Pretoria	31-01-88

*Handwritten signature*

hensive School have left the staff in 1988; if so, (a) how many, (b) when, (c) what are their names, (d) why, (e) what (i) subjects and (ii) classes were they teaching and (f) what were their qualifications to teach those (i) subjects and (ii) classes;

(2) whether any such teachers have been (a) re-employed at Langa Comprehensive School or (b) employed at other departmental schools; if not, why not; if so, (i) which teachers, (ii) at which schools, (iii) why, (iv) since when and (v) what (aa) subjects and (bb) classes are they teaching;

(3) whether the teachers concerned suffered any loss in salary;

(4) whether any teachers who left Langa Comprehensive School have been replaced; if not, why not; if so, (a) which teachers have been replaced, (b) by whom, (c) since when, (d) what (i) subjects and (ii) classes are the new teachers teaching and (e) what are their qualifications to teach such (i) subjects and (ii) classes;

(5) whether there has been any change in the number of pupils at Langa Comprehensive School since the beginning of this school year; if so, what change?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:** [Reply laid upon the Table with leave of House:]

(1) Yes.

(a) Four.

(b) 31 March 1988.

(c) P H de Lisle, M A Helfrich, W W Jay, A Siegrühn.

(d) Appointments only until 31 March 1988.

(e) (i) & (ii) Mr P H de Lisle: English — Std 8, 9 and 10  
Religious Instruction — Std 10

Mr M A Helfrich:  
History — Std 6 and 8  
English — Std 7  
Geography — Std 6

Mr W W Jay:  
Accounting — Std 6 to 10

Miss A Siegrühn:  
Afrikaans — Std 8 and 9  
Religious Instruction — Std 8

(f) (i) & (ii) Mr P H de Lisle: M.A. in Psychology  
(English III, Religious Instruction — none)

Mr M A Helfrich: B.A. HOD  
(History III, English I, Geography Std 10)

Mr W W Jay: S.T.D.  
(Accounting Std 10)

Miss A Siegrühn: B.A. S.T.D.  
Afrikaans I, Religious Instruction — none

(2) (a) No.

Temporary teachers are employed for specific periods and are replaced when suitable candidates are available.

(b) Yes.

(i) Miss A Siegrühn

(ii) St Francis Centre for Adult Education.

(iii) Miss Siegrühn who was the best available candidate.

(iv) 1 April 1988.

(v) (aa) and (bb) History: Std 8, Afrikaans: Std 8.

(3) No.

(4) Yes.

(a) Messrs P H de Lisle, M A Helfrich, W W Jay and Miss A Siegrühn.

(b) Mrs K Hartley

Mr C S Ntsiko

Miss A van Schalkwyk

Mr L P Rousseau

(c) Messrs Ntsiko and Rousseau since 1 April 1988.

Mrs Hartley and Miss van Schalkwyk since 1 May 1988.

(d) (i) & (ii) Mrs Hartley:  
English, Religious Instruction: Std 8, 9 and 10

Mr Ntsiko:  
History, English, Geography: Std 6-7

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Miss van Schalkwyk:  
Accounting: Std 6-10

Mr Rousseau:  
Afrikaans, Religious Instruction: Std 8 and 9

(e) (i) & (ii) Mrs Hartley: M.A. in English + Education Diploma  
English II, Psychology I, Latin I and History I

Mr Ntsiko: B.A., B.Ed., P.T.C.  
English III, History III, Geography Std 10

Miss van Schalkwyk: National Diploma in Internal Audit: Accounting III

Mr Rousseau: B.A.  
Afrikaans III, Religious Instruction, Greek and Hebrew

(5) (i) Yes.

(ii) An increase of 540 to 639 pupils.

**Cape Peninsula: teachers suspended from duty**

\*22. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any teachers in the Cape Peninsula have been suspended from duty in 1988; if so, (a) what are their names, (b) at which schools were they teaching, (c) when did each of them start teaching in the Department's schools, (d) what are the reasons for their suspension, (e) when last were they paid and (f) when will their cases be finalized?

†THE DEPUTY MINISTER OF EDUCATION:

Yes.

(a) Mr O M Mbekwa

Mr M I Henda

Mr T A Plaatjie

Mr H L Hlaba

Mr Z E Fonyo

Mr N W Mvunge

(b) Messrs Mbekwa and Henda at I D Mkhize Secondary School.

Messrs Plaatjie, Hlaba and Fonyo at Langa Secondary School.

Mr Mvunge at Injonge Primary School.

(c) Mr O M Mbekwa — 27 February 1977  
Mr M I Henda — 1 January 1977  
Mr T A Plaatjie — 1 April 1983

Mr H L Hlaba — 7 April 1987  
Mr Z E Fonyo — 1 January 1985  
Mr N W Mvunge — 5 January 1980

(d) \*In the case of Messrs Mbekwa, Henda, Plaatjie, Hlaba and Fonyo — Absent from service without permission of the principal and refusal to execute lawful instructions.

\*In the case of Mr Mvunge — Assault on principal.

(e) Messrs Mbekwa, Henda, Plaatjie, Hlaba and Fonyo: 30 April 1988.  
Mr Mvunge: 28 February 1988.

(f) Charge sheets have already been served on the persons concerned. The legally prescribed procedures are now being followed. It is not possible to indicate at this stage when the cases will be finalized.

Mr K M ANDREW: Mr Chairman, arising from the hon the Deputy Minister's reply, may I ask him why Mr Mvunge, who was suspended on 28 March, has only been paid up to the end of February?

†THE DEPUTY MINISTER: Mr Chairman, he was paid only up to the end of February because he was suspended with loss of his salary. If the procedure takes its course and he is found not guilty, he will naturally be remunerated as from that date.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Deputy Minister's reply, this man was suspended only on 28 March 1988. Why was he not paid for the four weeks of March that he worked? [Interjections.]

†THE DEPUTY MINISTER: Mr Chairman, that is not the information at my disposal, but I shall look into the matter again and get back to the hon member, should our information be incorrect.

**Royal Hotel, Pilgrim's Rest: admission of non-Whites**

\*23. Mr K M ANDREW asked the Minister of Economic Affairs and Technology:

(1) Whether a certain hotel in Pilgrim's Rest, the name of which has been furnished to the Department of Trade and Industry for the purpose of the Minister's reply, is directly or indirectly controlled by any Government Department or statutory body; if so, (a) by what Department or body, (b) since when, (c) what is the

Whether his Department has any information on statistics on persons over the age of 60 years who died during the past three years as a direct or indirect result of (a) not having sufficient food to eat and (b) not being able to keep sufficiently warm in cold weather; if not, (i) what is his Department's attitude to these causes of death and (ii) what attempts are being made to obtain such information or statistics; if so, (aa) what are the relevant statistics, (bb) what were the circumstances surrounding these deaths and (cc) what action is being taken in this regard?

†THE MINISTER OF HEALTH SERVICES AND WELFARE:

- (a) Yes  
(b) Yes

(i) and (ii) fall away.

(aa) Year	Number of elderly people dying as a result of the specified causes
1984	1
1985	2
1986	0

(These figures refer to the number of white people over the age of 60 years who died as a result of "hunger, thirst, exposure or neglect" which is a recognised cause of death in the publication "International Statistical Classification of Diseases, Injuries and Causes of Death" of 1975.)

(bb) The information is not readily available.

(cc) It is the Department's policy to reach out to and assist as many people as possible who are neglecting their care. The death of any person under such circumstances is lamented. It has been the Department's experience that often elderly people who are in these situations are not prepared to co-operate when arrangements are made for alternate care. Elderly hoboos, for example, often refuse rehabilitative efforts. Their nomadic life-style also prevents them from making use of services.

Persons over 65 years: amount required to maintain reasonable standard of living

2. Mr K M ANDREW asked the Minister of Health Services and Welfare:

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costs of old-age homes and the cost of lodgings. Consumer prices of products and so on are also considered and a reasonable calculation is made, but a set amount cannot be determined because, as I said in my reply, it varies from area to area — there is a difference between metropolitan and rural areas. We can, however, arrive at an approximate estimate, but we cannot determine a set amount and say that it can be made applicable to each person. According to this the amount which is granted as an old-age pension, for example, is calculated.

†Dr W J SNYMAN: Mr Chairman, further arising out of the hon the Minister's reply, with that as background and also the subsidies which the Department pays in respect of the three categories of old-age homes, does the Minister not think that it is essential for the Department to investigate specifically what is required for the maintenance of the aged in order to determine acceptable old-age pensions and social pensions which will enable them to survive?

†The MINISTER: Yes, Mr Chairman, it is important, and the Department engages itself with those investigations. The fact remains, however, that we cannot name specific amounts and say that the aged can live or get by on those amounts. The investigations the hon member mentioned are continually being done.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Minister's reply, he has said that the department cannot make a precise estimate because there are variations, and I accept

(a) (i) Yes.

(1)

(aa) Elgin Road Primary

(bb) 31 December 1987

(cc) January 1953

(dd) decline in pupil enrolment

(ee) Elgin Road Primary let to the Hebrew Academy: Springfield Primary is under consideration: St Joseph's Special Primary was housed in the St Joseph's Home complex which does not belong to this department.

(ii) yes.

(aa) Aliwal Road Primary

(bb) 31 December 1988

(cc) 1836

(dd) decline in pupil enrolment

(ee) no decision has yet been taken

(b) (i) no

(ii) no.

that. He did say, however, that they do make estimates. Could he please tell us what the ballpark figure is that they work on?

†The MINISTER: No, Sir, I have said it is impossible to name an average amount, and I think it would be wrong to name a specific amount here — I put hon members' minds at rest. These estimations are made and we review them constantly and then act accordingly. It is impossible to name a fixed amount, however, and to say that that is a fixed amount for the whole republic.

†Mr C J DERRY-LEWIS: It sounds like "Lapanomics".

Cape/Parow School Board areas: closure of schools

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any schools in the (a) Cape and (b) Parow School Board areas (i) were closed or scheduled to close during or at the end of 1987 and (ii) are scheduled to close during or at the end of 1988; if so, (aa) which schools are involved, (ab) when did they close or are they to close, (ac) when were they opened originally, (ad) why are they closing, and (ae) what are the buildings and grounds to be used for, in each case?

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

(a) (i) Yes.

(1)

(aa) Elgin Road Primary

(bb) 31 December 1987

(cc) January 1953

(dd) decline in pupil enrolment

(ee) Elgin Road Primary let to the Hebrew Academy: Springfield Primary is under consideration: St Joseph's Special Primary was housed in the St Joseph's Home complex which does not belong to this department.

(ii) yes.

(aa) Aliwal Road Primary

(bb) 31 December 1988

(cc) 1836

(dd) decline in pupil enrolment

(ee) no decision has yet been taken

(b) (i) no

(ii) no.

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*Howard*

in the area in question in terms of the report of the ~~Fey~~ Committee, I suggest that further questions in this regard be directed to my colleague, the Minister of Constitutional Development and Planning.

**Detention of person in Mamelodi**

\*15. Mr S S VAN DER MERWE 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 detained by the police; if so, (a) when, (b) why, (c) in terms of what statutory provisions or regulations, (d) where and (e) what is the name of this person;
- (2) whether this person is to be charged with any offences; if so, (a) when and (b) with what offences?

**The MINISTER OF LAW AND ORDER:**

- (1) Yes.
  - (a) 25 March 1988.
  - (b) and (c) He was arrested on a charge of assault with the intent to do grievous bodily harm.
  - (d) Mamelodi.
  - (e) the name which was furnished by the hon member.
- (2) (a) and (b) The person has already appeared in court and was sentenced.

**Advertisement concerning certain church in Sunday newspaper**

\*16. Mr DJNMALCOMESS asked the Minister of Information, Broadcasting Services and the Film Industry:

- (1) Whether, with reference to information furnished to the Minister's Department for the purpose of his reply, (a) his Department or (b) he, from any moneys under his control, has provided any funds towards placing in a Sunday newspaper dated 17 April 1988 an advertisement concerning a certain church; if so, (i) what was the (aa) purpose and (bb) purport of the advertisement, (ii) what was the amount involved and (iii) what is the name

of the (aa) newspaper and (bb) church in question; if not,

- (2) whether he or his Department gave any financial support to any persons or group of persons responsible for placing this advertisement; if so, (a) why, (b) what was the amount involved and (c) by whom was it placed?

**The MINISTER OF INFORMATION, BROADCASTING SERVICES AND THE FILM INDUSTRY:**

- (1) No.
  - (a) and (b) Fall away.
- (2) No.
  - (a), (b) and (c) Fall away.

**Botshabelo/Ekangala: representations from residents**

\*17. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to his reply to Question No 17 on 12 April 1988, he has received any representations from the residents of (a) Botshabelo and (b) Ekangala; if so, how many in each case;
- (2) whether he will furnish any further information on these representations; if not, why not; if so, what was (a) the purport of and (b) his response to each of these representations?

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

- (1) (a) The application in respect of the incorporation of Botshabelo into Owaqwa is still *sub judice*.
- (b) No.
- (2) No.
  - (a) and (b) fall away.

**Mrs Sally Joanna Hutchings: deportation**

\*18. Mr P G SOAL asked the Minister of Home Affairs:

- (1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, was deported from South Africa on or about 31 October 1987; if so, (a) why, (b) what were the circumstances surrounding this

*Howard*

incident, (c) what is her name and (d) what was the total cost to the South African Government of her flight ticket, the Police guard from the time of the incident involving this person to the time of her deportation, and the Police escort to Jan Smuts Airport;

- (2) whether the Government paid out any other amounts in connection with this incident; if so, (a) what total amount and (b) in respect of what items?

**The MINISTER OF HOME AFFAIRS:**

- (1) (a) to (c) Mrs Sally Joanna Hutchings was removed from the Republic in accordance with an order for her removal, issued in terms of section 45 of the Admission of Persons to the Republic Act, 1972 (Act 59 of 1972). This action was taken due to an incident at a function where she hurled an object at the State President.
- (d) R2 611,20.
- (2) Yes. Mrs Hutchings was accompanied by her 18 month old child whose air fare was R215.

**Rock lobster quota: payments by First National Bank to two Kalk Bay contractors**

\*19. Mr C B SCHOEMAN asked the Minister of Environment Affairs:†

- (1) Whether, in the 1986-87 financial year, any payments were made to two Kalk Bay contractors in respect of the rock lobster quota for that financial year; if so,
- (2) whether his Department has any financial statements showing the income and expenditure in respect of rock lobster catches in that financial year; if so, (a) at which institutions were these moneys invested, (b)(i) what was the balance in the account concerned at the end of that financial year and (ii) what interest was earned on that balance and (c) when will these moneys be paid to the fishermen to whom they are due?

**The MINISTER OF ENVIRONMENT AFFAIRS:**

- (1) Yes.
- (2) Yes.

- (a) First National Bank.
- (b) (i) R241 949,96 as at 31 March 1988.
- (ii) R9 804,00.
- (c) As soon as I have received and approved the list of names submitted by the Identification Committee.

**Kalk Bay fishermen: rock lobster quota**

\*20. Mr C B SCHOEMAN asked the Minister of Environment Affairs:†

- (1) Whether the rock lobster quota granted to Kalk Bay fishermen during his predecessor's term of office, was intended only for fishermen coming from Kalk Bay; if so,
- (2) whether certain fishermen, whose names have been furnished to the Minister's Department for the purpose of his reply, derived any benefit from the Kalk Bay quota while having their own quotas; if so, (a) why and (b) what are their names;
- (3) whether a certain person, who is not a Kalk Bay fisherman and whose name has also been furnished to his Department, currently qualifies to share in the benefits of the said quota; if so, (a) why and (b) what is his name;
- (4) whether five retired persons, particulars of whom have been furnished to his Department, are currently deriving any benefit from the yield of this quota; if so, (a) why and (b) what are the (i) names and (ii) particulars of these persons?

**The MINISTER OF ENVIRONMENT AFFAIRS:**

- (1) No.
  - (2), (3) and (4) Fall away.
- †I would just like to extend a friendly invitation to the hon the member, that he is welcome to make representations on their behalf to the Identification Committee if he thinks that they should share in the quota.

**Langa Comprehensive School: teachers who left the staff**

\*21. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether any teachers at Langa Comprehensive School have left the staff

Teachers who moved from teaching to clerical posts in Department

\*4. Mr M J ELLIS asked the Minister of Education and Culture:

Whether any teachers employed by the Transvaal Education Department have moved from teaching to clerical posts within his Department since 1 January 1988; if so, (a) how many (i) male and (ii) female teachers and (b) why in each case?

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

Yes

(a) (i) 0,

(ii) 5,

(b) there were no teaching posts available and, on their own initiative, the teachers concerned applied for clerical posts.

Financial assistance to schools in Natal: changes  
Mr M J ELLIS asked the Minister of Education and Culture:

Whether any changes in direct or indirect financial assistance to schools in Natal (a) were effected over the past three years and (b) are due to be effected in 1988; if so, (i) what changes, (ii) when, (iii) why and (iv) what is the total amount involved?

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

(a) Yes, although the basis of the allocation of funds to schools has remained the same, the following percentage increase over the previous years was granted.

(i) and (ii) 85/86 10%

86/87 10%

87/88 8%

(iii) in order to compensate for the escalation of costs of schools,

(iv) 85/86: R11 663 905

86/87: R14 303 069

87/88: R13 196 055

(b) yes, should available funds permit such increase.

(i) to (iv) a further percentage increase will be considered. Details regarding such

Closure of school hostels

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

Whether any school hostels are scheduled to be closed in 1988; if not, why not; if so, (a) which hostels and (b) what total number of places in hostels are involved?

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

Yes, according to my knowledge,

(a) Cape: Huis Saanwerk, Clanwilliam

(b) 60.

Buildings of old Mansfield Boys' Primary School

\*9. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether the buildings of the old Mansfield Boys' Primary school are unoccupied at present; if so,

(2) whether it is the intention to dispose of the school buildings and grounds in question; if so, when, if not, what action is envisaged in this regard;

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

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

(1) No;

(2) falls away;

(3) No.

For written reply:

General Affairs:

Printing contracts awarded to two companies

826. Mr D J DALLING asked the Minister of Manpower:

(1) Whether his Department awarded any printing contracts in 1987 to two companies, the names of which have been furnished to the Commission for Administration for the purpose of the Minister's reply, or to their associated companies

and printing operations; if so, (a) in respect of what publications or printed matter, (b) how many copies of each publication or item were ordered from each company and (c) what are the names of the companies concerned;

(2) whether these contracts were put out to tender; if not, (a) why not and (b) what was the total amount paid by his Department in respect of each of these contracts; if so, what was the (i) tender price originally accepted, and (ii) total amount paid out, in respect of each contract;

(3) whether his Department subsidizes any publications published by the above companies; if so, (a) which publications and (b) (i) why, and (ii) what is the amount of the subsidy, in each case;

(4) what total amount was spent by his Department in 1987 on printing and publishing involving (a) the above companies and (b) any other specified companies?

The MINISTER OF MANPOWER:

(1) No, all departmental printing and publishing was handled by the Government Printer in 1987 except as specified in (4)(b) below.

(a) Falls away.

(b) Falls away.

(c) Falls away.

(2) (a) Falls away.

(b) Falls away.

(3) No.

(a) Falls away.

(b) Falls away.

(4) (a) Falls away.

(b) Prontaprint — R2 000,00.

University subsidies: cost in respect of aliens

956. Mr C J DERBY-LEWIS asked the Minister of National Education:

What was the total cost of university subsidies per country of origin in respect of aliens attending South African universities for the 1980/81, 1983/84 and 1987/88 financial years, respectively?

HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Umzinto: erection of prison

6. Mr M RAJAB asked the Minister of Justice:

(1) Whether it is the intention of the Prisons Service to erect a prison near Umzinto; if so, (a) when is it anticipated that (i) building operations will be (aa) commenced and (bb) completed and (ii) the new prison will be taken into use and (b) what is the estimated cost of the project;

(2) whether interested parties were consulted on this matter; if not, why not; if so, (a) what interested parties, (b) when and (c) with what results;

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

The MINISTER OF JUSTICE:

(1) Yes. A new prison for 355 prisoners is envisaged.

(a) (i) (aa) Civil works commenced on 27 August 1987 and subject to the availability of funds, construction of the buildings is scheduled to commence during 1989.

(bb) The projected construction period is 30 months, and it is expected that building works will be completed during 1991/1992, provided that funds are available throughout that period

(ii) The prison will be inaugurated as soon as possible after completion.

(b) The estimated cost of the project is R22,6 million.

(2) (a) (b) and (c) Yes. The SA Prisons Service registered the need for a new prison to replace the existing prison at Umzinto with the Department of Public Works and Land Affairs during 1967. Since then liaison has taken place with various interested parties over a wide spectrum which cannot be dealt with within the scope of this reply. However, should the honourable member require details regarding representations by or contact with a specific individual, interest group or body, the information will gladly be furnished.

(3) No.

Own Affairs:

Qualified teachers employed temporarily

59. Mr P I DEVAN asked the Minister of Education and Culture:

Whether any professionally qualified Indian teachers were employed as temporary teachers by his Department as at the last school-day in 1987; if so, (a) how many of these teachers (i) were absorbed into the permanent staff in 1988 and (ii) are still employed in a temporary capacity and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) (i) Nil

(ii) 248

(b) 20 April 1988

Durban-Westville: persons qualified as teachers

60. Mr P I DEVAN asked the Minister of Education and Culture:

(1) Whether any persons qualified as teachers at the University of Durban-Westville in 1987; if not, why not; if so, how many;

(2) whether any of these teachers were in the employ of his Department as at the latest specified date in 1988 for which information is available; if so, how many were so employed in a (a) temporary and (b) permanent capacity?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, 367

(2) Yes

Teaching posts: applications from qualified teachers

(a) 163

(b) Nil

Professionally qualified teachers: records

61. Mr P I DEVAN asked the Minister of Education and Culture:

Whether his Department keeps records of all professionally qualified Indian teachers; if not, why not; if so, how many such teachers were not in the employ of his Department as at the (a) last school-day in 1987 and (b) latest specified date in 1988 for which information is available?

The MINISTER OF EDUCATION AND CULTURE:

Yes

(a) 33

(b) 204 as at 20 April 1988.

Persons expected to qualify as teachers

62. Mr P I DEVAN asked the Minister of Education and Culture:

How many persons are expected to qualify as teachers at the end of 1988 at the (a) University of Durban-Westville, (b) Springfield College of Education and (c) Transvaal College of Education?

The MINISTER OF EDUCATION AND CULTURE:

(a) 313

(b) 179

(c) 62

Qualified teachers dismissed

67. Mr K CHETTY asked the Minister of Education and Culture:

Whether any qualified teachers employed by his Department were dismissed in 1987; if so, (a) how many and (b) why?

The MINISTER OF EDUCATION AND CULTURE:

Yes

(a) 9

(b) Dismissals due to redundancy and abscondment.

72. Mr K CHETTY asked the Minister of Education and Culture:

(1) Whether any qualified teachers from (a) Natal, (b) the Transvaal and (c) the Cape Province who have applied for teaching posts with his Department are still waiting to be appointed; if so, how many in each case as at the latest specified date for which figures are available;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes

(a) 177

(b) 22

(c) 5

As at 20 April 1988.

(2) No.

Politically related disturbances: pupils involved

73. Mr K CHETTY asked the Minister of Education and Culture:

(1) Whether any Indian pupils were involved in politically related disturbances at schools falling under the control of his Department during the latest specified period of four years for which figures are available; if so, (a) how many pupils, and (b) which schools were involved, in each of these years;

(2) whether any schools were damaged as a result of such disturbances during this period; if so, (a) which schools, (b) what was the total amount of the damage, (c) what amount was spent on repair costs, and (d) out of what sources of revenue were these repair costs paid, in respect of each of these years;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes — 1984 to 1987.

(a) Not known.

# Enrolment has soared at all educational institutions

50  
3/19/88

THE annual increase in the number of black pupils had resulted in an enrolment explosion at all educational institutions, the National Manpower Commission said in its annual report for 1987 tabled in Parliament.

It reported that although the level of white school pupils was still dropping, the number of Indian and coloured pupils had largely stabilised, with growth of one-to-two percent a year.

The growth in black pupil numbers

meant that the demand for infrastructure, teacher training and the upgrading of the provision of education was so extensive that special efforts would be necessary to achieve any success at all.

In the field of tertiary education, there were strong indications of an increase in the training of all population groups; particularly blacks.

Increased training levels could benefit high-level manpower provided that the courses were in the right fields. — Sapa.

Howard

1323

WEDNESDAY, 4 MAY 1988

1324

(b) 1984 — None.  
1985/1986 — Rylands Secondary School — Cape.  
1987 — None.

(2) Yes.

(a) 1984 — None.  
1985 — None.  
1986 — Rylands Secondary School.  
1987 — None.

(b) 1986 — R2 936.

(c) 1986 — R2 936.

(d) State Revenue Fund.

(3) No.

Teachers inspected individually

76. Mr P I DEVVAN asked the Minister of Education and Culture:

(a) How many teachers in his Department were inspected individually for (i) confirmation and (ii) advisory purposes in 1987 and (b) (i) what are the corresponding figures for 1988 and (ii) in respect of what date is this information furnished?

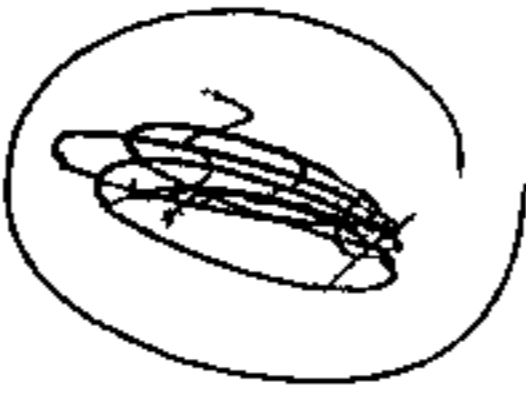
THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) 14

(ii) 329

(b) (i) Confirmation: Nil.  
Advisory: 81.

(ii) 31 March 1988.



Investigations into complaints conducted by superintendent of education

77. Mr P I DEVVAN asked the Minister of Education and Culture:

(1) How many investigations into complaints were conducted on average, by each superintendent of education of his Department in 1986 and 1987, respectively;

(2) how many of these complaints were lodged (a) (i) anonymously and (ii) by complainants who identified themselves, and (b) (i) telephonically and (ii) in writing, in each of these years,

(3) whether any of these investigations were initiated by the Chief Director (Control); if so, how many in each of these years?

THE MINISTER OF EDUCATION AND CULTURE:

(1) 1986: 6  
1987: 7

(2)

(a) (i) 8

(ii) 22

(b) (i) Nil

(iii) 30

(3) No.



1986 1987

8 11

22 22

Nil Nil

30 33

1325

THURSDAY, 5 MAY 1988

1326

HOUSE OF ASSEMBLY

NATAL

+Indicates translated version.

For written reply:

General Affairs:

Self-governing territories proclaimed/deproclaimed

482. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) (a) How many Black townships outside the self-governing territories were (i) proclaimed and (ii) deproclaimed in 1987 and (b) where are these townships situated;

(2) how many persons moved into the proclaimed townships in 1987?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This information was furnished by the different Provincial Governments:

ORANGE FREE STATE

(1) (a) (i) and (ii) None.

(b) Falls away.

(2) Falls away.

CAPE PROVINCE

(1) (a) (i) 3 (b) Gumtree, Fort Beaufort and Lady Grey.

(ii) 1 (b) Niekerskloop.

(2) 941

TRANSVAAL

(1) (a) (i) 1 (Spruit View Ext 1 — was declared an approved township in terms of Regulation 23 of the Black Township Establishment and Land-Use Regulations, 1986).

(ii) None.

(b) Spruit View Ext 1 is situated to the north-east of Kallehong (German-ton).

(2) 5 families (25 persons).

Howard

(1) (a) (i) and (ii) None.  
(b) Falls away.  
(2) Falls away.

Khayelitsha: houses built by State

885. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

(1) (a) What types of houses have been built in Khayelitsha by the State and/or with financial assistance from the State, (b) what is the (i)(aa) cost and (bb) purchase price of, and (ii) monthly rental for, each such type of house and (c) in respect of what date is this information furnished;

(2) (a) how many persons were residing in Khayelitsha as at the latest specified date for which figures are available and (b) how many such persons were living (i) in core-houses and (ii) on site-and-service plots adjacent to Khayelitsha;

(3) what (a) standards are laid down in respect of accommodation erected on, and (b) rentals are charged for, these site-and-service plots;

(4) (a) what area of land was purchased for this site-and-service scheme and (b) at what cost?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This information was furnished by the Cape Provincial Government:

(1) (a) (b)(i)(aa) (i)(bb) (b)(ii)  
Per unit  
Core houses R5 118 R5 969 R20  
R6 191 R6 411

Demonstration houses R27 000 R18 941 Sold out  
Sandbag R7 000 R3 600 Sold out

(c) 22 March 1988.

(2) (a) 97 000

(b) (i) 35 000

(ii) 38 000

Call (021) 77-2259  
 4/5/88 (50) ~~285~~ ~~286~~

From A B FOURIE, Director-General, Education and Training (Cape Town):

PERMIT me to comment on some allegations in a letter by Sue Philcox (Letters, April 26).

The claim that "it would seem the DET does not want the schools to run successfully" is a conclusion drawn from a number of allegations based on incomplete information and questionable assumptions.

Ms Philcox's very real concern for all facets of education is shared by the Department of Education and Training, which does not seek confrontation or anything else which might impede or jeopardize normal schooling. The successful provision of education is the sole objective.

It should be evident that while minor infringements are part of any enterprise involving adolescents, at a certain point it becomes necessary for those responsible for the enterprise to draw lines and, where unavoidable, confront those who would endanger the learning process for others.

Ms Philcox gives the impression that "hundreds of pupils who wish for schooling" who are, apparently, denied available facilities by the Department, are prepared to accept their roles in the educational partnership.

Unfortunately there is a militant minority able with, we believe, considerable misguided sympathy, to thwart and sabotage the educational engagement.

There are a number of duties associated with the right to education. While space in your paper prevents detailed treatment, it is sufficient to note that unless pupils behave in a reasonable, civilized way, an education authority cannot do its duty. The authority also has a duty to those who do wish to learn.

# DET not seeking any confrontation

In an attempt to provide some factual basis for an appraisal of the tragic situation the following is germane.

● Teachers are professionals who undertake contractual obligations. Breaches of contract are investigated according to fixed procedures implemented by all education departments. Teachers, as professionals, have recourse to procedures to ensure their rights.

One feels constrained to ask a number of questions about Ms Philcox's letter; questions which bring to light certain implications.

First, "five teachers were suspended on what appear to be set-up charges". Suspension occurs when serious breaches of contract are being investigated. The Department implements this procedure only after discussion with the teachers concerned and requests for adherence to contractual obligations.

Ms Philcox would seem to have taken it on herself to appraise professionalism ("These teachers are able and caring"). One assumes they are or they would not have been appointed but one must wonder about Ms Philcox's criteria. Caring about what? The long-term welfare of their pupils? Their professional responsibilities? Their firm belief in ideals which they cannot reconcile with Departmental policies? If the last, then one must respect their integrity but ask why they have not either aired their grievance through a recognized professional association to the Minister or, if they felt compelled to do so, resigned. Whatever their end, professionalism should pre-

vent collusion or any other action which thwarts pupils acquiring knowledge.

To cite another series of judgements: "There seems little point in the state spending millions on black education if their officials are permitted to create such resentment in the schools and in the community by antagonizing pupils, teachers and parents."

No official is ever permitted to do these things. However adolescent resentment toward adults as authority figures has been recorded since Egyptian times. While the Department takes cognizance of this and does all in its power to create harmonious school communities, it can hardly be held culpable for all resentment.

Regulations are being finalized to extend new structures for parents and communities to have even more representation in decisions on education. These encompass matters from school uniforms to the curriculum. Comprehensive avenues exist for parents and communities to express grievances.

The Deputy Minister of Education, Mr Sam de Beer, and senior officials have on a number of occasions held lengthy talks with teachers and parents in areas where schooling is being jeopardized. On more than one occasion they have received assurances from parents and teachers that they would play their part in normalizing schooling.

Any contribution which Ms Philcox can make towards expediting the swift return to normal schooling would be most welcome by all concerned.

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each such decision implemented and (c) what are the details of these decisions?

The MINISTER OF HOUSING:

- (1) (a) (i) (aa) 2.  
(bb) 20.  
(ii) As at 29 April 1988.
- (b) Decisions pertaining to the objectives of the board
- (2) Yes.

(a) Because section 7(5) of the Housing Development Act (House of Delegates), No 4 of 1987, permits it. Any other interpretation would entirely defeat the object of the executive committee. The statutory requirement that such decisions be confirmed by the full board affords opportunity for revision in each case but contractual obligations already operative by the time the full board meets again would have to be taken into account. For this reason the decisions of the executive committee will not lightly or easily be overturned.

(b) See (a) above.

(c) It is not possible to furnish a blanket reply as desired. The Honourable Member is however, at liberty to request details of any specific decision, in writing.

Mr Y MOOLLA: Mr Chairman, arising out of the answer given by the hon the Minister, in view of the fact that the total number of members of the board constitute about six members, while there are four members in the executive committee, would it not be more prudent if all decisions were dealt with by a full board when there is such a minimal difference between the executive committee and the total number of members of the full board?

The MINISTER: Mr Chairman, if the hon member submits that question in writing he will receive the appropriate answer.

Construction of School No 55, Phoenix: tenders Housing:

- \*3. Mr C N MOODLIAR asked the Minister of Housing:
- (1) Whether tenders were invited for the construction of School No 55, Phoenix; if not,

HOUSE OF DELEGATES

why not; if so, (a)(i) when and (ii) in what publications and (b)(i) how many tenders were received and (ii) from whom;

- (2) whether any of these tenders were accepted; if not, why not; if so, (a) to whom was the tender awarded and (b) what was the amount of the successful tender?

The MINISTER OF HOUSING:

(1) Yes.

(a) (i) 27 November 1987.

(ii) State Tender Bulletin.

(b) (i) 12.

(ii) National Construction.

Rambros Building Services and Contractors.

A. A. Construction (A).

A. A. Construction (B).

John Sisk & Son (Pty) Ltd.

John Sisk & Son (Pty) Ltd (Alternative).

Stocks & Stocks (Pty) Ltd.

Stocks & Stocks (Pty) Ltd (Alternative).

Group Five Building (Pty) Ltd.

James Clark (Pty) Ltd.

RHO Building Construction (Pty) Ltd (Price A).

RHO Building Construction (Pty) Ltd (Price B).

(Pty) Ltd (Price B).

(2) Yes.

(a) Rambros Building Services and Contractors.

(b) R2 377 700,00.

Development of Lot 8282, Lenasia: tenders

\*4. Mr A S RAZAK asked the Minister of Housing:

- (1) Whether tenders were invited for the development of Lot 8282, Lenasia; if not, why not; if so, (a)(i) when and (ii) in what publications, (b) why and (c)(i) how many tenders were received and (ii) from whom.

(2) whether any of these tenders were accepted; if not, why not; if so, (a) to whom was the tender awarded and (b) what was the amount of the successful tender?

The MINISTER OF HOUSING:

(1) Yes.

(a) (i) During the period 20 November 1987 to 3 January 1988.

(ii) Sunday Times Extra, The Star and Lenasia Times.

(b) The Housing Development Board resolved to sell the site by tender.

(c) (i) 16.

(ii) Aboobaker Ismail

Resourced Profit Centre

Ahmed Allh Dadabhai

Sayed Hoosen Mia

L L Reddy

I M Goolam

L Naidoo

Zaakir Investments

Matrix Projects

Shabir Ahamed Hafizulla

Russell Marshall and

Strde Pro Group

Islamic Corporation

(Alternative)

Mohamed I Momonah

Saloye Ebrahim Khalil and

B Suliman.

(2) No. None of the tenders were acceptable.

(a) Falls away.

(b) Falls away.

Alleged conviction of certain official: report

\*5. Mr M RAJAB asked the Minister of the Budget:

- (1) Whether he (a) has been informed of, and/or (b) has received a report from the Department of Justice concerning, the alleged conviction of a certain official of his Department, whose name has been furnished to the Minister's Department for the purpose of his reply, on a charge of assaulting a police reservist; if so, (i) what departmental action has been taken in this regard and (ii) what is the name of this official; if not, what action has he taken or does he intend taking in this regard;

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

The MINISTER OF THE BUDGET:

(1) (a) Yes.

(b) Yes.

(i) The subject is *sub judice* due to an appeal being lodged.

(ii) Falls away.

(2) No.

For written reply:

General Affairs:

Section 41 of Group Areas Act: notices served

23. Mr M RAJAB asked the Minister of Constitutional Development and Planning:

- (1) Whether his Department has served any notices in terms of section 41 of the Group Areas Act, No 36 of 1966, since 30 June 1987; if so, as at the latest specified date for which information is available, (a) how many, (b) in which towns or areas, (c) at whose request, (d) in respect of what contraventions and (e)(i) how many complaints did his Department receive in this regard and (ii) by whom were they lodged;
- (2) whether it is the intention of his Department to take steps against all persons occupying premises in contravention of the provisions of the said Act; if so, what steps;
- (3) whether his Department has established a section for the purpose of dealing with contraventions of this nature; if so, what are the relevant particulars;
- (4) whether it is the intention of his Department to apply the provisions of the said Act to multinational corporations;
- (5) whether he will make a statement on the matter?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No notices have been issued in terms of section 41 since the date mentioned, in respect of new cases. In respect of earlier cases, additional notices have been sent to the Deeds Office, a nominee and the bondholders. The rest of (1) falls away.
- (2) No. Illegal occupation is a criminal offence which is dealt with by the S.A Police.

HOUSE OF DELEGATES

## CP attacks 'people's <sup>STE</sup> education' (50)

The Government was moving towards so-called "people's education" for blacks, even though this was part of the revolutionary onslaught against South Africa, Dr Ferdie Hartzenberg (CP, Lichtenburg) said in the House of Assembly yesterday.

Speaking on the Department of Education and Training vote, he said that although good progress was being made in black education, indications were that much better results were being achieved in the self-governing homelands. — Sapa.



50 B/day 5/9/88

PARLIAMENT

# Andrew slams plan for black education

THE President was deluding himself if he thought the appointment of a black Education and Training Minister would in itself make a major contribution to resolving problems in black education, Ken Andrew (PFP Gardens) said in the House of Assembly yesterday.

He said a black appointee, who was not representative of, or directly accountable to, the black community, would exacerbate, rather than solve existing problems.

He would be seen as an Uncle Tom and become the focus of heightened dissatisfaction.

What was needed was an education system that represented the wishes of the black community, not one that was essentially determined by a white government that had consistently refused to grant basic human and civil rights to black citizens of this country.

Andrew said the Education and Training

Department suffered from a lack of credibility.

Its most recent annual report said there was virtually no disruption last year at schools under its control.

However, in answer to parliamentary questions, the minister had said 147 schools and 128 022 pupils had been affected by boycotts or disturbances and 26% of all high schools had been affected.

Matric results continued to be appalling, but the fact that only about 48% of candidates passed last year was not mentioned in the overview of the year's activities.

The figures were contained only in the statistics of the report.

Andrew said a Parliamentary select committee should be appointed to inquire into all aspects of the department's purchase of the R4,8m Ivis Interactive Video system.

He said the Advocate-General's report on the matter raised more questions than it answered. — Sapa.

SAW 575758  
**Call for move  
on education  
for squatters**

Black children in squatter camps probably made up a major proportion of the estimated 1 million non-schoolgoing children in South Africa and the problem had to be addressed, Mr Rupert Lorimer (PFP, Bryanston) said yesterday.

Speaking in the debate on the Education and Training vote, he said a whole generation of children was growing up in the grinding poverty and frustration of squatter camps, and the implications of this could be serious for South Africa. —  
Sapa. (226) . (50)

# Govt sending security forces to do its dirty work in schools — MP

## Political Correspondent

CAPE TOWN — The government was sending in the security forces to do its political dirty work in black schools instead of addressing the legitimate political demands of the community, the independent MP for Claremont, Mr Jan van Eck, said yesterday.

Mr Van Eck said the Department of Education and Development Aid had refused to negotiate with parent/teacher/student associations at black schools because it refused to relinquish any of the government's control over black people.

The security forces had done the department's political dirty by repressing movements such as the National Education Crisis Committee (NECC) and the Democratic Teachers Union (DETU) — organizations which the minister should have been negotiating with, Mr Van Eck said.



MR VAN ECK

The security forces had also been used to prevent parents, teachers and students from meeting to discuss an end to the crisis, he said.

"When various parent/teacher associations' wanted to meet on January 14 this year at Nonzwakaze Church in Guguletu for the purpose of explaining the new registration process, the South African Police blocked the entrance to

the church.

"When the parent/teachers associations' again wanted to meet on January 20 at the same church for the purpose of encouraging parents to register all students, the South African Police again barred the entrance.

"This police action is fundamental to the present crisis.

"Had these meetings been allowed to take place there would probably not have been the crisis we are now faced with, as well as the fact that about 1 000 students are locked out of the schools."

The National Party MP for Pretoria Central, Mr G. C. Oosthuizen, strongly criticised Mr Van Eck for his association with racial causes and said the government had a duty to ensure that pupils were able to go to school as well as a duty to protect the community.

The time had come to stop "tinkering" with the system of financing school education.

"The base for the collection  
(Turn to page 3, col 1)

*WILKINSON 7/15/88*  
(Continued from page 100)

of funds should be broadened to include the wider community who, after all, are the users of education."

Mr Mazinter, who is also chairman of Camps Bay High School committee, said they had had to redouble their efforts in fund-raising.

"Not many schools can survive on fees alone," he added.

The headmaster of one high school, who asked not to be named, said that too much attention was paid to fund-raising

but that his school had no choice.

Mr Willem du Preez, head of Voortrekker High School, said: "We have exactly doubled our fees but with our relatively conservative budget even this may not be enough to make ends meet.

"The department used to help with all expenses such as diesel for our tractor, petrol for mowers and lime for marking fields. This aid has now been withdrawn."

Mr Roy Melville, chairman of Rondebosch Boys' High

School committee, said parents had been asked for more voluntary contributions.

"We have been hit particularly hard. We have about 10 fields to look after and an amount of R25 000 for this is not unrealistic. I understand there have been cuts in everyday consumables like stationery as well."

Westerford head Dr John Gibbon said the school had tried to cut back, but that no special fund-raising drives were planned.

Sans Souci headmistress Mrs

F J Watson said the school had raised its fees and hoped that this would be adequate.

The deputy-principal of D F Malan High School, Mr J Maass, said the school tried to raise funds through frequent activities such as fetes.

Wynberg Boys' High has budgeted an additional R20 000 for electricity and water.

SACS has embarked on a R3-million appeal campaign, but headmaster Mr Gordon Law said this was "purely for development purposes."

MONEY troubles stare the Peninsula's white schools in the face as budget cuts announced by the Cape Education Department bite hard.

Particularly hard hit are the big schools with hectares of sportsfields.

It is estimated that they will have to find amounts in excess of R25 000 for maintaining fields alone.

One school has doubled its fees but fears that even this may not be enough to compensate for the department's cost-cutting.

Among other measures, it stopped paying for electricity and water for sport and recreation from April 1.

### Fund-raising

Several schools have had to step up fund-raising programmes and some headmasters fear that time devoted to raising money will have a detrimental effect on academic programmes.

School fees, voluntary at present, have risen sharply at most Peninsula schools.

And it was reported this week that pupils at some Tygerberg schools were being "terrorised" into paying school fees. A member of the Parow School Board, Mr Steve Hayward, said he had been told of schools offering class periods off if all pupils had paid fees.

### First time

Mr Rodney Mazinter, chairman of the Cape English Speaking Parents' Association, said: "For the first time parents are being asked to provide for the maintenance of those items considered desirable but not essential to basic education.

"Out goes departmental support for such things as maintenance of buildings and fields, water and electricity used on fields and in swimming-pools, and a proportion of a school's telephone bill.

"One appreciates that there are schools for whom the use of even one sportsfield would be a luxury and where a pool is an undreamed-of extravagance.

### Strong case

"While this makes out a strong case for the sharing of resources and facilities, it does not deny the fact that schools having them cannot leave them to go to seed.

"Under the present system the person accepting responsibility for their upkeep is the parent."

Mr Mazinter said he feared that money used to buy educational equipment might have to be diverted to upkeep.

By ROBERT HOUWING  
Weekend Argus Reporter

# GAPPE SCHOOLS ARE FEELING THE PINCH

*WILKINSON 7/15/88*  
*50*

Parents face burden of maintaining sport and recreation facilities

DID 7/5/88

# DET plans more schools in Stutt, Komga, Q'town

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~~256~~

Daily Dispatch Correspondent

PORT ELIZABETH — New primary and secondary schools for Komga, Stutterheim, and Queenstown are planned by the Department of Education and Training (DET).

They are among a number of departmental projects in the Eastern Cape, according to the regional representative for the DET in the Cape, Mr Bill Staude.

In Qumrha, Komga, in the King William's Town circuit, the plans include a primary school of 16 classrooms, providing 640 additional places, and one 36 classroom secondary school in Cumakala, Stutterheim, providing 1 260 additional secondary places.

The department intends building 12 additional classrooms at Ginsberg, King William's Town, and a 30 classroom secondary school at Queenstown.

Twenty-four prefabricated primary and six secondary classrooms are being built in Gompo Town, East London.

Two prefabricated classrooms for primary pupils are being built in Jeffreys Bay and five primary classrooms in Patensie.

Nine prefabricated secondary classrooms are under construction in Colesberg.

Seven primary schools and a secondary, providing accommodation for 7 890 pupils, are planned for Port Eli-

zabeth and should be completed by February next year.

Two of the primary schools will be in the new suburbs of Kwadwesi and Kwamagxaki, three in Motherwell and two in Zwide,

In the Uitenhage circuit two 24 classroom primary schools in Kwano-buhle providing 1 920 additional primary places are planned.

Mr Staude said the department's building programme excludes the building of laboratories, workshops or administrative blocks.

He would not say how much the department would spend on the building of classrooms and schools.

He said planning for the provision of school buildings was based on an analysis of the annual demographic survey of black residential areas throughout the region.

He said the building of schools destroyed by vandals would only be authorised if communities for whom new buildings projects had been planned agreed that the funds earmarked for those projects should be used instead for rebuilding of a destroyed school.

"Senseless and wanton destruction of schools seriously retards the attainment of our common goal — namely that there should be sufficient accommodation for all of our pupils who wish to attend school," Mr Staude said.

D 10915/88

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# MD on key role for business, education

Daily Dispatch Reporter

**EAST LONDON** — Business and education could play a key leadership role in promoting a fundamental shift in black and white perceptions of one another, the managing director of Johnson and Johnson, Mr Clive Schreuder, said at an East London Rhodes University graduation ceremony at the weekend.

Mr Schreuder was guest speaker when 28 graduates in science, arts, education and commerce were capped by the chancellor, Dr Ian Mackenzie.

In his speech, Towards a New South Africa — the Role of Business and Education, Mr Schreuder said apartheid was a temporary system that would not withstand dynamic demographic factors.

He said blacks already constituted 80 per cent of the population and by the year 2000 there would be twice as many as there were in 1980.

The main problem with South African society was that of perceptions. This was the first aspect that should be tackled at grassroots level, he said.

In industry black workers voiced their social grievances through trade unions, which was their only outlet. That was why trade unions adopted a political stance.

He said workers viewed businesses as conspiring with the government to oppress them, leading to workers calling for sanctions and disinvestment.

The government on the other hand accused business of meddling in politics.

Business and education held the key in a changing South Africa, Mr Schreuder said. It was in the workplace and the classroom that they could interact and learn mutual respect to achieve a common goal.

Vertical progression in a company should be based on merit, not on the colour of a person's skin, he said.

On education, Mr Schreuder suggested that more private non-racial schools be established. This would help overcome the problem of perceptions between the races.

He said a number of well-equipped white schools were under-utilised, whereas there was a shortage of black schools.

The government's idea of improving black education would never solve the education problem since "separate would never be equal".

He called on citizens to take a lead in changing the country into a free non-racial society.

Twenty students graduated with a bachelor of commerce degree, five with bachelor of education, one with a bachelor of arts, one with a bachelor of science and one with a bachelor of economics.

Guests later met Dr Mackenzie and other university leaders before attending a garden party in the grounds of the museum.

Leatherette trim pullovers

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Henri

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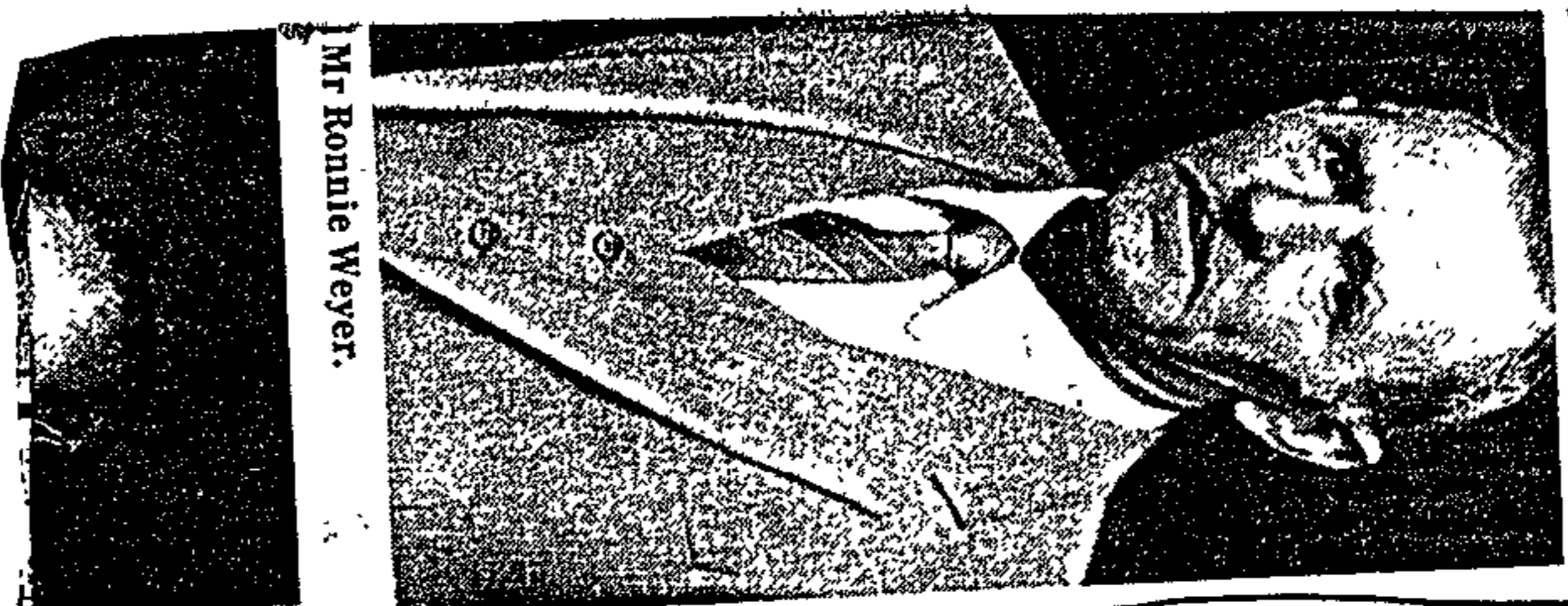
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Mr Ronnie Weyer.



self-governing territories and independent Black states, (ii) the media, (iii) organized trade, industry and agriculture and (iv) employee organizations and (b) what are the names of the bodies which represented (i) organized (aa) trade, (bb) industry and (cc) agriculture and (ii) employee organizations at this conference?

The STATE PRESIDENT:

I refer the honourable member to my written reply to question 687 of 1988.

*Own Affairs:*

*Reply substituting reply to Question No 119 on Monday, 2 May 1988, put by Mr C J Derby-Lewis (col. 1247):*

Non-White children attending White private schools

119. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

(a) How many non-White children are currently attending White private schools in the Transvaal, (b) which schools are involved, (c) how many of these schools receive (i) 45 and (ii) 15 per cent subsidies, (d) what is the latest total subsidy amount for the Province of Transvaal in this regard and (e) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

- (a) 5 136,  
 (b) Assumption Convent (Germiston) School  
 Assumption Convent High School (Maryvale)  
 Assumption Convent High School (Pretoria)  
 Auckland Park Preparatory School  
 Brescia House Ursuline Convent  
 Christian Brothers' College (Boksburg)  
 Christian Brothers' College (Pretoria)  
 Christian Brothers' College (Springs)  
 Convent of the Holy Family  
 Convent of Our Lady of Mercy Dominican School  
 Crossroads Trust School  
 Danelin College  
 De la Salle Holy Cross College  
 Deutsche Schulle (Johannesburg)  
 Deutsche Schulle (Pretoria)  
 Dominican Convent  
 Eden College (Johannesburg)  
 Eden College (Warmbaths)  
 Glenoaks School  
 Holy Rosary Convent  
 Iona Convent  
 Japan School

#### HOUSE OF DELEGATES

Indicates translated version.

*For written reply.*

*General Affairs:*

Diplomatic missions abroad: persons appointed as ambassadors/diplomatic officials

24. Mr M RAJAB asked the Minister of Foreign Affairs:

(a) How many (i) Indians, (ii) Coloured, (iii) White and (iv) Black persons had been appointed as (aa) ambassadors and (bb) diplomatic officials in the South African diplomatic missions abroad as at 1 March 1988, (b) in which countries were they serving and (c) what ranks did they hold?

The MINISTER OF FOREIGN AFFAIRS:

I will gladly furnish the Honourable Member with the relevant details verbally.

- Kelly Greenoaks  
 King David School (Linksfield)  
 King David School (Victory Park)  
 Kingsmead College  
 La Salle College  
 Liberty Christian College  
 Loreto Convent (Skinner Street)  
 Loreto Convent (Queenswood)  
 Marist Brothers' College  
 Max Sibbe School  
 Mayfair Convent  
 McAuley House School  
 Michael Mount Waldorf School  
 Modern Methods Business College  
 Our Lady of Mercy School  
 Pretoria Preparatory School  
 Pridwin Preparatory School  
 Rand Tutorial College  
 Redhill School  
 Roedean School (S.A.)  
 Sacred Heart College  
 Sabei Preparatory School  
 Sagewood School  
 Selly Park Convent  
 St Alban's School  
 St Andrews School  
 St Benedict's College  
 St Catherine's Dominican Convent  
 St Catherine's School (Florida)  
 St Columba's Primary School  
 St Conrad's School  
 St David's Marist Brothers' College  
 St Dominic's School  
 St Dunstan's Memorial Diocesan School  
 St John Bosco College  
 St John's College  
 St John's Preparatory School  
 St Katharine's Preparatory School  
 St Martin's School  
 St Mary's School for Girls  
 St Mary's Diocesan for Girls (Pretoria)  
 St Paul's Parochial School  
 St Paul's Laerskool  
 St Peter's School (Nelspruit)  
 St Peter's Preparatory (Rivonia)  
 St Stithian's College  
 St Teresa's Convent  
 St Thomas Aquinas  
 Studwell Tutorial College  
 St Ursula's Convent  
 St Ursula's Primary  
 The Ridge School  
 Uplands Preparatory School  
 Waterkloof House Preparatory School  
 Woodmead School.
- (c) (i) 19  
 (ii) 49,  
 (d) R13 592 343,00.  
 (e) (a) — (c) July 1987  
 (d) March 1988.

# One education department urged at NCW conference

By Paula Fray (50)

The National Council of Women should strive for one department of national education which spent the same amount on all children, NCW national educational adviser Mrs. Thelma Henderson told the council's conference in Johannesburg last week.

She said that while there were encouraging developments in education, other developments gave the NCW grave cause for concern.

The education and training budget for the current financial year represented a 28 percent increase on the previous year.

"Of particular note is the fact that 87 percent more has been allocated for the education of handicapped children, 82 percent more for teacher training and 86 percent more for out-of-school education and training," Mrs Henderson said.

Of note, too, was the proposed reversal in schools sports policy whereby schools who did not wish to compete against multiracial teams should withdraw.

Discussing "people's education", Mrs Henderson said: "It is completely unacceptable insofar as it has the declared goals of bringing about unacceptability in the education system and thereby creating a vacuum in which so-called alternative education can be set up".

It could have a positive meaning, however, "in the sense of implying reform of the curriculum and involvement of the community in order to bring education closer to the people".

Disturbing educational factors included the present situation of farm schools, the ending of specialist pre-primary teacher training in Natal and the dissatisfaction among teachers about their inadequate pay.

The pay situation had reached crisis proportions and many people were leaving the teaching profession.

Another problem facing education was the shortage of facilities for the training of black teachers.



rection Act, 1962 (Act 71 of 1962) which is administered by the Department of Justice.

Pensions for Blacks: applications received/ granted

965. Mr D J MALCOMESS asked the Minister of Constitutional Development and Planning:

- (a) How many applications for pensions for Black persons were (i) received and (ii) granted in February 1988 and (b)(i) how many applications were still under consideration as at the latest specified date for which information is available and (ii) what is the date of the earliest application still under consideration?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This information was furnished by the different Provincial Governments:

TRANSVAAL

- (a) (i) ± 7 000.
- (ii) ± 2 000.
- (b) (i) 9 700 on 15 April 1988.
- (ii) December 1987.

ORANGE FREE STATE

- (a) (i) 1 288.
- (ii) 992.
- (b) (i) 1 579 on 13 April 1988.
- (ii) 11 February 1988.

CAPE PROVINCE

- (a) (i) 1 994.
- (ii) 3 205.
- (b) (i) 3 551 on 25 March 1988.
- (ii) March 1987.

NATAL

- (a) (i) 1 318.
- (ii) 616.
- (b) (i) 1 200 on 15 April 1988.
- (ii) November 1987.

Visas: applications received/refused

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

- (1) How many applications for visas to visit South Africa were received by his Department in 1987:

Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies Act: prosecutions/ convictions

994. Mr R W HARDINGHAM asked the Minister of Agriculture:

- (1) (a) How many (i) prosecutions were instituted and (ii) convictions were obtained in respect of contraventions of the provisions of the Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies Act, No 36 of 1947, during the latest specified period of 12 months for which figures are available and (b) what was the general purport of these prosecutions:
- (2) whether he will make a statement on the matter?

THE MINISTER OF AGRICULTURE:

- (1) (a) (i) Twelve, during the 12 months ending on 31 December 1987;
- (ii) nine admissions of guilt and three convictions in Court;
- (b) sale or exhibition for sale of stock remedies after the expiry date thereof;
- sale of an unregistered farm feed and agricultural remedy;
- sale of an unlabelled stock remedy and fertilizers; and
- practising as pest control operator by an unregistered person;
- (2) no, a statement is not considered necessary.

Own Affairs:

Schools: pupil capacity

124. Mr M J ELLIS asked the Minister of Education and Culture:

- (1) (a) How many pupils are there at (i) Glenmore Senior Primary School, (ii) Carrington Heights Junior Primary School, (iii) Dirkie Uys High School and (iv) Andries Pretorius Primary School, (b) what is the pupil capacity of each of these schools and (c) in respect of what date is this information furnished;
- (2) whether any consideration has been given to combining (a) Glenmore Senior Primary School and Carrington Heights Junior Primary School and Andries Pretorius Primary School; if not, why not; if so, with what result?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) (i) 140
- (ii) 87
- (iii) 516
- (iv) 330,
- (b) (i) 460
- (ii) 300
- (iii) 1 100
- (iv) 780,
- (c) 26 April 1988;
- (2) (a) yes,

negotiations on the possible amalgamation in respect of Glenmore Senior Primary School and Carrington Heights Junior Primary School are taking place.

(b) no, the Department is not considering the amalgamation of Dirkie Uys High School and Andries Pretorius Primary School since departmental policy prescribes separate facilities for high and primary schools.

White education: amount budgeted

126 Mr A GERBER asked the Minister of Education and Culture:†  
What amount was budgeted for White education in the Republic in each financial year since 1978-79?

Financial year	amount
1986/87	: R3 698 469 000
1987/88	: R4 141 247 000
1988/89	: R4 377 474 000

† Figures as from 1978-79 until 1985-86 are not readily available since White education was under control of the Provincial Education Departments and the then Department of National Education.

The above amounts include all funds for education, irrespective of the budget vote in which they were contained

- (1) Whether any high schools in the Cape Peninsula have the physical capacity to cater for more pupils than the number currently registered at those schools; if so, (a) which schools and (b) what is their combined (i) capacity and (ii) current enrolment of pupils,
- (2) whether any qualified high school teachers who are unable to obtain posts are available to teach in Black high schools in the Cape Peninsula;
- (3) whether he will make a statement on the matter?

THE DEPUTY MINISTER OF TRANSPORT AFFAIRS (for the Minister of Education and Development Aid):

- (1) Yes.
- (a) Langa Secondary School.  
I.D. Mkhize Secondary School.
- (b) (i) 1 666 pupils.  
(ii) 1 136 pupils: No pupils who complied with entrance requirements were refused. Two new secondary schools were erected in December 1987/January 1988 which temporarily relieved accommodation needs.
- (2) Vacancies are advertised regularly. The Department therefore does not keep particulars in this respect and the information is consequently not available.
- (3) No.

Mr K M ANDREW. Mr Speaker, arising from the hon the Deputy Minister's reply, may I ask him whether there is any good reason not to admit the hundreds of children who wish to go to school into the schools that have the vacancies?

THE DEPUTY MINISTER: Mr Speaker, I ask the hon member to submit that question in writing.

\*33. Mr J H VAN DER MERWE — Defence. [Withdrawn.]

\*34. Mr J H VAN DER MERWE — Defence [Withdrawn.]

Wynberg magistrate's court: request for admission of family members of detainees to court-room

\*35. Mr J VAN ECK asked the Minister of Justice:

HOUSE OF ASSEMBLY

*Attwood*

(1) Whether, with reference to his reply to Question No 5 on 26 April 1988 on the appearance in the Wynberg magistrate's court on 15 March 1988 of a number of detainees, any officials of his Department stationed at the said court were approached with the request that family members of the above detainees be admitted to the court-room; if so, by whom;

(2) whether this request was acceded to; if so, (a) how many such family members were admitted and (b) how many of those admitted were unable to obtain seating?

THE MINISTER OF LAW AND ORDER (for the Minister of Justice):

- (1) and (2) The Magistrate of Wynberg informs that in view of the fact that an audience of approximately 500 attended the proceedings and that seating was only available for 60 persons, discussions were held with the presiding officer, the public prosecutor, the South African Police and legal representatives of the accused persons. It was agreed that three family members for each of the eleven accused persons were to be allowed in court. The said family members were thereafter admitted to the court. When the proceedings started the court was jam-packed. Some members of the audience also stood against the side walls of the court-room. It is not possible to give an indication of which persons were unable to obtain seating. I would, however, like to add that the prosecutor personally saw to it that the hon member obtained seating in court.

†Mr J VAN ECK: Mr Speaker, arising out of the hon the Minister's reply, may I ask him what the name was of the official who gave instructions that 50 policemen were to fill the court so that the family and friends had no room to sit down?

†THE MINISTER: Mr Speaker, on a previous occasion I replied here that certain policemen were present in the court to see that order was maintained, and that is what was agreed upon by — as I have indicated here — the representatives of the accused, the relatives, the staff and the policemen present there, and I think everyone who wished to listen there, including the hon member for Claremont, received fair treatment from us [Interjections]

*Own Affairs:*

Presentation of lesson at certain school in Transvaal: presence of Black traffic constable

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

Whether a Black traffic constable was present during the presentation of a lesson in or about August 1987 at a certain school in the Transvaal, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (a) at which school, (b) why, (c) by whom the lesson presented and (d) what were the circumstances surrounding the incident?

THE MINISTER OF EDUCATION AND CULTURE:

- No.
- (a) to (d) fall away.

Certain statistical information excluded from annual report

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether certain statistical information previously contained in the reports of the Directors of Education tabled in respect of each province has been excluded from the annual report of his Department for 1987, if so,
- (2) whether a section on education statistics as contained in his Department's annual report for 1986 was excluded from the report for 1987; if so, (a) why, (b) what areas of statistical information were thus excluded and (c) who made the decision to exclude this statistical section;
- (3) whether any other areas of statistical information have been excluded from the report for 1987; if so, (a) what areas, (b) why and (c) who made the decision in this regard.
- (4) whether his Department makes available an annual statistical supplement to its departmental report; if not, why not?

†THE MINISTER OF EDUCATION AND CULTURE.

- (1) Yes, with the annual report for 1987 there was a change to statistical information in

accordance with the SAPSE-information system which is now the only official source of educational statistics for the College/School sector.

- (2) no, the education statistics will be published as addenda to the annual report for 1987 as soon as available.

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

- (3) no; (a), (b) and (c) fall away.

- (4) no, no supplementary statistics ancillary to the addenda will be published since the SAPSE-information is already incorporated in the addenda.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he inform us whether it would not be to the advantage of Parliament as a whole that the statistical addendum to his report be made available earlier in the year so that questions posed in this House, both written and oral, need not be posed?

†THE MINISTER: Mr Speaker, of course it would be better, but then we would have to keep in mind that in practice the annual report would be available much later, so that it might happen that when the Budget Vote was discussed, the annual report would not be available. We consider this to be a greater disadvantage, and therefore it is appended as an addendum at this stage. However, I wish to tell the hon member that we shall look at it, and if it is at all possible to have the addendum included in the original annual report, we should like to do so if it is practically possible.

Mr R M BURROWS: Mr Speaker, further arising out of the hon the Minister's reply, is it not correct that a statistical survey of people and staff population in schools is undertaken on the tenth schoolday of every year?

†THE MINISTER: Mr Speaker, I have already replied to the hon member. We are aware that it is the 10th of February; yes, the hon member is correct when he mentions that date to the House.

*For written reply:*

*General Affairs:*

Farm schools subsidized

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

HOUSE OF ASSEMBLY

*Attwood*

# Advice needed — De Beer

STW 10/5/58  
HOUSE OF REPRESENTATIVES

It was important that black educationists make a direct contribution to the syllabuses at black schools, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

Speaking in the debate on the Education and Training vote, he said his department welcomed the views and wisdom of such people.

He said he could not underline enough the importance and relevance of people's education. However, it was a matter that had to be dealt with in a very delicate way.

Everyone agreed that the syllabuses should be more relevant to people and that sensitive subjects such as history had to provide a broadened spectrum of views.

However, those people whose hysterical clamourings threatened to destroy the education system and the very fabric of society had nothing to contribute to education.

Mr de Beer said the importance of communication needed to be stressed.

This did not only mean talking, but listening, too.

Mr Carter Ebrahim (LP, Southern Cape) said earlier in the debate that he welcomed the department's efforts to obtain a more balanced view.

History in South Africa was not merely a question of white heroes and black barbarians.

The department's policies were a radical departure from the past, he said. — Sapa.

CAPE Times

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esday, May 10, 1988

By RENEE MOODIE

# Pre-schoolers not racists — teachers

THERE may be racists in nappies populating the nursery schools of London but in Cape Town pre-school children appear to have no problems in getting along with people of other races.

The Cape Times reported yesterday that the left-wing London council of Greenwich was spending R8 000 to train white nursery teachers to spot racism among small children as children still in nappies could show prejudice against black people.

A Cape Times survey yesterday of nursery and pre-school teachers found that most had experienced no problems of racial prejudice among the children.

If any problems existed, they were found only in older children.

Mrs Sue McCarter, head of the Stepping Stones Montessori pre-school in Tamboerskloof, said children seemed to be unaware of racial differences.

"I think in this country children are used to growing up side by side with black people, whereas in England they might be regarded as intruders."

The principal of a non-racial Cape Flats pre-



CHILDREN AT PLAY . . . Demonstrating that it is possible for children of all races to play together were these pupils of the Villa Maria Nursery School yesterday. Picture: GLENN SHERRATT

school said she had no such problems. "It depends on how this is approached and on people's attitudes. It is amazing how the black children here have been accepted by the other children."

Describing the London

council's actions as a "lot of bull", a teacher at a Brackenfell crèche said she had a mixed staff who had not found racism among the children.

The principal of the Villa Maria nursery school in Tamboers-

kloof, Sister Henrietta, said she had had no negative experiences. "We have firm friendships growing up between children of different races — in fact the most unlikely children make friends with each other."

Mrs Francie Sungström, a teacher at the non-racial Libertas full-day nursery school in Goodwood, said that while children were aware of different skin colours, they all played together with no problems.

Mrs Helaine Gorin of the non-racial Menorah pre-primary school in Claremont said she had seldom experienced problems between children of different races. "We had one case where a child made a remark to a black child but that was an older child," she said.

Black and coloured children were invited home to play with white children "the same as any other children".

Mrs Veronica Bese-laar, principal of the Northern nursery school in Parow, said children at her school were taught to treat her coloured staff with respect. "There are cases where they have ideas in their heads, but that is older children and they learn these things at home," she said.

Mrs Lorraine Roth, principal of the Christopher Robin Centre in Green Point, said her school was non-racial and that her children did not seem to notice racial differences.

# READ expands its horizons

Education Reporter

Stev 11/5788

~~267~~ 50

At a community centre in Soweto, adult students, including former prisoners and detainees, are being helped with matric and Std 8 revision.

In Walmer township, one of the most deprived residential areas around Port Elizabeth, librarians are reading stories to children.

At Bloemfontein's Pelenomi Hospital, recuperating patients have access to books from ward libraries.

These community projects were recently established by the READ Educational Trust and show how the organisation, with financial and other support from its sponsors, has expanded its activities since its inception, when it concentrated on augmenting or establishing libraries in black primary and high

schools.

They represent only a small section of READ's activities, which include training school principals, teachers and library staff, developing practical teaching aids and producing materials to make reading accessible to newly literate people.

National director Mrs Cynthia Hugo says the organisation will consolidate its activities this year and develop teaching and reading material to increase its impact without substantially increasing staff.

Mrs Hugo says despite READ's community outreach programme, school-based work is still the organisation's main concern.

● Companies wishing to support the activities of READ should telephone (011) 339-5941/0.

Parliament in Brief

*CME Times 11/5/88*  
**Farm schools subsidized**

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A TOTAL of 5 576 farm schools for blacks were subsidized to the tune of R136,7-million by the government for the 1987/88 financial year, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday. Replying to a question by Mr Ken Andrew (PFP Gardens), Dr Viljoen said a total of 488 991 pupils were registered at the farm schools which received an average subsidy of R24 509 each during the past year.

# New standing rules halt Clase's bill

Political Correspondent

CAPE TOWN — The New Standing Rules and Orders passed by parliament have halted a bid by the minister of Education and Culture, Mr Piet Clase, to bulldoze an archly controversial bill through the the House of Assembly.

In terms of the new rules, every own affairs bill has to be referred to a committee of the House before it is debated.

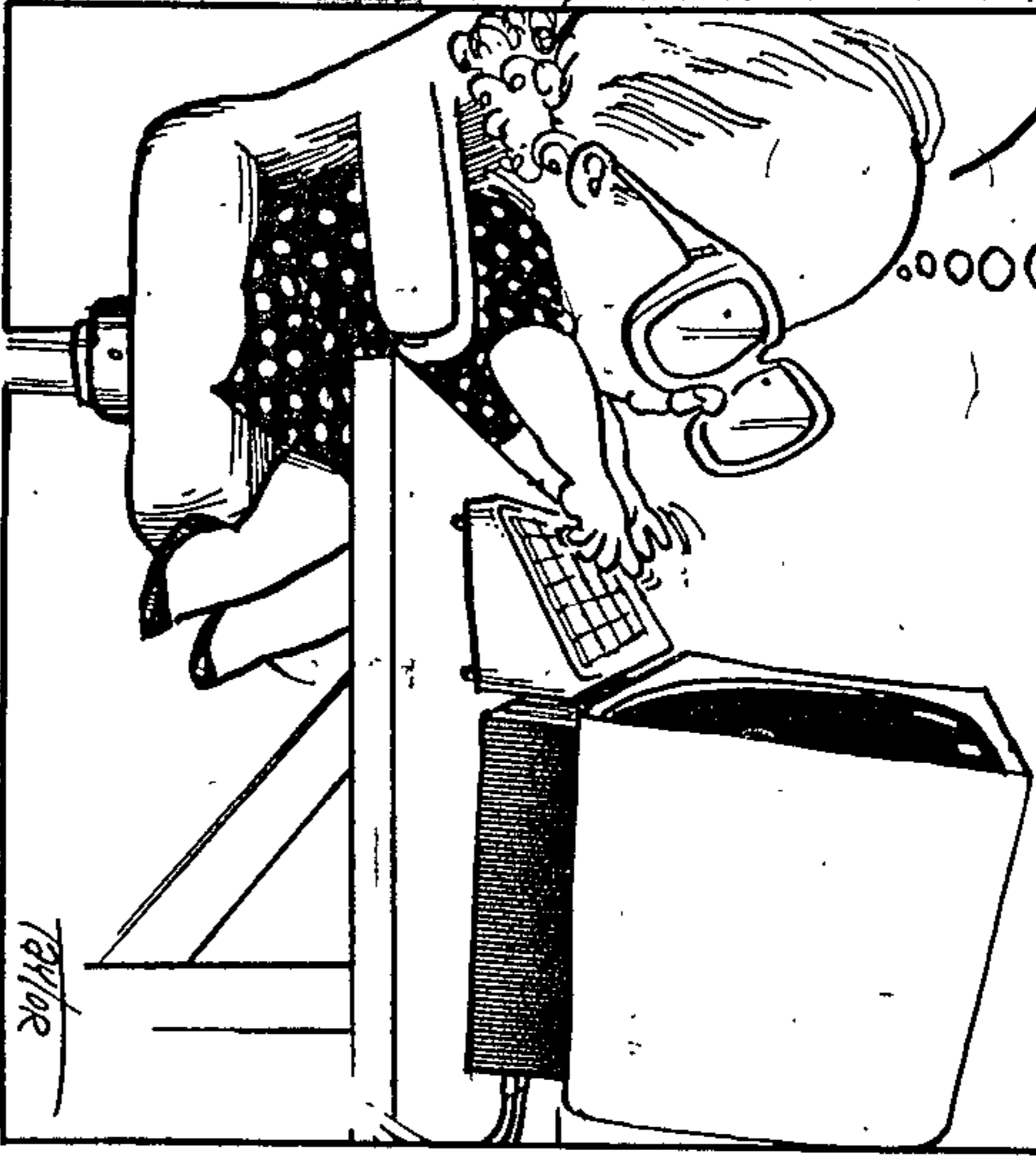
Mr Clase had planned to simply debate the bill which would have been possibly under the old rules and it had been set down for yesterday.

Amongst other things, the bill:

- allows the minister to impose compulsory school fees;
- empowers regional boards to apply strict zoning, and;
- tightens up restrictions on the political activities of teachers.

It is now expected that the bill will not be read a second time before next month.

$R+h \cdot 2\pi(R+h) = C+20$   
 $\therefore 2\pi R+2\pi h = 2\pi R+20$   
 $2 \times 3.1416h = 20$



Well, perhaps not this young to grapple with equations, x equals y and all that, but at least give girls the same chance to come to terms with maths as is given to boys. And there'll be some surprises for people, says Mrs Jones.

# People just assume girls are no good at maths — report 50

By James Melke

Girls would achieve greater success in maths if they were given building blocks at an early age rather than toy teasetts, a leading educationist said yesterday.

And giving teenage girls a taste of boardroom life could seal their determination to choose a career in business, she predicted.

Mrs Anna Jones made her comments as a report was published which blamed deep-seated social attitudes for girls' lack of interest in maths.

The report, by London University researchers, claimed that the majority of people still regarded girls as unreasoning, irrational and passive. The all-women team, who reviewed 15 years of research, said teachers would have to check their methods to make sure they were not holding back bright girls.

Government figures show that twice as many boys as girls take higher maths.

Education experts are still worried by the sharp differences in attitude and success in maths and related subjects. There have been a number of experiments over the years, including girls-only classes in mixed schools.

But Mrs Jones, director of educational programmes for the British Manpower Services Commission, believes that Government-backed

reforms will help bolster girls' confidence in their mathematical ability and stop valuable talent being wasted.

Mrs Jones, a former head teacher, said: "Nursery schools have been very good about getting children to handle shapes at an early age.

"The national curriculum will be extremely good news, putting technology and design alongside science and maths up to the age of 16. "And the use of information technology and practical experience

of computers in a range of subjects should reinforce confidence."

More practical lessons would also help, she said. These include mini-enterprise schemes, which give pupils experience of running their own firm selling products such as stationery or jewellery.

Another teacher, Miss Ena Evans, head of the independent King Edward VI Girls' High School in Birmingham, said: "Maths is alive and well here, a very popular subject."

## For Better or For Worse



by Lynn Johnston



# Schools plan for Boland gets going

by TYRONE SEALE  
Weekend Argus Reporter

IN PLACES where low wages, inadequate housing and ill health are rife, the Western Cape Foundation for Community Work is attempting to create a better deal for farm labourers' children.

The FCW, an Athlone-based organisation specialising in pre-school education, care and training, has spread its operation to the Boland.

In Franschhoek, the foundation recently launched a pre-school programme at the local NG Sendingkerk.

## Educare

At Agter-Paarl, the seeds have been sown for a home-based educare system where mothers on the farms will be involved in caring for and teaching the children.

Parents are discussing proposals for the scheme and FCW community workers expect it to start operating soon.

At Stellenbosch, 30 toddlers and three staff members, of all colours, have turned the Jakkerland pre-primary centre in Jamestown into a success.

The FCW has a growing network of pre-school centres including those at Khayelitsha, New Crossroads, Mitchell's Plain, Blackheath, Athlone, Grassy Park, Ocean View, Malmesbury, Atlantis, Paarl and Wellington.

## Problems

"There are great problems with learning, particularly in rural areas, and we are trying to introduce effective programmes to address this need," said FCW social worker Mr Trevor Lombard.

"One often has a case of a child in the care of a single parent who has to go out to work. The child is placed in the care of other people without an effective training programme.

"Little things go wrong — the child is not taken to clinics when it is necessary, or it isn't fed properly — and before you know it the child is ill and the parent has to stay out of work to attend to the problem.

"Before you know it, the parent loses his or her job because of absenteeism and, as a result, there's a crisis in the home.

"We are hoping that through our multi-disciplinary approach involving psychologists, social workers, community health workers and administrative staff we will help communities who have these problems."

## Curbed

Says Mr Lombard's colleague Ms Pat Birkett: "One of the main things we want to achieve is to break down the idea that a pre-school programme can only take place in a formal setting."

However, some farmers have tried to curb attempts at upliftment on their estates.

"Some farmers won't let one on to their property. We visited Simondium once with a church minister and he pointed out places where, he said, we should not even try to get in," Mr Lombard said.

"Our work is difficult, but we feel we must get to farm labourers and use the pre-school work as a step towards uplifting entire communities."

## Bondage

In this instance, says Mr Lombard, upliftment means destroying values and practices that have held labour communities in bondage.

"One of the problems on many of the farms is that when a labourer becomes ill, he is fired because he could affect the rate of production.

"He immediately has to leave the farm and, if he has one, he has to take his family with him. This means the parents and children are uprooted and have to start all over again somewhere else.

"Should he die, the labourer's wife and children will be forced to leave the farm — unless the woman takes in another man as her husband."

FCW projects co-ordinator Ms Eunice Abrahams says: "We are here to make our expertise available. We hope that by using our diverse skills and services we will be able to end many of the long-standing educational problems in rural areas and the Cape Flats."

# I SUPPORT ANC - PROF

Sowetan  
16/5/88  
*(Handwritten signature)*



PROFESSOR Brink.

**AUTHOR** and academic Professor Andre Brink is standing by his support of the African National Congress in the face of hostile reaction in South Africa since his return from Europe last week.

He emphasised in an interview that he abhorred violence and that his statements abroad had dealt with "realities".

Speaking from his home in Grahamstown, he said he began receiving abusive telephone calls soon after he got back last week.

The callers were apparently reacting to news reports about statements he had made to the French newspaper *Liberation* and over *Radio Moscow*.

Professor Brink had been quoted as saying that he supported the aims as well as the methods of the ANC, although he had objections on certain matters of principle.

"Everything I said abroad I had previously expressed inside South Africa and in writing," he said.

He was surprised, on his return, to discover distorted versions in South African media reports on his interviews in Europe.

Because of this, he had issued a statement to Sapa in which he said at least some of the media appeared to be creating the kind of climate which would make it easier for action to be taken against him by "our increasingly intolerant and totalitarian regime".

"For the sake of perspective, I should like to emphasise, as I did in my interviews abroad, that I regard violence, in any situation, as an

## SOWETAN Correspondent

extreme measure with as much destructive effect on those who have recourse to it as on those who fall victim to it — and that as a writer, that is, one who is committed to the word, to reason and to actions of the mind, I abhor violence of any kind," Professor Brink said.

"At the same time I am realistic enough to accept that there are situations where violence has become so deeply

entrenched as part of the system that it is, tragically, no longer possible to break the deadly pattern without at least a measure of counter-violence."

He said in South Africa the Government remained the primary instigator and perpetrator of violence. To react to it passively by purely peaceful means, as the ANC had done for 50 years without effect, meant only the perpetua-

tion of an inhuman system.

"I have reason to believe that the ANC has adopted violence with the sole aim of encouraging the Government to the negotiating table. I am convinced that at the first genuine sign of readiness from the Government to negotiate peacefully for a shared future of this country, the ANC will respond with alacrity and generosity."

# How to rid SA of apartheid

**BOSTON** — Archbishop Desmond Tutu urged people to donate to his scholarship fund for refugee students from South Africa as a means of striking a blow against apartheid.

"You have come to invest in the young people," he told a reception prior to a 1000-dollar-a-plate fundraising dinner on Friday night at a posh Boston hotel. "You can tell your grandchildren, 'I helped the world get rid of the scourge of apartheid. I helped South Africa become free.'"

Under the Bishop Desmond Tutu Southern Africa refugee scholarship fund, colleges and universities provide four-year scholarships, while the fund covers living expenses, transportation, clothing, books, medical and dental costs.

*Sowetan 16/5/88*  
Organisers said scholarships were pledged by Boston University, Northeastern, Massachusetts Institute of Technology, Emmanuel College, Stonehill College, Regis College and Wesleyan College. In addition, 70 000 dollars (about R140 000) in cash was raised to provide support for the seven scholarships.

Archbishop Tutu, accompanied by his wife, Leah, said it was important for as many young blacks from South Africa as possible to get an education in a free country such as the United States.

"Only those who have been victims of injustice and oppression will know just how powerful is conditioning," he said to the approximately 200 gathered for the reception. — Sapa-AP.



ARCHBISHOP Tutu

respect of non-payers of school fees; if not, why not; if so, what steps;

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

The MINISTER OF EDUCATION AND CULTURE:

- (1) As has already been stated, the possible introduction of compulsory school fees is currently under consideration. Until a final decision has been reached the status quo will be maintained. Parents may accordingly be requested to make a voluntary contribution. In the circumstances currently prevailing I have no intention of making these contributions compulsory;
- (a) and (b) fall away;
- (2) no.
- (3) no.

Mr R M BURROWS Mr Speaker, arising from the hon the Minister's reply, when he does reach the stage of making the tuition fees compulsory, will he still permit voluntary school fees to be paid at each school?

The MINISTER: Mr Speaker, seeing that the ordinary school fund as it exists today, consists of voluntary contributions, it will also still apply at any school if so desired, after the possible introduction of a compulsory school levy. I would think, however, that it would not be necessary to do this. However, we do not wish to be prescriptive if a particular management council of a school requests additional contributions from parents, provided such contributions are voluntary. This is exactly the same principle on which the ordinary school fund is dealt with at the moment. There is a difference in the amounts of school funds, as limited by the different controlling councils of schools.

Provincial directors of education

\*6 Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether, since 1 January 1988, he or the Superintendent-General of his Department has delegated any functions or powers to any or all of the provincial directors of education, if not, why not; if so, (a) which powers or functions, (b) to whom and (c) when;
- (2) whether any functions or powers previously performed or exercised by the directors of education, either directly or as delegated, have been transferred to the Superintendent-General; if so, which functions and powers;

SC Howard

ously performed or exercised by the directors of education, either directly or as delegated, have been transferred to the Superintendent-General; if so, which functions and powers;

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

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) and (b) the functions delegated to provincial directors of education cover the whole spectrum and would be difficult to provide as requested,
- (c) 1 March 1988.
- (2) no functions previously performed by all the directors of education have been transferred to the Superintendent-General. The powers of decision-making did however differ to a certain extent among the various directors of education and have been co-ordinated by means of delegation. To illustrate, incumbents of, for example post level 7 posts like the rector of a teacher training college, who were previously appointed in the Transvaal by the Director of Education, are now appointed by the Superintendent-General on the recommendation of the Director of Education;
- (3) no.

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

- (1) Whether he or his Department has received any representations from a certain organization, the name of which has been furnished to the Minister's Department for the purpose of his reply, or any other persons or bodies regarding the use of a certain drug in schools under the control of his Department, if so, (a) what is the name of the (i) organization and (ii) drug in question, (b) from what other persons or bodies were representations received, (c) when were they received and (d) what was the (i) purport of the representations and (ii) response of his Department thereto;

SD

Drug in schools

(2) whether he has initiated inquiries into this organization's activities in schools; if not, why not; if so, with what result,

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

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) (i) KUDOS (Keep Unsafe Drugs Out of Our Schools), an organization of the Church of Scientology,
- (ii) Ritalin,
- (b) none,
- (c) November 1987,
- (d) (i) the representations contained information on the use of Ritalin by pupils, as well as the nature of the drug and requested that the harmful effect of the drug be further researched,
- (ii) KUDOS was informed in writing that Ritalin could only be prescribed in schools of the Department by medical practitioners. It was therefore recommended that representations be made to the Department of National Health and Population Development and the SA Medical and Dental Council,

when and (c) for what purpose will it be used;

(3) whether his Department is exercising control over the spending of these amounts; if so, to what extent?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) R430 000
- (b) 14 April 1987;
- (2) yes,
- (a) R120 000,
- (b) 15 March 1988,
- (c) defraying expenses;
- (3) yes, in that the applicable procedures have to be followed.

Pupils at meeting of political party

\*9 Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether the principal and/or teachers of a certain school, particulars of which have been furnished to the Minister's Department for the purpose of his reply, during school hours announced a meeting of a political party to pupils and/or encouraged them to attend it, if so, (a) what is the name of this (i) school and (ii) principal, (b) which political party is involved, (c) what was the nature of the meeting, (d) who were the speakers and (e) (i) where and (ii) when did the meeting take place;
- (2) whether pupils of this school were transported to the meeting by school bus;
- (3) whether any action has been taken or is being considered against this principal and/or these teachers; if not, why not; if so, (a) when and (b) what action?

FAK: Great Trek festivities

\*8 Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether his Department has allocated an amount for the FAK in respect of the Great Trek festivities; if so, (a) what amount and (b) when,
- (2) whether an additional amount has since been allocated to the FAK for these festivities; if so, (a) what is the amount, (b)

The MINISTER OF EDUCATION AND CULTURE:

- (1) yes, when the pupils lined up a teacher announced that Maj. Wynand du Toit would be addressing a youth gathering,
- (a) (i) Vredendal High School,
- (ii) Mr A P van Wyk,

Howard

of the Johannesburg Hospital in the neuro-surgical section, ward 565. Normally there are 12 White patients of both sexes in the section. During the night of 29 February 1988 the Black male staff nurse and a Black sister were on duty in the section. At times during the night when the Black sister was busy outside the female ward the Black male staff nurse had to nurse the patients. It could not be confirmed that he nursed the patient of whom particulars have been furnished by the hon member specifically, during the night in question.

- (2) No, not without her permission.  
(3) No.

†Dr W J SNIYMAN, Mr Speaker, arising out of the reply of the hon the Deputy Minister, may I ask him whether apart from the neuro-surgical section this is also the situation elsewhere in other provincial hospitals in the Transvaal?

—The DEPUTY MINISTER: Mr Speaker, I cannot reply to that. If the hon member wishes to ask that question, he must have it placed on the Question Paper. Let me just add now that the hon member for Brits also asked me this particular question previously. On that occasion I told him that I would investigate the matter personally, and I undertake to do the same in this case.

Mr D J DALLING, Mr Speaker, further arising from the hon the Deputy Minister's reply, would the hon the Deputy Minister not consider giving the name of the Black attendant to these hon members so that the patient may be advised and she may thank that person personally? [Interjections.]

22. Mr A GERBER — Constitutional Development and Planning.† [Reply standing over.]

23. Mr J VAN ECK — Law and Order. [Reply standing over.]

#### Kaya Mandi: Defence Force operation

24. Mr J VAN ECK asked the Minister of Defence:

- (1) Whether any members of the South African Defence Force took part in an operation in Kaya Mandi Township in Stellenbosch on 26 March 1988, if so, (a) at what time of day did the operation take place, (b) what Defence Force unit did

these members belong to, (c) how many members took part, (d) who requested their participation, (e) what tasks did they perform during the operation and (f) what arms were issued to them for this purpose;

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

The DEPUTY MINISTER OF DEFENCE:

- (1) Yes.  
(a) Between 03h30 and 08h00.  
(b) Stellenbosch Commando.  
(c) It is not policy to divulge personnel strengths.  
(d) SA Police.  
(e) Tasks in support of the SA Police  
(f) Personal weapons.  
(2) No

†Group areas: guidelines/suggestions regarding offences

25. Mr S S VAN DER MERWE asked the Minister of Justice:

Whether any Attorney-General have issued guidelines and/or put forward suggestions in regard to dealing with offences in terms of the Group Areas Act to members of the South African Police; if so, (a) what is the nature of these guidelines and/or suggestions and (b)(i) why, (ii) when and (iii) by whom were they issued and/or put forward?

†The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY (for the Minister of Justice).

- (a) and (b) In terms of section 3(1) of the Criminal Procedure Act, 1977 (Act 51 of 1977) attorneys-general have the authority to prosecute any person in the name of the Republic in criminal proceedings and they may perform all functions relating to the exercise of such authority. It is obvious that attorneys-general during the course of their activities interact with members of not only the South African Police, but also all other institutions who may have an interest in law enforcement (for instance traffic departments, nature conservation authorities etc.), and that guidelines are issued and or suggestions are made re-

garding the investigation of certain offences. This ensures that the best results are obtained in the circumstances. It is impractical to obtain particulars of these guidelines and/or suggestions since the final decision whether prosecutions should be instituted in certain cases or not, rests in the final instance on attorneys-general.

Own Affairs:

#### Multicultural camp

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

- (1) Whether the principal of a certain school, the name of which has been furnished to the Minister's Department for the purpose of his reply, encouraged pupils of his school during the first quarter of 1987 to attend a multicultural camp, if so, (a) what is the name of the (i) school and (ii) principal concerned, (b)(i) what organization presented the camp and (ii) how many pupils attended it and (c)(i) what was the purpose of the camp and (ii)(aa) where and (bb) when was it presented;
- (2) whether he approves of this action of the principal concerned; if so, why;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.  
(a), (b) and (c) fall away;  
(2) falls away;  
(3) no.

#### Black language as school subject

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

How many (a) schools falling under his Department were offering, and (b) pupils were taking, an African language as a subject as at the latest specified date for which information is available?

†The MINISTER OF EDUCATION AND CULTURE:

- (a) 1 491.

(b) 281 947 — (March 1988).

#### Governing bodies of schools

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether it is intended to extend the terms of office of any governing bodies of schools, if so, (a) in which provinces, (b) for how long and (c) why.
- (2) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

- (1) No,  
(a), (b) and (c) fall away;  
(2) no

#### Parallel medium instruction

\*4. Mr K M ANDREW asked the Minister of Education and Culture.

- (1) Whether there are any schools falling under his Department in which there are enough pupils of each official language group to justify parallel medium instruction but in which the latter is not offered; if so, (a) which schools, and (b) in which language is instruction currently being given in each case;
- (2) whether it is the intention to take any steps in this regard; if not, why not; if so, (a) what steps and (b) when?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No.  
(a) and (b) fall away;  
(2) (a) and (b) fall away.

#### Compulsory school fees

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

- (1) Whether he intends initiating any regulations in terms of which the present voluntary contribution by parents in respect of school fees will be made compulsory; if not, why not; if so, (a) what regulations are being envisaged and (b) what level of fees will be made compulsory;
- (2) whether any steps are being considered in

200 teachers absent (46 7/11/17 195/10) (SU) ~~2/18~~

**MORE THAN 200 teachers were absent from black schools in the Peninsula on February 15, 16 and 17 this year, apparently as a result of a call for a three-day boycott of classes, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday. Replying to a question from Mr Ken Andrew (PFP Gardens), he also said 166 teachers were absent on February 11.**

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**THE MINISTER OF TRANSPORT AFFAIRS:**

- (1) No. As salaries of employees are an internal matter it is the policy not to divulge such information.
- (2) Yes. As negotiations regarding the remuneration of S.A. Airways pilots are still proceeding this information cannot be divulged at this juncture.
- (3) July 1987 pay month.

*Own Affairs:*

Riverlea: security measures at schools

13. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether any security measures are envisaged by his Department for schools situated in the Riverlea and Riverlea Extension 1 areas in Johannesburg; if not, why not; if so,
- (2) whether he will furnish information on these security measures; if not, why not; if so, (a) what are these security measures and (b) when will they come into operation;
- (3) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) It is not precisely clear what is meant by security measures. It can however be mentioned that all the existing school premises in the Riverlea and Riverlea Extension 1 areas are being safeguarded against unauthorised trespassing by the provisioning of 1,8 m standard "Weldmesh"-fences. As far as security and night watchman services are concerned, these services are only considered on the request of schools and are provided with due observance of the prevailing safety risk to persons who must make use of the premises.
- (3) An announcement is not deemed necessary.

Riverlea: new schools

14. Mr T R GEORGE asked the Minister of Education and Culture:

- (1) Whether any new schools are being envisaged by his Department for Riverlea Ex-

HOUSE OF REPRESENTATIVES

tension 2; if not, why not; if so, (a) how many of these will be (i) primary and (ii) secondary schools, (b) where is each school to be built, (c) when is it anticipated that building operations will be (i) commenced and (ii) completed and (d) what total amount has been allocated for this purpose;

- (2) whether any of these schools will be provided with halls; if not, why not; if so, what are the relevant details;
- (3) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes.
  - (a) (i) Primary schools — One.
  - (ii) Secondary schools — None.
- (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.
- (c) and (d) Due to 1(b) above, it is not possible to reply to these questions at this stage.
- (2) No. Primary schools are not provided with halls.
- (3) No.

Litenhage: new schools envisaged

22. Mr P J MÜLLER asked the Minister of Education and Culture:

- (1) Whether any new schools are envisaged by his Department for Litenhage; if not, why not; if so, (a) when is it anticipated that building operations will (i) commence and (ii) be completed and (b) what is the total amount allocated for this purpose;
- (2) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes.
  - (a) (i) September 1988.
  - (ii) The first should be completed by September 1990.
- (b) ±R12 million.
- (2) No.

*Handwritten signature*

**HOUSE OF ASSEMBLY**

†Indicates translated version.

For written reply:

General Affairs:

Black sport: amount budgeted/spent

954. Mr C J DERBY-LEWIS asked the Minister of Education and Development Aid:

What total amount was (a) budgeted in respect of expenditure on Black sport for the 1982-83, 1983-84, 1984-85, 1985-86, 1986-87 and 1987-88 financial years, respectively, and (b) actually spent in this regard in each of these financial years?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (a) The amount budgeted for Black sport: (Only for Education and Training)

Year	Budgeted	Spent
1982/83	R2 846 250	R2 846 250
1983/84	R2 179 202	R2 179 202
1984/85	R2 693 654	R2 693 785
1985/86	R2 179 202	R4 237 448
1986/87	R2 179 202	R6 416 650
1987/88	R2 179 202	R6 416 650
1988/89	R2 179 202	R6 416 650
1989/90	R2 179 202	R6 416 650
1990/91	R2 179 202	R6 416 650
1991/92	R2 179 202	R6 416 650
1992/93	R2 179 202	R6 416 650
1993/94	R2 179 202	R6 416 650
1994/95	R2 179 202	R6 416 650
1995/96	R2 179 202	R6 416 650
1996/97	R2 179 202	R6 416 650
1997/98	R2 179 202	R6 416 650
1998/99	R2 179 202	R6 416 650
1999/00	R2 179 202	R6 416 650
2000/01	R2 179 202	R6 416 650
2001/02	R2 179 202	R6 416 650
2002/03	R2 179 202	R6 416 650
2003/04	R2 179 202	R6 416 650
2004/05	R2 179 202	R6 416 650
2005/06	R2 179 202	R6 416 650
2006/07	R2 179 202	R6 416 650
2007/08	R2 179 202	R6 416 650
2008/09	R2 179 202	R6 416 650
2009/10	R2 179 202	R6 416 650
2010/11	R2 179 202	R6 416 650
2011/12	R2 179 202	R6 416 650
2012/13	R2 179 202	R6 416 650
2013/14	R2 179 202	R6 416 650
2014/15	R2 179 202	R6 416 650
2015/16	R2 179 202	R6 416 650
2016/17	R2 179 202	R6 416 650
2017/18	R2 179 202	R6 416 650
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2023/24	R2 179 202	R6 416 650
2024/25	R2 179 202	R6 416 650
2025/26	R2 179 202	R6 416 650
2026/27	R2 179 202	R6 416 650
2027/28	R2 179 202	R6 416 650
2028/29	R2 179 202	R6 416 650
2029/30	R2 179 202	R6 416 650
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2067/68	R2 179 202	R6 416 650
2068/69	R2 179 202	R6 416 650
2069/70	R2 179 202	R6 416 650
2070/71	R2 179 202	R6 416 650
2071/72	R2 179 202	R6 416 650
2072/73	R2 179 202	R6 416 650
2073/74	R2 179 202	R6 416 650
2074/75	R2 179 202	R6 416 650
2075/76	R2 179 202	R6 416 650
2076/77	R2 179 202	R6 416 650
2077/78	R2 179 202	R6 416 650
2078/79	R2 179 202	R6 416 650
2079/80	R2 179 202	R6 416 650
2080/81	R2 179 202	R6 416 650
2081/82	R2 179 202	R6 416 650
2082/83	R2 179 202	R6 416 650
2083/84	R2 179 202	R6 416 650
2084/85	R2 179 202	R6 416 650
2085/86	R2 179 202	R6 416 650
2086/87	R2 179 202	R6 416 650
2087/88	R2 179 202	R6 416 650
2088/89	R2 179 202	R6 416 650
2089/90	R2 179 202	R6 416 650
2090/91	R2 179 202	R6 416 650
2091/92	R2 179 202	R6 416 650
2092/93	R2 179 202	R6 416 650
2093/94	R2 179 202	R6 416 650
2094/95	R2 179 202	R6 416 650
2095/96	R2 179 202	R6 416 650
2096/97	R2 179 202	R6 416 650
2097/98	R2 179 202	R6 416 650
2098/99	R2 179 202	R6 416 650
2099/00	R2 179 202	R6 416 650
2100/01	R2 179 202	R6 416 650
2101/02	R2 179 202	R6 416 650
2102/03	R2 179 202	R6 416 650
2103/04	R2 179 202	R6 416 650
2104/05	R2 179 202	R6 416 650
2105/06	R2 179 202	R6 416 650
2106/07	R2 179 202	R6 416 650
2107/08	R2 179 202	R6 416 650
2108/09	R2 179 202	R6 416 650
2109/10	R2 179 202	R6 416 650
2110/11	R2 179 202	R6 416 650
2111/12	R2 179 202	R6 416 650
2112/13	R2 179 202	R6 416 650
2113/14	R2 179 202	R6 416 650
2114/15	R2 179 202	R6 416 650
2115/16	R2 179 202	R6 416 650
2116/17	R2 179 202	R6 416 650
2117/18	R2 179 202	R6 416 650
2118/19	R2 179 202	R6 416 650
2119/20	R2 179 202	R6 416 650
2120/21	R2 179 202	R6 416 650
2121/22	R2 179 202	R6 416 650
2122/23	R2 179 202	R6 416 650
2123/24	R2 179 202	R6 416 650
2124/25	R2 179 202	R6 416 650
2125/26	R2 179 202	R6 416 650
2126/27	R2 179 202	R6 416 650
2127/28	R2 179 202	R6 416 650
2128/29	R2 179 202	R6 416 650
2129/30	R2 179 202	R6 416 650
2130/31	R2 179 202	R6 416 650
2131/32	R2 179 202	R6 416 650
2132/33	R2 179 202	R6 416 650
2133/34	R2 179 202	R6 416 650
2134/35	R2 179 202	R6 416 650
2135/36	R2 179 202	R6 416 650
2136/37	R2 179 202	R6 416 650
2137/38	R2 179 202	R6 416 650
2138/39	R2 179 202	R6 416 650
2139/40	R2 179 202	R6 416 650
2140/41	R2 179 202	R6 416 650
2141/42	R2 179 202	R6 416 650
2142/43	R2 179 202	R6 416 650
2143/44	R2 179 202	R6 416 650
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2145/46	R2 179 202	R6 416 650
2146/47	R2 179 202	R6 416 650
2147/48	R2 179 202	R6 416 650
2148/49	R2 179 202	R6 416 650
2149/50	R2 179 202	R6 416 650
2150/51	R2 179 202	R6 416 650
2151/52	R2 179 202	R6 416 650
2152/53	R2 179 202	R6 416 650
2153/54	R2 179 202	R6 416 650
2154/55	R2 179 202	R6 416 650
2155/56	R2 179 202	R6 416 650
2156/57	R2 179 202	R6 416 650
2157/58	R2 179 202	R6 416 650
2158/59	R2 179 202	R6 416 650
2159/60	R2 179 202	R6 416 650
2160/61	R2 179 202	R6 416 650
2161/62	R2 179 202	R6 416 650
2162/63	R2 179 202	R6 416 650
2163/64	R2 179 202	R6 416 650
2164/65	R2 179 202	R6 416 650
2165/66	R2 179 202	R6 416 650
2166/67	R2 179 202	R6 416 650
2167/68	R2 179 202	R6 416 650
2168/69	R2 179 202	R6 416 650
2169/70	R2 179 202	R6 416 650
2170/71	R2 179 202	R6 416 650
2171/72	R2 179 202	R6 416 650
2172/73	R2 179 202	R6 416 650
2173/74	R2 179 202	R6 416 650
2174/75	R2 179 202	R6 416 650

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

No.

Rest of question falls away.

**Western Transvaal Development Board: assets/liabilities**

1057. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning: Whether the (a) assets and (b) liabilities of the Western Transvaal Development Board were transferred to local authorities; if so, (i) what was the value of this board's assets at the time of transfer, (ii)(aa) to which local authorities and (bb) on what dates were these assets transferred and (iii) what was the value of the assets transferred to each such local authority?

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

No.

Rest of question falls away.

SATS: buying-back of pensionable service

1097. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

(a) On what date did the buying-back of pensionable service come into effect in respect of the South African Transport Services. (b) how many Transport Services employees who bought back pensionable service have retired since that date, (c) what total amount, excluding any interest on the amounts outstanding, did these persons pay to buy back such service, (d) what total amount was received by these persons in increased gratuities in respect of such service, (e) what total additional amount in monthly pensions is paid to them as a result of their having bought back pensionable service and (f) in respect of what date is this information furnished?

**THE MINISTER OF TRANSPORT AFFAIRS:**

(a) 1 October 1972 in respect of members of the New Superannuation Fund and 16 June 1987 in respect of members of the Pension Fund for non-White employees. (b), (c), (d), (e) and (f) Particulars are not readily available and it will take much

time and expense to gather such information.

SATS: buying-back of pensionable service

1098. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

How many employees who were still in the service of the South African Transport Services as at 31 March 1988, had bought back pensionable service?

**THE MINISTER OF TRANSPORT AFFAIRS:**

14 729 employees elected to antedate pensionable service.

Own Affairs:

**Pupils at primary/secondary schools**

128. Mr R M BURROWS 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 the latest specified date for which figures are available?

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) Primary Schools

	Afrikaans English	English	Afrikaans/Other
Cape*	70 761	45 989	46
Natal*	17 364	44 497	246
OFS*	37 179	4 183	1 228
Transvaal**	197 415	68 545	16 003

(b) Secondary Schools

	Afrikaans English	English	Afrikaans/Other
Cape*	68 536	40 753	14
Natal*	13 158	37 278	—
OFS*	27 125	1 964	900
Transvaal**	130 445	53 758	12 776

\* March 1988  
\*\* March 1987

**School buses**

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

(a) What total number of pupils was transported daily in subsidized school buses, and (b) what was the total net annual cost

of such transport, in each province in (i) 1986 and (ii) 1987?

**THE MINISTER OF EDUCATION AND CULTURE:**

	(a)(i)	(ii)	(b)(i)	(ii)
Cape	13 609	13 331	R800 240,41	R792 540,67
Natal	8 722	8 601	R3 958 700,00	R5 276 368,00
OFS	4 058	3 925	R1 341 457,00	R1 297 211,00
Transvaal	56 515	56 774	R18 959 978,00	R19 523 052,00

**Schools/institutions for juvenile offenders**

131. Mr J B DE R VAN GEND asked the Minister of Education and Culture.

(1) (a) How many (i) schools of industry, (ii) reform schools and (iii) other institutions for the accommodation of juvenile offenders falling under his Department were there in the Republic, and (b) what number of pupils did each accommodate, as at information is available and (bb) the same date five years previously;

(2) where is each of these schools or institutions situated?

**THE MINISTER OF EDUCATION AND CULTURE:**

(1)	(a)	(aa) March 1988	(b)
(i)	(i)	16	(i) 2 125
(ii)	(ii)	2	(ii) 247
(iii)	(iii)	0,	(iii) 0,
(b)	(bb) March 1984	(b)	
(i)	(i)	18	(i) 2 049
(ii)	(ii)	2	(ii) 206
(iii)	(iii)	0,	(iii) 0;

(2) (a) (i) George (2) Heidelberg (2) Standerfontein (3) Queenstown, King William's Town, Dewetsdorp,

(c) annually.

**Computerization of staff, student and pupil numbers**

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

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 system finalized, (b) what areas of data are maintained in this system and (c) how often is the information updated?

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) Yes, the Department compiles comprehensive statistics with a view to the management of White education. Some of these statistics have already been computerized and further computerising is currently receiving attention;

(b) statistics regarding pupils and students, manpower and expenditure;

# Diagnosing a sick society

Sowetan  
20/5/88

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**T**WO brief items in a morning newspaper this week sum up the sickness of this country.

The first was about the supply of dictionaries to Department of Education and Training (black) schools and the second was about a donation from the Department of Education and Culture (white) to the Great Trek celebrations this year. (The trek started 150 years ago).

In the first, the deputy Minister of Education and Training, Mr Sam de Beer, said existing policy was to supply each school with one dictionary in each of the official languages and the mother tongue. These dictionaries were kept at media centres where the pupils had access to them.

It was subsequently decided that a further three dictionaries in each language be supplied.

Mr de Beer said that this policy was under review and that if every child were to receive a dictionary at R9 each, it would cost the department R3,4-million to supply them.

The item at the bottom of the same page reported that the Minister of Education and Culture, Mr Piet Clase, said his department had contributed R550 000 to the FAK celebrations of the Great Trek.

If we were doctors this would be the story brought to us by the patient doubled up in pain.

In the course of our examination we would ask why there were two ministries of education. We would ask about the costs of the duplication, and we would nod our heads as we were told that there were in fact many more than the two we were looking at.

We would then look at the half-million rand donated by the white department to the Great Trek feast. We would discover that this was a largely Afrikaner celebration.

## Battles

We would learn about the Boer's steel-willed fight for independence from the English and their heroic battles for self-determination. We would be told how they strode into the interior of this new (new?) country and how they had trampled over the native hordes. We would come to understand that as their wagon trains rolled into the interior, they read the Old Testament to the point where they saw themselves as a chosen people.

In the trek we would find the roots of the divisions and bitterness that are still extant in our society: between the English and the Afrikaner and between black and white.

And then we would ask why an education department had to contribute to the celebration of such an event.

If we were good doctors, we would also insist on knowing why South African history

seems to start in 1652 when Jan van Riebeeck landed at the Cape of Good Hope.

This examination would have given us a clear idea of South Africa's problems.

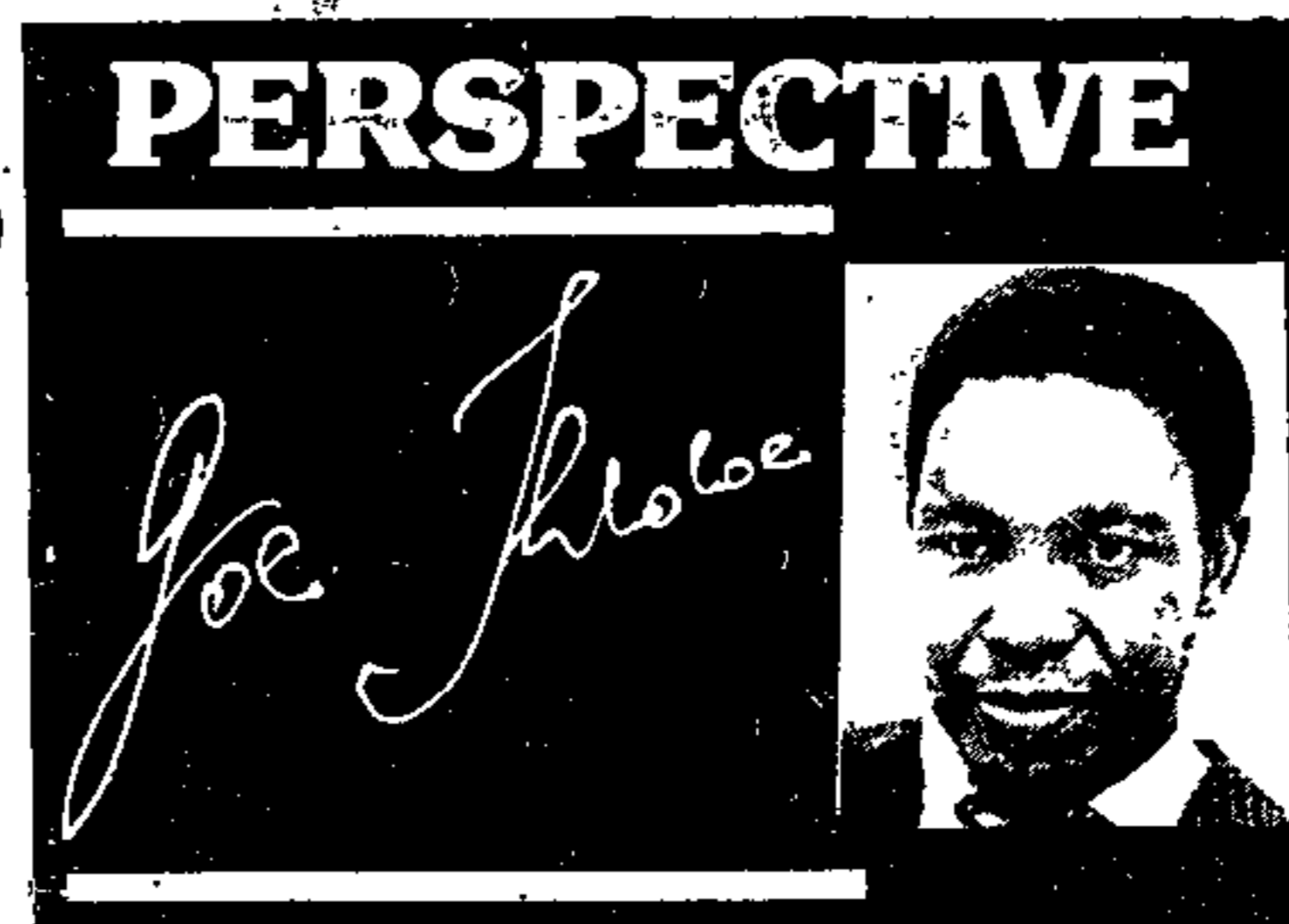
And we would reach the inevitable conclusion

that if we want to cure this cancer in this generation, we would have to stop giving black children morsels instead

of the bread of education and we would have to stop indoctrinating white children in certain directions.

N, Friday, May 20, 1988

Page 11





50 B/day 20/5/88.

# Education, not subsidy, will provide jobs

**DURBAN** — Unleashing the power of small business to create jobs calls for investment in education rather than direct subsidy.

That was a common thread in papers by Anglo American's Clem Sunter and Barlow Rand deputy chairman Derek Cooper at the CIS Today's Leaders on Tomorrow conference in Durban.

Small business accounts for 95% of all new US jobs and is the economic engine

of South-East Asia.

In SA, four years after deregulation, the black taxi movement provides employment for 300 000 people and turns over R2,5bn.

"It is the biggest economic success story in SA in the last decade," said Sunter.

Employment growth could not be expected from private-sector corporations, which, competing in international

markets, had to mechanise and computerise to keep costs low.

Practical tertiary education would put many more entrepreneurs in business on their own account, once bureaucratic impediments were removed.

There were vast opportunities for an educated small-business class. For instance, Italy made more money from converting SA gold into jewellery than SA made from exporting it. — Sapa.

APR 15 1988 50

# Blackboard Rumbles

'Pay up or  
shut up'

— says Minister of  
Education Piet Clase



IN WHAT almost amounts to semi-privatization of white public schools in the Cape parents have been shocked into realizing they are going to have to dig much deeper into their pockets to maintain standards.

A number of Peninsula schools have estimated that R25 000 or more a year will have to be found to maintain sports facilities alone.

However, the voluntary fees parents are being asked to pay are still nowhere near the fees at private schools although facilities at some of the top public schools in the Peninsula rival those of their private counterparts.

### If applied

The vexed issue of school fees has also raised questions about whether these should now become compulsory at public schools. It has also highlighted a situation in which better-off public schools with sophisticated amenities, developed around a State-provided infrastructure, may lose

PARENTS of pupils at public schools have been shocked by relatively big increases in the voluntary fees payable for maintenance of facilities at these schools. A special survey by ROGER WILLIAMS found that these fees are still low compared with those at private schools.

some of their "exclusivity".

The Education Affairs Bill now before the Assembly and applicable only to white schools, would if rigidly applied force public schools to draw pupils only from their immediate areas.

This could have the effect of knocking the controversial old-boy network system at some schools where children of former pupils — even if living outside the school's area — are given preference.

Roger Burrows, PFP education spokesman in the Assembly, said he was opposed to creating exclusivity at public schools through the old-boy network but felt strongly that parents should have free choice and that "some kind of balance" must be found.

With many schools, particularly those in less affluent areas and facing severe cuts, there has been a call from educationists for broader base to pay for education, including business and industry.

Burrows, MP for Pine-town in Natal, said an answer could be to share the recreation and other facilities of better-off schools with neighbouring schools — and with the general community, which should contribute to costs.

For instance, a survey had shown school halls were used only for about 3% of available time.

Burrows said there had been moves to close the gap between the sums spent by the State per capita on white and black education but there was still a long way to go. The figures were R500 for

□ To Page 19

9/11/78

□ From Page 13

21/5/78 blacks and R2 500 for whites.

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Whatever the ultimate solution to school funding, millions will have to be found privately to fill the vacuum left by the Cape Education Department which recently announced it would no longer be paying maintenance costs on school buildings and sportsfields.

Schools will now also have to pay for water and electricity used on playing fields and swimming pools and 10% of their phone bills. Because of this voluntary school fees have had to be increased appreciably at most government schools. For example:

● **Rondebosch Boys' High:** The fee for one pupil has jumped from R110 to R140 a term and parents with three children at the school will have to pay R320 — an increase of more than 50% over last term.

School committee chairman Roy Melville said: "If you compare the voluntary contributions at Rondebosch with fees at a private school they are still very low. When one considers the high standard of education

provided by a school like Rondebosch parents can certainly not be said to be overpaying."

● **Voortrekker High, Kenilworth:** Fees have been doubled from R15 a term (headmaster Willem du Preez says it has been pegged at this level for five years) to R30.

● **Camps Bay High:** The term fee for one pupil has risen from R60 to R80, for a second child in the same family from R80 to R110 and a third from R90 to R125.

● **SACS:** This school has embarked on a R3 m appeal over five years "purely for development purposes" and has increased its fees by about 16%.

Headmaster Gordon Law says this should cover an estimated extra R25 000 a year for water, electricity and phones.

● **Cape Town High:** Fees up from R45 to R50 a term.

● **Boston Primary, Bellville:** Fees up from R40 to R100 a term — partly to help buy a new school bus.

Educationists spelled it out this week that the days of "free" Government schooling were over and that parents and the

communities served by white schools would face a growing financial burden to maintain standards.

Piet Clase, Minister of Education and Culture in the House of Assembly, summed up the government's attitude succinctly: "Pay up or shut up!"

Cuts in State aid for public schools are being made against the background of a swelling black school population and increasing demands for a bigger slice of the R7,6 billion education cake (nearly half of it now allocated to white schooling) for black education.

It has been estimated that the number of black pupils will increase by 1,5 m from 4,3 m by 2000 — and that about 50 000 teachers will have to be trained by then.

Rodney Mazinter, chairman of the Cape English Speaking Parents' Association, said: "The whole issue of funding education in this country needs to be looked at again.

"The time has come when the base for financing education must be broadened to include the wider community — the users of education.

"Commerce and industry are direct beneficiaries of quality education and they should share the load. In neither Britain nor the US, the two countries South Africans most often cite when education is compared, do parents at government schools pay any school fee at all — yet on the whole they appear to enjoy even better facilities than we have in this country.

"Public schools I have visited in the US seem to have everything that even our top public schools have in this country — and more."

Mazinter says paying for public schools abroad is achieved through a system of taxation whereby the whole community contributes to education costs.

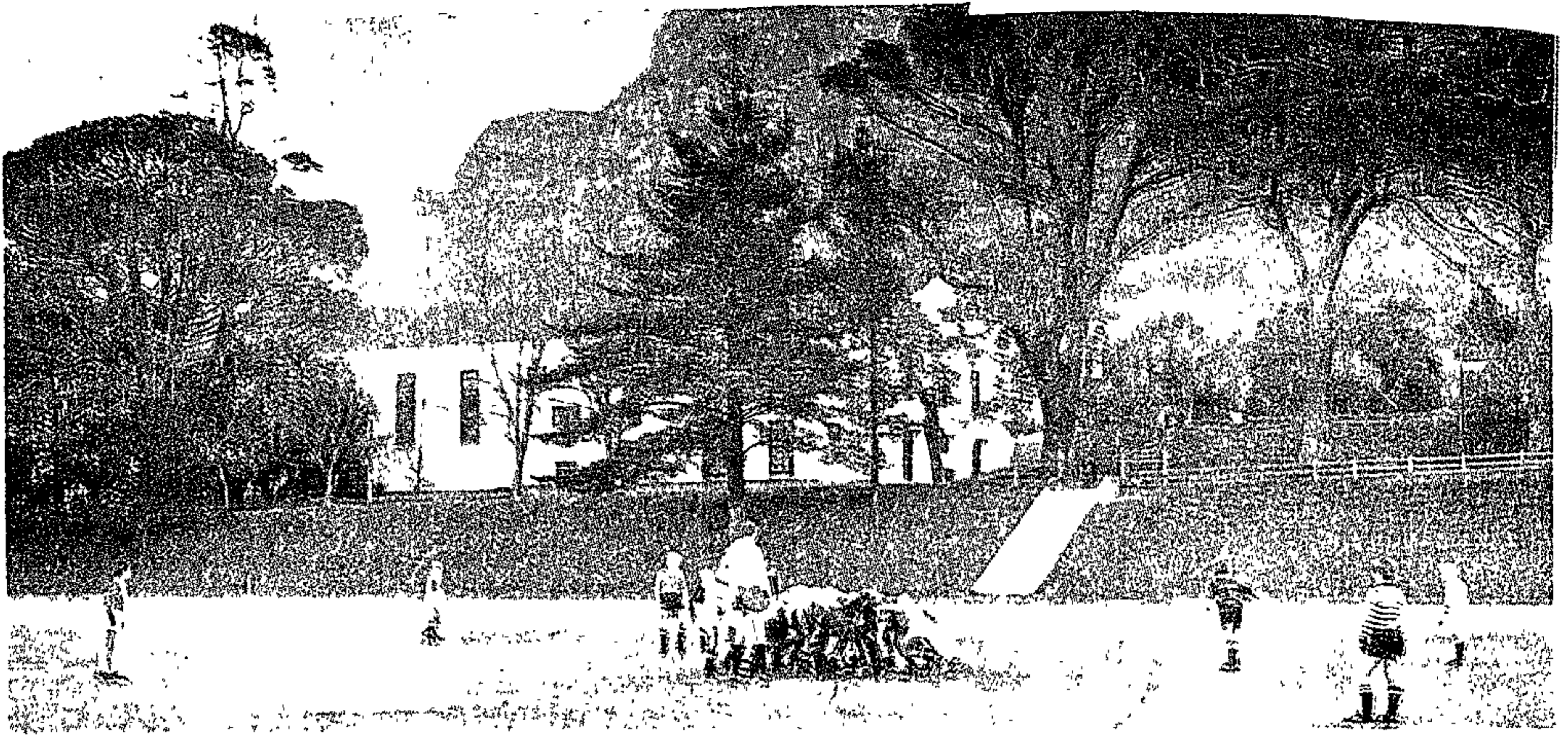
He says a levy on all property owners seems to him "a very satisfactory method".

He adds that he would like to see a greater devolution of responsibility in education, with parents becoming more involved in decision-making. With steadily rising costs, it is feared that money now being used to buy educational equipment might in future have to be diverted to maintain sportsfields.

to provide a service to the independent region.

Current Programme:

Wage and Profit Analysis in the Construction, Food and Textile Industries of Natal.



**"PRIVATIZED"** ... One of the playing fields of SACS, at Newlands. Parents are going to have to fork out another R25 000 a year to maintain them but it's still a lot cheaper to send their sons there than to a private school.

(50) CAPT. LOMB 2/15/88

# Private schools cost 10 times more

DESPITE relatively big increases in fees at public schools, there is still a vast difference between these voluntary fees or levies and the fees at private schools, which finance themselves entirely from their own resources.

Sending your child to Rondebosch Boys' High School or Rustenburg Girls' High, both prestige public schools, still costs only 10% what it would cost to send him or her to nearby Bishops or Herschel.

● At RBHS the annual fee (voluntary) is still only R560 compared with the R5 860 a year for a day-boy at Diocesan College

(Bishops) senior school. The annual fee for a senior boarder at Bishops is R10 268.

Amenities at RBHS include 10 sportsfields, a swimming pool, five tennis courts, two squash courts, a hall and a separate gymnasium.

These are comparable with Bishops, with its seven rugby fields, five hockey fields, a swimming pool, an indoor sports centre and a theatre.

● At Rustenburg Girls' High School, Rondebosch, a prestige public school, fees are now R60 a term (up from R50), with an extra R50-a-term levy for the development fund — a total of

R110 a term or R440 a year.

The school's amenities include a swimming pool, two hockey fields, 10 tennis courts and a school hall.

Barry Tilney, chairman of the school committee, says Rustenburg is short of a number of facilities including classrooms and proper science laboratories.

"Parents must come to terms with the fact that if they want the high standard of education offered by a school like Rustenburg, they are going to have to pay for it!"

● By comparison at Herschel, a private girls' school in Claremont, it costs R4 720 a year for

a senior day-pupil and nearly R8 000 a year, all-found, for a senior boarder.

The school has a pool, one hockey field, seven tennis courts, a squash court and a hall-cum-gymnasium. A new theatre and communications complex costing more than R1 million is nearing completion, and this is being financed from a special fund.

Headmistress Pamela Duff says fees at most private schools have to be increased annually, to keep up with inflation. "We function on a non-profit basis and only just manage to come out financially."

CAPE TIMES 23/5/88

# 'History repeated' in SA education — Sonn

Own Correspondent

PORT ELIZABETH. — Christian national education was as alien to the aspirations of blacks as British imperialist education had been to the Afrikaners, Mr Mr Franklin Sonn, Rector of the Peninsula Technikon, said here at the weekend.

He was speaking at a conference on education and democracy arranged by the Institute for a Democratic Alternative (Idasa).

Mr Sonn warned that educationists should be realistic about what they were up against in their struggle for a democratic education system.

"History has repeated itself: The same Afrikaners who so strongly fought against formal British imperialist education are now compelling people to accept Christian national education.

"And the more we insist on establishing democratic structures in education, the more the government will resist this," he said.

Appealing for realism, he suggested that educationists should try to change the system from within.

He said school principals should establish SRCs in all schools and he

stressed the importance of recognizing the broader student movement in schools and colleges.

Curriculum development should take into account what students wanted to learn — "we have to find the answers to what we want for education from the community and students".

On the topic of curriculum development, Mr Peter Kallaway, of the UCT School of Education, said a system needed to be created where knowledge was not necessarily "given" by the teacher and where the focus was on understanding.

"It is necessary to have critical skills, where the teacher and student work together to understand problems. Curriculum development is something everyone should engage in."

On the allocation of resources, Mr Peter Glover, of the Rhodes Education Department, suggested that the concept of the teacher as a resource should be explored.

There should be "nucleus teachers" controlling groups of novice or tutor teachers and providing support for less qualified teachers, he said.

# Democracy a process not an end — Borraine

3007  
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DID 23/4/88

GRAHAMSTOWN — Different understandings of the concept of democracy had emerged during the three-day conference on Democracy in Education here, the executive director of the Institute for a Democratic Alternative in South Africa (Idasa), Dr Alex Borraine, said yesterday.

"It is important that the debate continue. There is also a need for clarity and definition, he stated.

Democracy should not be an end but a process.

"There is very real danger in using undemocratic shortcuts to achieve a democratic goal; trying to hurry it on. The process must be democratic, he stressed.

The place to do it was "where we are now and then to go on and do it.

Democracy had narrow and wide interpretations. Democracy in control (authority) was crucial to the debate not just as a solution to the crisis of racism.

"We must distinguish between what passes as education (propaganda bound up in the apartheid machine) and make sure we don't become managers of apartheid, said Dr Borraine.

"We must identify obstacles and opportunities, start from a base of reality and move on beyond, Dr Borraine said.

Working papers would emerge from the three areas of discussion, curriculum development, management and resources, it was revealed.

Reporting on the curriculum development debate was Mrs Louise Vale, co-ordinator in

Grahamstown of the South African Council for Higher Education (Sached) project.

Steps towards achieving curriculum development could be:

- Getting together subject teachers to share resources and information and supply mutual support.

- "Starting our own schools, free from 'the dead hand of the state'.

- Drawing up non-formal programmes and groupings for experimenting and workshops.

- Getting different teachers' organisations to form, from within their membership, a Teachers Against Apartheid Education group.

On management Mr Bheki Sibiyi (Black Management Forum) reported the need for flexibility in the system.

"The various constituencies must know what others are doing. Otherwise it will lead to suspicion and mistrust, he said.

- Students should be free to choose the medium of their instruction.

- Parents should be involved through democratic bodies such as the churches and trade unions.

- Attempts should be made to consolidate the efforts of teachers' organisations, student organisations and parent groupings.

Looking at what could be done about educational resources, Mr Peter Glover (education lecturer at Rhodes University) said ideas included:

- To bring teachers together to enhance the

teaching of their subjects.

- Look at an apprenticeship model for unqualified teachers — a mentor system.

- Encourage private sector initiative to provide alternative educational models or laboratories.

- Seek voluntary help from parents in areas such as coaching sport, for example.

The vice-principal of Rhodes University, Dr Roux van der Merwe, said that the academic communities at universities saw their first loyalty to the international community of scholars and not to the immediate university community.

"We dare not lose the values we obtain from the outside community because of the pressures of the here and now," he said.

Mr Brian Heath, headmaster of Alexander Road High School, Port Elizabeth, suggested democracy in education should be seen as the devolution of decision making powers down to lower levels.

He also proposed that schools should be community-education centres and the "classroom lights should be burning throughout the night" for the benefit of the community.

Mr Sefako Nyaka, a staff member of a weekly newspaper, said it was a "crying shame" that South Africa boasted 14 different education departments, ethnically divided and duplicated by personnel 14 times over. — DDR-DDC

*Howard*

Mpondozankomo (Withank) — R6 656 000  
 Tlamoha (Springs) — R9 289 000  
 Xhoxutsuzaso (Bloemfontein) — R7 120 000

Note: These new colleges are erected in order to replace existing temporary facilities.

**KwaNdebele: budgets of state departments**  
 1062. Mr H J COETZEE asked the Minister of Education and Development Aid:†

Whether his Department will furnish information on the budgets for the various state departments of KwaNdebele; if not, why not; if so, what total amount was budgeted for each such state department in each of the latest three specified financial years for which information is available?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Yes.

Department	1985/86	1986/87	1987/88
1. Chief Minister	1 540 300	1 246 300	4 683 000
2. Interior	1 037 100	1 546 400	2 037 000
3. Works and Water Affairs	31 547 200	36 649 100	55 060 000
4. Education and Culture	25 915 400	42 330 700	66 673 000
5. Agriculture and Environmental Affairs	6 981 100	7 536 600	10 117 000
6. Justice, Law and Order	2 891 500	2 367 100	2 836 000
7. Health, Welfare and Pensions	9 364 000	25 019 000	33 365 000
8. Finance and Economic Affairs	21 704 300	28 574 900	21 372 000
9. Citizen Liaison and Information	270 000	820 000	2 670 000
10. Police		3 500 000	13 372 000
<b>TOTAL</b>	<b>101 250 900</b>	<b>149 590 100</b>	<b>212 185 000</b>

**Own Affairs:**

**Specialist teachers: vacancies**

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

Whether there are any vacancies for specialist teachers in high schools falling under his Department; if so, how many in each province in respect of each subject area?

**THE MINISTER OF EDUCATION AND CULTURE:**

Province	Yes	Home Economics	Mathematics	Music	Physical Science	Technical Drawing/technical subjects	Transvaal
Cape							
No. OFS							
no. Natal							
yes, Afrikaans First and Second Language	10						
Accountancy/Typing	6						
Biology	5						
English	7						
Geography	5						
History	3						

*Howard*

**HOUSE OF REPRESENTATIVES**

† Indicates translated version

For written reply:

General Affairs:

**Port Elizabeth/Uitenhage: buildings damaged**

3. Mr W J DIETRICH asked the Minister of Education and Development Aid:

- (1) How many buildings in the Port Elizabeth and Uitenhage area (a) belonging to and (b) falling under the control of the Department of Education and Training were (i) irreparably damaged, (ii) seriously damaged and (iii) damaged over the latest specified period of three years for which information is available, (c) where are these buildings situated and (d) what is the estimated amount of this damage;
- (2) whether any of these buildings have been or are to be (a) repaired and (b) rebuilt by this Department; if not, why not; if so, (i) which buildings and (ii) when,
- (3) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

(1) (a)	1985	1986	1987	TOTAL
(i)	7	4	—	11
(ii)	27	16	—	43
(iii)	9	6	2	17

(b) There are no other schools which fall under the control of the Department of Education and Training which were damaged.

(c) Kwazakhele, Zwide, New Brighton, Kwa-Nobuhle, Despatch and Walmer.

(d) R29 386 000 (replacement value).

(2) (a) Yes. Necessary repairs were done to prevent Government property and to protect further damage to school buildings in Kwa-Nobuhle, Kwazakhele, Zwide, New Brighton and Walmer during the second half of 1987.

(b) No, but repairs or rebuilding will be considered when the situation in the townships concerned has normalized

to such an extent that the risk taken repairing damage is justified and with due regard to available funds. No additional funds for the repair or rebuilding are available, and this has therefore to be financed from the existing budget for new buildings.

(3) No.

**Bureau for Information: number of publications in RSA**

27. Mr C R REDCLIFFE asked the Minister of Information, Broadcasting Services and the Film Industry:

- (1) (a) How many publications are published in the Republic of South Africa by the Bureau for Information, (b) how many copies of each such publication are printed, (c) in which language is each printed and (d) what is the total cost of each publication;
- (2) whether any of these publications are distributed overseas; if so, (a) which publications and (b) how many copies of each;
- (3) in respect of what date is this information furnished?

**THE MINISTER OF INFORMATION, BROADCASTING SERVICES AND THE FILM INDUSTRY:**

- (1) (a) 45 Regional publications  
 7 Ad hoc publications  
 3 Regular magazines

(b) and (c)

**Regional publications**

Publication	(b) No of copies	(c) Language
1. Metropolitan Digest	100 000 pm	English
2. Soweto Voice	160 000 pa	English
3. Diepmeadow News	160 000 pa	English
4. Bula Diaba	120 000 pa	English
5. Evaton News	40 000 pa	English
6. Tokoza Newsletter	30 000 pa	English
7. Tsakane Herald	30 000 pa	English
8. Newsletter for the People of Alexandra	30 000 pa	English

A GROUP of Soweto priests is planning to call a meeting at which parents, teachers, ministers of religion and students will discuss the deteriorating situation at schools in the townships.

*Sowetan 24/5/88*

The Reverend Lebamang Sebidi, a spokesman for the Ministers United for Christian Co-responsibility (Muccor), said members met at the weekend and expressed concern about the recent events in Soweto schools.

He said details of the meeting were still being worked out and the venue would be announced soon.

Mr Sebidi said Muccor had received numerous reports of pupil detentions which resulted in class boycotts at several schools.

"Our children's education had been intermittently disrupted since 1976, with things getting worse between 1984 and 1986. We do not want to see our children aimlessly roaming the streets again.

"We therefore earnestly appeal to the Government to exercise great restraint in handling whatever is happening in our schools.

"We strongly suggest Katlehong had resumed classes after they were suspended on May 10.

# Priests plan to call meeting

50

By NKOPANE MAKOBANE

that lines of effective communication between parents, teachers, the clergy and students should be urgently opened."

Meanwhile, an official of the Department of Education and Training's (DET) Highveld region, yesterday said students at the Kathores College of Education in



# Louw says CPA dedicated to the removal of racism

By P. J. van der Merwe

**Political Correspondent**  
**CAPE TOWN** — The Cape Provincial Government was committed to removing racial discrimination in the province, the Administrator, Mr Gene Louw, said in parliament yesterday.

But he warned that the executive committee had to operate within the law and in terms of government policy, even if individual members of the committee disagreed with these policies.

Mr Louw, who was replying to the debate in the Parliamentary Committee on Cape Provincial Affairs, said that, as

from March this year, everyone employed by the provincial authority had equal benefits including rights to medical aid and pensions, and all appointments were strictly on merit.

"There is no discrimination based on colour when it comes to appointments in the Provincial Administration."

Mr Louw said library apartheid was being phased out in the Cape because the executive committee believed these facilities should be opened to all races. He said R27 million of the R30 million allo-

cated for recreational facilities during the current financial year was being spent on open facilities.

The executive committee was bound by the provisions of the Separate Amenities Act in regard to the opening of beaches and any changes in the law were the responsibility of parliament, he said.

But added that it could make recommendations to the government and that he understood that individual members of the committee would use public platforms to express their own views.

"My Exco and I go out of our way to implement our policy in such a way as not to be hurtful, but please don't ask me to transgress the law."

Although a few years ago 70 to 80 per cent of the libraries in the Cape enforced apartheid, now only 12 per cent did so, and 90 per cent of the funds spent for the erection of new libraries went to black and brown areas, Mr Louw said.

"We are continuing with our desire to open all the libraries."

However, at the Stutterheim library where there were only nine chairs, 300 black chil-



MR LOUW

MODE	1	2	3	4	5
MAG %	101.2	85.0	75.0	70.7	61.5
REG.	0.506	0.425	0.375	0.354	0.308

TOLS ± 0.030 INS. MEASURED FROM LEAD EDGE TO HORIZONTAL REF.

VERTICAL REFERENCE LINE 10"

VERTICAL REFERENCE LINE 11"

FIELD USE ONLY

HORIZONTAL REFERENCE LINE

HORIZONTAL REFERENCE LINE

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(50)

B/day 25/5/88

# Call for five-year plan to shape new education system

A COMMON appreciation of the fundamental importance of education and its contribution to a regenerated society gives hope for black education, despite rejection of the present system of schooling, says educationist Ken Hartshorne.

In a paper in the University of Cape Town's "Critical Choices" research programme, Hartshorne says the upsurge of "people's education" has provided a new opportunity to debate the realities, relevance, quality and style of education in SA and to negotiate its future.

He says the common ground for negotiation must be a commitment to a non-racial, democratic, equitable and just society.

He says many pupils and teachers had seen the learning environment collapse and the education system disintegrate.

But he says despite the deep hurts and massive obstacles to understanding, there was hope.

He called for a five-year action plan, involving the universities and other tertiary educational institutions, to shape the future of education.

Government had demonstrated forcibly "own affairs" colleges of education were non-negotiable, but Hartshorne argues for informal co-operation to be built up between the universities

ROGER SMITH

and the colleges.

Another opportunity that needed to be explored was alternative higher education, such as that offered by Sached's Khanya College.

He says with support and recognition the "black" universities could play a much greater and more positive role.

He says the homelands offer potential for innovative programmes, which had not been fully exploited.

Wider opportunities for innovation were also available in the informal and non-formal sectors of education.

A prime area that had to be considered was, however, the relationship between government, the Department of Education and Training (DET) and the National Education Crisis Committee (NECC).

"The central issue seems to be: as the DET increasingly loses control of its urban schools, will it simply close them, or will it be forced to negotiate a new kind of local management and a new agreed curriculum, accommodating to some extent the specifically educational aspects of People's Education?"

He says this would depend on the strength of the NECC and the more positive elements in the DET, to withstand pressure from government's security apparatus.

- (2) This information falls outside the ambit of my portfolio.

**Grabouw: township for Blacks**

\*19 Mr J VAN ECK asked the Minister of Constitutional Development and Planning:

- (1) Whether, at any stage between 1960 and 1975, there was a township for Blacks in the Grabouw area; if so, (a) when, (b) what was its name and (c) how many persons resided there;
- (2) whether this township was demolished; if so, (a) when, (b) why and (c) what arrangements were made for the persons who resided there;
- (3) whether any representations have been received for the establishment of a new township for Blacks in this area; if so, (a) when, (b) from whom and (c) what was the response thereto?

†THE DEPUTY MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of the Cape Province and he furnished the following information:

- (1) No.
- (a), (b) and (c) Fall away.
- (2) (a), (b) and (c) Fall away.
- (3) Yes.
- (a) 4 March 1988.
- (b) Mr J van Eck.
- (c) The possibility thereof is being investigated.

**South African Police: searching of home**

\*20. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether members of the South African Police conducted a search of the home 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 27 April 1988; if so, (a) on whose instructions, (b) for what purpose and (c) what is the name of this person;
- (2) whether a search warrant has been issued for the purpose of this search; if not, why

not; if so, (a) when, (b) (i) by whom and (ii) to whom was it issued and (c) (i) by whom and (ii) to whom was it displayed on the premises searched;

- (3) whether any items were removed from the premises; if so, (a) what items and (b) why;

- (4) whether a receipt was issued for the items removed; if not, why not; if so, (a) by whom and (b) to whom was the receipt issued;

- (5) whether any further action is to be taken as a result of this search; if so, (a) what action, (b) against whom, (c) when and (d) on whose instructions; if not, (i) why not and (ii) when will the items removed from the premises be returned to the person concerned?

THE MINISTER OF LAW AND ORDER:

- (1) No, not as far as could be ascertained.

(a) to (c) Fall away.

- (2) to (5) Fall away.

**The Weekly Mail: representations**

\*21. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

- (1) Whether he received any representations on behalf of a certain publication, the name of which has been furnished to the Minister's Department for the purpose of his reply, subsequent to warning this publication of possible action to be taken against it; if so, (a) when, (b) from whom, (c) what was the nature of these representations and (d) what is the name of the publication;

- (2) whether he responded to these representations; if not, why not; if so, (a) when and (b) what was the nature of his response?

†THE MINISTER OF HOME AFFAIRS:

- (1) and (2) The publishers of the periodical *The Weekly Mail* was notified in writing on 17 December 1987, that action under regulation 7A(1) of the Regulations published by Proclamation R 97 of 1987, as amended, was being considered by me, such notice also stating the grounds of the proposed action. The publishers, Weekly Mail Publications (Pty) Ltd, submitted written representations to me on 31

December 1987 and on 7 April 1988. After careful consideration of these representations, which are regarded as a confidential matter between the publishers and myself, I decided to issue a warning in the *Gazette* under regulation 7A(1) of the Regulations and the publishers of this publication were notified by telex of this decision on 26 April 1988. The warning was issued on the same day by notice in the *Gazette*.

**South: reasons for banning**

\*22. Mr P G SOAL asked the Minister of Home Affairs:

Whether the editor of a certain publication, the name of which has been furnished to the Minister's Department for the purpose of his reply, was informed of the reasons for its banning at the time of or subsequent to the publication of the banning in the *Government Gazette*; if not, why not; if so, (a) what were these reasons, (b) when were they furnished and (c) what is the name of this publication?

THE MINISTER OF HOME AFFAIRS:

The publishers of the periodical *South* were given an initial notice in writing in terms of regulation 7A(4) on 13 November 1987 that I was considering action, such notice stating the grounds of the proposed action. After written representations had been received in connection with the proposed action, a warning was issued in the *Gazette*. Hereafter I caused the publication to be further monitored. Subsequently it became evident to me that the publication continued with the repeated or systematic publishing of matter, which had or was calculated to have the effect, referred to in the Regulations. A further written notice, stating the grounds, was issued to the publishers. Written representations were once again received from the publishers. I considered the representations carefully, whereafter I issued on 9 May 1988 the order, whereby any further issue of *South* was prohibited for a period of approximately one month.

Mr P G SOAL: Mr Chairman, arising out of the reply of the hon the Minister, could he advise us whether those people who do the monitoring on his behalf have any journalistic training?

The MINISTER: Mr Chairman, I am advised by a variety of people including people with journalistic training.

**Political affiliations of certain person**

\*23. Mr J B DE R VAN GEND asked the Minister of Law and Order:

- (1) Whether the South African Police in Harismith have been informed of and/or have ascertained the current political affiliation of a certain person, whose name has been furnished to the Police for the purpose of the Minister's reply; if so,

- (2) whether the Police issued any instruction or advice to this person regarding the political organization concerned; if so, (a) when, (b) what was the nature of the instruction or advice, (c) (i) on whose instruction and (ii) why was it issued and (d) what is the name of the (i) person and (ii) political organization in question?

†THE MINISTER OF LAW AND ORDER:

- (1) Yes.

- (2) No.

(a) to (d) Fall away.

**Sex education in schools: policy**

\*24. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether he has, further to Recommendation 14 of the President's Council Committee for Social Affairs on the Youth of South Africa (PC 2/1987) regarding the teaching of sex education in schools, adopted a policy on this matter; if not, why not; if so, (a) what is this policy and (b) when was it made public;

- (2) whether the decision regarding the teaching of sex education in schools is an own affair; if so, for what reason;

- (3) whether he intends having discussions with the other Ministers responsible for education regarding the (a) teaching of sex education in schools in general and (b) question of Aids in particular; if not, why not; if so, (i) when and (ii) what will be the purpose of these discussions;
- (4) whether he will make a statement on the matter?

THE MINISTER OF NATIONAL EDUCATION:

- (1) No I have not yet in terms of the National

Policy for General Education Affairs Act, 1984 (Act 76 of 1984), determined the general policy for norms and standards for syllabuses, examination and certification in respect of the pre-tertiary education. Hence, I have not yet considered this possibility in the context of my power to determine general policy. Facets of this topic are currently, however, part of the syllabuses of various school subjects.

- (2) Yes. Since the general policy has not yet been determined.
- (3) No. When proposals in respect of general policy are considered it may be mooted.
- (4) No.

Mr R M BURROWS: Mr Chairman, arising from the reply of the hon the Minister, could he give us an indication as to whether the question of the teaching of the dangers of Aids is being co-ordinated between the hon Ministers responsible for education and the hon the Minister of National Health and Population Development?

The MINISTER: Mr Chairman, I am not an inspector with regard to the activities of the hon the Minister of Education and Culture in the House of Assembly. He is an autonomous Minister and I suggest that the question be put to him.

Mr R M BURROWS: Mr Chairman, further arising from the reply of the hon the Minister, am I then to understand that this hon Minister as chairman of the Committee of Ministers of Education is not co-ordinating such education in schools?

The MINISTER: Mr Chairman, we have not had the question of Aids on the agenda of the Ministers of Education as yet.

Mr J H VAN DER MERWE: You are a monotonous hon Minister!

\*25. Mr R M BURROWS — Finance. [Reply standing over.]

Private schools: registration/subsidies

\*26. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) Whether the Department of Education and Training registers private schools under its auspices, if so, (a) what total number of private schools is so registered, (b) what total number of pupils is studying at

these schools and (c) in respect of what date is this information furnished;

(2) whether such private schools may apply for a 15 or 45 per cent subsidy based on the *per capita* cost of educating a pupil in a State school; if not, why not; if so, when was this policy introduced;

(3) whether any applications for subsidies of this nature lodged by such schools in the 1987-88 financial year were refused by this Department; if so, for what reasons?

The DEPUTY MINISTER OF EDUCATION:

- (1) Yes.  
(a) 59.  
(b) 16 497.  
(c) 3 March 1987.
- (2) Yes, 16 April 1986.
- (3) No.

Own Affairs:

Questions standing over from Tuesday, 24 May 1988

Farm workers' homes: loans

\*1. Mr W J D VAN WYK asked the Minister of Agriculture and Water Supply:†

(1) Whether he is considering increasing housing loans in respect of homes for farm workers; if not, why not; if so, (a) when and (b) by what amount or percentage per home;

(2) whether he is considering making more funds available for this type of housing; if not, why not; if so, what are the relevant particulars?

†The DEPUTY MINISTER OF WATER SUPPLY:

(1) No. loan amounts were increased during August 1987.

(2) Yes, negotiations in this respect is being conducted with Mr P T C DU PLESSIS, Minister of Manpower and of Public Works and Land Affairs.

Potchefstroom University: hostels

\*2. Mr F J LE ROUX asked the Minister of Education and Culture:†

(1) Whether he will furnish information on hostels of the Potchefstroom Universiteit vir Christelike Hoër Onderwys, if not, why not; if so,

(2) whether it is the intention to erect a hostel for all races on the premises of this university; if so, what is the target date for the completion of the project;

(3) whether the member of the House of Assembly for the electoral division concerned was consulted in the matter; if not, why not; if so, what were his recommendations in this regard;

(4) whether it has been decided to approach the Administrator for approval for the erection of this hostel, if so, what are the relevant details;

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

The MINISTER OF EDUCATION AND CULTURE.

(1) Yes, in so far as it falls within my jurisdiction since hostels are the responsibility of the Council of the Potchefstroom Universiteit vir Christelike Hoër Onderwys;

(2) no;

(3) falls away;

(4) falls away;

(5) no.

Potchefstroom University: Vaal Triangle campus

\*3. Mr F J LE ROUX asked the Minister of Education and Culture:†

(1) Whether he will furnish information on classes and tests at the Vaal Triangle campus of the Potchefstroomse Universiteit vir Christelike Hoër Onderwys; if not, why not; if so,

(2) whether any problems are experienced with Coloured students at this campus in respect of the attendance of classes and writing of tests; if so, what are the relevant details;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) No, since these matters fall within the area of university autonomy;

(2) falls away;

(3) no.

African language examinations: White pupils

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

(a) How many White pupils at Government schools (i) wrote and (ii) passed the Std 10 examination in an African language in 1987 and (b) what were the African languages written by these pupils in the said examinations?

The MINISTER OF EDUCATION AND CULTURE:

Cape

(a) (i) 173; (ii) 160;

(b) Xhosa, Tswana;

Natal

(a) (i) 1, (ii) 1,

(b) Zulu;

OFS

(a) (i) 40, (ii) 40,

(b) Southern Sotho;

Transvaal

(a) (i) 545, (ii) 530,

(b) Northern Sotho, Zulu and Tswana.

Private schools: subsidies

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

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 CULTURE:

A similar question was asked by Mr D J DALLING as question 11. The hon member is therefore referred to the answer given on 1988-03-01.

Private schools: subsidy decisions

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

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 CULTURE:

A similar question was asked by Mr D J DALLING as question 11. The hon member is therefore referred to the answer given on 1988-03-01.

**Sex education in schools: policy**

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

Whether he has, further to Recommendation 14 in the Report of the President's Council Committee for Social Affairs on the Youth of South Africa (PC 2/1987) regarding the teaching of sex education in schools, adopted a policy on this matter; if not, why not; if so, (a) what is this policy and (b) when was it made public?

THE MINISTER OF EDUCATION AND CULTURE:

No, since the matter is dealt with within the family guidance programme of the provincial education departments.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, can he give us an indication as to whether the whole context of the dangers of Aids is being handled in schools falling under his department?

THE MINISTER: Mr Chairman, the whole question of sex education is handled by the various education departments. I was given no information about the specific question the hon member has now asked me, and if the hon member wants to know, he can telephone me later and I shall give him the information.

Mr R M BURROWS: Mr Chairman, further arising out of the hon the Minister's reply, can he give us an indication as to whether there has been any communication between his Department and the Department of National Health and Population Development in the context of the Aids programme?

THE MINISTER: Mr Chairman, from time to time there is close liaison between the departments which deal with community matters.

HOUSE OF ASSEMBLY

1600

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's non-reply to the question I have just asked, could I ask the hon the Minister once again whether there has been any contact between his Department and the Department of National Health and Population Development on the handling in schools of the question of Aids?

THE MINISTER: My reply will suffice, Mr Chairman.

**Technical colleges: non-White students**

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

Whether there is a policy for the admission of non-White students to technical colleges falling under the control of his Department; if so, what is this policy?

THE MINISTER OF EDUCATION AND CULTURE:

Yes, in terms of the policy it is the primary responsibility of the technical colleges of my Department to train those students who are the responsibility of the Department according to the Constitution. In addition the Department renders services to students of other population groups who are admitted to advanced courses on the N4 - N6 level if institutions of the education department of the particular group do not offer the specific course and if such enrolment is acceptable to the college council and the education departments concerned. This facet of education is dealt with in accordance with Items 2 and 14 of Schedule 1 of the Constitution.

**Private commercial colleges**

\*9. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether the registration of private commercial colleges, popularly known as "crum colleges", falls under his Department; if not, under which State Department does it fall; if so, (a) how many such colleges are registered with his Department, (b) what total number of pupils is enrolled at these colleges and (c) in respect of what date is this information furnished;

(2) whether there is a policy for the admission

of non-White pupils to these colleges; if so, what is this policy;

(3) whether all pupils admitted to such commercial colleges are required to write the examinations of the provincial education departments under which they fall; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE:

(1) The terms "private commercial colleges" and "crum colleges" are not legally defined. Should certain colleges or a specific type of college be clearly identified the required information could be furnished;

(a), (b), and (c) fall away;

(2) falls away;

(3) falls away.

For written reply:

General Affairs:

Five most junior posts: salary scales

688. Mr C J DERBY-LEWIS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

(a) What are the salary scales attached to each of the five most junior posts in his Department, (b) how many of these posts are filled by Whites, Coloureds, Indians and Blacks, respectively, and (c) in respect of what date is this information furnished?

THE MINISTER FOR ADMINISTRATION AND PRIVATISATION:

To question 688 as well as on behalf of the Ministers concerned to the similarly phrased questions concerning General Affairs Nos 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 704, 705, 706, 707, 710, 711 and 712 and concerning Own Affairs Nos 69, 70, 71, 72, 73 and 80.

General Affairs

Office of the Commission for Administration (Question No 688)

(a) (i) R4 701-7 725

(ii) R5 397-7 551

(iii) R5 397-9 507

(iv) R6 095-10 371

(v) R6 789-8 694

(b) (i) 2 Black persons

(ii) 4 Coloured persons

(iii) 1 White person

(iv) 1 Coloured person

(v) 19 White and 3 Coloured persons

(c) 1 March 1988

Department of Development Planning (Question No 689)

(a) (i) R6 093-10 371

(ii) R6 093-10 803

(iii) R6 789-10 803

(iv) R7 551-11 667

(v) R7 932-13 395

(b) (i) 41 White persons

(ii) 6 White persons

(iii) 1 White person

(iv) 3 White persons

(v) 31 White persons

(c) 1 March 1988

Department of Foreign Affairs (Question No 690)

(a) (i) R6 030-9 600

(ii) R6 093-9 939

(iii) R6 093-10 371

(iv) R6 093-10 803

(v) R7 932-13 395

(b) (i) 3 White persons and 4 Black persons

(ii) 25 White persons

(iii) 90 White persons, 6 Coloured persons and 1 Indian person

(iv) 14 White persons and 1 Coloured person

(v) 24 White persons

(c) 1 March 1988

Department of National Education (Question No 691)

(a) (i) R6 093-9 507

HOUSE OF ASSEMBLY

## HOUSE OF DELEGATES

Indicates translated version.

For written reply:

General Affairs:

Westville prison: warders killed/injured

52. Mr K CHETTY asked the Minister of Justice:

- (1) Whether any prison warders of the Westville Prison were (a) killed and (b) seriously injured by prisoners in 1987, if so, how many,

- (2) whether any prisoners of this prison were (a) killed and (b) seriously injured by fellow prisoners in that year; if so, how many?

The MINISTER OF JUSTICE:

The Honourable Member is probably referring to the five prisons at Durban (Westville) which serves the greater Durban/Westville area. These prisons are officially known as the Durban Medium A, B, C and D Prison and the Durban Female Prison. Information regarding these five prisons is supplied.

- (1) (a) and (b) No.

(2) (a) No.

(b) Yes. The South African Prisons Service regards every complaint of an alleged assault, no matter how petty, in a serious light. Prisoners are daily given the opportunity to lodge complaints or requests, and preventative measures, for example the re-allocation of sleeping quarters or working places, are instituted should it appear that there is reason to believe that a prisoner is threatened.

In the case of injuries which are related to complaints of alleged assault, a suitable entry is made in a complaints register and/or a register of injuries and besides the necessary medical treatment which may be administered or prescribed by the medical doctor, a departmental inquiry into the alleged assault is instituted. Where such complaint is substantiated suitable action is taken in terms of Prisons Regulation 99 in the case of minor assaults, while complaints of serious assault are reported to the South African Police without delay for investigation in order that the

HOUSE OF DELEGATES

*Humbert*

legal process may take its normal course.

As a result of assault by fellow prisoners in the following prisons at Durban, thirty six (36) prisoners sustained injuries of such a nature that they had to be referred to prison hospitals or hospitals outside prisons for medical attention.

Durban Medium A	3
Durban Medium B	22
Durban Medium C	3
Durban Female	8

Own Affairs:

Teachers: promotions

71. Mr V J IYMAN asked the Minister of Education and Culture:

- (1) (a) How many teachers in his Department were promoted to the post of (i) lecturer, (ii) principal, (iii) deputy principal and (iv) head of department in 1985, 1986 and 1987, respectively, (b) what are their names, (c) to what post levels were they promoted in each case, (d) what criteria were applied in assessing these candidates for promotion and (e) who were charged with the responsibility of assessing these candidates;

- (2) whether the assessments of these candidates were subsequently moderated; if so, by whom;

- (3) whether these promotions were finalized by a board or body charged with this responsibility; if not, why not; if so, what (a) is the name of this board or body and (b) were the names of the persons serving on it at the time;

- (4) whether officials of the Teachers' Association of South Africa were in attendance when these promotions were finalized; if not, why not; if so, in what capacity?

The MINISTER OF EDUCATION AND CULTURE:

Reply bound in Annexures of House — see M/286-1988.

Education: computers

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

- (1) Whether any computers were purchased for use by his Department in the 1986-87, 1987-88 and 1988-89 financial years; if not,

why not; if so, in respect of each of these financial years, (a) how many, (b) what amounts were (i) budgeted for and (ii) spent on these purchases, (c) from which companies were these purchases made and (d) how many computers are expected to be purchased in the current financial year;

- (2) whether tenders were called for in this regard; if not, why not; if so, (a) when, (b) in what publications, (c) how many companies submitted tenders, and (d) what was the amount of each tender, in respect of each of these financial years;

- (3) whether any special conditions were attached to these tenders; if so, what conditions in each case?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

- (a) 1986/87: 91  
1987/88: 1 859 computers and 296 line printers  
1988/89: Nil; all schools have been supplied.

- (b) (i) 1986/87: R195 802  
1987/88: R4 423 000  
1988/89: R64 000

- (ii) 1986/87: R175 802  
1987/88: R11 677 956 (inclusive of line printers)  
1988/89: Nil to date

- (c) 1986/87: Tedalex Electronics (Pty) Ltd.  
1987/88: International Computers S.A. (Pty) Ltd;  
Silicon Office Computer Corporation (Pty) Ltd; and  
Sage Computing (Pty) Ltd.  
1988/89: No purchases have been made as yet.

(d) 22

- (2) Yes, by the office of the Chief Director: State Purchases.

(a), (b), (c) and (d) My Department does not have this information.

- (3) Not known.

Education: television sets/computers

83. Mr K CHETTY asked the Minister of Education and Culture:

Whether any (a) television sets and (b) computers (i) were provided to Indian schools in 1987 and (ii) (aa) have been and/or (bb) will be so provided in 1988; if not, why not; if so, how many in each of these categories in each of the above years?

The MINISTER OF EDUCATION AND CULTURE:

(a) (i) Yes, 444

(ii) (aa) Yes, 6

(bb) Nil — All schools have been supplied.

(b) (i) Yes, 1 693

(ii) (aa) Yes, 166

(bb) Nil — All schools have been supplied.

Education: building of schools

84. Mr K CHETTY asked the Minister of Education and Culture:

- (1) How many (a) primary and (b) secondary schools for Indians (i) were built in 1987 and (ii) are to be built in 1988;

- (2) whether his Department (a) built any (i) technical high and (ii) special education schools in 1987 and (b) intends to build any such schools in 1988; if not, why not; if so, how many in each of these categories in each of the above years?

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 11

(ii) 9

(b) (i) 12

(ii) 8

(2) (a) (i) No

(ii) No

(b) No

Construction of a technical secondary school in Phoenix commenced in July 1987 and is expected to be completed by July 1989.

The present demand is being adequately met in special education.

Indian pupils: numbers

85. Mr K CHETTY asked the Minister of Education and Culture:

- (1) How many Indian pupils are attending

*Humbert*

HOUSE OF DELEGATES

Schools for Coloured in (a) Natal, (b) the Transvaal and (c) the Cape Province;

Teacher training institutions: admission of all race groups

Abrahams, Mr T—

General Affairs:

Agriculture, 939

Constitutional Development and Planning, 953, 954, 1111

Andrew, Mr K M—

General Affairs:

Constitutional Development and Planning, 335, 1584

Defence, 102, 184, 185, 186, 206

Economic Affairs and Technology, 1163, 1270

Education and Development Aid, 10, 11, 13, 58, 160, 161, 163, 469, 573, 580, 581, 582, 583, 584, 585, 601, 786, 848, 849, 911, 912, 913, 1020, 1168, 1169, 1266, 1269, 1362, 1374, 1378, 1428, 1431, 1433, 1580, 1582

Environment Affairs, 1363

Finance, 774

Home Affairs, 334

Justice, 335

Law and Order, 347, 348, 778, 1019

National Education, 604

Own Affairs:

Education and Culture, 23, 24, 28, 175, 614, 616, 794, 795, 796, 919, 920, 921, 1176, 1286, 1437, 1438, 1598

Health Services and Welfare, 1282, 1283

Local Government and Housing, 1176

Barnard, Dr M S—

General Affairs:

Administration and Privatisation, 1188, 1189

Constitutional Development and Planning, 404, 690, 691, 693, 704, 721, 725, 726, 727, 729, 730, 902, 903, 910, 950, 984, 989, 994, 997, 1096, 1327, 1328, 1329, 1384

Defence, 285

Education and Development Aid, 416

Home Affairs, 415

Justice, 381, 533, 534, 627

Law and Order, 838, 839, 1080, 1225

National Health and Population Development, 396, 435, 436, 441, 442, 443, 445, 447, 448, 749, 752, 753, 754, 755, 757, 842, 945

Own Affairs:

Education and Culture, 20, 21, 22, 70, 72, 119, 120, 121, 122, 124, 125, 133, 135, 136, 171, 176, 191, 194, 214, 236, 345, 346, 1384

Handwritten signature

(2) in respect of what date is this information furnished?

87. Mr K CHETTY asked the Minister of Education and Culture:

(a) How many persons of each race group applied for admission to teacher training institutions falling under his Department, and (b) how many such persons were (i) admitted and (ii) not admitted, (aa) in 1986, (bb) in 1987 and (cc) as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

	White	Indian	Coloured	Black
(a) (aa)	Nil	6 695	Nil	Nil
(b) (bb)	Nil	5 058	Nil	Nil
(c) (cc)	as at 4/5/88	3 246	Nil	Nil
(i) (aa)	2	273	1	7
(ii) (bb)	Nil	170	Nil	Nil
(cc)	Nil	211	Nil	Nil
(aa)	Nil	6 422	Nil	Nil
(bb)	Nil	4 888	Nil	Nil
(cc)	as at 4/5/88	3 035	1	7

Indian pupils: boarding allowances

88. Mr K CHETTY asked the Minister of Education and Culture:

Whether any boarding allowances were provided in 1987 in respect of Indian pupils attending schools falling under his Department; if not, why not; if so, (a) in respect of how many such pupils, (b) what was the amount of the allowance per pupil and (c) what total amount was provided in this regard?

The MINISTER OF EDUCATION AND CULTURE:

Yes

(a) 42

(b) The amount varies from pupil to pupil depending on the financial circumstances of the parents. The maximum amount is R290 per annum.

(c) R20 000

Student teachers: bursaries

89. Mr K CHETTY asked the Minister of Education and Culture:

(a) How many bursaries were granted in 1987 to student teachers at institutions falling under his Department and (b) what was the total amount granted in that year?

	1985/86	1986/87	1987/88
(a)	R5 525 473	R5 885 461	R6 451 878
(b)	R1 667 639	R1 931 855	R1 763 773
(c)	Figures not available		
(d)	R3 416 160	R4 251 631	R3 661 081
(e)	R163 840	R466 059	R528 718
(f)	R32 424 533	R53 351 538	R41 886 878
(g)	R6 363 553	R8 066 378	R6 574 685
(h)	R755 699	R1 341 702	R1 970 901

The MINISTER OF EDUCATION AND CULTURE:

90. Mr K CHETTY asked the Minister of Education and Culture:

What amounts were spent by his Department 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 each of the latest specified three years for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

## QUESTIONS UNDER NAME OF MEMBER

*Howard*

and (d) Black taxi operators applied for licences to operate taxis in each province (i) in each financial year from 1983-84 up to and including 1987-88 and (ii) in the 1988-89 financial year as at the latest specified date for which figures are available?

The MINISTER OF TRANSPORT AFFAIRS:

I am unable to reply to the question of the honourable member as statistics are not kept with regard to the race of applicants.

Taxi operators: contributions to Exchequer

1115. Mr C J DERBY-LEWIS asked the Minister of Transport Affairs:

Whether any of the regulations governing the operation of taxis cover the collection of fares from a taxi operator; if so, what regulations; if not, what procedure is followed to ensure that this sector of the economy makes its due contribution to the Exchequer?

The MINISTER OF TRANSPORT AFFAIRS:  
No. The collection of tax is not a function of the Department of Transport.

Own Affairs:

Teachers lost to Department

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

How many (a) permanent and (b) temporary teachers did his Department lose in each province in 1986 and 1987, respectively, (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?

The MINISTER OF EDUCATION AND CULTURE:

(a) Permanent		(b) Temporary			
Province	1986	1987	Province	1986	1987
Cape	22	158	Cape	17	131
Natal	20	76	Natal	4	52
OFS	88	57	OFS	11	30
Transvaal	88	182	Transvaal	4	30
		72			112

(i)		(ii)			
Province	1986	1987	Province	1986	1987
Cape	33	18	Cape	775	610
Natal	8	6	Natal	18	22
OFS	7	5	OFS	79	83
Transvaal	82	35	Transvaal	19	19

\* Information not available  
\*\* Included in (ii).

*Howard*

Pupils: school attendance  
135. Mr R M BURROWS asked the Minister of Education and Culture:

What was the (a) average and (b) percentage attendance of pupils in schools in each province for 1986 and 1987, respectively?

The MINISTER OF EDUCATION AND CULTURE:

Province	1986		1987	
	(a)	(b)	(a)	(b)
Cape	224 469	96,4%	221 978	96,9%
Natal	73 099	94,9%	72 768	95,2%
OFS	495 349	97,8%	485 503	97,5%
Transvaal	495 349	97,8%	485 503	97,5%

\* These statistics are not readily available.

Pupils in Standards 6 to 10  
136. Mr R M BURROWS asked the Minister of Education and Culture:

(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 CULTURE:

Province	Std.	1986		1987	
		Cape	Natal	OFS	Transvaal
1986	6	20 127	10 533	6 680	46 840
1987	7	20 770	10 506	6 580	46 615
1986	8	19 878	10 757	6 349	43 837
1987	9	17 828	9 601	5 537	37 689
1986	10	15 856	8 737	4 851	33 154
1987	6	19 187	10 007	6 313	45 374
1986	7	20 027	10 293	6 397	45 471
1987	8	20 174	10 496	6 359	43 552
1986	9	18 439	9 967	5 789	39 544
1987	10	16 287	8 895	4 978	33 466



By NKOPANE  
MAKOBANE



# United States fellowship is offered

(50)  
Some fees  
2/15/88

THE United States - South Africa Leader Exchange Programme and the School for Advanced International Studies, Johns Hopkins University, Washington DC is offering a teaching and research fellowship in the United States.

A spokesman said the SAIS Teaching Fellowship was available to black members of academic faculties at any South African university or other educational institutions.

The minimum qualification is a master's degree in the field of social sciences, economics and law.

The purpose of the fellowship is to give a young academic of distinguished teaching or research potential the opportunity to design and present a study course on South African affairs.

It also aims to inform students on international affairs and enable them to participate in the extensive seminar and

discussion programme at one of the most prestigious centres of post-graduate studies in the world.

The selection criteria are academic merit, exceptional teaching/research competence, and commitment to an academic career.

Another recommendation is publications, membership and participation in professional associations, and involvement in community affairs.

The fellowship, which starts in the last week of January each year through to May, includes a return trans-Atlantic airfare and a monthly stipend to cover all living expenses.

At least two confidential letters of recommendation should be sent to the Ussalep offices and addressed to: SA Director, Ussalep, PO Box 32869, Braamfontein, 2017.

Application forms must reach the office before July 29, 1988.

plain.  
He called for a report on the establishment of a municipal police force to assist the SAP.

## Van Zijl to <sup>(50)</sup> plan teaching

*Star 2/6/78*  
DURBAN — The Indaba's implementation study, which is preparing a blueprint for a non-racial administration in kwaZulu/Natal, has received a major boost with the appointment of top education planner, Dr Johan van Zijl, a statement from the Indaba said today.

Dr van Zijl, principal education planner at the Natal Education Department's Maritzburg headquarters for the past three years, has been appointed Director of Education Policy. — Sapa.

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Van Zijl-to (50)  
plan teaching

DURBAN <sup>Star 2/6/84</sup> - The Indaba's implementation study, which is preparing a blueprint for a non-racial administration in kwaZulu/Natal, has received a major boost with the appointment of top education planner, Dr Johan van Zijl, a statement from the Indaba said today.

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EDUCATION

50  
**Getting the sums right**

Parents, beset by the rising costs and declining standards of education, are clearly going to have to do more themselves to provide their children with the skills they are undoubtedly going to need to live comfortably in an increasingly competitive world.

But what, actually, can they do? Many simply cannot afford to send their children to private schools which attract the best teachers. Providing grants to good — and underpaid — teachers in the State sector is also expensive.

An alternative which for years now has been touted as holding the most promise is to provide computerised aids which, though fairly expensive initially, can be amortised over a considerable period. Unfortunately, however, the experience of many parents who have dug deep into their pockets to provide computers to schools is that they have yet to see any great benefit. Have they then been misled about the efficacy of computer-aided education?

The answer to that question may be found in looking at a school which seems to have got its computerisation policy right. That school is the dual-medium North Primary School in Sasolburg.

In March last year, the PTA formed a sub-committee on computerisation which spent several months evaluating various computer systems.

"Initially, we didn't know what we were looking for," says sub-committee chairman Johan Fick. "However, it soon became clear that we needed a custom-designed, computer-aided education system which would supplement the teaching of mathematics."

A system developed by a Pretoria-based company, Sergio, was chosen after teachers found that the courseware was "totally syllabus-orientated" and that the progress of each pupil could be monitored and evaluated at the teacher's workstation — both on-screen and over time.

The PTA got a number of parents to make financial pledges, set up the North Primary School Computer Centre and registered it as a non-profit company in terms of Section 21 of the Companies Act. Last October, Sergio installed a pilot network of five PCs, with courseware covering instruction in maths, English and Afrikaans for pupils from Grade 1 to Std 5.

Groups of parents were shown around the facility in the evenings and heard progress reports from teachers involved in the project. This convinced many more parents to dig into their pockets and become shareholders in the centre, which now has a 25-PC network.

This is still a small facility for a large

number of pupils and the sub-committee has ruled that only children of parents who had "taken the pledge" may use the system. Fick tells the *FM* that the centre now has 300 shareholders, representing about 80% of the parent body. "There are still a few to be converted and that will take another selling job," he says.

So far, R120 000 has been spent on the system. However, an important consideration for parents is that Sergio's courseware runs on IBM-compatible PCs which are able to run industry-standard software packages, such as Lotus 1-2-3 and Ventura.

"This opens the door for us to sell time on the computer system to the Sasolburg community at large at some future date and thus generate income to lighten the financial burden on parents," says Fick.

But how effective is the system in educational terms?

"I suppose we'll only really know that when we see how these kids do in matric against the national average," admits Fick. "However, I am convinced that it has great benefit. Certainly, the feedback we have had from the headmaster and teachers is most encouraging." ■

*Howard*

HOUSE OF REPRESENTATIVES

THE MINISTER OF MANPOWER:

Indicates translated version.

For written reply:

General Affairs:

Sheltered employment: salary parity

Mr T R GEORGE asked the Minister of Manpower:

- (1) What procedure is followed in determining the salaries of (a) White, (b) Coloured and (c) Indian persons employed in sheltered employment facilities;
- (2) whether salary parity has been attained in respect of Whites, Coloureds and Indians employed in such facilities; if not, (a) why not and (b) when is it anticipated that parity will be attained;
- (3) whether he will make a statement on the matter?

(1) (a), (b) and (c)

The salaries of employees who are employed under the sheltered employment scheme are coupled to the salary scales of the occupational class maintenance officer (post class factotum) in the Public Service on condition that the salaries for each population group must correspond with the gradings per population group for the post class factotum.

(2) No.

(a) Attention is being given to the attainment of parity for employees under the sheltered employment scheme.

(b) Once the necessary approval has been obtained and funds become available.

(3) No.

*Howard*

HOUSE OF ASSEMBLY

Indicates translated version

For written reply:

General Affairs:

Privatisation policy: reserve values

938. Mr C J DERBY-LEWIS asked the Minister in the State President's Office entrusted with Administration and Broadcasting Services:

Whether any reserve values are being placed on the assets of the State prior to selling them in terms of the current privatisation policy; if not, why not; if so, what formula is used in this regard?

THE MINISTER FOR ADMINISTRATION AND PRIVATISATION:

The question bears on a policy matter concerning which decisions still have to be taken. Rest of question falls away.

Organization: criminal proceedings

1068. Mr R M BURROWS asked the Minister of Justice:

Whether, since 12 January 1987, any criminal proceedings have been instituted against a certain organization, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, (a) in which regions, (b) when, (c) on what charges, (d) with what results and (e) what is the name of this organization?

THE MINISTER OF JUSTICE:

I caused enquiries to be made from all the attorneys-general and according to them no prosecutions in this regard have been instituted up to 26 May 1988.

Drug-related crimes: statistics

1150. Mr C J DERBY-LEWIS asked the Minister of Justice:

Whether his Department keeps statistics on drug-related crimes committed in the Republic; if not, why not; if so, what percentage of crimes committed by (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks during the

latest specified period of 12 months for which statistics are available were drug-related?

THE MINISTER OF JUSTICE:

No. Statistics regarding prosecutions for and convictions of offences are kept by the Central Statistical Services. The information is however not available there in the required form. The number of convictions for offences with regard to drugs and dependence-producing substances for the period 1 July 1986 to 30 June 1987 was however obtained and is as follows:

- (a) Whites: 2 965
- (b) Coloureds: 10 359
- (c) Indians: 1 676
- (d) Blacks: 21 777

Own Affairs:

Educational Institutions: properties purchased or expropriated

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

(a) in respect of what schools or educational institutions were properties purchased or expropriated for educational purposes in each of the provinces in the 1986 and 1987 financial years, respectively, and (b) what sum was paid for each of the properties so purchased or expropriated?

THE MINISTER OF EDUCATION AND CULTURE:

1986

Cape

	(a)	(b)
De Grendel Special School, Milnerton		R
Beaunhurst Primary School	475 000	2
Hudson Park High School	250 000	1
Victoria Girls High School	25 000	1
Denneoord Primary School	122 500	2
Denneoord Preparatory School		
Diamantveld High School		
Kayna Proposed High and Primary School	720 000	
Dirkie Uys High School, Moortreesburg	159 000	1
Swardland High School		

# Registrars to discuss overtime and salaries

By Toni Younghusband

Underpaid medical registrars may refuse to work overtime if their salaries are not adjusted soon.

Growing discontent over salary disparity has many registrars threatening to cut their 80-hour week to 40 hours unless something is done soon.

In response to these angry murmurings, the South African Registrars' Association will meet this week to discuss what action should be taken.

However, the association stressed in a statement last week that an overtime ban had not yet been officially considered and was currently merely talk among some registrars.

## EXPRESSED DISMAY

It strongly denied reports that the pay dispute would bring at least 15 academic hospitals to a halt but nevertheless expressed dismay at the State's refusal to increase registrars' salaries.

A registrar is a qualified doctor, specialising in a certain discipline, employed by the Department of Health in a provincial hospital. There are about 800 registrars countrywide.

In December 1987 the Government approved salary increases for fulltime doctors (medical officers) at its hospitals but registrars were overlooked.

"Up to now, we have been unable to

get a satisfactory answer from the authorities as to why," association president Dr Frik Rademan said.

There was serious discontent among registrars because of the salary disparity between them and medical officers, he said. Registrars delivered a more specialised, professional service to the patients of the provincial hospitals with a higher degree of responsibility.

They handled the great majority of the work load in academic hospitals with a work week of 76 to 80 hours and in some cases in excess of 100 hours.

"For this he gets very little compensation or recognition," he said.

"Registrars also carry the primary responsibility for patient care in academic hospitals and give formal and informal training to students, interns, nurses and medical officers."

Dr Rademan said the registrar's status as a medical practitioner had been degraded, and warned the financial burden facing registrars would lead to their leaving the provincial service.

It was also unacceptable that registrars in a few select departments had salary parity with medical officers while the majority did not.

The association's meeting this week would discuss the views of all registrars with a view to formulating a plan of action.

# Career education to be extended

Pretoria Bureau

The Department of Education and Training (DET) intends to extend its newly introduced concept of career education to more than 90 percent of its schools before the turn of the century.

This was revealed last week after a seminar on "Career Education" hosted by the Minister of Education and Training, Dr Gerrit Viljoen, for his ministerial counterparts from Transkei, Bophuthatswana, Venda and Ciskei.

The seminar was held in Pretoria and was preceded by a visit to the Walton Jameson and JJ de Jongh primary schools in Atteridgeville where this type of education is being offered.

A spokesman for DET said the department was spending millions of rands on the development of the career education model at black schools.

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A spokesman for DET said the department was spending millions of rands on the development of the career education model at black schools.

(a)	(b) R	(a)	(b) R
Hartenbos Primary School	10	Allen's Neck Extension 9, district	
Hartenbos Primary School	1	Roodepoort, for a future English	
De Ruyter High School,		medium high school	1 292 305
Ruytervacht	6	1987	
Bellville Technical High School	46 514	Cape	
McLachlan High School (hostel),		Burgersdorp Preparatory School	
Joubertina	2 800	De Villiers Graaff Primary School	
Natal		(hostel), Villiersdorp	1
Laddsworth Primary School	323 000	Westcott Primary School, Diep	1
Mandini High School (new school)	14 300	River	
Margate High School (new school)	230 000	Education Trustees	5
Port Shepstone Junior Primary		Dirkie Uys High School,	61 005
School	93 500	Moorreesburg	
Greytown Primary School	14 960	Parow Central Primary School	2
OFS		Prieska High School	2
Brandweg Primary School	44 100	Hottentots-Holland High School,	1
Pres. Brand Primary School school		Somerset West	
grounds	117 500	Martin Oosthuizen High School,	18 000
Wittenberg Secondary School and		Kakamas	
Jordania Primary School sports		Saldanha Primary School	80 000
fields	156 000	Natal	
Jacobsdal Agricultural School Ad-		Cato Manor Randgebied (new	
ditional agricultural land	110 000	school)	16 500
Transvaal		OFS	
Crystal Park Extension 2, district		None	None
Benoni, for a future primary school		Transvaal	
and high school	233 969	Sunward Park Extension 3, Boks-	
Heidelberg, Transvaal, for a future		burg, for a future primary school	
pre-primary school	12 386	Sunward Park Extension 3,	
North Riding Agricultural Hold-		Boksburg, for a future English me-	
ings, district Randburg, for a fu-		dium primary school	135 869
ture high school	298 473	Laerskool Leondale	97 939
Heatherdale Agricultural Hold-		Leondale Primary School	27 129
ings, Pretoria North, for a future		Hoër Volkskool, Heidelberg	29 500
English medium primary school	276 080	Zuurfontein 33, for a future	18 366
Theresa Park Extension 1, Pretoria		English medium high school in	
North, to ensure a safe entrance to		Kempton Park	255 000
the existing school	12 061	Laerskool De Kroon	34 150
Willow Glen Agricultural Hold-		Glenvista High School	17 500
ings, Pretoria, for a future primary		Teachers in posts	
school	71 603	138. Mr R M BURROWS asked the Minister of	
Bassonia (South of Johannesburg),		Education and Culture:	
for a future primary school	176 435	What number of teachers occupied the posts of	
Thabazimbi Extension 8, for a fu-		(a) principal, (b) deputy principal, (c) head of	
ture primary school	298 718	department, (d) temporary teacher and (e)	
Witfontein 301 J.R., Pretoria		permanent teacher in each specified type of	
North, for a future Afrikaans me-		school in each province in 1986 and 1987,	
dium high school	373 460	respectively?	
Laerskool Rapportier	59 603		
Kempton Panorama School	342 346		

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The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)	(c)	(d)	(e)
1986					
Cape					
High Schools	264	180	1 050	1 259	4 231
Primary Schools	494	138	906	1 360	4 084
Pre-primary Schools	23	—	—	8	38
Special Schools	9	17	68	31	262
Schools for Specialized Education	26	50	116	173	421
Church Primary Schools	11	—	—	9	24
OFS					
High Schools	88	50	302	383	1 051
Primary Schools	111	58	204	633	1 308
Pre-primary schools	82	0	0	49	42
Special Schools	6	6	18	49	63
Schools for Specialized Education	5	6	18	33	79
Transvaal					
High Schools	249	401	1 960	2 138	7 583
Primary Schools	698	346	1 643	2 324	8 244
Pre-primary Schools	141	0	63	108	383
Special Schools	33	32	139	157	557
Schools for Specialized Education	45	60	169	**	963
Natal					
Total*	373	116	708	1 799	4 806
1987					
Cape					
High Schools	262	195	1 116	1 128	4 210
Primary Schools	488	123	877	1 244	3 889
Pre-primary Schools	22	—	—	5	38
Special Schools	9	15	59	30	269
Schools for Specialized Education	26	46	121	147	670
Church Primary Schools	11	—	—	8	19
OFS					
High Schools	88	45	281	421	1 043
Primary Schools	106	52	196	640	1 280
Pre-primary Schools	82	0	0	50	41
Special Schools	6	6	19	47	69
Schools for Specialized Education	5	6	17	35	77
Transvaal					
High Schools	253	405	1 995	2 144	7 604
Primary Schools	696	326	1 453	2 270	8 049
Pre-primary Schools	161	0	79	129	457
Special Schools	32	32	133	154	546
Schools for Specialized Education	45	52	149	**	970
Natal					
Total*	382	132	752	1 879	4 780

\*\* Information for each specified type of school is not readily available.  
\*\* Included in (e)

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representations; if not, why not; if so, (a) when and (b) what was the purport of the reply?

The DEPUTY MINISTER OF LAW AND ORDER:

(1) Yes

(a) 24 February 1988.

(b) The person was informed in writing of the restrictions that had been imposed on him. It is not in the interests of any other person to make known these restrictions.

(c) The name furnished by the hon member.

(2) Yes.

(a) The person's legal representative.

(b) 2 March 1988.

(c) That certain of the restrictions be totally or partially lifted on a permanent basis

(3) (a) 4 March 1988

(b) Additional information that was necessary for the consideration of the representations, was requested. This information was received on 15 March. On 19 March 1988 the legal representative was informed that the representations had been rejected, but it was pointed out to him that applications for the relaxation of such restrictions may be considered on an ad hoc basis.

†Mr J VAN ECK: Mr Speaker, arising out of the reply of the hon the Deputy Minister, in the light of the fact that the restrictions on this person, Mr Reggie Oliphant, have prevented him from carrying out his job as distributor of books to schools, can the hon the Deputy Minister tell us whether he will lift the restrictions, as they are affecting his income?

†The DEPUTY MINISTER: Mr Speaker, in the light of the reply I have furnished, certain representations were made by the legal representative of the person concerned. It was also indicated that certain representations could be considered on an ad hoc basis. To the best of my knowledge such representations were not made.

†Mr J VAN ECK: Mr Speaker, further arising

meetings at national monuments falling under his Department; if so, (a) what organizations, (b) at which national monuments and (c) for what reasons;

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

The MINISTER OF EDUCATION AND CULTURE:

(1) No,

(a), (b) and (c) fall away;

(2) no.

National monuments: meetings of cultural organizations

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

Whether the national monuments falling under his Department are available for meetings of cultural organizations applying for permission to hold such meetings; if not, why not; if so, what procedure has to be followed to obtain such permission?

†The MINISTER OF EDUCATION AND CULTURE:

Yes, depending on the availability of the facility concerned. Written applications must be submitted for consideration to the governing body which is concerned.

Dual/parallel-medium schools in Cape Province: pupils

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

How many (a) Afrikaans and (b) English-speaking pupils are there at dual and parallel-medium schools in the Cape Province?

The MINISTER OF EDUCATION AND CULTURE:

(a) 98 722

(b) 35 315

Dual/parallel-medium schools in Cape Province: teachers

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

What total number of teachers at dual and parallel-medium schools in the Cape Province

have (a) Afrikaans and (b) English as their home language?

†The MINISTER OF EDUCATION AND CULTURE:

Statistics are not available.

English dictionaries supplied to pupils

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

(1) Whether English dictionaries are supplied free of charge to individual pupils at English-medium schools; if so, (a) to pupils in which standards, (b) since when and (c) what English dictionaries are supplied; if not, (i) why not and (ii) (aa) how many English dictionaries are supplied per school of 600 pupils and (bb) what access do pupils have to such dictionaries;

(2) whether this policy is under review; if so, what steps are envisaged in this regard?

The MINISTER OF EDUCATION AND CULTURE:

(1) No

(a), (b) and (c) fall away;

(i) because dictionaries, as other textbooks, are bought from the per capita grant of the school;

(ii) (aa) the Department does not prescribe how many dictionaries must be bought, but schools are expected to have available a sufficient number of dictionaries in order to meet the pupils' needs;

(bb) pupils have free access to dictionaries in the classroom and also to more comprehensive sources in the media centre/library. Furthermore, pupils are encouraged to procure their own dictionaries;

(2) no.

Mr R M BURROWS: Mr Speaker, arising from the hon the Minister's reply, I want to ask him whether he can indicate to us whether grants made available to schools for the purchase of

textbooks include money for the purchase of dictionaries.

†The MINISTER: Mr Speaker, if the hon member had listened to the reply to the question, he would have heard that the department and schools themselves decide on what books they wish to purchase with the funds made available to them. They decide themselves what textbooks and, if there is money left over, what dictionaries etc, they wish to purchase.

For written reply:

General Affairs:

Universities: enrolment of students

1043. Mr C J DERBY-LEWIS asked the Minister of National Education:

As at the latest specified date for which figures are available, how many (a) White, (b) Coloured, (c) Indian and (d) Black students were enrolled at each South African university primarily established for a population group other than their own?

The MINISTER OF NATIONAL EDUCATION:

The most recent figures are for 1986 and appear in the attached table.

Numbers of enrolled students at South African Universities primarily established for a population group other than their own: 1986

University	White	Coloured	Indian	Black
Cape Town	1 292	292	438	—
Natal	237	1 765	1 022	—
OFS	63	0	55	—
Port Elizabeth	232	26	48	—
Potchefstroom	30	7	90	—
Pretoria	5	9	11	—
RAU	134	6	57	—
Rhodes	142	169	453	—
Unisa	4 156	9 362	20 941	—
Stellenbosch	325	9	20	—
Witwatersrand	242	1 177	1 326	—

2 Universities resorting under the Minister of Education and Culture: Ministers' Council of the House of Delegates:

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have been delayed by (i) 1 to 30 minutes and (ii) more than 30 minutes since 1 January 1988 and (b) in respect of what date are these particulars furnished;

(2) whether any measures have been taken to eliminate these delays; if not, why not; if so, (a) what measures and (b) when is it anticipated that the present delays will be eliminated as a result of these measures?

The MINISTER OF TRANSPORT AFFAIRS:

(1) (a) (i) Jan Smuts: 24,2; D F Malan: 21

Delays of 10 minutes and less are not regarded as actual delays since the time of delay is made up during the flight and the destination can, therefore, be reached in accordance with the scheduled time of arrival.

(ii) Jan Smuts: 9,5; D F Malan: 6,9

(b) 30 April 1988

(2) Yes.

(a) Flights are closed 15 minutes before scheduled departure.

Connecting passengers are only accepted until 10 minutes before departure.

Standby passengers, post and freight are only accepted if the flight will not be delayed as a result thereof.

Boeing 747 aircraft are used where possible.

The new time timetable which was introduced on 13 March 1988 increased capacity by 13,38 per cent.

A 737 aircraft of which the leasing period has expired has been added to the fleet.

(b) For the two weeks ending 8 May 1988, 82,5 per cent of all flights were on time and every endeavour is being made to bring about further improvements.

South African Transport Services: debt  
1117. Mr C J DERBY-LEWIS asked the Minister of Transport Affairs:

(1) What was the total long-term and/or short-term debt of the South African Transport Services as at the end of the (a)

(i) 1982-83 and (ii) 1984-85 financial years and (b) latest specified financial year for which figures are available;

(2) how much of this debt in each such financial year was attributable to foreign exchange losses?

The MINISTER OF TRANSPORT AFFAIRS:

(1) The Honourable Member's attention is directed to the Report of the General Manager of the South African Transport Services for 1986-87, which was Tabled on 17 February 1988. Particulars of the debt of the South African Transport Services are contained therein.

(2) None.

SATS: Public relations/advertising consultants

1136. Dr P W A MULDER asked the Minister of Transport Affairs:†

Whether any division or directorate of the South African Transport Services made use of external (a) public relations consultants, (b) public relations agencies, (c) advertising consultants and/or (d) advertising agencies in the 1987-88 financial year; if so, (i) for what projects, (ii) what total amount was spent on each project, (iii) what consultants and/or agencies were involved in each project and (iv) what procedure was followed in allocating these projects to agencies and/or consultants?

The MINISTER OF TRANSPORT AFFAIRS:

(a), (b) (c) and (d). Yes.

(i) Advertisements, Consultation, Research, Publicity and Promotions.

(ii) R15 654 916

(iii) Lindsay Smithers — FCB (Pty) Ltd, Ogilvie and Mather Direct, The Agency, Foxton Communications, Co-ordinated Marketing, Effective Marketing Services (Pty) Ltd, Dempsters, LeoKa and Kevany, Johan Pletffer, EMS (Pty) Ltd and T.B. Consultants (Pty) Ltd.

(iv) Except in the case of Lindsay Smithers — FCB (Pty) Ltd who is Transport Services' official publicity agency the normal tender procedure was followed in all other cases.

A division in respect of (ii) and (iii) is not

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(a) (i) and (ii) and (b)

Yes, if the person complies with the legal requirements

(aa) The Election Regulations made in terms of the Black Local Authorities Act, 1982 (Act 102 of 1982).

(bb) The demarcation of wards of the area under control of the Cape Town Town Committee is at present being undertaken and is at this stage not yet finalized. As far as Khayelitsha is concerned the Demarcation Board is presently busy with an investigation and a report is awaited

(cc) The registration of voters for the enrolment of their names on a voters' list in the areas mentioned in sub-question (a) and (b) is done by making use of the information obtainable from the existing housing records of the local authority concerned as well as particulars furnished to the electoral officer following the issue of a notice whereby persons claiming to be competent to vote in elections are invited to verify whether they are enrolled on the voters' list or provisional voters' list.

(dd) The inhabitants have been informed on 1 June 1988 by means of a notice drawn up by the electoral officer of the election and requested to verify that their names are enrolled on the voters' list. This notice is available at the offices of the local authority concerned and will also be distributed from house to house.

**Brown's Farm area: schools**

\*17. Mr J B DE R VAN GEND asked the Minister of Education and Development Aid:

Whether his Department intends to provide the residents of the Brown's Farm area with (a) pre-primary, (b) primary and (c) secondary schools; if not, why not; if so, when?

THE DEPUTY MINISTER OF EDUCATION:

(a) No At present the Department is not erecting pre-primary schools.

(b) Yes, if a proclaimed township is established or if the area is proclaimed as a trust

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area. As soon as this is accomplished, the provision of physical facilities will be included in the National Plan and erected according to priority.

(c) Yes, the same as in (b) above.

**Liability for damages of policemen in civil cases: guidelines for State Attorney**

\*18. Mrs H SUZMAN asked the Minister of Justice:

Whether he has issued any instructions or guidelines to the State Attorney regarding the liability for damages of policemen in civil cases which are brought against them by detainees and against whom judgement is given, if so, (a) (i) in what manner, (ii) when and (iii) why and (b) what is the purport of these instructions or guidelines?

THE MINISTER OF HOME AFFAIRS (for the Minister of Justice):

The State Attorney functions in terms of the State Attorney Act, 1957 (Act 56 of 1957) and takes instructions from his client in every particular case. The State Attorney is a professional man and is like any other attorney subjected to the ethical code of the profession.

**O M Mbekwa: suspension**

\*19. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether, with reference to his reply to Question No 22 on 3 May 1988, Mr O M Mbekwa taught any mathematics classes at the I D Mize Secondary School prior to his suspension; if not, what (a) subjects and (b) classes did he teach; if so, (i) which classes did he teach, (ii) who has been taking his mathematics classes since his suspension and (iii) what (aa) academic qualifications and (bb) mathematics teaching experience does each such teacher have?

THE DEPUTY MINISTER OF EDUCATION:

Yes.

(a) and (b) Fall away.

(i) Mathematics for standards 8, 9 and 10.

(ii) Repeated attempts by the Circuit Office to find a suitable replacement for Mr Mbekwa have been unsuccessful.

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(iii) (aa) and (bb) Fall away.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Deputy Minister's reply in the light of the fact that this has covered the whole second term of the matric year, were other subjects taught during those periods with the mathematics possibly to be made up later?

THE DEPUTY MINISTER: Mr Speaker, in this particular case pupils were kept busy during class time with other work and private studies.

**Kirstenbosch National Botanic Gardens: donations used for gates/fences**

\*20. Mr K M ANDREW asked the Minister of Environment Affairs:

(1) Whether, with reference to his reply to Question No 23 on 10 May 1988, the donations made by the Pinelands Horticulture Society and the Botanical Society of South Africa were made specifically for gates and fencing; if so, (a) when were these donations made and (b) what was the wording of the conditions attached to them; if not, (i) what conditions were attached to these donations, (ii) when were they made and (iii) who decided to use them to erect gates and fences;

(2) with further reference to the above-mentioned reply, (a) on what dates and times (i) were plants stolen from, (ii) did burglaries occur in, and (iii) were unauthorised late-night parties held in, the Kirstenbosch National Botanic Gardens during the past year, (b) what plants were stolen, (c) what burglaries occurred and (d) why were these (i) plant thefts, (ii) burglaries and (iii) late-night parties not reported to the South African Police;

(3) whether dogs killed any game in these gardens during the past year, if not, (a) when last did such a killing take place and (b) what game was killed; if so, (i) what game was killed and (ii) on what dates;

(4) whether any professional market researchers (a) drafted the opinion poll questionnaire and (b) gave advice on the sample to be selected for this purpose, if not, (i) why not, (ii) who did so and (iii) what qualifications or training did this person have in respect of market research; if so, (aa) which professional market re-

searchers, (bb) what was their brief and (cc) when were they briefed?

THE MINISTER OF ENVIRONMENT AFFAIRS:

(1) No.

(a) and (b) Fall away

(i) No conditions.

(ii) 9 February 1988.

(iii) The Board for National Botanic Gardens.

(2) (a) (i) During February and March 1988. Times unknown.

(ii) During July 1987. Time unknown.

(iii) During February and March 1988. Times unknown.

(b) One Slangeria and three Jubaeopsis.

(c) Burglary at domestic quarters at residence.

(d) (i) No possibility of catching offenders.

(ii) The burglary was only discovered after residents returned from holiday.

(iii) Doubt existed whether those concerned could be prosecuted and the National Botanic Gardens did not want to create unpleasant incidents with the public.

(3) Yes.

(a) and (b) Fall away.

(i) One Greyback, but in proceeding years several.

(ii) September 1987

(4) I would suggest that the hon member read an article in the June 1987 edition of *Veld & Flora* — the Kirstenbosch visitor, who, what, where and why?

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, I have read the article in *Veld & Flora* and I would like to ask him why professional market researchers were not used?

The MINISTER: Mr Speaker, the latest opinion

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cerned and of its officials. In the case of administrative status vehicles, the letter S replaces the letter D.

- (3) Yes.
- (4) Yes.
- (5) No.

Dr Wolfram Kistner: citizenship/permanent residence

\*3. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

- (1) Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, has citizenship of the Republic of South Africa; if so, for how long has he been a citizen of the Republic; if not,
- (2) whether permanent residence has been granted to this person; if so, (a) for how long has he lived in the Republic on this basis and (b) what are the relevant dates; if not, what is the status of this person;
- (3) what is the name of the person in question?

†The MINISTER OF HOME AFFAIRS:

(1) to (3) The person in question is Dr Wolfram Kistner. He is a South African citizen by birth.

Song: *Together we will build a brighter future*

\*4. Dr P W A MULLDER asked the Minister of Information, Broadcasting Services and the Film Industry:†

Whether an official contract has been entered into between the Bureau for Information and an agency in respect of the song "Together we'll build a brighter future"; if so, (a) what agency, (b) when, (c) (i) who signed the contract on behalf of the State and (ii) to which State Department was this person attached at that time and (d) who authorized this person to sign the contract?

The MINISTER OF INFORMATION, BROADCASTING SERVICES AND THE FILM INDUSTRY:

No.  
The transaction took place by way of an exchange of letters and the expenditure was approved by the Tender Board.

Howick: murder of three persons

\*5. Mr P C CRONJÉ asked the Minister of Law and Order:

- (1) Whether, since his reply to Question No 9 on 24 September 1987, any (a) arrests have been made and (b) charges have been laid in connection with the alleged abduction and murder near Howick on or about 6 December 1986 of three persons, whose names have been furnished to the South African Police for the purpose of the Minister's reply; if so, (i) (aa) who was arrested and charged, and (bb) when, in each case and (ii) what are the names of the three persons in question;
- (2) whether any further steps have been taken in respect of those so arrested and charged; if not, (a) why not and (b) when is it anticipated that such steps will be taken; if so, what was the outcome?

†The DEPUTY MINISTER OF LAW AND ORDER:

(1) and (2)  
No, but warrants for the arrest of a number of persons were issued. The special team investigating the cases is making every possible endeavour to trace and arrest them.

Botshabelo: population/schools

\*6. Mrs H SUZMAN asked the Minister of Education and Development Aid:

(a) What is the (i) size in hectares and (ii) total population of the township of Botshabelo, (b) how many (i) primary, (ii) higher primary and (iii) secondary schools are there in this township, (c) how many (i) pupils and (ii) teachers are there at each of these schools and (d) in respect of what date is this information furnished?

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

- (a) (i) 12 000 hectares
- (ii) 450 000
- (b) (i) 39
- (ii) 0
- (iii) 7

NOTE: Since the compilation of above-men-

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tioned official statistics on 3 March 1987, the Ntumediseng Secondary School started functioning in August 1987 and the following schools at the beginning of 1988:

Mmhlakgoro Public school	
Monokotshwai Public school	
Nthapelleng Public school	
Sebatatso Public school	
Selokisa Public school	
Letfeng Secondary school	

(c)

(i) Amoheleng primary	(i) 767	(ii) 21
Batjha primary	1 376	32
Bolokhang primary	1 423	33
Bothoba-Pelo primary	637	19
Dibengatsabo primary	1 105	30
Diholwane primary	878	21
Fadimehang primary	690	21
Hohle primary	1 265	27
Katamelo primary	1 080	24
Lebello primary	773	21
Lerole primary	1 013	23
Leshome primary	785	17
Mahlolonolo primary	653	18
Makgulo primary	889	21
Mmusapelo primary	837	18
Mpolokeng primary	912	22
Nateteng primary	989	24
Ntebaleng primary	1 195	25
Ntediseng primary	2 046	46
Nthabeleng primary	689	17
Phalang primary	843	21
Phano primary	901	21
Ponsheng primary	1 550	34
Qelo primary	919	21
Rankwe primary	726	21
Roahang primary	768	21
Recentseng primary	1 380	31
Rehille primary	756	21
Retsemaite primary	1 347	34
Sankatane primary	777	22
Semomotela primary	912	25
Senakangwed primary	1 241	25
Seroki primary	1 032	25
Setjhaba se Maketse primary	637	16
Thabo primary	470	12
Thariya Tshepe primary	543	17
Thato primary	964	19
Thatohasi primary	929	22
Tloulisang primary	930	21
(ii) Falls away		

(iii) Hlonamang secondary 1 243 30

Kganhu secondary	833	23
Kgorathuto secondary	1 279	29
Ntemoseng secondary	1 630	37
Popano secondary	968	23
Reamohetse secondary	815	22
Seemahale secondary	886	24

(d) 3 March 1987

Botshabelo/Onverwacht: development

\*7. Mr P G SOAL asked the Minister of Education and Development Aid:

- (1) (a) What is the (i) *de facto* and (ii) *de jure* population of Onverwacht, now known as Botshabelo, and (b) in respect of what date is this information furnished;
- (2) (a) (i) how many housing units have been built in Botshabelo to date and (ii) how many persons are still waiting for houses and (b) how many tents are currently being used to shelter those waiting for houses;
- (3) (a) how many houses are provided with (i) electricity, (ii) a water-borne sewerage system, (iii) water and (iv) facilities for telephones and (b) what provision has been made to provide those persons currently living in tents with (i) toilets, (ii) water and (iii) fuel;
- (4) (a) what (i) sport and (ii) recreational facilities are available in Botshabelo at present and (b) how many (i) shops and (ii) (aa) occupied and (bb) unoccupied industrial sites are there in this area;
- (5) (a) (i) what public transport services are currently available to persons living in Botshabelo and (ii) to what percentage does the State subsidize each of these services and (b) (i) how many kilometres of road are there in this area and (ii) how many of these are tarred?

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

- (1) (a) (i) and (ii) 400 000 — figure is estimated.
- (b) 29 April 1988.

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Indicates translated version.

For written reply:

General Affairs:

Bloodstock schemes: tax benefits

1033. Mr C J DERBY-LEWIS asked the Minister of Finance:

- (1) Whether any tax benefits have been granted to persons investing in bloodstock schemes; if so, (a) why, (b) (i) what are these benefits and (ii) in respect of what date is this information furnished and (c) what amount in revenue is it estimated was lost by the State as a result of these benefits in the latest specified period of 12 months for which figures are available;
- (2) whether it is the intention to reduce these benefits, if so, when?

The MINISTER OF FINANCE:

- (1) The term "bloodstock scheme" encompasses a wide variety of schemes which range from *bona fide* farmers purchasing livestock to upgrade the quality of their herds to schemes which are mere tax shelters involving inflated purchase prices and artificial financing schemes. Statistics of livestock purchases are not maintained for income tax purposes but as the purchase of livestock at amounts in excess of the prescribed standard values gives rise to a tax benefit, and the purchase of livestock is a normal farming expense, it must be assumed that tax benefits are being granted to farmers for livestock purchases.
- (a) The tax benefits are granted in terms of the provisions of the Income Tax Act.
- (b) (i) The deduction of the difference between the actual purchase price of the livestock and the standard values of such livestock is allowed as a deduction in the year of purchase.
- (ii) No statistics are maintained.

(c) No statistics are maintained

- (2) It has already been announced that the Income Tax Act is to be amended with effect from 12 February 1988 to place it beyond doubt that the artificial inflation of the purchase price of livestock by means of interest to obtain tax benefits will not be allowed. The Commissioner for Inland Revenue will also invoke the present anti-avoidance provisions of the Act to counter these schemes. The Government announced in the White Paper on the Margo Commission Report that it accepts that recommendation of the Commission which will restrict the tax benefits presently enjoyed by farmers in respect of the purchase of livestock, and the necessary amendments to the Act will be introduced this year.

Own Affairs:

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

What number of new posts at each post level has been created in colleges of education in each provincial education department since 1 November 1987?

The MINISTER OF EDUCATION AND CULTURE:

- Natal: post level 5 : 9  
post level 4 : 6  
post level 3 : 14,

Cape, OFS and Transvaal : 0.

Schools: time spent on subjects

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

How much time is spent each week in each standard from Std 2 to Std 10 in (a) English and (b) Afrikaans medium schools on (i) English, (ii) Afrikaans, (iii) a third language, (iv) Mathematics, (v) Geography and (vi) Physical Science?

The MINISTER OF EDUCATION AND CULTURE:

Time is denoted in hours

*Howard* (2)

*Howard*

(a) (i) English (First Language) and (ii) Afrikaans (Second Language); (b) (i) Afrikaans (First Language) and (ii) English (Second Language);

Transvaal	2	3	4	5	6	7	8	9	10
(i)	4,5-5	4-4,5	4-4,5	4-5	3,5	3,5	3,5	3,5	3,5
(ii)	3,5-4	3,5-4	3,5-4	4-4,5	3	3	3,5	3,5	3,5
(iii)	0	1	1	1	1,5**	1,5**	3,5**	3,5**	3,5**
(iv)	3,5-4	3,5-4	3,5-4	3,5-4	3,5	3,5	3,5**	3,5**	3,5**
(v)	1	1	1	1,5	1,5	1,5	3,5**	3,5**	3,5**
(vi)	1	1	1	2	1,5	1,5	3,5**	3,5**	3,5**

OFS	2	3	4	5	6	7	8	9	10
(i)	4	4	4	4,5	3,5	3,5	4,08	4,08	4,08
(ii)	4	3,5	3,5	4	3,5	3,5	4,08	4,08	4,08
(iii)	0	1	1	1	2,3	2,3	4,08	4,08	4,08
(iv)	3,5	3,5	3,5	3,5	3,5	3,5	4,08	4,08	4,08
(v)	1,5	1,5	1,5	1,5	1,75	1,75	4,08	4,08	4,08
(vi)	1	1	1	2	2,9	2,9	4,08	4,08	4,08

Natal	2	3	4	5	6	7	8	9	10
(i)	5,5	5,5	5,5	—	3,5	4,08	4,08	4,08	4,08
(ii)	—	—	—	—	3,5	3,5	3,5	3,5	3,5
(iii)	—	—	—	—	1,75	1,75	3,5	3,5	3,5
(iv)	4,5	4,5	4,5	4,5	3,5	4,08	3,5	3,5	3,5
(v)	—	—	—	1,5	1,75	1,75	3,5	3,5	3,5
(vi)	—	—	—	1,5	2,3	2,3	3,5	3,5	3,5

Cape	2	3	4	5	6	7	8	9	10
(i)	5,5	5	5	5	3,5	3,5	3,5	3,5	3,5
(ii)	4,5	4,5	4,5	4,5	3	3	3,5	3,5	3,5
(iii)	—	1	1	1	1,5	1,5	3,5	3,5	3,5
(iv)	4,5	4,5	4,5	4,5	3,5	3,5	3,5	3,5	3,5
(v)	1	1,5	1,5	1,5	1,5	1,5	3,5	3,5	3,5
(vi)	1	1,5	2	2,5	3	3	3,5	3,5	3,5

\* These subjects are optional in the fourth phase.  
 † From Std 2 to Std 7, line (vi) refers to General Science; from Std 8 to 10 it refers to Physical Science.  
 \*\* Pupils not taking a third language in the fourth phase, study a third language for half an hour per week in Std 6 and 7.

**Private schools**

148 Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) Whether his Department has to approve the establishment of new private schools, if not, why not; if so, during the latest specified 12-month period for which information is available, (b) what are their (i) names and (ii) street addresses and (c) why was such permission given, in each case?
- (2) whether his Department has given permission for the establishment of new multiracial schools in White group areas; if so, (a) how many such schools were established

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No. every private school must apply for registration in terms of sections 2 and 4 of the Private Schools Act, 1986, and for this

purpose certain requirements have to be met; school in this area is envisaged; if not, why not; if so, when?

(2) falls away.

Melkbosstrand: Afrikaans high school

149. Mr A GERBER asked the Minister of Education and Culture:†

- (1) Whether there is an Afrikaans high school in Melkbosstrand; if not, (a) which school is the closest for high school pupils of this area and (b) what is the medium of instruction at this school;
- (2) whether an assessment of need has been carried out in order to determine how many (a) pupils from the Melkbosstrand area are attending high schools in neighbouring areas at present and (b) pre-school children and primary school pupils are residing in this area; if not, why not; if so, (i) by whom, (ii) when and (iii) what were the findings;
- (3) whether the erection of an Afrikaans high school in this area is envisaged; if not, why not; if so, when?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, (a) Table View High School, (b) parallel medium;
- (2) (a) yes, (b) yes, (i) a pilot committee consisting of members of the Melkbosstrand community, (ii) January 1987, (iii) there would probably be a need for a high school in the future;
- (3) no, it is not justified at present, however, the situation is being evaluated continuously to determine future needs.

# HOW Govt failed in black education

50  
Soweto  
4/6/85

**Court told of De Lange report**

THE Government's failure to carry out the main recommendations of the De Lange Commission of inquiry was partly to blame for the current crisis in black education, a Pretoria Supreme Court judge was told yesterday.

Testifying for the defence in the Vaal Triangle treason trial, educationist Dr Kenneth Hartshorne also told Mr Justice van Dijkhorst and an assessor that

**By ALINAH DUBE**

much as the commission's recommendations were not a blueprint for education," they did provide a starting point.

He said despite the commission's faults, education would have improved had its major recommendations been accepted.

Dr Hartshorne, who is attached to the Centre for Continuing Education at the University of the Witwatersrand, said the commission was appointed to investigate all aspects of education following the 1976 uprisings.

The Human Sciences Research Council appointed a committee to carry out investigations at the Government's request.

The De Lange Commission's report was the outcome of these

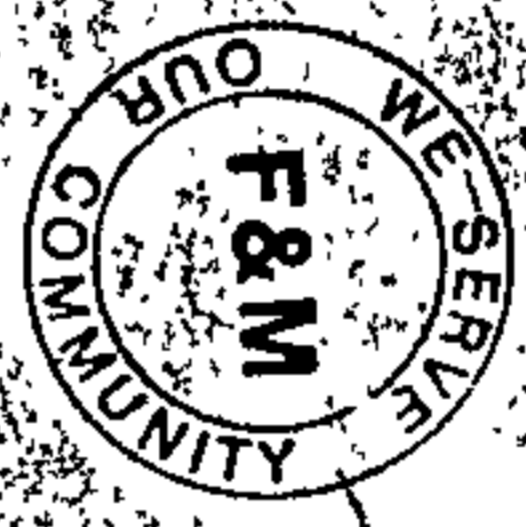
investigations. A task force was appointed to advise the authorities on which part of the report to accept.

Eleven principles of the commission, which largely dealt with the responsibilities of the State, were dealt with in court yesterday.

Dr Hartshorne pointed out that although the commission's main objective was to have one education ministry in the country, "we ended up with five".

"The White Paper (government's reaction to the report) failed to address the fundamental issue which originally brought the De Lange investigation into being — the separation and isolation of the black education systems and their failure to meet the needs and aspirations of the people they were set up to serve," Dr Hartshorne said.

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# Education is the focus at Delmas treason trial

SAW 9/16/88  
By Esther Waugh

Black education was the focal point at yesterday's hearing of the Delmas treason trial in the Pretoria Supreme Court in which 19 people are facing charges of treason, murder, subversion, terrorism and furthering the aims of the African National Congress.

Dr Ken Hartzorne, a lecturer and writer on education, and particularly black education in South Africa, was testifying to the state of black education in the country between 1980 and 1985.

He told Mr. Acting Justice van Dijkhorst that the differences between black and white education were "indefensible".

Dr Hartzorne said education was concerned with:

- Protecting group identities and interests.
- Differences and diversity instead of a common South Africanism and a common humanity.
- With obedience to author-

ity, particularly that of the State, instead of encouraging creative thinking, independence and dissent.

- Discriminate against people on the grounds of colour.

Dr Hartzorne said it was naive to think politics could be kept out of education.

## CRISIS

"One cannot hope to understand the current crisis in education except against the broad background and against the more immediate canvas of political ideologies and practice in South Africa."

Dr Hartzorne, a member of the De Lange Committee on Education, said it was appointed because of a general dissatisfaction among various population groups about education between 1976 and 1980.

He said black parents had very little choice regarding their children's education and no democratic say in educational decision-making.

(Proceeding)

1751

THURSDAY, 9 JUNE 1988

1752

1753

THURSDAY, 9 JUNE 1988

1754

*Handwritten scribble*

*Howard*

*Howard*

Diepmeadow 1983/84 107 299,91  
 1984/85 23 457 037,75  
 1985/86 93 273,59

(b) 17 329 (Except Sundays and Public Holidays)

(c) (i) Mr G L Nordier  
 (ii) B A degree and Higher Diploma in Librarianship.

Dobsonville 1983/84 85 414,94  
 1984/85 8 224 317,78  
 1985/86 12 783,75

8 322 516,47  
 1091. Mr A GERBER asked the Minister of Constitutional Development and Planning:

(1) Whether any facilities for (a) Indian, (b) Coloured and (c) Black persons are provided by the Briss Hospital; if so, (i) what facilities and (ii) as from what date in each case;

(2) whether it is the intention to extend these facilities; if so, (a) when and (b) what is envisaged in this regard?

Mohlakeng 1983/84 53 848,40  
 1984/85 5 723 337,22  
 1985/86 40 337,87

5 817 523,49  
 Bekkersdal 1983/84 16 862,90  
 1984/85 1 243 522,67  
 1985/86 2 289,58

1 262 675,15  
 The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of Transvaal and he supplied the following information:

(1) (a) Yes.  
 (b) Yes.  
 (c) No.

(i) 3 beds for Indians/Coloured  
 (ii) 13 November 1985

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

Orange Free State: libraries  
 1072. Mr W J D VAN WYK asked the Minister of Constitutional Development and Planning:

(a) How many libraries in the Orange Free State fall under the Sub-Directorate Library Service at present, (b) what average daily number of books is handled by these libraries and (c) what (i) is the name and (ii) are the educational qualifications of the person in charge of these libraries?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:  
 This matter vests in the Administrator of the Orange Free State and he furnished the following information:

(a) 357

No local authorities received any loans for roads from the Natal Provincial Government during the last five-year period. A number of grants were made for improvements to Provincial Roads in Local Authority areas.

Private schools  
 1151. Mr C J DERBY-LEWIS asked the Minister of National Education:

(1) Whether his Department has to approve the establishment of new private schools, if not, why not; if so

(2) whether his Department has given permission for the establishment of new multiracial schools in White group areas; if so, (a) how many such schools were established during the latest specified 12-month period for which information is available, (b) what are their (i) names and (ii) street addresses and (c) why was such permission given, in each case?

The MINISTER OF NATIONAL EDUCATION:

(1) No. Private schools are being registered in terms of the provisions of laws which are administered by the Department of Education and Training and the respective Departments of Education and Culture.

(2) Falls away.

Bloekombos: housing  
 1155. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

Whether his Department or the Cape Provincial Administration is considering (a) a housing project and/or (b) the establishment of basic services for Blacks of Bloekombos, near Kraalfontein; if so, (i) what is the nature of this project, (ii) how many persons is it intended to accommodate there, (iii) what stage has the project reached and (iv) when is it anticipated that the project will be completed?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of the Cape Province and he furnished the following information:

(a) and (b) No.  
 Rest of question falls away.

Airports: catering facilities  
 1172. Mr C J DERBY-LEWIS asked the Minister of Transport Affairs:

(1) Whether the catering facilities at State airports are administered by his Department; if not, by whom are they administered;

(2) whether tenders are called for in this regard, if so, (a) for what period are tenders called for and (b) (i) who were the successful tenders over the past 15 years and (ii) on what date was each of these tenders awarded?

The MINISTER OF TRANSPORT AFFAIRS:  
 (1) Yes. The catering facilities which include bookshops are leased by the State to private entrepreneurs on a concessionary basis.  
 (2) Yes.  
 (a) Normally for a fixed period of five years with an option to extend the agreement for a further four years and eleven months. At Pierre van Ryneveld Airport, Upington where no catering facilities exist a kiosk is leased on a month to month basis.  
 (b) (i) and (ii)

Jan Smuts Airport  
 Successful tenders:  
 Date:  
 Airport Enterprises (Pty) Ltd 1 May 1965  
 Air Terminal Services SA  
 (Pty) Ltd 1 February 1981  
 Louis Botha Airport  
 Successful tenders:  
 Date:  
 L P and A J van den Berg  
 (Pty) Ltd 24 March 1965  
 Spyskor (Natal) (Pty) Ltd 1 February 1981

# State's claim <sup>(30)</sup> refuted

THE involvement of black student organisations in resolving education issues was not to "take over power" but a means of bringing about change in the black education system, a Pretoria Supreme Court judge heard yesterday.

This was said by Dr Kenneth Hartshorne, an educationist, under cross-examination by Mr P Fick for the State. He was giving evidence for the defence before Mr Justice Van Dijkhorst and an assessor in the Vaal Triangle treason trial.

He rejected the State's suggestion that the Azanian Students Organisation and the Congress of South African Students aimed at mobilising the youths and taking over power. He said there was a connection between education and the politics and words such as "mobilising" were political terms often used in expressions.

"These organisations were concerned with inadequacies and discrimination, naturally, everyone concerned with education, including teachers and leaders wanted change in the educational system," he said.

They added that concerned organisations were suspicious of the De Lange Commission and later opposed to statements contained in the white paper.

He also pointed out that boycott action did not mean opposition to education. He said there had been disturbances at schools during the early 40s.

For many years, Dr Hartshorne said, teachers associations, school boards and other committees unsuccessfully tried to persuade the Government and the Department of Education to make certain changes.

"Behind all these frustrations and desperation the children feel that these people are not listening and that they have to do something to make them listen to them," he told the court.

Proceeding.

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(a) How many (i) White, (ii) Coloured, (iii) Indian and (iv) Black engineering students are currently registered at each university falling under his Department, (b) (i) how many persons are attached to the academic staff of each engineering faculty and (ii) what is the total cost involved in each case and (c) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (a) (i) 0 (ii) 0 (iii) 0 (iv) 0
- (b) (i) Department of Engineering, University of Zululand: 1 Professor
- (ii) R80 000 was budgeted by the University for 1988
- (c) 19 May 1988

Note: Approval has recently been given to the University of Zululand for the training of first year students in Engineering. It is envisaged to enrol students for the first year of the course in 1989. A professor in Engineering has been appointed for the necessary initial work to be done. The University is presently negotiating with other universities to enter into an agreement to enable students to complete their second and ensuing years at such other universities.

**Personal tax contributions**

1138. Mr C J DERBY-LEWIS asked the Minister of Finance:

What was the personal tax contribution by (a) Whites, (b) Coloured, (c) Blacks and (d) Indians for the latest specified tax year for which figures are available?

The MINISTER OF FINANCE:

(a) Whites	R10 732 787 478
(b) Coloureds	396 771 538
(c) Blacks	258 253 663
(d) Indians	350 990 206
Total	R11 738 802 885

HOUSE OF ASSEMBLY

**THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:**

(1) No,

- (a) falls aay,  
(b) falls away.

- (2) Falls away  
(3) Falls away.

**Own Affairs:**

**Caravans for homeless people**

147. Mr C J DERBY-LEWIS asked the Minister of Local Government and Housing:

- (1) Whether his Department has made any caravans available to persons left homeless during the recent floods; if so, how many;
- (2) whether his Department has hired any caravans for this purpose; if so, (a) how many, (b) from whom and (c) at what rentals were they made available?

**THE MINISTER OF LOCAL GOVERNMENT AND HOUSING:**

(1) yes, 14;

- (2) No, 14 secondhand caravans were purchased and made available at the following monthly rentals:  
Pensioners — R5  
Other — R10 or R15 depending on the value of the caravans.

**New White pupils**

150. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

How many new White pupils started school in (a) the Transvaal, (b) the Orange Free State, (c) Natal and (d) the Cape Province in each of the latest specified five years for which figures are available?

**THE MINISTER OF EDUCATION AND CULTURE:**

A similar question was asked by Mr A. Getter, MPP as question 57. The honourable member is

therefore referred to the answer given on 1988-03-11.

**High school pupils: compulsory study of African languages**

152. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

- (1) Whether it is compulsory for high school pupils in the Transvaal to study Northern Sotho, Tswana or Zulu; if so, (a) why and (b) what is the motivation for the inclusion of the Zulu language in the curriculum for these schools;

- (2) whether it is the intention to make the study of African languages compulsory for high school pupils in the other provinces; if so, what are the relevant particulars; if not, why not;

- (3) whether it is possible for a pupil in the Transvaal who is compelled to study Tswana in primary school to find himself compelled to study Zulu in high school;

- (4) whether he intends to reverse the decision to compel pupils in the Transvaal to study African languages; if so, when?

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) Yes, in Std 6 and 7,

- (a) since it serves as an important medium of communication and by learning the language pupils become acquainted with the culture of another nation;
- (b) Zulu is the language medium of the majority of Black people of the Witwatersrand and the Eastern Transvaal;

- (2) no, each provincial education department determines its own policy in this regard; the possible revision of the school curriculum is receiving continuous attention and in doing so the provincial education departments also give attention to this aspect,

HOUSE OF ASSEMBLY

REPUBLIEK  
VAN  
SUID-AFRIKA



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Vol. 276

PRETORIA, 10 JUNIE 1988  
JUNE

No. 11343

## PROKLAMASIE

van die

*Staatspresident van die Republiek van Suid-Afrika*

No. R. 100, 1988

WET OP OPENBARE VEILIGHEID, 1953

NOODREGULASIES OP OPVOEDKUNDIGE INRIG-  
TINGS

Kragtens die bevoegdheid my verleen by artikel 3 van die Wet op Openbare Veiligheid, 1953 (Wet 3 van 1953), vaardig ek hierby die regulasies vervat in die Bylae met ingang van 10 Junie 1988 uit.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Negende dag van Junie Eenduisend Negehonderd Agt-en-tagtig.

P. W. BOTHA,  
Staatspresident.

Op las die Staatspresident-in-Kabinet:

G. VAN N. VILJOEN,  
Minister van die Kabinet.

## BYLAE

### *Woordomskrywing en toepassing van regulasies*

1. (1) In hierdie regulasies, tensy uit die samehang anders blyk, beteken—

“Direkteur-generaal” die Direkteur-generaal: Onderwys en Opleiding;

“koshuis” ’n koshuis verbonde aan ’n skool, en waar dit as deel van ’n saamgestelde woord gebruik word, het dit in so ’n woord ’n ooreenstemmende betekenis;

“leerling” ook ’n student aan ’n onderwyskollege;

“Onderwyswet” die Wet op Onderwys en Opleiding, 1979 (Wet 90 van 1979);

“skool” ’n openbare skool soos omskryf in die Onderwyswet, en waar dit as deel van ’n saamgestelde woord gebruik word, het dit in so ’n woord ’n ooreenstemmende betekenis.

(2) Geen bepaling van die Onderwyswet doen afbreuk aan die geldigheid van enige bepaling van hierdie regulasies of van ’n bevel daarkragtens uitgevaardig nie.

897—A

## PROCLAMATION

by the

*State President of the Republic of South Africa*

No. R. 100, 1988

PUBLIC SAFETY ACT, 1953

EDUCATIONAL INSTITUTIONS EMERGENCY REGU-  
LATIONS

Under the powers vested in me by section 3 of the Public Safety Act, 1953 (Act 3 of 1953), I hereby make the regulations contained in the Schedule with effect from 10 June 1988.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Ninth day of June, One thousand Nine hundred and Eighty-eight.

P. W. BOTHA,  
State President.

By Order of the State President-in-Cabinet:

G. VAN N. VILJOEN,  
Minister of the Cabinet.

## SCHEDULE

### *Definitions and application of regulations*

1. (1) In these regulations, unless the context otherwise indicates—

“Director-General” means the Director-General: Education and Training;

“Education Act” means the Education and Training Act, 1979 (Act 90 of 1979);

“hostel” means a hostel attached to a school, and where in the Afrikaans text ‘koshuis’ is used as part of a compound word, it shall have a corresponding meaning in such word;

“pupil” includes a student at a college of education,

“school” means ’n public school as defined in the Education Act, and where in the Afrikaans text ‘skool’ is used as part of a compound word, it shall have a corresponding meaning in such a word

(2) No provision of the Education Act shall derogate from the validity of any provision of these regulations or of an order issued thereunder

11343 1

# Row looms over white schooling, compulsory fees

By BRUCE CAMERON  
Political Staff

THE Government and the white opposition parties are heading for a confrontation in Parliament this week over the future of white education and the introduction of compulsory school fees.

The controversial Education Affairs Bill, which centralises the control of white education as an own affair, has been re-submitted to the Assembly and

will be debated over two days this week.

The Bill, which was considered by an Assembly committee, was returned today with only a few amendments of substance.

Mr Roger Burrows MP, the Progressive Federal Party's spokesman on education, gave notice today that his party would strongly oppose the Bill.

The Bill would remove almost all local control in education, allowing Pretoria to rule by decree, he said.

"The Superintendent-General of white education will have virtually all powers given to him."

Mr Burrows, who has accused the Government of forcing schools to increase fees "through the backdoor" by cutting budgets, said that every attempt to get details in the committee had failed.

"In the debate we will try to get him to clarify amounts and dates. The uncertain position cannot continue."

The Conservative Party's spokesman, Mr Andrew Gerber MP, said his party was perturbed about major sections of the Bill and would oppose it.

## Tight curbs

Both the PFP and the CP are also concerned about the strict limitations placed on teachers becoming involved in political activity.

The restrictions are seen as being aimed particularly at the CP.

The two parties are also annoyed at the way the Government has tried to rush the Bill through Parliament, restricting time for what they feel would be proper consideration of the Bill while trying to restrict public debate by keeping the Bill under wraps for months on end.

● The Bill also establishes the principle of compulsory school fees but so far the Minister, Mr Piet Clase, has refused to give details.

50

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## R40-m boost for SA motor industry

Staff Reporter

THE motor industry has come through with another shot in the arm for the Port Elizabeth region and South Africa.

Volkswagen of South Africa is to invest R40-million in a new tooling manufacturing facility in Uitenhage, which will save the country millions in foreign exchange and create 90 high-tech jobs.

Announcing the project, Mr Tucker Lochhead, technical director of Volkswagen, said R29-million would be invested in plant and machinery and R11-million in a modern new building near the main plant.

A spokesman for Volkswagen said that when the new facility was completed, Volks-

wagen would be able to manufacture all the tooling it needed to make pressed parts for its models.

"It will also shorten the lead time for introducing new models as the tooling will be manufactured here by people we train," said the spokesman.

"Another benefit is that we will be able to build tools for other companies on contract, which could mean further foreign exchange savings.

"It will help Volkswagen contain the cost of new models and enable the company to increase the local content of its models."

Building will start in the next four months and the new building will be commissioned by the middle of next year.

SPCA holds holiday

Free education for whites will end soon

PRETORIA. — Free schooling for white children is on the way out, according to sources here.

The government, weighed down by spiralling military costs and expanding black education, will no longer carry the full financial burden of white education.

At the weekend the superintendent-general of education and culture, Mr J D V Terblanche, told the annual meeting of the Transvaal Afrikaans Parents' Association that limited economic growth, recession, inflation and the struggle against boycotts and terrorism had resulted in a shortage of funds. Education was feeling the pinch.

It had been decided that parents would have to contribute to the further extension of education.

The Minister of Education and Culture, Mr Piet Clase, has already announced investigations into a compulsory fee system.



Hansard

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) Yes,

(i) to establish both the unity of the Department and the separate identity of each provincial education department,

(ii) on each letterhead appears the blazon of the Department of Education and Culture and at the bottom the blazon of the relevant education department; the words *Department of Education and Culture*, the name and address of the particular provincial education department are given in both languages;

(aa) falls away;

(b) no;

(i) and (ii) fall away,

(bb) a standardized compliment slip has not been designed.

**Cape Town Gardens: rent increases in respect of rent-controlled dwellings**

\*2. Mr K M ANDREW asked the Minister of Local Government and Housing:

Whether any applications were received in 1987 for rent increases in respect of rent-controlled dwellings in the electoral division of Cape Town Gardens; if so, (a) how many and (b) what was the average percentage increase granted?

**THE MINISTER OF THE BUDGET AND WORKS (for the Minister of Local Government and Housing):**

Yes, by Rent Board, Cape Town;

(a) 119 applications;

(b) Each application is considered with regard to section 6 of the Rent Control Act of 1976 in terms of which restoration and other improvements, increases in rates, water and electricity tariffs have an influence. The average increase was 25,58%

**Aids: committee re teachers/instruction to pupils**

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

HOUSE OF ASSEMBLY

(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 were the main elements of the report;

(3) 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) (a) Yes,

(i) 8 June 1988,

(ii) DEC (HO)

Mr J A de Jager

(Chairman)

Mr F J P J van Vuuren

CED

Mr A P Coetzee

NED

Mr J H Elgin

OPSED Mr K Olivier

Mr J H Badenhorst

TED

Mr G F Heyns

Dr W J Boshoff

Mr E J Smith

Mr A P J Botha

Prof R C Conacher

Prof A H Kock

Mr P P Peach

Mr C M Roos

Mr J F Stennet

Mr J F Steyn

Mr R J J van Vuuren

(b) yes,

(i) 18 February 1988,

(ii) NED

Mr J M Deane

(Chairman)

Dr C de M Cloete

Dr M A F Soffé

Dr C M Mentz

Dr B Olivier

DEC (HO)

Mr G H J Krüger

Dr P J Liebetrau

Dr D B Swanepoel

Hansard

OPSED Dr A Fourie

Mr C J Zaiman

TED

Dr J H de la Rey

Mrs B van der Walt

Adv J G Prinsloo

Mr C M Roos;

(2) yes, a preliminary report in respect of (b) has been submitted to the Committee of Heads of Education; the matter is being further investigated;

(3) yes, should it be deemed necessary.

**Provincial education councils: sessional allowances**

\*4. Mr M J ELLIS asked the Minister of Education and Culture:

Whether members of provincial education councils receive sessional allowances; if not, why not; if so, what allowances?

**THE MINISTER OF EDUCATION AND CULTURE:**

Yes, a member of an education council who is not a full-time member of the Public Service receives an allowance.

Sessional allowances payable are:  
Chairman: R218,07 per session day,  
Member: R172,18 per session day.

*For written reply:*

*General Affairs:*

**Moutse area: land purchased by State**

1015. Mr W J D VAN WYK asked the Minister of Education and Development Aid:

(a) What area of land was purchased by the State in the Moutse area before the Appeal Court decision on 29 March 1988 on the incorporation of the above-mentioned area into KwanDebele, (b) how many persons were moved as a result and (c) what was the total cost of (i) the purchase transactions and (ii) moving these persons?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

(a) From the date of commencement of the Development Trust and Land Act, 1936 (Act 18 of 1936), 30 008 hectares of land was purchased by the South African Development Trust in the Moutse area.

(b) 928 families were resettled on their request.

(c) (i) The cost of purchase of the relevant land is not readily available as it is not kept apart in a register.

(ii) R2 212 356.

**Self-governing territories: development corporations**

1071. Mr J H VAN DER MERWE asked the Minister of Education and Development Aid:

Whether he will furnish information on the salaries and fringe benefits of senior officials of the development corporations of the self-governing territories; if not, why not; if so, what (a) salary and (b) fringe benefits does the (i) general manager, (ii) assistant general manager and (iii) manager of each such development corporation receive?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Development corporations in the self-governing territories are managed and controlled by a board of directors appointed by the Cabinets of the various self-governing territories. This is done under legislation adopted by all the self-governing territories.

Salaries and fringe benefits of senior corporation personnel are determined by the boards of the corporations concerned and such information is confidential by nature. It is not usual to make such information public.

**Ekangala: hospitals**

1080. Mr P G SOAL asked the Minister of Education and Development Aid:

Whether there are any hospitals in Ekangala; if not, (a) why not and (b) where is the nearest hospital situated; if so, (i) how many of each specified kind of hospital, (ii) how many (aa) beds, (bb) doctors and (cc) nurses are there in respect of each of these hospitals, (iii) who is responsible for paramedical services in this area and (iv) in respect of what date is this information furnished?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

No.

(a) The number of inhabitants does not justify

HOUSE OF ASSEMBLY

## Van Zijl to help overhaul education system in Natal

The principal education planner at the Natal Education Department, Dr Johan van Zijl has been appointed to the Indaba's implementation study, which is preparing a blueprint for a non-racial administration in kwaZulu Natal. *Stv 14/6/88*

As Director of Education Policy Dr van Zijl will be involved in research and planning concerning the overhaul of the education system in Natal and kwaZulu, which would involve combining the existing six education departments in the region into

one cohesive unit responsible for the equal education of all.

Dr van Zijl completed his doctoral thesis — "Cultural differences between students at various universities, with emphasis on training psychologists to function in multicultural settings" at Natal University.

He has also been an external examiner for post-graduate degree students for the universities of Cape Town, Durban-Westville and Port Elizabeth, and is registered with the SA Medical and Dental Council as a psychologist.

# Govt, opposition set to clash over Bill

5 Feb 14/6/88

(50)

## Political Staff

CAPE TOWN — The Government and white opposition parties are heading for a major confrontation in Parliament this week over the future of white education and the introduction of compulsory school fees.

The controversial Education Affairs Bill, which centralises the control of white education as an "own affair", has been re-submitted to the House of Assembly and will be debated this week.

## VERY FEW AMENDMENTS

The Bill, which was considered by a House of Assembly committee, was returned yesterday with very few amendments of substance.

Mr Roger Burrows, Progressive Federal Party education spokesman, said his party would oppose the Bill.

Mr Andrew Gerber, Conservative

Party spokesman, said his party was perturbed about major sections of the Bill and would oppose the legislation.

Mr Burrows said: "The Bill will remove virtually all local control in education, allowing Pretoria to rule by decree."

"The superintendent-general of white education will have virtually all powers given to him."

The Bill also establishes the principle of compulsory school fees, but the Minister, Mr Piet Clase, has refused to give details so far.

Mr Burrows, who has accused the Government of already forcing schools to raise fees through the back door by cutting budgets, said every attempt to get details from the committee had failed.

Both parties are also annoyed at the way the Government has attempted to rush the Bill through Parliament.

50 *CARE TIPS 14/6/88*  
**Attack on  
syllabus for  
'black bias'**

PRETORIA. — The Transvaal's history syllabus has been attacked for an alleged black bias.

At the Transvaalse Afrikaanse Ouervereniging (TAO) annual meeting here at the weekend, the syllabus was criticized by delegates who protested that the time devoted to the Great Trek had been "too watered down" and that more emphasis had been put on black leaders such as Chaka than on Piet Retief.

As a result, the TAO agreed to fight for a seat on the National Curriculum Committee in order to contribute to the compilation of the history syllabus at schools.

The meeting also rejected a motion to introduce R40 compulsory school fees.

Concern was expressed over the number of teachers leaving the profession and an appeal was made to the government to improve salaries. — Sapa



*Hansard*

*Hansard*

practice this is done in consultation with the head of the particular office.

(ii) Whether it is essential to preserve the documents for the proper continuation of the administration of the country and whether the documents have sufficient research value to be used by researchers.

(c) The internationally accepted principle of origin according to which the order that the documents had in the office of origin is maintained or is restored if that order has been disturbed.

(d) (i) Thirty years, with the exception of those archives which the Minister of National Education has authorized the head of an office in terms of section 6 (a) (i) to retain for a certain period and those the transfer of which the Director of Archives has deferred in terms of section 6 (b) (i).

(ii) The Legislature in its wisdom has decided on the thirty-year period. It is assumed that the reason for this is that documents less than thirty years old are of ten of too sensitive a nature to be made available.

(e) Documents are only made available to researchers under continuous supervision in the reading rooms of archives depts.

(3) Yes.  
(a) All the leading countries in the archival field such as Britain, the Netherlands, Germany and France.

(b) A closed period of thirty years is accepted as realistic, and applied, in most of these countries.

(4) No. The enormous volume of the documentation makes the compilation of such a central register impractical and undesirable. In most Government offices there are, however, filing systems which have been approved by the Director of Archives in terms of section 3 (2) (i) of the Archives Act and according to which the documents are systematically kept and cared for. This is a matter that constantly

receives the attention of the Director of Archives.

SAP: group areas

1161. Mr C J DERBY-LEWIS asked the Minister of Law and Order:

(1) Whether members of the South African Police are in the course of their duties authorized to issue warnings in connection with offences in terms of the Group Areas Act; if so, how many such warnings were issued over the latest specified five-year period for which information is available;

(2) whether these warnings gave rise to further action?

The MINISTER OF LAW AND ORDER:

(1) No  
(2) Falls away

Woodstock: gathering

1183. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether, with reference to the report in terms of the Internal Security Act, No 74 of 1982, tabled by him on 16 May 1988, he will furnish details about a gathering in Woodstock on 29 April 1988 during the course of which the persons attending it were ordered to disperse; if not, why not; if so, (a) what was the nature of the gathering, (b) how many persons were present, (c) by whom had it been called, (d) (i) at what time of day and (ii) where in Woodstock was it held and (e) (i) who ordered the persons attending it to disperse and (ii) why was this order given;

(2) Whether any further action was taken or is to be taken as a result of this gathering; if so, (a) what action, (b) when, (c) why and (d) against whom?

The MINISTER OF LAW AND ORDER:

(1) Yes  
(a) to (e) At 12h03 on 29 April 1988 approximately 50 persons of all races held an illegal gathering in Porter Street, Woodstock in protest against the new labour legislation. An officer of the South African Police ordered the persons to disperse, as it was an illegal gathering. The persons obeyed the order and dispersed.

(2) Yes  
(a) to (d) A charge in terms of section 2(1) of the Gatherings and Demonstration Act, 1973 (Act 52 of 1973) was lodged and is at present being investigated. As soon as the investigation has been completed, the case docket will be submitted to the Senior State Prosecutor for his decision.

Tugela Ferry police station: offences?

1185. Mr P C CRONJÉ asked the Minister of Law and Order:—  
(a) How many cases of (i) murder, (ii) culpable homicide and (iii) assault with intent to do grievous bodily harm were reported at the Tugela Ferry police station in each of the latest specified five calendar years for which information is available and (b) in how many cases were persons charged in each of these three categories of offences?

	1983	1984	1985	1986	1987
(a)	(a)	(b)	(a)	(b)	(a)
(i)	99	19	105	28	56
(ii)	10	4	10	1	12
(iii)	115	86	90	59	136
(b)	(a)	(b)	(a)	(b)	(a)
(i)	19	105	28	56	16
(ii)	4	10	1	12	3
(iii)	86	90	59	102	101
				70	89
					89
					66

NOTE Statistics are furnished in respect of the number of cases reported and referred to the courts for trial. In some cases more than one person was charged. However, these statistics are not readily available and are therefore not furnished.

Joint Matriculation Board: examinations

1222. Mr K M ANDREW asked the Minister of National Education:

(a) How many (i) Black, (ii) White, (iii) Coloured and (iv) Indian candidates wrote the (aa) matriculation and (bb) school-leaving examinations of the Joint Matriculation Board in 1987 and (b) how many such candidates (i) passed and (ii) failed their examinations?

The MINISTER OF NATIONAL EDUCATION:

(a) All candidates write the examination of the JMB. According to the achievement in the examination, matriculation or school-leaving certificates are issued to candidates.

	(aa) and (bb)	Number that wrote
(i) Blacks		485
(ii) Whites		1 166
(iii) Coloureds		52
(iv) Indians		43
(b)	(i) Number passed	(ii) Number failed
(i) Blacks	93	135
(ii) Whites	921	192
(iii) Coloureds	27	15
(iv) Indians	24	12
		7

Cabinet Ministers: police protection

1241. Mr C J DERBY-LEWIS asked the Minister of Law and Order:

(1) Whether he will furnish information on the cost of providing police protection to Cabinet Ministers at public meetings; if not, why not; if so, what was the cost so incurred (a) in 1985, 1986 and 1987, respectively, and (b) in 1988 as at the latest specified date for which figures are available;

(2) what was the cost incurred in respect of the meetings held by the (a) State President in Potgietersrus in 1986, (b) Minister of Foreign Affairs in Pietersburg in 1986 and (c) Minister of National Education in Randfontein in 1988?

The MINISTER OF LAW AND ORDER:

(1) and (2)  
Section 5 of the Police Act, 1958 (Act 7 of 1958) stipulates that the South African Police is responsible for inter alia the maintenance of law and order, as well as the prevention of crime. Police protection rendered to the State President, all Ministers, Deputy Ministers, Leaders of Opposition parties and members of Parliament, falls within the ambit of the said provisions and is performed during the course of normal police duties. Expenses incurred in this regard are therefore not separately identified and calculated.

# On Memoriam 1976-1988

Tomorrow, South Africa commemorates the 12th anniversary of the events of June 16, 1976. Various events have been lined up to mark the occasion.

Services at which leaders of various organisations will remind us of some of the bitter events of 12 years ago will be held.

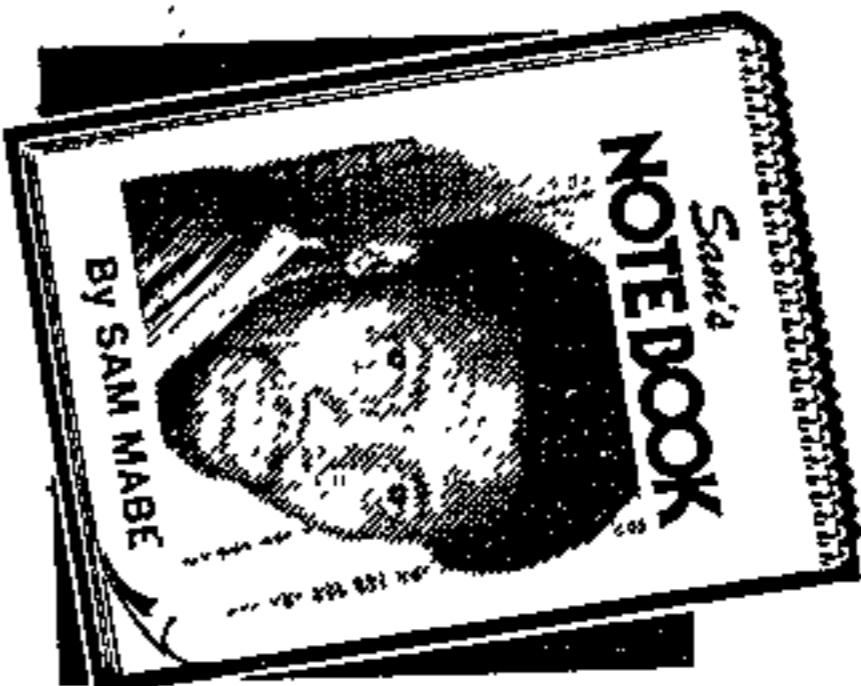
Others might see the day as an occasion for a feast-beating and attacking the apartheid system and its agents. Prayer services will also be held at the graves of some of the victims of that tragic day.

For a brief period, some people will gain emotional strength from speeches and slogans that will be chanted.

But what happens after tomorrow? Do we wait for next year to commemorate the 13th anniversary?

Maybe we should take a critical look at what we as parents should be doing now and in the future to achieve our children's objectives when they took to the streets of Soweto armed with stones.

Some of us are bitter with the Government over its education policy.



involve parents in educational matters.

But a lot more could have been achieved had more parents been involved in NECC's work.

In a typical colonial fashion some teachers have unwittingly helped create a retrogressive learning culture which has promoted a situation we cannot control. Their treatment of pupils left much to be desired.

## Think about what we should do

Sowetan 15/6/88

They have demanded unquestioning obedience from pupils. They projected themselves as infallible demi-gods and saw any pupil who questioned their orders or their *modus operandi* as cheeky and disrespectful.

Barbaric Corporal punishment was meted out unsparingly. At times, in a barbaric and most humiliating manner. Maybe because the teachers were themselves

victims of the same colonial system they served under, they failed to see the harm they were doing.

Their treatment of pupils militated against the very objectives they wanted to achieve. They were unwittingly breeding robots in their classrooms by halting the process of pupils becoming critical and creative thinkers.

They were programming their pupils to become future leaders who would follow orders

without asking why, or who would do as told — and often only when told. This country abounds with such leadership.

They are not only in Government-created institutions but even in our organisations. There are trade unions for instance, whose leaders are mere robots who do not know what worker democracy is.

Such unions are run by intellectuals and faceless academics with no shop-floor background at all.

With the quality of education our children get, coupled with their bitterness against the system and to some extent against parents, it becomes difficult for them to handle emotional issues such as education rationally.

They become so vulnerable they get easily manipulated into adopting very reactionary and sometimes very suicidal attitudes.

When told that so-and-so is a witch or a police informer and that he or she has to be "necklaced", they comply without asking questions. In Soweto, there are

many people who have lost their lives in this manner. In some instances, it was discovered afterwards that the person "necklaced" was in fact innocent. It is high time parents got themselves involved. They could form Parent Teachers Associations through which all problems of black education could be discussed at grassroots level.

It is surprising that only a handful of people in Soweto have been attending meetings held every Saturday at Funda Centre, where Professor Es'kia Mphahlele, of the Council for Black Education and Research, has invited various speakers to discuss educational matters.

But we are equally bitter with black parents for failing to prevent the 1976 eruption and for continuing to be spectators at a show where they should be actors.

### Conflict

As is the case between workers and management, there is inherent conflict between pupils and teachers and the education department.

For workers, there are trade unions whose existence and legislation did not happen accidentally or through the grace of God.

They were fought for. Although the bosses initially resisted them, they realised later that while unions do not necessarily end conflict, they serve as channels for workers to express their grievances in a manner that minimizes discomfort or suffering for either of the conflicting parties.

We are not doing the same in the schools. We have left the fight for student representative councils and the resolution of other problems in the hands of pupils.

And what are the pupils doing? At the slightest suggestion of classroom discomfort, they boycott classes and the next thing we criticise them for that when we are doing nothing to guide them.

Although the National Education Crisis Committee had a problem with a political partisan image, it did try to

# Classroom maintenance on conference agenda

SCHOOL buildings in the Western Cape are in their worst state since 1980 when badly-maintained classrooms led to widespread boycotts.

And a leading educationist has warned of renewed protests if the situation were not addressed.

"Bureaucratic red tape and a freeze on finances by the government have caused a serious crisis," said Randall van den Heever, deputy-president of the Cape Teachers Professional Association and principal of Spes Bona High School in Athlone.

"This can have serious repercussions if one considers that the 1980 boycotts started because of similar problems.

"It can take up to six or eight months to have window panes repaired by the Department (of Education and Culture in

the House of Representatives).

"At many schools, including my own, we have had to use wooden boards or plastic to cover up windows and keep out the rain."

Van den Heever said the department had a

"cumbersome system" to deal with maintenance.

"Even if one window pane is broken one has to submit to the regional office an order form accompanied by a police report.

"This is forwarded to

head office and we have to wait for them to send someone to fix the panes.

"This can take several months because it has to fit in with their schedule. If one ordered 50 panes, another 50 would have been broken by the time

they arrived and one would have to place a new order.

"Previously, maintenance was handled through the regional office which used to give us panes and putty and we would do our own repairs."

The state of school buildings will be discussed by the CTPA at their 21st annual conference next week.

Other issues will include teachers' problems with their service contracts, salary increases and scales, the lowering of the retirement age for teachers from 65 to 60, and the position of married women teachers.

Pat Somn, a founder member of the CTPA and father of CTPA president Franklin Somn, will be made an honorary life member of the organisation.



# Bill creates rigid system, says PFP

Political Staff (SO)

The Education Affairs Bill was met with a "deep sense of despair" by the PFP as it marked the final disappearance of a decentralised education system and broke faith with parents and teachers, PFP education spokesman Roger Burrows said yesterday.

Speaking in the House of Assembly at the outset of debate on the new measures, Mr Burrows said the legislation was "without doubt" the most important in the area of white education since 1967.

"The Bill can be ap-

Star 15/6/88  
proached on several levels. Firstly, with a sense of anger that there has been no public discussion of the measure and that its passage through this House and its committee is brief, racked with dissent and lacking consensus.

"Secondly, with a deep sense of despair at the final disappearance of a decentralised education system with provincial or regional authority. Lastly, a real concern that this measure breaks faith with the other two partners in the educational trilogy — parents and teachers."

The Bill went far beyond what it purported to do in consolidating existing ordinances and Acts, Mr Burrows said.

"It creates a rigid, authoritarian, bureaucratic system which would allow this Minister to say, like an autocratic Napoleon, 'I know what is happening at this time in every classroom in my empire'."

## RAMIFICATIONS

The Bill's passage through the standing committee reflected a "drive for completion rather than a fully open-ended and detailed discussion of all the ramifications of the Bill".

PFP MP Mike Ellis added: "The provincial education departments — formerly responsible to a person elected at the polls, a member of the Provincial Executive Committee — are now totally dependent on the whims and fancies of those nominated government officials in Pretoria."

# 'MORE CRISES FOR BLACKS'

Sowetan 15/6/88  
BLACK education will experience even more crises in the years ahead, says Mr James Letuka, a school inspector with the Department of Education and Training.

He was speaking at a function in Bloemfontein at which the Urban Foundation was presented with a R75 000 donation from Sanlam.

Mr Letuka said black education had come a long way since Dr Verwoerd stated that education should make blacks hewers of wood and drawers of water.

"Fortunately, we have moved away from that viewpoint. On numerous occasions over the last five years the Government has stated that it is committed to the provision of equal opportunities and standards in education.


"The movement along this road was rather bumpy. We have experienced crisis upon crisis, and it takes no prophet to say that we will experience even more crisis in the years ahead. Some of the crises of the past contributed to a new approach.

"While we, as disadvantaged people, are glad about the stated commitments by the Government, the fact remains that per capita

expenditure on children of various races differs tremendously," he said.

Mr Letuka also said it was imperative for blacks, as people to break away from the Third World syndrome.

Hansard

  
 Pacaltsdorp School of Industry —  
 Pacaltsdorp School of Industry —  
 Wellington —  
 Wellington —  
 Faure School for Girls — Faure  
 Faure School for Boys — Faure  
 Porter Reform School — Tokai  
 Steinthal (DRC) Children's Home —  
 Tulbagh

## New schools

32. Mr P J MÜLLER asked the Minister of Education and Culture:

- (1) Whether any new schools are envisaged by his Department for (a) Boesmansiviermond, (b) Kenton On Sea, (c) Port Alfred, (d) Grahamstown, (e) Addo, (f) Hankey and (g) Kirkwood, if not, why not; if so, (i) how many of these will be (aa) primary and (bb) senior secondary schools, (ii) where is each school to be built, (iii) when is it anticipated that building operations will be (aa) commenced and (bb) completed, and (iv) what total amount has been allocated for this purpose in each case;
- (2) whether any of these schools will be provided with halls; if not, why not; if so, what are the relevant details in each case;
- (3) whether he will make a statement on the matter?

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a), (b) and (c) No. A need for new schools has not been identified.

(d), (e), (f) and (g) Yes.

(i) (aa) 3

(bb) 1

(ii) Primary Schools in Grahamstown, Addo and Kirkwood and the Senior Secondary School in Hankey.

(iii) (aa) and (bb)

The dates have not yet been determined.

(iv) The amount cannot be calculated at this stage.

(2) No. It has been decided to provide this schools with forums.

(3) No.

Hansard

## HOUSE OF DELEGATES

Indicates translated version

For written reply:

Own Affairs.

Teachers

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

- (1) Whether the services of any teachers at schools falling under his Department became redundant during the latest specified period of 12 months for which information is available; if so, (a) why and (b) how many (i) male and (ii) female teachers were involved;
- (2) whether any teachers in his Department are classified as relief teachers; if so, how many (a) male and (b) female teachers;
- (3) whether any teachers with permanent appointments and more than 10 years' service are serving as relief teachers; if so, (a) why and (b) how many (i) male and (ii) female teachers are involved;
- (4) whether any such teachers have been considered for appointment in non-relief posts; if not, why not; if so, with what result;
- (5) whether any action is contemplated by his Department in regard to such teachers; if not, why not; if so, what action;
- (6) (a) what (i) criteria are applied and (ii) procedure is followed in evaluating relief teachers and (b) how many such (i) male and (ii) female teachers were promoted subsequent to evaluation during the latest specified period of 12 months for which information is available?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, for the 12 months ending 29 February 1988

(a) They were made redundant by the appointment of specialist teachers and/or promotion post holders.

(b) (i) 4

(ii) 3

- (2) No  
 (a) and (b) Fall away
- (3) No  
 (a) and (b) Fall away.
- (4), (5) and (6) Fall away.

Teacher training: candidates

78. Mr P I DEVAN asked the Minister of Education and Culture:

- (1) Whether he will furnish details of the procedure followed by his Department in the selection of candidates for admission to teacher training institutions; if not, why not; if so, what are the relevant details;
- (2) whether all candidates who have been selected by the selection committee are admitted to teacher training institutions; if not, (a) why not and (b) how many such candidates (i) were and (ii) were not admitted to teacher training institutions at the beginning of the 1988 academic year;
- (3) whether any candidates who were not selected by the selection committee were admitted to teacher training institutions in 1988; if so, (a) how many and (b) why;
- (4) whether there is a final date by which all applications for admission to teacher training institutions are to be lodged with his department; if so, what is this date;
- (5) whether any applications received after this date are accepted; if so, why?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

SELECTION OF STUDENTS AT UNIVERSITY OF DURBAN-WESTVILLE UHDE

Only students who had completed degrees with relevant major subjects were interviewed from the priority list, i.e. for Art, Music, Sciences, Mathematics, Computer Science, Speech and Drama, Physical Education and certain languages.

The University selected students from the non-priority list.

B. Paed and B. Mus (Ed)

Minimum admission requirements as per University rules.

HOUSE OF REPRESENTATIVES

Indicates translated version.

For written reply.

Own Affairs.

Members of education boards

24. Mr C R REDCLIFFE asked the Minister of Education and Culture:

15

- (1) How many persons are serving on education boards constituted in terms of section 32 of the Coloured Persons Education Act, No 47 of 1963, in each of the regional board areas of the Republic;
- (2) whether any of these members in each of the respective regional board areas are (a) nominated and (b) elected; if so, (i) how many are (aa) nominated and (bb) elected, and (ii) what are the (aa) names and (bb) qualifications of these persons in each case;
- (3) whether any members resigned from these boards during the latest specified period of 12 months for which information is available; if so, (a) what are the names of these members, (b) of which boards were they members and (c) for what reasons did each of them resign;
- (4) whether any of the resulting vacancies have been filled; if so, (a) what are the names of the persons (i) elected and (ii) nominated and (b) what are their qualifications in each case?

THE MINISTER OF EDUCATION AND CULTURE:

(1)	(2)	(a)	(b)
Worcester	Yes		
Upington	Yes		
(i)		(aa)	(bb)
Athlone		5	10
Beaufort West		2	4
Bellville		5	10
Bloemfontein		2	7
Durban		4	8
George		5	10
Johannesburg		5	10
Kimberley		4	8
Middelburg		4	8
Mitchell's Plain		5	10
East London		3	6
Paarl		5	10
Port Elizabeth		5	10
Springbok		4	8
Wynberg		5	10
Worcester		5	10
Upington		4	8
(ii)			
Athlone			
Nominated			
Names			
Mr D Southgate			
Mr N Isaacs			
Mr R Jonathan			
Mr P A Gordon			
Mr C A Pause			
Mr R Craig			
Rev D J Manuel			
Mr S Piek			
Mr B E Michelm			
Rev J P Williams			
Mr E Hendricks			
Rev N J Williams			
Mrs J Temmers			
Rev P Coetzee			
Miss W A Williams			
Names			
Mr A Essop			
Mrs C Kallie			
Mr D A Badenhorst			
Rev P W Abrahams			
Mr P H Hofmeester			
Mr C J van der Westhuizen			
Names			
Mr T A O Fortuin			
Mr M G Rhoda			

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HANSARD

Elected

- Mr S Solomons
- Mr F A Adams
- Mr A F Johannes
- Rev M A W Arendse
- Mr G G Cornelissen
- Mr C Haupt
- Mr F M Lutting
- Mr M C Lategan
- Mr V E Kuhn
- Rev D Bester
- Mrs M Gabriels
- Rev S A Davis
- Rev S Adams

Johannesburg

- Rev J S Paulsen
- Mr G F Vallentyn
- Rev J S van Rooy

Bloemfontein

- Names
- Mr T C Solomon
- Mr A Z van der Westhuizen
- Mr P T Sanders
- Rev C D Jaftha
- Rev J H Geweldt
- Mr P J Bergman
- Rev C G Gordon
- Mr C A Krelling
- Mr B Rullies

Elected

- Mr O Abader
- Mr T Abrahams
- Mr I J Arendsen
- Rev W Elliot
- Mr P C Evans
- Rev I D Ilett
- Mr A Morden
- Mr F Parker
- Pastor V Stringer
- Mr K J Albertus

Kimberley

- Names
- Mr L C Abrahams
- Dr I Essop
- Mr D Lockey
- Mr J Scholtz

Durban

- Names
- Mr T Abrahams
- Mr M R E Lewis (deceased)
- Mr A Stowman
- Mr D Young
- Mr C A Tiffin
- Mr B J van der Merwe

Elected

- Rev R A Jansen
- Mr P S Gelderbloem
- Mr L J Jenneke
- Mr M S Munnik
- Mr D J van Wyk
- Mr C A Kader
- Mrs M W Kruger
- Mr C J Smith

Elected

- Mr A S Firmstone
- Mrs G Stock
- Mrs E M Rose
- Mrs D Botha
- Mr E J Lucas
- Mr D A Davids

Middelburg

- Names
- Mr H G Jansen
- Mr G de Jager
- Mr J Jordaan
- Mr S W du Plessis

George

- Names
- Mr E P C Buis
- Mr L P O Wagenaar
- Mr D W N Josephs
- Mr J S Morgan
- Mr J D Swigelaar
- Rev F T D Kulsen
- Mrs P D Oliphant
- Rev J P Strauss
- Rev V J van der Ross
- Rev H van Wyk
- Rev W Baxter
- Rev L P Jacobs

Elected

- Rev J Roelfe
- Pastor J J Alacaster
- Mr J E Clark
- Mr J A Booysen
- Mr C Koeberg
- Pastor D P Moos
- Mrs B Minnaar
- Sgt A Carelse

Elected

- Rev F T D Kulsen
- Mrs P D Oliphant
- Rev J P Strauss
- Rev V J van der Ross
- Rev H van Wyk
- Rev W Baxter
- Rev L P Jacobs

Mitchell's Plain

- Names
- Mr W Scheepers
- Mr I M Johannes
- Mr S D Fisher
- Mr L Arendse
- Mr P Michiels

5

HANSAVA

HANSAVA

Elected

Mr A McKinnon  
Mr P R Ford  
Mrs B Hendriks  
Mr F S Josias  
Mr D Langenhoven  
Mrs J Mohamed  
Mr D C Morilly  
Mr C J Pienaar  
Mr O S Pretorius  
Mr R P Pretorius

Springbok

Mr M D Draai  
Mr P J Kemp  
Names  
Mr M Friedberg  
Mr J D Krieger  
Mr A Balie  
Mr P J Jansen

Elected

Rev E J Appies  
Rev G A Green  
Mr R A Ambrosini  
Rev J Witbooi  
Mr A D Stimmert  
Mr A J Claassen  
Mr C D Afrika  
Rev C Smith

East London

Names  
Mr J M Maart  
Mr F P Barendse  
Mrs I Prince

Elected

Mr R O'Reilly  
Mr J Pretorius  
Mr P H Williams  
Mr R Jegels  
Mr W Lewis  
Pastor I J  
Theunissen

Wynberg

Names  
Mr A Samsodien  
Mr S E Marais  
(deceased)  
Mr N J Combrinck  
Mr P Ewerse  
Rev H F Dwyer

Paarl

Names  
Mr J C Oosthuizen  
Mr U Dollie  
Mr P Meyer  
Mr S Kara  
Mr L W Lategan

Elected

Mr C Fletcher  
Mr W V Thompson  
Mr D Oklober  
Mr G E van Dieman  
Mr A T Lawrence  
Mr J J Petersen  
Mr W B Willis  
Mr D T F Martin  
Mr W P du Toit  
Mr L M Leviticus

Elected

Li Col W E Carstens  
Rev S J Williams  
Mr S L P Arendse  
Mr T van Aardt  
Rev E G Lesch  
Mr E C L Jonker  
Rev W J Peters  
Mr E H B  
Goldschmidt  
Mr L A Dirks  
Rev D K J  
Abrahams

Worcester

Names  
Mr G M E Carelse  
Mr J Johnson  
Mr W J Meyer  
Mr P S Harmse  
Mr A Adriaanse

Port Elizabeth

Names  
Mr A W Millier  
Mr F L Erasmus  
Pastor A A Potgieter  
Mr G Cannon  
Pastor V J Isaacs

Elected

Rev G P Jekels  
Rev P J du Plessis  
Strauss  
Mr R A May  
Mr I J Jenneke  
Rev P L Krieling  
Mr N J Padiachy  
Mr A P Coert  
Mr E Wehr  
Rev D J Sauls  
Rev N D Swartz

Elected

Mr G D Tee  
Mr W S Africa  
Mr C S Julius  
Rev A D Goosen  
Rev H J Hendrickse  
Mr W D O'Connor  
Mr R Detrocks  
Mr A H Beaton

Uppington

Names  
Mr B du Plessis  
Mr R D Williams

Elected

Rev A A Julies  
Mr J Louw  
Rev J M Farmer  
Pastor G Eksteen  
Rev J Karolus  
Rev W Noel  
Mr J Oor  
Rev H J van  
Schalkwyk  
Rev T C Phillips  
Mr B Medlar

(ii) (bb)

It is not clear what is being meant by qualifications. All the members who serve on education regional boards comply with the requirements for appointment as stipulated by Chapter D6 of the regulations promulgated under the Coloured Persons Education Act, 1963 (Act 47 of 1963).

THE MINISTER OF EDUCATION AND CULTURE:

reform schools and (iii) other institutions for the accommodation of juvenile offenders falling under his Department were there in the Republic, and (b) what number of pupils did each accommodate, as at (aa) the latest specified date for which information is available and (bb) the same date five years previously;

(1) (a) Schools of industry — 5

(ii) Reform schools — 4

(iii) Other institutions — none

(b) (aa) March 1988

Atlantis School of Industry — 182 pupils  
Elsies River School of Industry — 72 pupils  
Ottery School of Industry — 658 pupils  
Pacaltsdorp School of Industry — 188 pupils  
Wellington School of Industry for Girls — 112 pupils  
Faure School for Girls — 144 pupils  
Faure School for Boys — 348 pupils  
Porter Reform School — 486 pupils  
Steinthal (DRC) Children's Home — 495 pupils

(3) Yes

(a) Rev S A Davis Bellville

(b) Other

(c) commitments.

Mr N Barnes Mitchell's Plain Moving residence.

Rev S M Arends Port Elizabeth Moving residence.

Mr E Phillips Springbok Private working conditions.

Rev W Noel Uppington Moving residence.

(4) Yes

(a) (i) Mr A McKinnon (Mitchell's Plain)

(ii) Mr P J Jansen (Springbok)

Mr G D Tee (Port Elizabeth)

(b) See comments on question (2) (ii) (bb).

Schools/institutions to accommodate juvenile offenders

27 Mr C R REDCLIFFE asked the Minister of Education and Culture:

(1) (a) How many (i) schools of industry, (ii)

(2) Atlantis School of Industry — Atlantis River  
Elsies River School of Industry — Elsies River  
Ottery School of Industry — Wynberg

# School fees — no shocks ahead: NP

Star 16/6/88

50

Parliamentary Staff

There would be no shock announcement increasing school fees on the heels of the new Education Affairs Bill just approved by Parliament, said the Minister of Education (Own Affairs), Mr Piet Clase.

Speaking in reply to the debate on the Bill approved in the House of Assembly, Mr Clase said there had to be a thorough investigation before school fees were finally determined.

Both the Conservative Party and the PFP opposed the Bill.

Mr Clase said there

should not be "reckless speculation" about fees and that the issue needed "calm investigation".

He said money raised in white education would be spent on white education and not channelled off for "other groups".

If compulsory tuition fees were introduced, these should not prejudice parents who could not afford them, added Mr Clase.

Mr Clase rejected claims that the new Education Affairs Bill was a rush job and one which provided for autocratic centralised control.

He said the legislation

was "in the interests of education".

The PFP charged that the Bill had been rushed through the parliamentary standing committee in three weeks contrary to educational interests.

Educationists who wanted to give oral evidence to the committee were "simply spurned" said PFP speakers during the debate.

The PFP MPs said the Minister would become a "Napoleon" invested with the powers provided in the new legislation, but Mr Clase argued that the degree of uniformity brought about by the Bill was in the interests of education.

"It's true that the Bill brings about a degree of uniformity and for that I offer no apologies."

The Bill rationalised three Acts and 16 ordinances, he said, and with more than 200 functions being delegated to the directors of education, it did not transfer authority from the provinces to Pretoria.

"The functions of the Provincial Education Councils are broader than before," he said and occupied positions of "enhanced responsibility".

PFP MPs had also been critical of a clause in the Bill which, in their view, "emasculated" teachers of their political rights and gagged them.

Mr Clase said the clause was aimed to protect the teaching profession from the actions of a few individuals who acted irresponsibly and used their professional positions to further their political interests.

The clause was intended to further the "honourable image" of the profession.

"Let's protect teachers with this clause," said Mr Clase.

# Education being turned into 'a sausage machine'

Stv 16/6/88

Political Staff

SO

The new Education Affairs Bill could have been a "new deal" for education but instead it made a "monstrous sausage machine" of the system, said Progressive Federal Party MP Mr Rupert Lorimer.

Speaking in the House of Assembly yesterday during the second reading debate on the Bill, Mr Lorimer said education had always been one of the bastions of apartheid. The Bill had been an opportunity to create a "new deal" and instead it entrenched the status quo.

"No one can say apartheid is dead in the face of this legislation," said Mr Lorimer.

The measures provided no room for independence, individuality or imagination.

"It creates a monstrous sausage machine aimed at creating uniformity and producing sausages in the Christian National mould."

One education system for all groups in South Africa was the only way to build a nation, he said.

Mr Lorimer said the PFP believed in much greater parental choice than provided for in the Bill. For example, a school head could determine a child's mother tongue and there was no real parental choice when it came to choosing the school a child would attend.

There was also no flexibility in the age at which children were admitted to school: school readiness varied enormously and there could not be enforced adherence to rigid rules in this area.

The Bill showed scant respect for the teaching profession and teachers were reduced to "working parts in the monstrous sausage machine".

1863

FRIDAY, 17 JUNE 1988

*Hansard*

**Public servants: pensions**

1194. Mr D J N MALCOMESS asked the Minister of National Health and Population Development:

- (1) Whether, with reference to the formula for calculating the pensionable service of public servants, such servants are granted a bonus year depending on the length of their pensionable service; if so, how is this calculated;
- (2) whether the public servants concerned are required to pay in a certain amount in order to receive such a bonus year; if so, on what basis is this amount calculated;
- (3) whether this bonus year increases the (a) annual pensions and (b) retirement annuities of the public servants concerned; if so, to what extent in each case?

**The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:**

- (1) No.
- (2) and (3) Fall away.

**Deportations to TBVC countries**

1220. Mr K M ANDREW asked the Minister of Home Affairs:

- (a) How many citizens of (i) Ciskei, (ii) Transkei, (iii) Venda and (iv) Bophuthatswana were deported from the Republic in 1987 and (b) in terms of what statutory provisions were they deported in each case?

**The MINISTER OF HOME AFFAIRS:**

- (a) (i) Ciskei 7
- (ii) Transkei 73
- (iii) Venda 2
- (iv) Bophuthatswana 5
- (b) In terms of section 43 of the Admission of Persons to the Republic Regulation Act, 1972 (Act 59 of 1972).

**Prices: gold/silver/platinum**

1243. Mr C J DERBY-LEWIS asked the Minister of Economic Affairs and Technology:

What was the average price realized in rand terms over the latest specified period of 12 months for which figures are available for (a) gold, (b) silver and (c) platinum?

HOUSE OF ASSEMBLY

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**The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:**

	Year 1987	
	R/ozt	
Gold	903,84	11,84
Silver		
Platinum		1 070,30
(Based on London prices)		

**Gold/silver/platinum**

1250. Mr C J DERBY-LEWIS asked the Minister of Economic Affairs and Technology: How many fine ounces of (a) gold, (b) silver and (c) platinum were (i) mined and (ii) marketed in 1986?

**The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:**

	Mined		Marketed	
	Gold	Silver	Platinum	information
	20 513 680	7 145 316	7 629 780	Classified information

**Own Affairs:**

**English-medium schools: non-White pupils**

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

Whether any English-medium private primary or high schools falling under his Department have admitted pupils who are not White; if so, how many of these schools (a) did and (b) did not admit such pupils in 1988?

**The MINISTER OF EDUCATION AND CULTURE:**

- Yes
- (a) 173
- (b) 45

**Schools: medium of instruction**

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

- (1) How many (a) primary and (b) secondary schools falling under his Department use (i) Afrikaans and (ii) English as their medium of instruction;
- (2) how many such (a) primary and (b) secondary schools offer (i) Afrikaans and (ii) English?

*(Handwritten initials)*

HOUSE OF ASSEMBLY

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FRIDAY, 17 JUNE 1988

*Hansard*

**English as a (aa) first and (bb) second language:**

(3) in respect of what date are these statistics furnished?

**The MINISTER OF EDUCATION AND CULTURE:**

	Cape*		Natal		OFS		TVI	
	(1) (a) (i)	(ii)	(b) (i)	(ii)	(aa)	(bb)	(aa)	(bb)
	197	96	114	52	201	101	104	267
	93	192	36	85	93	192	22	267
	104	22	90	25	104	22	507	267
	507	267	180	108	507	267	507	267

(3) In the Cape certain single medium schools offer both languages at first language level. There are also schools which have been classified as parallel medium schools, but which as a result of the mother tongue of the pupils enrolled at present, use only one of the languages as medium of instruction.

*(Handwritten initials)*

1866

HOUSE OF ASSEMBLY



50 ● (scribble) FM 17/6/88  
**More cream for more cats**

It really looks as if the Department of Education and Training (DET) has been a gold mine for a lucky few. Last week, the *FM* reported on outsiders who acted for considerable financial gain as agents for black youth camps. Now we have the following information:

- Deputy Director-General (DG) Jaap Strydom has a son whose publishing company has a most rewarding contract with DET — amounting to thousands of rands annually; and
- A friend of Jaap Strydom has turned up as an agent acting on behalf of the DET at a million rand property sale.

Thinus Strydom, Jaap's son, reacted angrily this week when the *FM* contacted him at his Forma Publishers company in Menlo Park to inquire about his DET contracts. "I submit tenders for any work," he said. "I am not prepared to discuss the matter over the telephone. I will only answer written queries."

However, Forma's contract to supply the DET with various books, magazines and posters — according to one source — amounted to R28 000 in Natal last year.

In that year, in Cape Town, the former DET regional director, Piet Scheepers (now retired), was allegedly told by the deputy-director, community communications, Braam Olivier, to order material valued at approximately R30 000 from Thinus's company. Scheepers replied that he had no Treasury authorisation to handle such amounts. According to Scheepers, it was then suggested by Olivier that he divided the amount in three — which would cover the authorisation

situation. This Scheepers refused to do, he tells the *FM*.

At present there are three books — *Those Teenage Years*, *On the Way to Adulthood*, and *Dear Teacher* — as well as a number of posters which have been published by BTTB Poster Design as part of the Forma contract with the DET. Thinus Strydom admitted to the *FM* that BTTB Poster Design belongs to him. A full-colour book, *Education in the Cape*, issued by the DET's community communications section, has also been published by Forma.

Strydom Jr is also a photographer of merit, it seems. In the April issue of *Educamus*, the DET monthly magazine, he is credited with taking the front-page picture.

DET Minister Gerrit Viljoen — who last week announced an investigation into the use of private facilities and outside agents by the DET — again reacted strongly this week when the *FM* presented him with these facts. "These matters are being carefully considered in order to establish whether there is a *prima facie* case to be added to the matters already referred for investigation with regard to the DET," Viljoen told the *FM*.

He might like to consider the following. One of the agents who has been receiving substantial amounts of money for organising black youth camps, Paul Brosnihan, a friend of Jaap Strydom, played a major part in an attempt by the DET to purchase a hostel in Guguletu, Cape Town, from Murray & Roberts (M&R) last year. The purpose was to turn it into a school.

M&R's Anthony Keale — who deals with industrial relations — was first approached

by DET official Gerrie Niehaus on behalf of Deputy Minister Sam de Beer's office to enquire about the possible sale of the hostel. Keale then received a telephone call from Brosnihan who said he was staying at the Ritz Plaza in Sea Point and had come to Cape Town to conduct the sale on behalf of the DET.



Strydom Sr

On August 18, Brosnihan went to Keale's office and told him that he had frequently acted on behalf of the DET — and he constantly referred to "Jaap", who would also, it seems, be putting in an appearance in Cape Town. According to sources at M&R, Brosnihan wanted 10% commission on the deal — worth R1,2m.

Brosnihan, Scheepers and other regional officials from DET were all at the Ritz one evening during this period when Strydom asked Brosnihan to take them for dinner at a Sea Point restaurant — corroborating the suggestion that they were friends.

A source reports that M&R CE Hector Minott said the selling price should be increased to R1,5m to accommodate Brosnihan's commission. The negotiations between M&R and Brosnihan eventually broke down and the hostel was subsequently sold to the Department of Public Works. "A beautiful deal without any go-betweens," says the source.

Keale would not comment on the matter. But the *FM* has learnt that M&R officials were surprised by Brosnihan's involvement; his name had never come up in preliminary discussions with De Beer's office.

Minister Viljoen says: "The fact is that Deputy Minister Sam de Beer and Deputy Director-General Jaap Strydom in 1987 did consider the purchase of the hostel in Guguletu to convert it into a school; but this offer was not accepted and two new schools were built. During a visit to and inspection of the site, Mr Paul Brosnihan was present. The deputy minister was under the impression that he was acting for Murray & Roberts."

In another deal involving the DET, Braam Olivier visited the Wolwekloof camp at Ceres — owned by a former Ceres mayor who is now a prominent Bloemfontein dentist and businessman, Dr Herman Reinach. Reinach, at the DET's request, had made certain improvements at Wolwekloof to accommodate black pupils on youth camps.

During the visit — at which Reinach, his

**YOUTH CAMP PROBE**

Government's decision to investigate all aspects of the controversial black youth leadership camps confirms the Progressive Federal Party's fears about the camps and the administrative efficiency of the Department of Education and Training (DET). So says PFP spokesman on black education, Ken Andrew.

Education and Training Minister Gerrie Viljoen announced an investigation just prior to publication by the *FM* last week of details of alleged irregularities regarding the camps (*Current Affairs* June 10).

Andrew says DET schools have spent "millions of rands" on activities described as "youth activities, nature conservation, useful leisure activities and establishing

and conducting youth terrains." The PFP has previously expressed concern about some of the objectives and course contents of the camps as well as the appointment of some "outside persons" to run the courses.

"Now disputes are arising and claims are being made by some of these outsiders," Andrew says.

"In addition it appears as though a close relative of a senior departmental official is once again involved in business dealings with the department. One wonders what is going on and whether financial and procedural controls are functioning satisfactorily or not. All the indications are that they are not."

Over to the investigators.



# Beau kids' school faces closure as head quits

A SMALL, multiracial school in the heart of A.W.B. country faces closure in the midst of a nudist furor which has rocked the community.

Controversial headmaster Neels Myburg, who gave the children of nudist king Mike Bush — aka Beau Brummell — marching orders because of their parents' lifestyle, resigned this week.

He gave 24 hour's notice and left in the wake of publicity and protest against his hard-line actions.

Now only 21 children remain at the Eden Christian School, near Warmbaths, and others are expected to leave at the end of term. "official" And only three "official"   
 1988 WIRA

By IVOR CREWS

Teachers remain to attend the mid-year exams.

Last week Mr Myburg said the decision to expel the children — Nevada, 15, and Cheyenne, 10 — was "his alone" and that he would stand by his decision.

## Disapproval

According to owner Mrs Antoinette Strapp, he left because he did not receive the "full support" of the parents on the expulsion of the Bush children.

They and their mother, Cecelia, a founder member of the school and a volunteer

worker there, were booted out on the grounds of being "a bad influence on the other pupils".

Their "sin" was inviting friends from the school to visit their home at Beau Valley, which is a nudist colony. The headmaster disapproves of nudity, which he says is "un-Christian".

Mrs Strapp is acting principal in the "absence" of the headmaster after his shock resignation.

She said the school's position would be reassessed at the end of term.

Mrs Strapp said Mr Myburg and his family were "not expected back."



NEELS MYBURG

He called in periodically from a public phone booth to "see if there are any messages", she said.

The headmaster had been living in a caravan in the school grounds with his wife and two children while their house was being built.

Commented Mr Bush: "All the pressure became too much for him. He could not take the publicity and public criticism so he packed his bags and left."

According to Mr Bush, the headmaster had been widely criticised for his "un-Christian" action in expelling the children.

The incident received wide publicity. The headmaster's action was the subject of heated talk shows on radio.

Mr Bush said: "It would be a tragedy if the school had to close down."

He said nobody seemed to know Mr Myburg's whereabouts. "But I can assure you he's not in Beau Valley!"

One concerned parent, Mr Ferdi Botha, said the parents' committee had now disbanded.

"I feel the matter has gone far enough," said one. Mr Myburg, who believed in the principle of "spare the rod and spoil the child", was unpopular with many parents and pupils, said Mrs Bush.

## Disruption

The school, he said, had been "disrupted" over the events of the past two weeks. More children would be leaving at the end of term — barely two weeks away, he confirmed.

He declined, however, to say why.

Parents approached this week closed ranks and were non-committal over the recent developments.

They wanted him removed because of his "small-minded" attitude, she said. The future of the Bush children is still uncertain. Their parents would like Cheyenne to return to Eden. "But Nevada will probably go to Germany to further his education and 'follow in his father's' naked footsteps", said Mr Bush.

The R. 1.5-million nudist colony he runs is situated on a 1 000 acre site.

5

Strapp 9/16/88

*Hansard*

*Hansard*

advantages of South Africa of signing the Nuclear Non-Proliferation Treaty;

(2) whether signatories are obliged to make available to the International Atomic Energy Agency or any other international body details of secret processes regarding the enrichment of uranium; if so, to what body or bodies;

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

**The MINISTER OF FOREIGN AFFAIRS:**

This is a delicate matter and, in the interests of national security, I am prepared on a confidential basis to discuss this matter with members of the Opposition.

**Foreign Affairs: public relations and advertising**  
1134. Dr P W A MULDER asked the Minister of Foreign Affairs:†

Whether any division or directorate of his Department made use of external (a) public relations consultants, (b) public relations agencies, (c) advertising consultants and/or (d) advertising agencies in the 1987-88 financial year; if so, (i) for what projects, (ii) what total amount was spent on each project, (iii) what consultants and/or agencies were involved in each project and (iv) what procedure was followed in allocating these projects to agencies and/or consultants?

**The MINISTER OF FOREIGN AFFAIRS:**

Yes.  
The Department of Foreign Affairs is prepared to discuss the Department's activities in this field with the hon member in confidence.

**Black Labour Act: registration of workers**

1208. Mr K M ANDREW asked the Minister of Home Affairs:

(1) How many (a) South African and (b) foreign Black workers were registered as at 30 June 1987 in each category of labour defined in the regulations promulgated in terms of the Black Labour Act, No 67 of 1964;

(2) how many of the foreign workers in each category were from (a) Transkei, (b) Bophuthatswana, (c) Ciskei and (d) Venda;

(3) (a) what were the countries of origin of the other foreign workers and (b) how many in each category of labour were from each of these countries?

**The MINISTER OF HOME AFFAIRS:**

(1) to (3)  
The Black Labour Act, 1964 (Act 67 of 1964) was repealed with effect from 1 July 1986. No statistics on the basis as required by the hon member, are being kept by the Department.

**Education: State expenditure in Republic**

1223 Mr K M ANDREW asked the Minister of National Education:

(1) With reference to his reply to Question No 465 on 29 September 1987, what was the total State expenditure on education in the Republic, (a) including and (b) excluding the self-governing territories, in the 1987-88 financial year;

(2) what amount was spent in this financial year on education in respect of (a) Blacks in the (i) Republic and (ii) self-governing territories, (b) Whites, (c) Coloureds and (d) Indians?

**The MINISTER OF NATIONAL EDUCATION:**

(1) Total State expenditure on education in the Republic for 1987/88:

(a) Including the self-governing territories R9 192 054 000  
(b) Excluding the self-governing territories R7 802 203 000

(2) Expenditure on education in the Republic for 1987/88 in respect of:

(a) Blacks:  
(i) Outside the self-governing territories R1 651 791 000  
(ii) Inside the self-governing territories  
(b) Whites R1 389 851 000  
(c) Coloureds R4 141 247 000  
(d) Indians R1 430 702 000  
R578 463 000  
The amounts in (1) and (2) include funds provided in respect of education on the Budget

Vote: Improvement of Conditions of Service for 1987/88.

**Education: increase in expenditure**

1224. Mr K M ANDREW asked the Minister of National Education:

What percentage of the total increase in expenditure on education for all race groups in the Republic in the 1988-89 financial year is to be spent on (a) White and (b) Black education?

**The MINISTER OF NATIONAL EDUCATION:**

Percentage of the total increase in expenditure on education in the Republic for 1988/89 to be spent on:

(a) Whites 34,18%  
(b) Blacks 51,34%

These percentages do not include the effect of funds provided on the Budget Vote: Improvement of Conditions of Service for 1988/89 and which still have to be finally allocated. These figures are furthermore related to a number of factors such as fluctuations in student numbers at universities and technikons and the number of pupils in schools, as well as the nature of population migrations.

**Own Affairs:**

First-year students: pass rates

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

With reference to the reply of the then Minister of National Education to Question No 1114 on

Yes,

Cape	(a)	(b)*	(c)
Sydenham Primary School, Port Elizabeth	3	3	1988-02-01
Summerwood Primary School, Port Elizabeth	3	3	
Pearson High School, Port Elizabeth	1	1	
Lawson Brown High School, Port Elizabeth	3	3	
Hudson Park Primary School, East London	1	1	
Hudson Park High School, East London	4	4	
Grove Primary School, Claremont	3	3	
Rustenburg Girls' Primary School, Rondebosch	2	2	
SA College Boys' Primary School, Rondebosch	4	4	
Glenashley Senior Primary School	3	3	1988-03-01
Brebnar High School, Bloemfontein	6	6	1988-06-13
Athlone Boys' High School	2	2	1988-06-10
Brooklyn Primary School	2	2	

4 July 1984, how many full-time equivalent first-year students were (a) enrolled and (b) successful in 1986 and 1987, respectively, at each university falling under his Department?

**The MINISTER OF EDUCATION AND CULTURE:**

1986 University	(a)	(b)
South Africa	4 295	1 343
Cape Town	1 919	1 534
Stellenbosch	2 615	1 954
Witwatersrand	3 676	2 367
Pretoria	3 505	2 652
Natal	2 316	1 660
Rhodes	764	487
Potchefstroom	1 530	1 120
Orange-Vrystaat	1 466	1 090
Port Elizabeth	854	625
Randse Afrikaanse	1 339	920

The information regarding 1987 is not yet available.

**White schools: non-White pupils**

158. Mr A GERBER asked the Minister of Education and Culture:†

Whether any non-White pupils are attending public schools under the control of his Department at present; if so, (a) which schools, (b) how many non-White pupils are attending each such school and (c) in respect of what date is this information furnished?

**The MINISTER OF EDUCATION AND CULTURE:**

Franklin D. Roosevelt Primary School	3
Johannesburg High School for Girls	1
King Edward VII High School	2
King Edward VII Preparatory School	2
Observatory Girls' High School	4
Observatory Girls' Primary School	5
Parkview Junior Primary School	2
Pretoria Boys' High School	3
The Glen High School	1
Waterkloof Primary School	22
Yeoville Preprimary School	5
Yeoville Boys' Primary School	1

\* children of diplomats and members of consular missions.

**White female teachers: salary parity**

160. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

How many White female teachers who were in the employ of the public school education sector on 1 November 1987 were in receipt of salaries on a par with those of their male counterparts?

The MINISTER OF EDUCATION AND CULTURE:

7 790.

Technikon facilities: non-Whites  
161. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

(1) Whether any technikon facilities in the

Republic are reserved exclusively for use by Whites; if so, which technikon facilities;

(2) (a) how many (i) Coloured, (ii) Indian and (iii) Black students have been admitted to technikon falling under his Department, (b) which technikon are involved and (c) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

(1) No;

(2) A similar question was asked by Mr A Getber, MP as question 107. The hon member is therefore referred to the answer given on 1988-03-29.

QUESTIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

*General Affairs:*

Agriculture, 939

Constitutional Development and Planning,  
953, 954, 1111, 1649

Education and Development Aid, 1736

Defence, 1650

727, 729, 730, 902, 903, 910, 950, 984,  
989, 994, 997, 1096, 1327, 1328, 1329,  
1384

Defence, 285

Education and Development Aid, 416

Home Affairs, 415

Justice, 381, 533, 534, 627

Law and Order, 838, 839, 1080, 1225

National Health and Population Development, 396, 435, 436, 441, 442, 443,  
445, 447, 448, 749, 752, 753, 754, 755,  
757, 842, 945

*Own Affairs:*

Education and Culture, 214, 425

Andrew, Mr K M—

*General Affairs:*

Constitutional Development and Planning,  
335, 1584, 1719, 1758, 1805

Defence, 102, 184, 185, 186, 206

Economic Affairs and Technology, 1163, 1270

Education and Development Aid, 10, 11, 13,  
58, 160, 161, 163, 469, 573, 580, 581,  
582, 583, 584, 585, 601, 786, 848, 849,  
911, 912, 913, 1020, 1168, 1169, 1266,  
1269, 1362, 1374, 1378, 1428, 1431,  
1433, 1580, 1582, 1716, 1804

Environment Affairs, 1363, 1717

Finance, 774

Home Affairs, 334, 1863, 1871

Justice, 335

Law and Order, 347, 348, 778, 1019, 1791, 1806

National Education, 604, 1829, 1872, 1873

National Health and Population Development, 1819

*Own Affairs:*

Education and Culture, 23, 24, 28, 175, 614,  
616, 794, 795, 796, 919, 920, 921,  
1176, 1286, 1437, 1438, 1598, 1725,  
1726, 1742, 1864, 1873

Health Services and Welfare, 1282, 1283

Local Government and Housing, 1176, 1815

Barnard, Dr M S—

*General Affairs:*

Administration and Privatisation, 1188, 1189

Constitutional Development and Planning,  
404, 690, 691, 693, 704, 721, 725, 726,

727, 729, 730, 902, 903, 910, 950, 984,  
989, 994, 997, 1096, 1327, 1328, 1329,  
1384

Defence, 285

Education and Development Aid, 416

Home Affairs, 415

Justice, 381, 533, 534, 627

Law and Order, 838, 839, 1080, 1225

National Health and Population Development, 396, 435, 436, 441, 442, 443,  
445, 447, 448, 749, 752, 753, 754, 755,  
757, 842, 945

*Own Affairs:*

Education and Culture, 214, 425

Administration and Privatisation, 1348

Constitutional Development and Planning,  
715, 784, 987

Defence, 11, 101

Education and Development Aid, 577, 613,  
843, 1034, 1595

Finance, 338, 1701

Foreign Affairs, 1371

Home Affairs, 789

Justice, 371, 1685

Law and Order, 12, 253, 465, 1275, 1276, 1428,  
1661

National Education, 65, 67, 224, 287, 380, 460,  
502, 1164, 1165, 1167, 1293, 1369,  
1594, 1809

National Health and Population Development, 337, 394, 395, 435, 466, 758,  
759, 762, 782, 1427

Transport Affairs, 1426

*Own Affairs:*

Budget and Welfare, 478

FWMSARV

(2) whether, during the latest specified period of 12 months for which information is available, his Department has taken any steps against unauthorized persons indulging in this practice; if so, (a) (i) on how many occasions and (ii) with what results and (b) (i) in terms of what statutory provisions were these steps taken and (ii) what are the penalties for contraventions of this nature;

(3) whether his Department is taking any precautions to eliminate or minimize this practice; if so, what precautions?

**THE MINISTER OF COMMUNICATIONS:**

(1) Yes, but only in those cases where the premises of a specific client are served from a distribution point mounted on top of a telephone pole;

(2) no, since no such cases have been brought to attention;

(3) yes, in so far that technical staff visiting premises for maintenance and other purposes are continually on the alert for any unauthorised attachments to and other forms of tampering with departmental installations. Due to the large number of distribution points it is obviously not possible to physically safeguard each one. It should be mentioned that in terms of Section 107 of the Post Office Act (Act 44 of 1958) a person who attaches a listening device to a telephone line in the manner described by the honourable member, makes himself guilty of an offence and is liable on conviction to a fine not exceeding R200,00 or imprisonment for a period not exceeding twelve months or to both such fine and such imprisonment.

**Blacks: houses sold**

1213. Mr K M ANDREW asked the Minister of Constitutional Development and Planning: How many houses had been sold to Blacks by his Department under the State housing sale announced by the then Minister of Community

Development on 3 March 1983, as at the latest specified date for which figures are available?

**THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

My Department does not possess any houses for sale to Blacks.

**Permanent Force: staff complement**

1258. Mr J J S PRINSLOO asked the Minister of Defence:

Whether he will furnish information on the staff complement of the Permanent Force; if not, why not; if so, how many (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians were members of the Permanent Force on 31 December 1982, 31 December 1983, 31 December 1984, 31 December 1985, 31 December 1986, 31 December 1987 and 1 May 1988, respectively?

**THE MINISTER OF DEFENCE:**

No. It is policy not to divulge personnel strengths.

**African languages spoken in Cape Province**

1202. Mr C J DERBY-LEWIS asked the Minister of Home Affairs:

(a) What African languages other than Xhosa are spoken in the Cape Province, (b) how many Africans speaking these other languages reside in the Cape Province and (c) in respect of what date is this information furnished?

**THE MINISTER OF HOME AFFAIRS:**

(a)	(b)
Zulu	322 660 of which
Swazi	6 647
South Ndebele	504
North Ndebele	286
North Sotho	273
South Sotho	2 558
Tswana	31 865
Tsanga	214 013
Venda	775
Other languages not separately specified	136
(c) Population Census 6 May 1980.	65 603

FWMSARV

**HOUSE OF ASSEMBLY**

Indicates translated version.

For written reply:

**General Affairs:**

**Aliens employed illegally**

872. Mr K M ANDREW asked the Minister of Justice:

With reference to his reply to Question No 26 on 8 March 1988, (a) how many aliens were employed illegally by each of the 32 persons convicted of this offence, (b) from what country did each of these aliens come, (c) how long had each alien been in South Africa and (d) what was the penalty imposed on each of the convicted persons?

**THE MINISTER OF JUSTICE:**

(a) to (c) The information is not readily available in the Department.

(d) In my reply to Question No 26 of 5 March 1988 I indicated that 32 employers were convicted of the offences concerned. After the records had been examined to obtain the information regarding the penalties, it, however, appeared that 30 employers were convicted in this regard. The penalties which were imposed, are as follows:  
 1 employer was convicted, cautioned and discharged.  
 2 employers each paid R150 admission of guilt.  
 2 employers each paid R250 admission of guilt.  
 10 employers each paid R300 admission of guilt.  
 7 employers each paid R600 admission of guilt.  
 1 employer paid R1 000 admission of guilt.  
 1 employer paid R1 200 admission of guilt.  
 1 employer was sentenced to R100 or 50 days' imprisonment suspended for 3 years.  
 1 employer was sentenced to R250 or 75

days' imprisonment.  
 1 employer was sentenced to R1 000 or 6 months' imprisonment suspended for 5 years.  
 1 employer was sentenced to R1 000 or 12 months' imprisonment suspended for 5 years.  
 1 employer was sentenced to R2 000 or 12 months' imprisonment of which R1 500 or 9 months' imprisonment was suspended for 5 years.  
 1 employer was sentenced to R2 000 or 2 years' imprisonment suspended for 5 years.

**Death sentence**

1008. Mr P G SOAL asked the Minister of Justice:

(1) (a) How many people were sentenced to death in 1983, 1984, 1985, 1986 and 1987, respectively, and (b) in respect of the persons so sentenced in each of these years, (i) how many persons were refused leave to appeal, (ii) how many sentences were altered or reduced by the Appellate Division, (iii) how many convictions were reversed by the Appellate Division, (iv) how many sentences were commuted by the State President, (v) how many persons were executed and (vi) how many persons were defended by *pro Deo* counsel at trial or appeal.

(2) whether consideration is being given to reviewing the grounds on which the death penalty may be imposed; if so, what are the relevant details;

(3) whether consideration is being given to providing more experienced senior counsel in respect of *pro Deo* defence; if so, what are the relevant details?

**THE MINISTER OF JUSTICE:**

(1) (a)	(b)
1983 — 182	(i) 1983 — 122
1984 — 168	
1985 — 189	
1986 — 207	
1987 — 248	

## Questions in the House

### Education cost State R9-bn

Total State expenditure on education in 1987/88 — including the self-governing territories — was R9 192 054 000, Minister of National Education F. W. de Klerk said in the House of Assembly yesterday.

In a written reply to a question by Mr. Ken Andrew (PFP, Gardens), he said expenditure — excluding the self-governing territories — was R7 802 203 000.

Expenditure on white education was R4 141 247 000, coloured R1 430 702 000, Indian R578 463 000, and black R1 651 791 000.

Art Traps  
21/6/88

50 ~~323~~

# CTPA committed to open education

By **RONNIE MORRIS**

THERE was never any doubt as to the Cape Teachers' Professional Association's "open abhorrence" of apartheid and its clear preference for a democratic, non-racial South Africa and an open educational system.

This was said last night by Mr Franklin Sonn during his 12th presidential address at the 21st annual conference of the CTPA held at the University of the Western Cape.

It was not the first time that educators had been made to ask themselves whether through education they were promoting the aims of an alien and oppressive state or whether they were advancing the best interest of their own people.

"As president of the CTPA, I make bold to state that the mass democratic movement is a movement which has enthused the

people with a renewed belief in themselves and that we want to be part of it.

"It is going to be our duty to destroy the spurious and scurrilous lies proclaimed about the peoples' movement by SATV, and to let our children and our people know that the goals of freedom are always noble — and that when the demands for freedom and dignity are authentic, forceful and united, they always meet with cruel and harsh repression.

"To be authentic, teachers must be found where their students are, move in the same geographic and emotional zones as they do, and tell them when they go wrong.

"When ... they are given to excessive behaviour, like boycotting classes for any reason and for protracted periods of time, we must with a firm but sympathetic hand apply the brake."

After the South African War, the Afrikaner himself was oppressed, alienated, despised and deprived, and looked upon the teacher and the preacher to "deliver him from the pain of enslavement".

He said Afrikaners looked upon educational transformation rather than educational denial as the answer, and even General Louis Botha in 1904 had openly urged Afrikaners to continue with the education of the people.

"Like Louis Botha, we will also use this conference to tell our teachers to carry on with Peoples' Education despite the government. We must do so not because we want to be defiant, but because of the simple truth that education is only worthwhile and credible if it is relevant and ... if it meets the needs of the soul of a people."

EDUCATION can become a means of tilting the balance of bargaining power against apartheid. Today, half of all matriculants are white. In 12 years' time, 80% will be black in the broad sense. Blacks can exploit this change politically. Revolution is coming to SA. But it will not be a single cataclysmic event, like the French or Russian revolutions. Revolution in this country will be like the Industrial Revolution in Britain, slower, less murderous and more profound.

## Under way

The South African revolution is in fact already under way as black urbanisation gathers momentum and explosive growth takes place in black education.

Explosive growth is not an exaggerated term: between 1953 and the year 2 000 the number of African matriculants is expected to have increased by 37 200%.

Blacks right now do not have the power simply to implode the edifice of apartheid. But they do have, and are already employing, the power to dismantle it brick by brick. The process of emancipation means not

# Education the lesson to break the back of apartheid in SA

Blacks need both education and liberation, according to JOHN KANE-BERMAN (right), executive director of the South African Institute of Race Relations



only dismantling apartheid systematically in this way, but at the same time constructing the new SA, whose success will depend, crucially, on education. The point about doing it simultaneously is of vital importance. We do not need, and we cannot afford, to wait for political emancipation before we start tackling poverty, ignorance and disease. If we do wait, we might find that these problems have become insurmountable.

Emancipation is not the monopoly of political activists. It is, in fact, largely the work of the man or woman in the street. Ordinary people have played a key role in undermining apartheid in education. The Group Areas Act is being undermined not only because black people were moving into white suburbs in quiet defiance of it, but also because white owners of blocks of flats and white estate agents and property companies are letting the

empty premises to them directly or via ordinary whites, who act as front men or nominees. All around us one apartheid law after another is being taken apart, or rendered unworkable, by the action of ordinary people. This is not to decry the work or the role of political parties and political leaders. It is simply to say that they do not have the monopoly. Real liberation in this country will not come about if one clique of political activists simply seizes power from another. Real liberation will be brought about by ordinary people in their hundreds of thousands, all of them acting in his or her own particular sphere. The other thing that we are witnessing about us is that the new SA is already being constructed, as apartheid-free suburbs and apartheid-free educational institutions are established, along with apartheid-free

trade unions. The job of eradicating apartheid is too urgent and important to be left to a government whose heart isn't really in the job anyway. So others have to do it. But how do we choose areas where successful action to erode apartheid can be taken? Firstly, go for the weak points rather than the strong ones. The economy's increasing reliance on skilled black manpower is an obvious weak point. Government needs black co-operation here, and such co-operation can be made conditional. Street confrontations, on the other hand, hit government where it is strongest, not only in military hardware but in its determination to resist. There is a long haul ahead. Apartheid is disappearing only where its maintenance is superfluous, such as the Mixed Marriages Act, or where it is being made unworkable, as happened with the pass laws. It has nevertheless shown itself to be vulnerable to erosion on the ground. This process of erosion on the ground will continue. It might be speeded up, but it will take time.

## Long haul



# Schools, parents, pupils should work together

Star 22/6/85 (50)

Schools are not sacred institutions which cannot be challenged and the school system should never be beyond the influence of all its stakeholders: the parents, teachers, students and the whole community.

The major problem of South African education, which is provided for the most part by the State, is that schoolchildren are not being prepared to deal with their future and the task of building a better society.

The Five Freedoms Forum (FFF) education group believes that parents should assume the responsibility for their children and that it is their right to do so. Parents do this from the moment their child is born. They nurture them, develop bonds with them and do not hesitate to get involved with everything which concerns them. Moreover, parents have the right to understand and influence the factors which affect their child's development.

Parents should not allow that responsibility to their child to be taken away from them. Their concern must carry over to the time when a child goes to school. Parents, teachers and children should work together as their concerns are not necessarily in conflict.

## NEED FOR CHANGE

But this does not happen at present in the schools and the FFF believes it is necessary to bring these groupings together to discuss common concerns in a non-confrontational way.

Some parents and teachers believe in the need for positive change in South Africa. Their children's education should aim to equip them to understand thoroughly the problems of the present day and in so doing prepare them for building a new and better society. The current education system is not addressing the problems of apartheid and therefore not achieving this aim.

Education is not a neutral process. It is unavoidably linked to politics. Apartheid education works to maintain existing patterns of domination and subordination. Many have been aware of the immense problems

**The education crisis is not confined to black classrooms and white pupils are not being adequately prepared for the challenges which they will have to face. Dawn Loudon, on behalf of the Five Freedoms Forum education group, looks at some of the issues of concern.**

which have existed for years within the black education structures. But in many ways, white schooling is as inadequate and damaging as black schooling.

Many people find it difficult to reconcile the enthusiasm with which children enter nursery school and the development of an uninterested attitude towards later schooling. Somehow creativity and potential are being stifled.

Teachers too are restricted by the education system. Too often they find themselves acting as guards rather than guides. It becomes a drudgery for them to force learning on to unmotivated students.

It is at this point that parents and teachers need to intervene.

The FFF education group's primary aim is to provide a meeting place for people with a similar concern. There is a need to collect and share information such as:

- The rights of parents with regard to educational policy and school curriculum.
- To be informed about what children learn during Youth and Moral Preparedness.
- To question the value of corporal punishment.

Recognising that the area of education is a complex one, the education group has begun exploring, in a creative and exciting way, some of the areas of concern. One effort is an essay writing competition for all high school children. This forms part of the FFF "101 Ways to End Apartheid" campaign. By providing the opportunity for students to write, it is hoped to encourage them to reflect on our changing society, and to express fresh ideas, hopes and visions of a future South Africa.

The education group is also involved in organising seminars to explore alternative ways in which

schools can better prepare children to meet the challenges of the future. Associated with this is the topical area of open schools, where children are not separated into schools according to race.

The experience of the last 10 years among some schools shows how valuable an open approach can be. It leads to greater understanding between groups who otherwise have very little contact and counteracts fears based on ignorance and prejudice. Including different communities broadens the educational experience and harnesses the contributions of all.

For further information, contact Adele Kirsten at 331-3321 ext 160.

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trade unions.

The job of eradicating apartheid is too urgent and important to be left to a government whose heart isn't really in the job anyway. So others have to do it. But how do we choose areas where successful action to erode apartheid can be taken?

Firstly, go for the weak points rather than the strong ones.

The economy's increasing reliance on skilled black manpower is an obvious weak point. Government needs black co-operation here, and such co-operation can be made conditional.

### Long haul

Street confrontations, on the other hand, hit government where it is strongest, not only in military hardware but in its determination to resist.

There is a long haul ahead. Apartheid is disappearing only where its maintenance is superfluous, such as the Mixed Marriages Act, or where it is being made unworkable, as happened with the pass laws. It has nevertheless shown itself to be vulnerable to erosion on the ground.

This procession of erosion on the ground will continue. It might be speeded up, but it will take time.

Cape Times 22/6/88

# Schools hit hard by govt budget cuts

Staff Reporter

WHITE government schools in the Peninsula expect a drastic reduction in their building improvement projects while their school fees escalate to maintain "pupil-enrichment" programmes.

This was yesterday's consensus of opinion from a survey of some of the main government schools in the Peninsula which are threatened by recent departmental budget cutbacks.

Their comments followed the release of a "facts sheet" by Queen's College, Queenstown, which details effects of the provincial cutback.

The Cape Education Department eliminated maintenance subsidies on field and sports facilities on April 1 and made schools responsible for paying 10% of all telephone calls, the latest in a string of recent cutbacks.

In response Queen's College, which says it is threatened with closure of its trust (or community-funded) boarding hostels, released a magazine detailing how it claimed the cuts would affect school life.

The magazine said less money would be available to equip the science and biology laboratories, library and computer department and only pupils with a natural learning ability would be achievers while average pu-

pils would suffer.

Teacher numbers and quality would be affected and administrative staff would be reduced.

Rises in fees would mean a drop in pupils while fields, courts, equipment and other sports facilities would be reduced, it said.

Rondebosch Boys' High School headmaster Mr Chris Murison said yesterday that while the geographical placing of Queen's College aggravated that school's situation, his school "increasingly has to rely on the parent body to maintain peripheral facilities".

For several years school fee increases had remained at 10% but this year they had leapt by 25% "because of the impact of the department cutback".

"But the other side of it is that parents now realize what a bargain they are really getting."

Mr Murison said there had been a clampdown on "getting anything new — we know there's no point in asking for anything".

Capital improvement had slowed down "to a virtual halt".

Also canvassed were Westerford, Sans Souci Girls' High School and Cape Town High School. School fees per term averaged out at R130.

Most school principals agreed with Mr Murison.

CME Times 73/6/88

(50)

## Sonn calls for funds for school repairs

**FUNDS** for the repair and maintenance of schools should be made available immediately to prevent pupils from taking matters into their own hands and boycotting classes, CTPA president Mr Franklin Sonn warned yesterday.

Mr Sonn sounded the warning after Mr A J Snyders, an Athlone high school principal and executive committee member, delivered a paper on repairs to school buildings.

Mr Snyders said the widespread schools crisis in 1980 was a result of neglect, leading to the boycott of classes to focus attention on conditions at schools.

Now, eight years later, the system of education has not yet recovered from the negative effects of the class boycotts.

Confusion at the procedures for repairs have led to the deterioration of conditions and many schools have been waiting since 1985 for repairs to buildings and grounds.

Broken windows threatened the health of both students and teachers in winter. Tuberculosis had taken on epidemic proportions and illnesses like colds, flu and double pneumonia were also on the increase.

When reporting five broken windows at a school, principals were expected to submit a police crime register number with the application for repairs.

Very little money was available this year so that almost no schools could be repaired or upgraded this year, Mr Snyders said.



Howard

1911 FRIDAY, 24 JUNE 1988 1912

HOUSE OF ASSEMBLY

Indicates translated version.

For written reply:

General Affairs:



The MINISTER OF EDUCATION AND DEVELOPMENT AID:

878. Mr A GERBER asked the Minister of Education and Development Aid:†

(a)

University	Current expenditure 1987/88	Interest and redemption 1987/88	1988/89
Zululand	R26 799 000	28 650 000	4 440 000
The North	R36 012 000	35 459 000	4 380 000
Medical University of Southern Africa	R29 680 000	31 704 000	4 890 000
Vista	R34 528 000	40 902 000	7 208 000

(b) (i)

University	Current expenditure	Interest and redemption
Zululand	6,91%	38,51%
The North	-1,54%	48,07%
Medical University of Southern Africa	6,82%	18,61%
Vista	18,46%	-6,49%

(b) (ii) Subsidies are determined and paid out according to the policy promulgated in chapter 4 of the document "National Policy for General Education Affairs [NATED 02-100 (87/09)]".

Technikon Northern Transvaal: subsidies  
879. Mr A GERBER asked the Minister of Education and Development Aid:†

(a) What total amount was paid in subsidies to the Technikon Northern Transvaal in 1987 and 1988 respectively, and (b) (i) by what percentage and (ii) why were these subsidies increased or reduced in 1988?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a)	Current expenditure 1987/88	Capital expenditure 1987/88	1988/89
(b) (i)	R14 585 000	13 776 000	1 062 000
			2 000 000
			88,32%

1913 FRIDAY, 24 JUNE 1988

Howard

1914

(b) (ii) Subsidies are determined and paid out according to the policy promulgated in chapter 5 of the document "National Policy for General Education Affairs [NATED 02-100 (87/09)]".

(b) (ii)	(1)	(i)	(ii)
(a)	Particulars are not readily available and it will take much time and expense to gather such information.	10	Both
(b)		29	directions
(c)		4	

Ekangala: number of schools/pupils/teachers

(2) 13,2 per cent.

1082. Mr P G SOAL asked the Minister of Education and Development Aid:  
How many (a) (i) primary, (ii) higher primary and (iii) secondary schools are there in Ekangala, (b) how many (i) pupils and (ii) teachers are there at each of these schools and (c) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) (i)	2	(i)	(ii)
(ii) none			
(iii) 1			
(b)		(i)	(ii)
Baweze Primary School	840	15	
Hlohlisa Primary School	811	23	
Ekangala Comprehensive School	913	47	

(2) what percentage of the total number of South African Airways flights to and from Port Elizabeth during this week does this represent?

The MINISTER OF TRANSPORT AFFAIRS:

(1)	(a)	(i)	(ii)
(a)	Particulars are not readily available and it will take much time and expense to gather such information.	20	Both
(b)		2	directions
(c)		4	

(1) How many South African Airways flights between (a) Cape Town and Durban, (b) Cape Town and Johannesburg and (c) Cape Town and Port Elizabeth (i) arrived and (ii) departed late during the week which ended on 13 May 1988?

(2) what percentage of the total number of South African Airways flights to and from Cape Town during this week does this represent?

SAA flights: late arrivals/departures

1192. Mr M J ELLIS asked the Minister of Transport Affairs:

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*Howard*

successful in 1986 and 1987, respectively, at each university falling under his Department?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Full-time equivalent enrolled and successful first-year students

University	1986	
	Enrolled	Successful
Zululand	498	333 (66,9)
The North	1 114	550 (49,4)
Medunsa	184	108 (58,7)
Visia	3 568	1 483 (41,6)

Figures in brackets indicate the percentage successful full-time equivalent students.

Information for 1987 not yet available.

*Own Affairs:*

**Resignation of male/female teachers**

157. Mr A GERBER asked the Minister of Education and Culture:†

(a) (i) How many (aa) male and (bb) female teachers resigned in each provincial education department during 1986, 1987 and 1988, respectively, and (ii) in respect of what date in 1988 is this information furnished, (b) what were the reasons for these resignations and (c) what are the subject disciplines, expressed as a percentage of the total number of resignations, in which these teachers had obtained qualifications?

**THE MINISTER OF EDUCATION AND CULTURE:**

	(a) (i)		
	1986	1987	
(aa)	1986	1987	1988 (ii)
Cape	97	142	60
Natal	138	180	54
OFS	87	113	22
Transvaal	217	431	288

(bb) marriage, retirement, ill health, termination of service, death, assumption of non-teaching posts, further study and other unspecified reasons.

(c) this information is not readily available.

**Superintendent of Education: additional posts**

159 Mr A GERBER asked the Minister of Education and Culture:‡

(1) Whether any additional posts in respect of the office of (a) Chief Superintendent of Education and (b) Superintendent of Education in the various provincial education departments were created recently; if so, (i) how many of each in each education

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*Howard*

(2) no, each provincial education department determines its own policy regarding the appointments in these posts, (a) and (b) fall way.

\* This is gross cost for a full financial year. Actual cost is not readily determinable.

**Control of private/provincial schools**

165. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

Whether (a) private and (b) provincial schools which have been integrated through the admission of pupils of other races fall under the control of his Department; if not, under whose control do they fall?

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) and (b)

Schools functioning as White own affairs fall under the control of my Department.

	department and (ii) what was the total cost involved:		
	1986	1987	
(i)	1986	1987	1988-05-31
Cape	706	121	1988-05-31
Natal	427	131	1988-05-30
OFS	124	58	1988-06-10
Transvaal	1 172	599	1988-05-31

(2) whether it is his Department's policy to advertise such posts; if not, why not; if so, (a) on what dates and (b) in what publications were the above-mentioned posts advertised?

**THE MINISTER OF EDUCATION AND CULTURE:**

(i) Yes, with the extension of the post level ratio norms in November 1987 some existing posts were upgraded.

	(a) (i)		(b) (i)		(ii)	
	1986	1987	1986	1987	1988-05-31	1988-05-30
Cape	2	2	2	2	R202 820	R202 820
Natal	1	1	0	0	R 52 548	R 52 548
OFS	2	2	5	5	R349 416	R349 416
Transvaal	1	1	5	5	R296 868	R296 868

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## EDUCATION FILE



IT was happy smiles all round recently after the attestation ceremony where Dr Moditjana Palle read and signed the dental oath. With him and his wife, Pheladi, is Professor F D Verwayen, dean of the Faculty of Dentistry. Also in the picture are the Palle children (from left) Mokoni, Kywerano and Maphuti.

# Medunsa dentists pass

Dr MODITJANA Palle, second class of graduates, recently qualified as a dentist at the Dental Faculty of the Medical University of Southern Africa. He represents the significant as any other which will follow in future years. "Whether to honour and witness to one or 50, this function marks, and will always mark, one of the important and significant milestones for all who graduate from the faculty," he said.

# Graduations at Turfloop

FOR the first time, the University of the North's graduation ceremony will be held over three days — June 30 to July 2, the university's public relations department announced this week.

A total of 1154 degrees and diplomas will be awarded, 10 masters degrees and four doctorates.

Guest speakers will be, Dr Louw Alberts on June 30, the deputy director-general, Education and Training, Dr D Meiring, on July 1 and the vice-chancellor and rector of the University of Transkei, Professor W L Nkuhlu, on July 2.

Meanwhile, the 13th meeting of the convocation of the University of the North will be held at the university tomorrow in the conference hall (R-Block) at 10am. University graduates are invited to attend.



53  
522-2516188

## Nedbank, Allied put up R150-m for SAB

Nedbank and Allied yesterday agreed to provide South African Breweries with a medium-term facility of some R150 million.

SAB will utilise the funds to finance minor capital projects and to acquire fleet and other vehicles, computers and other movable equipment.

Nedbank general manager corporate finance Richard Laubscher said: "The interest rate formula provides SAB with cost-effective funds over a seven year period.

"The finance charges, payable by SAB, will be a function of the prime overdraft rate and the market discount rate for bankers' acceptances. The transaction has been engineered to provide SAB with a discount on prevailing market rates."

Mr Laubscher said Nedbank would provide about 75 percent of the funds and the Allied the balance. — Sapa.

# Warm response to 'Idea'

A CANADIAN veterinary surgeon, Dr Peter C Baker, is donating R1 000 towards the start of the education project proposed by the editor of the *Sowetan* in his "building the nation" campaign. *Sowetan* 24/1/88

The *Sowetan* is organising projects, meetings and general debate about a scheme to remedy the education of blacks — from children to grown-ups.

In his letter to the *Sowetan* Dr Baker says: "Having just put down this morning's *Sowetan*, I feel that I must drop you a line concerning this new and energising editorial policy which you have set in motion.

"We (South Africans) need more of this to get us back on the tracks again. Education as you point out is the area which needs most attention.

"With this in mind I would like to offer an annual

R1 000 bursary to any needy Sowetan kid(s), male or female, matric, technical school or college level. Perhaps you and your paper could vet the candidates. I would like to become involved in building a new and better South Africa for all South Africans, and so perhaps this is a humble start."

The editor of the *Sowetan* has responded with warmth to Dr Baker. He said though that this was just a small beginning. We need to build this project into something so large that it will involve small and big companies, local and international. It is only one of the ways in which we can save this country and build a better South Africa for all.

The *Sowetan* will be unfolding the education campaign in the next few weeks, Mr Klaaste said.

SA 2.16/84  
(50)  
(32)

## 'Poverty of educational values in SA'

PORT ELIZABETH — South Africa's education system is wealthy in facilities and institutions, but poverty-stricken when it comes to values, Mr Richard Hawkins, president of the South African Teachers' Association, said at the weekend.

Mr Hawkins was speaking at the start of this year's Sata congress, held at Muir College Boys' High School in Uitenhage.

"The first step in rectifying the situation is an acknowledgement of what is wrong, followed by an internalisation of new perspectives."

If teachers did not do so, children would have no future because they would not have been taught the skills of negotiation or the way to respond to challenges with flexibility, he said.

In his speech, he made reference to several anti-apartheid activists, including Mrs Helen Joseph, Dr Beyers Naude and Mrs Albertina Sisulu.

— Sapa.

a Mr Saki Macozoma works, who claims that it was common to find missing children in mortuaries, while another person claimed that children's fingers were chopped off. They too will have to supply the South African Police with the proof of these allegations. The South African Police and the Government takes the strongest exception to this film. It was commissioned by the BBC to be filmed in South Africa in strict secrecy and it was obviously designed to generate hatred towards the South African Police and our other Security Force.

What is most shocking however, is the fact that neither the South African Government nor the Police were given a chance to comment on the serious and one-sided allegations made in the film. Worst of all is the fact that the spokesman for the BBC in London even had the audacity to phone my office yesterday to ask for comment, but still without us having been given the opportunity to view the film. When Brigadier Mellet from my office asked the BBC spokesman why the allegations were not put to him or to the South African Police for comment beforehand, the interviewer said and I quote: "Quite frankly, the BBC does not believe the South African Government".

If this is the BBC's attitude, then why should the South African Government continue to host their representatives in our country? It can serve no useful purpose if the representatives who have privileged access to government information cannot even be trusted by their own head office, to at least try and balance the one-sided and distorted picture of South Africa. We will investigate every allegation made in this antagonistic film and if any are proved to be factual, we will institute the necessary action. However, those allegations which are proved to be false will be exposed and we expect the BBC to then afford as much time to the truth in the same time slot as they did with this film. We will not allow South Africa and especially our Security Forces to be vilified through deliberate lies and slanted distortions.

#### BBC: action against representatives

\*22. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

Whether he is contemplating any action against representatives of the British Broadcasting Corporation in South Africa; if so, (a) what action and (b) why?

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The MINISTER OF HOME AFFAIRS:

The matter is presently being investigated and a decision will be made as soon as all relevant facts and information are available.

Own Affairs:

Questions standing over from Tuesday, 21 June 1988, pursuant to resolution adopted by House on Monday, 20 June 1988:

#### Natal Education Department

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

- (1) Whether schools and colleges falling under the control of the Natal Education Department were instructed recently to alter their procedure with regard to the purchasing of items out of moneys allocated to them, if so, (a) who issued these instructions, (b) on what date did they take effect, (c) in what ways have purchasing procedures been altered and (d) why were new procedures introduced;
- (2) whether any other education departments received similar instructions; if not, why not; if so, which departments?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) Director of Education,

(b) 2 May 1988,

(c) and (d)

Instructions were requested to change from the buying procedures that were applicable under the provincial administrations to the procedures laid down by the State Tender Board's "Manual, General Directives and Procedures" of November 1985.

- (2) Yes, the attention of the Directors of the other provincial education departments was drawn to the contents of the State Tender Board's "Manual, General Directives and Procedures" of November 1985 on 1988-02-23

Students: loan/military commitments

\*2 Mr M J ELLIS asked the Minister of Education and Culture:

Howard

- (1) Whether students who obtained loans from his Department have been permitted to redeem their loan and military commitments concurrently; if so,
- (2) whether this policy has been altered; if so, (a) when, (b) why and (c) in what way?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) no

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

Merit awards

\*3. Mr M J ELLIS asked the Minister of Education and Culture:

Whether a system of merit awards for non-teaching staff has been introduced in schools in all provincial education departments, if so, (a) since what date and (b) why?

†The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) 1 November 1987,

(b) on the recommendation of the Commission for Administration to grant special recognition (within the context of the rank) to officers and employees who have distinguished themselves from their peers through sustained above average work performance.

Schools: facilities

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

- (1) What is his Department's policy regarding the erection and/or purchasing of facilities at full cost to the school concerned;
- (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?

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Schools may erect or purchase facilities at full cost to themselves if these meet with the technical and other specifications laid

down by the various provincial education departments;

- (2) this information is not available.

Private schools: registration

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

- (1) Whether the registration of schools which are required to be registered under the Private Schools Act (House of Assembly), No 104 of 1986, and which operate for profit, falls under his Department; if not under which State Department does it fall; if so, (a) how many such schools are registered with his Department, (b) what total number of pupils is enrolled at these schools and (c) in respect of what date is this information furnished;
- (2) whether there is a policy for the admission of non-White pupils to these schools; if so, what is this policy;
- (3) whether all pupils admitted to such schools are required to write the examinations of the provincial education department under which they fall; if not, why not?

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) and (b) the information is not available.

(c) falls away;

- (2) private schools which are registered with the Department determine their own admissions policy within the terms of the Constitution;
- (3) no, such schools may also elect to enter their pupils for the National Senior Certificate or the Joint Matriculation Board examinations.

Teachers: language qualifications

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

Whether any teachers at dual and parallel-medium schools in the Cape Peninsula have (a) A and (b) A2 language qualifications; if so, how many in each case?

HOUSE OF ASSEMBLY

Howard

Howard

Howard

- (3) no, (a), (b) and (c) fall away;
- (4) no, after the transfer, the present fully-fledged provincial museums will be administered by my Department; museums which are controlled by local authorities will continue to be controlled by local authorities; in future the local authorities will, however, receive their subsidies from my Department;
- (5) yes,
- (a) Colenso Museum: the exhibition depicts the battle of Colenso and Hart's Hill between Boer and Briton and therefore deals mainly with matters concerning the White group, Ladysmith Museum: the exhibition depicts the siege of Ladysmith and therefore deals mainly with matters concerning the White group, (b) as soon as possible.

## Directors of education

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

- (1) Whether he will make available a list of the functions delegated to provincial directors of education, as referred to in his reply to Question No 6 on 17 May 1988; if not, why not; if so, (a) when and (b) in what manner;
- (2) whether any education functions have been delegated to Ministerial Representatives; if so (a) what functions and (b) in terms of what statutory provisions;
- (3) whether the financial responsibility of directors of education was altered on 1 April 1988; if so, (a) to what extent and (b) what are the implications of this alteration;
- (4) whether it is the intention of his Department to delegate any further functions to provincial directors of education; if so, when; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) immediately,
- (b) members of the House may study the

Howard

For written reply:  
General Affairs:

## Primary/secondary schools: pupils/teachers

1083. Mr J J WALSH asked the Minister of Education and Development Aid:

- (1) (a) How many (i) primary and (ii) secondary schools are there at (aa) Witlokasie and (bb) the Knysna district and (b) how many (i) pupils and (ii) teachers are there in respect of each school;
- (2) whether his Department plans to build any new schools in this area during the current year; if not, why not; if so, (a) when, (b) where and (c) what is the anticipated date of completion in each case;
- (3) whether his Department plans to enlarge or upgrade existing schools in this area, if not, why not; if so, (a) which schools and (b) when?

THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) (a) (aa) (i) and (ii) one intermediate school
- (bb) (i) one (ii) none
- (b) (aa) (i) 972 (ii) 17
- (bb) (i) 260 (ii) 4
- (2) Yes, one intermediate school.
- (a) The closing date for tenders is 1 June 1988. It is expected that construction will commence during September or October 1988.
- (b) Msobomvu residential area at Knysna.
- (c) 31 October 1989
- (3) No. The existing schools are situated in temporary areas and only the normal maintenance will be undertaken.

Publications previously printed by Government Printer: privatisation of printing

1143. Mr C J DERBY-LEWIS asked the Minister for Administration and Privatisation.

Whether any of the departments and organizational components referred to in section 6(1) of the Public Service Act, No 111 of 1984, have privatised the printing of any publications previously printed by the Government Printer: if so, in respect of each such department and organizational component, (a) which publications, (b) when in each case and (c) what was the printing cost of each such publication (i) immediately (aa) prior and (bb) subsequent to privatisation and (ii) as at the latest specified date for which information is available?

THE MINISTER OF ADMINISTRATION AND PRIVATISATION:

Not all the departments and organizational components referred to in section 6(1) of the Public Service Act, No 111 of 1984, are required to have their printing needs satisfied by the Government Printer. As a general rule, the Government Printer caters for the printing requirements of departments and organizational components funded by Treasury, although departments like Foreign Affairs, Trade and Industry, Home Affairs and others that are represented abroad are authorised to order their printing requirements in the countries where they are represented. No meaningful reply can therefore be given to the hon member's question.

Overseas journeys undertaken by officials

1234. Mr J S PRINSLOO asked the Minister of Transport Affairs:†

- (1) Whether any officials who fall directly or indirectly under the Department of Transport undertook any overseas journeys during the past two calendar years; if so, (a) (i) what are their names and (ii) what posts did they hold at the time of these journeys, (b) what was the (i) purpose, (ii) duration and (iii) cost of each journey, (c) when was each journey undertaken, (d) who paid the travelling and subsistence expenses in each case and (e) who gave approval for these journeys;
- (2) whether any of these officials were accompanied by their wives; if so, who paid the travelling and subsistence expenses of these wives?

THE MINISTER OF TRANSPORT AFFAIRS:

(1) and (2) Yes. Senior officials of the Department of Transport undertake overseas journeys from time to time in an official capacity in order to *inter alia* attend international conferences, congresses, symposiums and study and training courses. Officials are also sometimes officially accompanied by their wives subject to certain directives laid down in the Public Ser-

*Howard*

(e) what are the names of the business concerns in question;

(2) whether normal tender procedures were followed in respect of all products and services so supplied; if so, what procedures were followed, if not, (a) why not, (b) what procedures were followed and (c) who decided (i) not to follow normal tender procedures and (ii) on the procedures to be followed;

(3) whether a certain person, whose name has also been furnished to the Minister's Department, is (a) associated with either of these business concerns and/or (b) related to a senior official in his Department; if so, (1) what is the nature of his (aa) association with the business concern in question and (bb) relationship with this official and (ii) with which of these concerns is he associated;

(4) whether this person has done other business with his Department, if so, (a) what other business and (b) when;

(5) whether normal tender procedures were followed in respect of such other business; if not, why not; if so, what are the relevant details?

The DEPUTY MINISTER OF EDUCATION:

(1) Yes

The questions asked by the hon member in (1)(a), (b), (c), (d) and (e) and also in (2), (3), (4) and (5) and particulars of the replies thereto are relevant to a matter that has been referred to the Commission of Inquiry that was appointed on 17 June 1988 by the State President. In terms of regulation 14 of Proclamation R.106, 1988 I deem it not to be in the interest of the inquiry at this stage to reply to the question in detail.

If the hon member possesses any information which he feels should be brought to the attention of the Commission, he ought to submit it to the Commission.

Should the Commission decide to investigate this matter, the question of the proper observation or otherwise of the procedures will be answered fully in the report of the Commission

Should the Commission decide not to investigate this particular aspect, I shall at a later

stage be happy to reply to the honourable member's question, or supply any additional information he may be interested in.

**Government archives building**

\*15 Mr P G SOAL asked the Minister of Public Works and Land Affairs:

(a) What area will the new government archives building in Cape Town cover, (b) what is the anticipated total cost of the building and (c) when is it anticipated that it will be (i) completed and (ii) available for occupation?

The DEPUTY MINISTER OF WATER AFFAIRS AND OF LAND AFFAIRS:

(a) 17 582 m<sup>2</sup>

(b) R19 000 000

(c) (i) Early in 1989

(ii) Early in 1989.

**Identity documents**

\*16. Mrs H SUZMAN asked the Minister of Home Affairs:

(1) Whether Blacks applying for passports are required to produce identity documents for which finger-prints have been taken; if so,

(2) whether such applicants are required to have their finger-prints taken again; if so, (a) since when, (b) on whose instructions, (c) why, (d) in terms of what statutory provisions or regulations and (e) at what stage of the application procedure?

The MINISTER OF HOME AFFAIRS:

(1) and (2)

The Identification Act, No 72 of 1986, which came into operation with effect from 1 July 1986, requires the finger-prints to be taken of every person who applies for an identity document.

Persons who apply for passports and who are not in possession of identity documents issued in terms of the aforementioned Act, are being required by my Department to simultaneously apply for the new identity document. This results in their fingerprints being taken at that point in time for the purposes of the issuing of their identity documents.

*Howard*

\*17. Mr R M BURROWS—Administration and Privatisation [Reply standing over.]

**Educators: remuneration**

\*18. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he has met or intends to meet with representative bodies of university, technikon and college/school educators concerning remuneration; if not, why not; if so, (a) on what dates has he met with them since 13 June 1988 and/or does he intend to meet with them and (b) what are the names of the bodies concerned;

(2) whether he has advised the Minister for Administration and Privatisation of the recommendations he received from the Committee on Education Structures and the Research Committee on Education Structures, as referred to in his reply to Question No 12 on 14 June 1988; if not, why not; if so, when;

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

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

(1) Yes. Meetings were held (a) on 23 June 1988 (b) with the following interest groups:

Committee of University Principals  
Committee of Technikon Principals  
Teachers' Federal Council  
Union of Teachers' Associations of SA  
African Teachers' Association of SA

(2) Yes. The Minister for Administration and Privatisation had been informed about this matter on 28 April 1988.

(3) No.

**Airports: demonstrators**

\*19. Mr J VAN ECK asked the Minister of Law and Order:

(1) Whether members of the South African Police were present at the Jan Smuts, D F Malan and H F Verwoerd airports on 19 May, 9 June and 11 June 1988; if so,

(2) whether any demonstrators carrying posters protesting against Archbishop Desmond Tutu were present (a) in the (i) (aa) international arrivals lounge area and (bb)

domestic departures area of Jan Smuts Airport on 19 May 1988 (ii) domestic departures area of D F Malan Airport on 19 May 1988, (iii) arrivals area of H F Verwoerd Airport on 9 June 1988 and (iv) international departures area of Jan Smuts Airport on 11 June 1988 and/or (b) in any other areas inside or outside these airport buildings on the above dates; if so,

(3) whether, with regard to the demonstrations at each of these airports, the Police (a) (i) (aa) requested and/or (bb) ordered these demonstrators to leave and (ii) (aa) removed and (bb) arrested any of them and (b) confiscated any of the posters carried by them; if not, why not; if so, what action was taken on each occasion;

(4) whether this action was taken as soon as these demonstrators were noticed at these airports; if not, why not;

(5) whether any further action will be taken against these demonstrators; if not, why not; if so, (a) what action and (b) when?

The MINISTER OF LAW AND ORDER.

(1) to (5)

The occurrences mentioned in the hon member's question must be judged and replied to against the following background:

The goal of the Communist/Marxist forces regarding South Africa, namely the establishment of an initial socialistic system as forerunner for a total communistic dominated state, is still being purposefully pursued.

In this process these forces are using various instruments — this includes terror by unscrupulous terrorists, diplomatic actions, propaganda against the country and the Government, as well as sanctions and boycotts on various levels, and much more.

The actors in these actions are people — from confirmed communists and cold-blooded terrorist murderers to so-called harmless "do-gooders" who are treacherously manipulated and abused by the communists.

Archbishop Tutu, head of the Anglican Church in South Africa falls into the latter category. Archbishop Tutu has in the past few years by his actions, including amongst other things the propagation of sanctions against the

# Let school fees be <sup>(50)</sup> deductible — PFP

Star 28/6/88

Education was an investment in the future and parents should be allowed to deduct from their taxable income extra amounts they would have to pay in the country's new education era, Mr Harry Schwarz (PFP, Yeoville) said in the House of Assembly yesterday.

In the second reading debate on the Income Tax Bill which incorporated, among others, 1988/89 Budget proposals, he said education in South Africa was entering a new era in which parents would have to pay more for their children's teaching.

"Is it, therefore, not logical that these amounts should, within laid down limits, be deductible for tax purposes?"

## TAX SHELTERS

Dealing with other aspects of the Bill, Mr Schwarz said he wanted to forecast that the Gov-



Mr Harry Schwarz . . . doesn't like toll roads.

ernment would make provision for toll roads to become tax shelters.

The indications were already there and, while he did not like toll roads for a start, he would like toll roads which were tax shelters even less.

On provisions of the Bill dealing with tax collection, the Progressive Federal Party finance spokesman said the Government was acting improperly when it changed

the law to close legally proved loopholes in the tax regulations while the State's appeal was still pending.

Referring to several recent cases involving married women and pension provisions, he said taxpayers had legally avoided paying certain taxes, having gone to court to prove their claim, but that Government had then changed the law to make it retrospectively illegal while appeals were still pending.

"You cannot interfere with legislation to turn a case which you would have lost, into a loser case for the taxpayer."

Mr Schwarz said he fully supported the punishment of tax "evaders" and the closing of loopholes they had exploited but the distinction between tax "evasion" and "avoidance" which was the result of proper and legal tax planning, had to be maintained. — Sapa.

Blow 28/6/88.

# More black pupils

JONATHON REES

THIRTEEN percent more black pupils than whites passed the final school exams in 1987, according to the Institute for Education and Planning at the University of the OFS. The report said in 1987 black children comprised 77% of all pupils from the first grade to Standard 10, with this figure expected to grow to 83% in the next 10 years.



of Justice who will provide him with all the necessary information.

Subjects available to Std 10 pupils

1061. Mr K M ANDREW asked the Minister of Education and Development Aid:

What are the subjects available to Std 10 pupils at each specified secondary school for Blacks in the Western Cape?

**THE MINISTER OF EDUCATION AND DEVELOPMENT AID:**

At each specified secondary school Religious Education, Physical Education and Guidance is offered as non-examination subjects

The examination subjects available to Std 10 pupils at each specified secondary school from the beginning of 1988 are as follows:

**(a) CROSS ROADS SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

**(b) FEZEKA SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Sotho, Tswana, Mathematics, Physical Science, Biology, Geography, History.

**(c) I.D. MKIZE SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

**(d) INTSHUKUNO SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

**(e) ISILIMELA SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Accounting, Business Economics, Economics

**(f) LAGUNYA SECONDARY SCHOOL (FINISHING)**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

History, Biblical Studies, Physiology, Introduction to Criminology, Business Economics, Economics, Accounting.

**(g) LANGA SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

**(h) LUHLAZA SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Biblical Studies, Accounting, Business Economics, Typing.

**(i) MALISO SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Biblical Studies.

**(j) SIMON HEBE SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Accounting, Business Economics, Agricultural Science.

**(k) SIZAMILE SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History, Home Economics, Biblical Studies.

**(l) VUSISIZWE SECONDARY SCHOOL**

Afrikaans, English, Xhosa, Mathematics, Physical Science, Biology, Geography, History.

Pupils transported in subsidized buses

1064. MR R M BURROWS asked the Minister of Education and Development Aid:

- (a) What total number of pupils was transported daily in subsidized school buses, and (b) what was the total net annual cost of such transport, in each region in (i) 1986 and (ii) 1987?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) Total number of pupils that was transported daily in subsidized school buses:

Regional	1986		1987	
	Disabled pupils orientation	Pupils for technical	Disabled pupils orientation	Pupils for technical
Johannesburg	540	11 985	705	11 958
Cape	540	4 600	660	4 600
Northern Transvaal	125	4 700	130	3 700
Highveld	200	14 015	270	14 015
Orange-Vaal	60	2 353	90	2 353
Orange Free State	130	4 792	160	3 792
Natal	210	1 500	220	1 500
<b>TOTAL</b>	<b>1 805</b>	<b>43 945</b>	<b>2 235</b>	<b>41 918</b>

(b) Total net annual cost

Region	1986		1987	
	Disabled pupils orientation	Pupils for technical	Disabled pupils orientation	Pupils for technical
Johannesburg	135 000	242 000	176 250	251 000
Cape	135 000	124 000	165 000	128 000
Northern Transvaal	31 250	41 000	32 500	43 000
Highveld	50 000	149 000	67 500	154 000
Orange-Vaal	15 000	34 000	22 500	35 000
Orange Free State	32 500	72 000	40 000	74 000
Natal	52 500	48 000	55 000	50 000
<b>TOTAL</b>	<b>451 250</b>	<b>710 000</b>	<b>558 750</b>	<b>735 000</b>

**Institutions for juvenile offenders**

1067 Mr J B DE R VAN GEND asked the Minister of Education and Development Aid:

- (1) (a) How many (i) schools of industry, (ii) reform schools and (iii) other institutions for the accommodation of juvenile offenders falling under the Department of Education and Training were there in the Republic, and (b) what number of pupils did each accommodate, as at (aa) the latest specified date for which information is available and (bb) the same date five years previously;

(2) Refer to 1(a)(i) and (ii).

Schools of Industry, Simondium and Kinross.  
Reform School: Rawsonville.

**Condition of release of prisoners**

1078. Mr C J DERBY-LEWIS asked the Minister of Justice:

- (1) Whether the renunciation of violence has been dropped as a condition of release in respect of prisoners serving sentences for crimes against the security of the State; if so, (a) with effect from what date and (b) what effect is this step anticipated to have on such prisoners in general;

NOTE: (1) Transvaal Education Department  
(2) Department of Education and Training

Teacher training

1198. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (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;

Province	(a)	(b)	(c)
Molapo	152	none	31
Kaibos	none	none	none
Algoa	214	37	37
Good Hope	338	none	none
	none	none	none
	147	none	none
	75	none	none
	98	none	none
	136	none	none
	none	none	none

The statistics mentioned in respect of (i) are official statistics as on 3 March 1987.

The statistics mentioned in respect of (ii) should be regarded as preliminary statistics since final figures in connection with supplementary examinations are not yet available.

- (2) (a) R68 145 215  
(b) R88 126 000

The amount mentioned in (a) is a provisional figure since the Department's books for 1987-88 have not yet been settled

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Teacher Training Colleges

Province	(a)	(b)	(c)	(i)	(ii)
Transvaal	none	331	121	none	121
East Rand	557	203	none	203	none
Soweto	67	643	114	64	114
	95	352	35	95	35
	475	100	136	475	100
Mphohadi	none	189	52	none	52
	280	93	none	280	93
Sebokeng	none	419	142	none	142
	371	117	none	371	117
Indumiso	none	551	180	none	180
	606	192	none	606	192
Cape	428	65	74	428	65
	364	none	113	364	none
Kagisanong	459	113	none	459	113
	none	none	44	none	44
Phatsimang	224	44	none	224	44

HOUSE OF ASSEMBLY

Howard

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HOUSE OF ASSEMBLY

1200. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) How many (i) pre-primary, (ii) primary and (iii) secondary schools are there in Khayelitsha, (b) where in Khayelitsha is each of them situated, (c) how many (i) classrooms and (ii) teachers are there at each of these schools and (d) in respect of what date is this information furnished;
- (2) what total number of children in the age categories of (a) 0 to 5 years, (b) 6 to 12 years and (c) 13 to 18 years were (i) resident, and (ii) enrolled in schools, in Khayelitsha as at the above date;
- (3) whether all the children who applied for accommodation in these schools for 1988 were accepted, if not, how many were unable to be accommodated?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) (a) 0  
(ii) 17  
(iii) 3

SCHOOLNAME

SCHOOLNAME	(b)	(c)	(i)	(ii)
PRIMAARY SCHOOLS				
Einxolweni primary school	Vill 2	19	24	19
Eemthun primary school	Block H	18	24	18
Homba primary school	Block D	26	24	26
Injongo primary school	Block C	25	24	25
Khayelitsha No 1 primary school	Block E	28	24	28
Kuhanyile primary school	Vill 3	21	24	21
Lwandle primary school	Block J	24	24	24
Masithandane primary school	Block B	25	24	25
Nolungile primary school	Terrain C	27	24	27
Sobambisana public prim. school	Vill 4	24	24	24
Sokumlandela primary school	Vill 4	25	24	25
Soyisile primary school	Vill 3	24	24	24
Ummangaliso primary school	Vill 4	25	24	25
Vuselela primary school	Terrain C	26	24	26
Vusu Moya primary school	Block E	25	24	25
Vuzamanzi primary school	Terrain C	26	24	26
Yomelela primary school	Vill 3	25	24	25

HOUSE OF ASSEMBLY

Howard

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HOUSE OF ASSEMBLY

SECONDARY SCHOOLS

SCHOOL	(b)	(c)	(i)	(ii)
Malizo	Terrain B	35	24	35
Luhaza secondary school	Vill 1	38	35	38
Masiyile secondary school	Vill 2	31	24	31

(d) Information as on 10 June 1988

- (2) (i) Not available.  
(ii) (a) 1361 (0 - 6 years)  
(b) 7631 (7 - 12 years)  
(c) 4907 (13 - 18 years)

The available statistics only provide information about the age group 6 years and younger

- (3) All the pupils who applied for registration before or on the final official return date of 1988-02-27 were accepted. The return date was repeatedly postponed

Medical University of Southern Africa: applications received/accepted

1201 Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) How many applications by students for admission to the first-year course in the faculties of (a) medicine, (b) dentistry and (c) veterinary science have been (i) received and (ii) accepted at the Medical University of Southern Africa in respect of 1988;
- (2) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

	(i)	(ii)
(1) (a)	3 216	351
(b)	637	76
(c)	104	28

Figures under (i) include applications which do not qualify for admission, viz applicants without a matriculation exemption certificate.

(2) 29 February 1988.

New classrooms

1202. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) (a) How many (i) additional classrooms at existing schools, and (ii) classrooms at

HOUSE OF ASSEMBLY

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new schools, administered by his Department were built in 1987 and (b) how many classrooms in each of these categories were built for (i) pre-primary, (ii) primary and (iii) secondary pupils;

- (2) whether there is a shortage of classrooms for Black pupils at present; if so, (a) what was the shortage in respect of classrooms for (i) pre-primary, (ii) primary and (iii) secondary pupils as at the latest specified date for which figures are available and (b) what is the estimated cost of providing these classrooms?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (1) (a) (i) 610  
(ii) 1 764

- (b) (i) None. (In cases where the bridging period has been instituted, primary classrooms are used.) Pre-primary classrooms are not provided by the Department.  
(ii) 142 classrooms at 11 existing primary schools  
700 classrooms at 28 new primary schools

- (iii) 468 classrooms at 18 existing secondary schools  
1 064 classrooms at 24 new secondary schools

(2) Yes

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

- (ii) 1 084 calculated at 40 pupils per classroom. (global statistical calculations with information as at March 1987.)

- (iii) 2 194 calculated at 35 pupils per classroom. (global statistical calculations with information as at March 1987.)

- (b) Approximately R262 million calculated at 40 and 35 pupils per primary and secondary classroom respectively and approximately R617 million calculated at 35 and 30 pupils in primary and secondary classrooms respectively.

**Black student teachers: bursaries**

1203. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (a) How many bursaries were granted by his Department to Black student teachers in 1988 and (b) what was the total amount granted in that year?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (a) 12 087  
(b) R17 058 000

**Black teachers: employment/qualifications**

1204. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) (a) How many Black teachers were employed by his Department in State (i) primary, (ii) secondary and (iii) high schools in the Republic as at the latest specified date for which figures are available and (b) what was the increase or decrease in numbers for each type of school compared to those as at a date one year earlier;

- (2) what percentage of such teachers is in possession of (a) university degree, (b) teaching diploma, (c) matriculation certificate and (d) junior certificate?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

- (1) (a) (i) 38 133  
(ii) 11 371

- (iii) Teachers included in secondary schools.

- (b) The increase from 1986 to 1987 was:

- (i) 1 196  
(ii) 991

- (iii) Numbers included in secondary schools.

- (2) (a) 3,01%

- (b) 83,75%

- (c) 50,55% (included are the 3,01% graduates)

- (d) 49,45% (Junior certificate or lower) Information as on the first Tuesday of March 1987

**Farm schools for Blacks established/closed**  
1205. Mr K M ANDREW asked the Minister of Education and Development Aid:

- How many farm schools for Blacks were (a) established and (b) closed in each specified departmental region during the latest specified 12-month period for which information is available?

**The MINISTER OF EDUCATION AND DEVELOPMENT AID:**

Region	(a) Established	(b) Closed
Northern Transvaal	54	6
Highveld	18	3
Johannesburg	0	0
Orange-Vaal	57	13
Orange Free State	26	10
Natal	34	9
Cape	20	8
TOTAL	209	49

Information as on 31 December 1987.

**Western Cape: Black housing schemes**

1209. Mr K M ANDREW asked the Minister of Constitutional Development and Planning:

- (1) How many housing schemes for Blacks are at present being developed in the western Cape by the (a) State and (b) private sector;  
(2) (a) when (i) was each of these schemes initiated and (ii) is it anticipated that each of them will be completed and (b) how many housing units are involved in each case;  
(3) whether any housing schemes for lower-income groups are under construction in the Western Cape; if so, (a) (i) how many and (ii) how many units are involved in each case and (b) in respect of what date is this information furnished?

**The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:**

This matter vests in the Administrator of the Cape Province and he furnished the following information:

- (1) (a) 6  
(b) 13

(2)

Location	(a) (i)	(a) (ii)	(b)
Khayelisha	4a + 4b	—	857
Town 2	4c (site+service)	—	1 590
	Village 3	—	4 450
Gumtree	—	—	750
Jonkersdam	—	—	619
Guguletu	Erf 258, 259+264	—	246
	B1	—	75
	Erf 408	—	54
Old Cross Rd	Phase 1	—	1 116
	Phase 1(b)	—	90
Langa	C3 Phase 2	—	238
Mhileni	—	—	288
George	(self-built)	—	255
Beaufort-West	(self-built)	—	40
Paarl Mbekweni	—	—	465
	—	—	50
	—	—	289

- (3) Yes (a) (i) 5  
+ 3 (Self-built) 7 451  
(a) (ii) 790 (Self-built)

- (b) 16 May 1988

*Attwood*

(2) whether it is the intention of the Government to release Nelson Mandela on this basis; if so, when; if not, why not?

The MINISTER OF JUSTICE:  
(1) and (2)

The release policy which applies with regard to prisoners in general is also applicable to prisoners who were sentenced for offences against the security of the State. This release policy has a scientific basis in which criminological and penological principles were duly taken into account. Considering factors such as inter alia the arms with which the sentence was imposed, interests of the community and the State, the nature of the crime and the motive underlying it, the length of the sentence and time served, previous criminal record if any, the prisoner's reaction to the sentence imposed and the overall personality and predisposition of the prisoner himself, it follows that the renunciation of violence could, like any other single positive factor, contribute to a positive prognosis, but cannot be the determining factor in its own right.

In considering each individual case, the State has to be guided by the relevant advisory bodies instituted by law.

It is not possible to speculate upon the possible release of individual prisoners. The honourable member is also referred to the State President's speech in this House on 13 August 1987 as published in the Hansard, column 3758 - 3760

**Loss of teachers**

1079. Mr R M BURROWS asked the Minister of Education and Development Aid:

How many (a) permanent and (b) temporary teachers did his Department lose in each region in 1986 and 1987, respectively, (i) on account of (aa) marriage, (bb) retirement, (cc) ill health, (dd) termination of service, (ee)

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
WALMIER	19	2	122	112	15	23	214	89	757	—
KABEGA PARK	22	17	236	174	29	69	299	109	693	—
NEW LAW COURTS	8	9	87	217	11	120	382	133	557	1
LOUISLE GRANGE SO	6	8	74	236	18	86	644	236	1019	—
H F VERWOERD AIRPORT	—	—	—	1	—	—	8	3	—	—
SETLAAR	3	4	54	145	12	64	159	114	279	1

death, (ff) the acceptance of non-teaching posts and (gg) further study and (ii) for other reasons?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

This Department does not function according to provincial borders, but is divided into seven regions. Information required is not kept according to regions, but is given in total for the Department

	1986	1987
(a) (i) (aa)	0	0
(bb)	179	157
(cc)	11	12
(dd)	1416	1585
(ee)	170	217
(ff)	0	0
(gg)	222	31
(b) (i) (aa)	0	0
(bb)	0	0
(cc)	12	18
(dd)	2003	3269
(ee)	38	43
(ff)	0	0
(gg)	35	41

(a) and (b)(ii) No statistics are kept.

**Port Elizabeth: offences**

1086. Mr D J N MALCOMESS asked the Minister of Law and Order:

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) malicious damage to property, (i) housebreaking with intent to steal and theft and (j) possession of drugs were reported at each specified police station in the Port Elizabeth police district in 1987?

The MINISTER OF LAW AND ORDER

*Attwood*

**Uitenhage: offences**

1087. Mr D J N MALCOMESS asked the Minister of Law and Order:

How many cases of (a) murder, (b) culpable homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h)

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
UITENHAGE	121	48	1153	1167	170	291	222	438	117	4
WOLWEFONTEIN	0	3	13	17	1	0	1	3	15	0
UADDO	6	2	40	32	9	3	8	11	51	0
DESPATCH	13	7	154	162	29	38	60	94	189	0
HANKEY	15	5	94	63	19	12	27	37	96	0
HUMANSDORP	13	8	144	57	16	15	27	39	246	0
JEFFREYS BAY	6	5	33	31	6	5	4	1	38	0
KAREEDOUW	2	0	46	186	27	15	23	42	117	0
KIRKWOOD	13	9	197	48	5	5	5	16	73	0
PATENSIE	5	1	85	25	10	6	11	23	58	0
STORMS RIVER	7	10	72	25	10	6	11	23	58	0
KAMASH	3	1	43	39	2	6	1	12	10	0

malicious damage to property, (i) housebreaking with intent to steal and theft and (j) possession of drugs were reported at each specified police station in Uitenhage police district in 1987?

The MINISTER OF LAW AND ORDER:

Stellenbosch: squatters' shacks demolished  
1094. Mr A GERBER asked the Minister of Constitutional Development and Planning:

How many squatters' shacks were demolished by the Stellenbosch staff of the Western Cape Regional Services Board in each month of 1987?

None.

**Offences against security of State**

1095. Mrs H SUZMAN asked the Minister of Justice:

Whether he will furnish the names of persons currently serving sentences for offences against the security of the State: if not, why not, if so, (a) what are their names, (b) (i) when was each such person sentenced and (ii) for how long in each case and (c) in respect of what date is the information furnished?

The MINISTER OF JUSTICE

The prisoners are serving sentences of imprisonment after having been tried, convicted and sentenced by courts of law. The details of each trial, including the names of the accused are matters of public record. I am not prepared,

after some time has now passed, to publish particulars of people and their criminal records unless good reasons exist why it is necessary to do so in the public interest.

The honourable member is also referred to my replies to Question No 346 on 4 March 1988 as well as No 464 on 16 March 1988.

**Farm/Other schools: medium of instruction**

1105. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) How many (a) primary farm schools and (b) other (i) primary and (ii) secondary schools in each departmental region of his Department are using (aa) English and (bb) Afrikaans as their medium of instruction;

(2) on what basis is it decided which medium of instruction will be used in (a) primary farm schools and (b) other (i) primary and (ii) secondary schools?

The MINISTER OF EDUCATION AND DEVELOPMENT AID.

	(1)	Region (aa)	English	(a) (b)(i)	(ii)
N TV1	653	230	63		
Highveld	471	213	67		
Johannesburg	1	166	62		

# Only Xhosa teachers should teach Xhosa

From ZANEMVULA ZOTWANA (Rondebosch):

AFTER reading the article on Xhosa Third Language in Matric Matters, I was prompted to share with your readers some of the observations I have made about the teaching of Xhosa at the white schools and also to provoke a debate on an issue I feel is not receiving the attention it deserves.

I was not surprised to see the many language and grammar mistakes in the article you published. Having done some research on the history of the teaching of Xhosa at the White schools, the training of teachers of Xhosa, the syllabus content and the material used at the schools, I am sometimes tempted to conclude that the white communities know little or nothing at all about what is going on with the teaching of Xhosa at their schools or that they are just indifferent. Otherwise it is difficult to understand how some of the things I have observed are not questioned.

## A step forward

Surveys show that many white parents would like their children to be taught African languages. Already there is talk of making the teaching of these languages compulsory at all schools. Such a move would be a step forward — and is long overdue anyway.

There are areas which need urgent attention if the exercise is to achieve its stated objectives.

i) The syllabus used at secondary schools contains very many serious language mistakes.

ii) Books used in Stds 8, 9 and 10 — because they are based on this syllabus — also contain many serious language mistakes. The examination question papers also contain these mistakes because they are based on these books.

The result is that teachers have to teach these incorrect things because students are obviously expected to know them, if they are in the books and examination papers.

Thus a teacher who is aware of these has

to teach the pupils the correct things but tell them to know also the incorrect ones for the purposes of examination.

A more serious problem with the books is the manner in which the examples used therein project the black person and life in the township, as well as the way in which they are biased towards a particular ideology.

iii) Many teachers are underprepared for the task of teaching Xhosa for communication purposes and many I have talked are not shy to talk about their limitations and blame it on the kind of training they got.

It is perhaps for this reason that they do not question the points I have raised.

## Very unhappy

Government schools are not open to teachers who are mother-tongue speakers of Xhosa and mother-tongue speakers of Xhosa employed in private schools are frustrated by having to teach incorrect language because pupils are examined on it.

They are also irritated by some of the things said about black people (Xhosas) in the books they teach and by some of the ideological biases that are manifest in the examples used in these books.

Black parents whose children do Xhosa at white schools are very unhappy about the wrong language their children are taught.

It would seem that, until these problems are addressed and mother-tongue speakers of African languages are trained for second language teaching of African languages and allowed to take up employment as teachers of Xhosa at the White schools, the government can forget about making the teaching of Xhosa compulsory at the white schools. It is a sad thing to say, but it is very true.

I know that this letter will irritate some people, but I trust that it will also provoke those concerned to address these problems.

They owe it to the learners and the community. Departments of African Languages and Education at universities also owe it to the community to address these problems.



Mr De Klerk

## R10,6bn set aside for SA <sup>off the top's</sup> <sub>(50)</sub> SA <sub>21/6/88</sub> education

### Political Staff

THE government will spend R9,2 billion on education outside the four independent homelands during the current financial year, the Minister of National Education, Mr F W de Klerk, said yesterday.

Of this, R4,1bn (45,1%) will be spent on white education, he said in reply to a question from Mr Ken Andrew (PFP, Gardens).

Mr De Klerk said R1,4bn (15,6%) will be spent on coloured education, R578,5m (6,3%) on Indian education and R3,04bn (33,1%) on black education.

The black education was composed of R1,7bn for education in outside the homelands and R1,4bn on education in the six self-governing territories.

Mr De Klerk also said in reply to another question by Mr Andrew that the percentage increase on white education was 34,18% and 51,34% on black education.

# Free schooling for whites will end, parents told

PRETORIA — Free schooling for white children was on the way out, sources said yesterday.

They said government weighed down by heavy costs of expanding black education, as well as spiralling security costs, was unable any longer to carry the full financial burden of white education.

At the weekend, Education and Culture superintendent-general J D V Terblanche told the annual meeting of the Transvaal Afrikaans Parents Association that a variety

GERALD REILLY

of factors, limited economic growth, recession, inflation, and the struggle against boycotts and terrorism had resulted in a scarcity of funds — and education was feeling the pinch.

For this reason it had been decided, in principle, that in future the parent community would have to contribute to the further extension of education. Education and Culture Minister

Piet Klase has already said a compulsory fee system was being investigated.

The sources said the issue of compulsory fee-paying had been simmering, ever since the Transvaal Provincial Council, in an emergency sitting some years ago, amended the Education Ordinance to provide for that.

However, teachers' associations — including the Transvaal Teachers Association — had stressed if the system was introduced, they

would refuse to act as "tax collectors".

Departments will have to make other arrangements for the collection of fees.

Another controversial issue was the distribution and spending of the fees collected. The original proposal was that fees would go into a general pool.

Parents' associations, however, said fees collected from a specific school should be used exclusively for the benefit of that school.

(50) Star

# Anglo gave R4,9 m in grants

By Sven Forssman

The Anglo American and De Beers Chairman's Fund and Educational Trust made a total of 1 024 grants, valued at R49 million, during the 1987 financial year, De Beers' directors said in their centenary annual report.

The report says the company is also a substantial contributor to the Urban Foundation, established by a number of South African business concerns in 1976 with the aim of improving the quality of life in black urban communities and facilitating and promoting peaceful change in South Africa.

The directors said these funds continued to support a wide range of projects with a little less than 80 per cent of the expenditure spent on education, primarily to redress the imbalance between black and white education systems.

Major projects embarked upon in 1987 included a R15 million technical college at Atteridgeville, west of Pretoria, and a residence for 200 students at the Peninsula Technikon, Cape Town, which was built at a cost of R5,1 million.

A further grant of R1 million was made to the National African Federated Chamber of Commerce for a students' hostel at Soshanguve.



EDUCATION - GENERAL

JULY - DECEMBER

1988

The man then locked the first two

50  
3d/7/88

# Gang violence leaves pupils in dire plight

A NEW Crossroads pupil has made a desperate plea to the African Scholar's Fund for a bursary to go to another school because gang violence — which has killed four youths — has forced him to quit his classes.

The Standard 9 pupil — who asked not to be named for fear of reprisals — said he wanted to finish school as soon as possible so that he could go on to study law. Gang violence, which has caused widespread absenteeism, has prevented him for attending classes for over three weeks.

Fighting began early this month when members of the "Ntsaras", a Nyanga East gang, scaled the gates of a New Crossroads School, burst into a classroom and "chopped" a pupil on the arm with a panga.

Since then fighting between the "Ntsaras" and the "Bad Boys" of New Crossroads has left at least four pupils dead and scores injured.

The African Scholar's Fund yesterday confirmed that it had received a "tragic" letter from the pupil's mother in which she described her son's battle to complete his education.

The mother said that fighting between New Crossroads "children" and Nyanga "children" had prevented her son from attending school. "They kill each other," she wrote.

According to her, Nyanga East gangsters stormed classrooms in Crossroads whenever the police were not in the vicinity.

And pupils who attended school in Crossroads — but lived in Nyanga East — were forced to take taxi's to school, because it was not safe to walk there or back.

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Library D

## Africana (50)

### books to be 5 + 21 71 88 auctioned

Major works from several large private libraries will be auctioned by Stephen Welz and Sotheby's in Johannesburg next month.

The auction includes rare early Africana from the library of Dr Anna Smith, former city librarian and director of the Africana Museum.

The first book in Afrikaans, "Zamenspraak Tusschen Klaas Waarzegger en Jan Twyfelaar", published in 1879, and the first play in Afrikaans to be published and produced, D F du Toit's "Margrita Prinslo", are on sale.

The rarest book in Dr Smith's library is believed to be Giovanni Botero's "Le Relationi Universali", published in Venice in the 17th century. The book is expected to be sold for between R2 500 and R4 000.

The first portion of the sale is to be held on August 2 and 3. — Sapa.

## Teaching children to read at home

1977-78  
Education Reporter **SO**

A home reading programme to help children who struggle with reading and writing has been launched by the Rebecca Ostrowiak School of Reading.

Designed for people who have no teaching experience, the programme consists of teaching guides and books for reading.

The school says it will enable parents of children with learning difficulties to teach their children to read and write at home in their own time.

# '86 arson damage still unrepaired at Guguletu schools

Staff Reporter

THE education of hundreds of pupils at three Guguletu schools is being severely hampered because classrooms damaged by arsonists two years ago have still not been repaired.

Classrooms at Vukukhanye Higher Primary, Fezeka High and ID Mkize — with a total enrolment of about 3 000 pupils — were damaged in June 1986.

At the 600-pupil Vukukhanye six classrooms are not being used because they are dilapidated. Some have holes in the roofs. Most have broken windows and doors and there is soot on the walls.

Pupils and teachers said the Department of Education and Training had repeatedly promised to repair the damage, but nothing had been done.

Even the 10 classrooms they used were in a poor condition.

Said a teacher: "It is very cold

because there are many broken windows. We have to stuff cardboard and paper into the holes to keep the classrooms warm.

"On rainy days pupils have to move into other classrooms. This leads to overcrowding, but at least the tuition continues."

Discomfort is compounded because the school has no electricity or other form of heating.

The teacher added: "The lack of electric lights delayed the June examinations. We finished the examinations very late because we had to start when the sun was bright enough for the pupils to read what was on the board."

One teacher said attendance dwindled on cold days. "It is difficult to blame the pupils. The classrooms are very cold and it is difficult to do something constructive in such circumstances."

These complaints are echoed at Fezeka High and ID Mkize. At Fezeka, which has about 1 550 pupils, two of six damaged class-

rooms have not been repaired and pupils have complained that rain seeps into their classrooms from an adjoining room that has no roof.

"On windy days it is difficult to hear the teacher properly because of the clattering of the corrugated-iron roof dangling from the roof of the damaged classroom," said a Standard 8 pupil.

At ID Mkize about 200 Standard 6 and 7 pupils are attending classes in a laboratory, while two classrooms are unusable because of broken windows. The ceiling of one has caved in and burnt desks litter the floor.

Mr Job Schoeman, public relations officer for the DET, said: "We have a national plan for erecting classrooms. We cannot simply use funds earmarked for another community to repair the classrooms."

Responding to pupils' complaints, Mr Schoeman said: "Previously they had the facilities. Why did they destroy them?"

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# Soweto school boycott ends

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*(Handwritten initials)* 17/7/88

By SIBUSISO MABASO

THERE was uncertainty in Soweto on Wednesday morning as thousands of pupils, most of them not in uniform, returned to schools as the seven-day school boycott ended.

Parts of the township

## Uncertainty marks return

were tense as groups of youths gathered around bus terminuses and schools.

In some areas, there was

a heavy SADF and security police presence, particularly in Pimville and Emdeni, where troops patrolled the streets near

schools.

Many children milled around in the streets of most Soweto townships, uncertain whether they should go to school, although there were no signs of pupils having been forced off school premises or stopped on their way to school.

But a snap survey among pupils this week revealed that most were anxious to return to classes to prepare for their end-of-year examinations.

The school boycott was sparked off by the alleged detention of several pupils in May.

DET liaison officer in Pretoria, Job Schoeman, said the department had been informed by the Johannesburg circuit that the school situation in Soweto was back to normal.

He said his department was concerned about the time wasted during the seven-day boycott.

"Students will have to work very hard to recover the number of days they wasted. We would not like to see another high failure rate," said Schoeman.

REPUBLIEK  
VAN  
SUID-AFRIKA



REPUBLIC  
OF  
SOUTH AFRICA

# Staatskoerant Government Gazette

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Vol. 277

PRETORIA, 29 JULIE  
JULY 1988

No. 11435

## PROKLAMASIES

van die

*Staatspresident van die Republiek van Suid-Afrika*

No. 122, 1988

WET OP DIENSVOORWAARDES VIR DIE SUID-AFRIKAANSE VERVOERDIENSTE, 1988 (WET 41 VAN 1988)

Kragtens die bevoegdheid my verleen by artikel 28 van die Wet op Diensvoorwaardes vir die Suid-Afrikaanse Vervoerdienste, 1988 (Wet 41 van 1988), bepaal ek 1 Augustus 1988 as die datum waarop genoemde Wet in werking tree.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vyftiende dag van Julie Eenduisend Negehoenderd Agt-en-tagtig.

P. W. BOTHA,  
Staatspresident.

Op las van die Staatspresident-in-Kabinet:

E. V.D. M. LOUW,  
Minister van die Kabinet.

No. 123, 1988

WYSIGINGSWET OP ONDERWYSWETGEWING (ONDERWYS EN OPLEIDING), 1988 (WET 31 VAN 1988)

Kragtens die bevoegdheid my verleen by artikel 20 van die Wysigingswet op Onderwyswetgewing (Onderwys en Opleiding), 1988, bepaal ek 1 Augustus 1988 as die datum waarop genoemde Wet, uitgesonderd artikels 11 (b) en 18 (a) daarvan, in werking tree.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vyftiende dag van Julie Eenduisend Negehoenderd Agt-en-tagtig.

P. W. BOTHA,  
Staatspresident.

Op las van die Staatspresident-in-Kabinet:

G. VAN N. VILJOEN,  
Minister van die Kabinet.

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## PROCLAMATIONS

by the

*State President of the Republic of South Africa*

No. 122, 1988

SOUTH AFRICAN TRANSPORT SERVICES CONDITIONS OF SERVICE ACT, 1988 (ACT 41 OF 1988)

By virtue of the powers vested in me by section 28 of the South African Transport Services Conditions of Service Act, 1988 (Act 41 of 1988), I fix 1 August 1988 as the date on which the said Act shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town on this Fifteenth day of July, One thousand Nine hundred and Eighty-eight.

P. W. BOTHA,  
State President.

By Order of the State President-in-Cabinet:

E. V.D. M. LOUW,  
Minister of the Cabinet.

No. 123, 1988

EDUCATION LAWS (EDUCATION AND TRAINING) AMENDMENT ACT, 1988 (ACT 31 OF 1988)

By virtue of the powers vested in me by section 20 of the Education Laws (Education and Training) Amendment Act, 1988, I fix 1 August 1988 as the date on which the said Act, excluding sections 11 (b) and 18 (a) thereof, shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Fifteenth day of July, One thousand Nine hundred and Eighty-eight.

P. W. BOTHA,  
State President.

By Order of the State President-in-Cabinet:

G. VAN N. VILJOEN,  
Minister of the Cabinet.

11435—1

# School aims to reach the wider community

By Claire Robertson,  
Pretoria Bureau

When the school day is over, and the day-scholars have gone home, when the boarders are out on the rugby field or studying, a second school day begins at St Alban's College in Pretoria.

Putco buses and township taxis pull up near the private boys' school in an affluent eastern suburb to deposit their load of scholars from Mamelodi and Atteridgeville, or, in summer, younger children from Tembisa, there for extra lessons in a variety of subjects or to hone their cricket skills.

The children are the visible sign of Outreach, a unique programme aimed at sharing the facilities and human resources of the school with its wider community.

The less tangible side of the programme — which embraces all aspects of education from fulltime scholars through teacher upgrading to an adult literacy programme run by the boys themselves — is expressed by one of its products, 17-year-old prefect Graham Kubheka of Soshanguve, who speaks of a "unique atmosphere" where "everyone is happy".

Graham is the recipient of the Sunday Star bursary, one of 50 full or partial bursaries given by a variety of firms to enable less privileged pupils to study at St Alban's.

An outgoing, relaxed young man, Graham has still to decide between studying optometry and social sciences when he matriculates this year.

Fellow matric pupil Peter Moja of Garankuwa wants to be a doctor when he leaves school. Now an articulate, quietly confident 18-year-old, Peter joined the school in Form 1 as a "very nervous" 13-year-old.

"It was very difficult in the beginning. I did very badly in the first tests," he said.

Yesterday, Peter was keener to discuss his enthusiasm for the school's computer facilities — "where R30 000 worth of equipment was won by pupils in olympiads", Graham chips in.

Many private schools on the Reef are proud to admit black pupils, but St Alban's differs in that it also responds to the community outside — those children who do not win bursaries, who cannot afford to study there.

This crossing of the boundary has eased the lot of the black students studying fulltime at St Alban's, says Peter.



Lighter moment . . . Michael Mokotong (left) and Ethelbelt Mahlangu relax with headmaster Mr Ronnie Rood.

## Less privileged given a chance at St Alban's

"Many of my friends envy me. There is a kind of uneasiness with them. But with Outreach there is less of that feeling. Before, we were secluded, the 'special children'. Outreach has changed that."

Doing so was no less than the school's duty, says Mr Don MacRobert, chairman of St Alban's management committee. "We are a church school. It is part of the Christian ethic to serve the disadvantaged."

This was echoed by the De Lange report on education when it called upon schools to put their facilities to greater use.

But admitting black scholars, and busing others in for extra lessons, can only accommodate

so many pupils, besides running the risk of being accused of having the community come to St Alban's rather than reaching out to the community.

So the college liaises constantly with community education bodies, and in its third year Outreach has set up Campus 2 in Mamelodi, Campus 3 in Mamelodi West, and has plans for campuses 4 and 5 in Soweto and Umlazi, near Durban, providing an "academic support programme for children in that vital stage of education in the transition from the vernacular to English," says senior master and Outreach co-ordinator Mr John Boje.

"These other campuses would

not be possible without the support we get from commerce and industry," says Mr MacRobert, pointing out that the school does not accept Government grants.

St Alban's needs not only financial support, but would like to see its programme spread to other schools.

Sheltered by a range of koppies, surrounded by playing fields, St Alban's looks every inch the elite private boys' college.

But, in the words of its "school video", this is one private school that is determined not to be "a time-warped anachronism; an Eton-like enigma" on African soil.



8/18/89 14/7/88 (50)

**P**RIVATE schools have to define their roles, particularly in times of major social change. They must do this while jealously guarding their autonomy as individual schools, yet at the same time being involved collectively in the process towards an education system that will be democratic, non-racial, equitable and serve a common purpose for all South Africans.

To do this, very clear procedures of communication will be required — not only within the private school movement but also between the schools and all other parties in the debate.

A central issue is on the nature of democracy. As T S Elliot wrote 50 years ago: If anybody ever attacked democracy one might discover what the word meant. There is wide agreement that post-apartheid SA should be democratic but equally wide divergence on what that means.

**T**he matter is of great importance to private schools, which are creatures of free societies. The democracies of Europe have constitutional safeguards of freedom and choice in education, and these are also contained in the Declaration of Human Rights that most countries have signed. There is protection in law for the individual and for his organisations.

Where there is relatively easy access to private schools they give families dignity in an important area of parental decision. Funding and subsidies are a key in this. By contrast, a state monopoly in education embodies the injustices of locking into itself the underdog that cannot escape.

In many societies there is a third sector — neither public nor private — which plays an important role in

# The challenges facing private schools in SA

## MARK HENNING, Headmaster of St Sithians College, takes up a new position next year as national director of the Association of Private Schools

social, cultural and economic affairs. Through its institutions, citizens are brought into the world, educated, entertained and ever buried. This sector consists of voluntary, non-profit organisations typical of free countries. The private schools of the Association of Private Schools are a third sector in this sense.

In our mixed system of State and private education there is an increasing pressure for both fiscal and regulatory change. Key matters — such as funding, teacher qualifications, curriculum, certification and admission practices — are involved. The debate must include questions on the balance the government should try to achieve between private and public schooling and on what difference between state and private schooling should be promoted or prohibited. Behind these questions lie even

more philosophical ones on the nature of the state and its relationship to individual citizens. The issue concerns the authority of the state and the freedom of the individual, and the constant tension between the two.

**A**t a less profound level, matters include parental choice; diversity of schooling in a plural society; the search for social unity; and the quality of education. These are of great importance to parents.

In a totalitarian society, authority is over-riding, exclusive and supreme. In free societies there are other communities of loyalty, from family to voluntary association, which link sensibly with the state. The great historical problem of gov-

ernment is how to prevent the strongest power from becoming in education as well.

The 1981 Investigation into Education in SA recommended that:

- Private schools should have a large measure of freedom of choice and association within the bounds of broad national policy;
- Arrangements should be made for private schools to have access to specialist and supportive services; and
- Private schools should be accepted as an important innovative factor in educational provision.

In the process of change, the interactions between institutions and the propagation of ideas are of great importance. Private schools need to organise themselves to influence policy-makers on both specific and general issues.

They must be seen as being valuable and worthwhile and they must demonstrate the inter-relationship of quality, standards and parental choice. Consensus on how to do this will not be easy to achieve in schools proud of their independence and in competition with each other. They need a focus and a continuing reassurance of identity and values. Essential steps will be the setting up of internal debates and of an informative service.

There are other major areas that need to be addressed. Private schools have introduced many innovations as they strive to remain relevant in a changing SA. Many of these involve outreach programmes, and experience gained in these must be shared with other schools.

Changes in education through technological developments have been slow, but they are gathering pace as effectiveness increases and as costs come down while those in traditional structures escalate.

**T**here is no doubt that in the relatively near future there will be major changes in educational practice. These will have profound implications for private schools, for which information on trends will be vital. There are changes, too, in examining and certification, where a watching brief for private school interests needs to be kept.

Labour relations issues, tax matters and in-service training are other areas in which the combined wisdoms within the private school community must be harnessed.

The schools themselves have always addressed these issues and must continue to do so. However, governors and heads do not have the time to give adequate attention to all the questions, and the new APS structure is aimed at allowing them to give commitment to these vitally important concerns.

# Amid the tension . . . Some pictures of hope

New book illustrates goodwill among races

By Winnie Graham

A top Johannesburg businessman, Mr Avroy Shlain, has sponsored the publication of a book of photographs featuring South Africans of all races working, playing and mixing together.

The book is being sold in aid of REALI, an organisation devoted to improving literacy among South Africans.

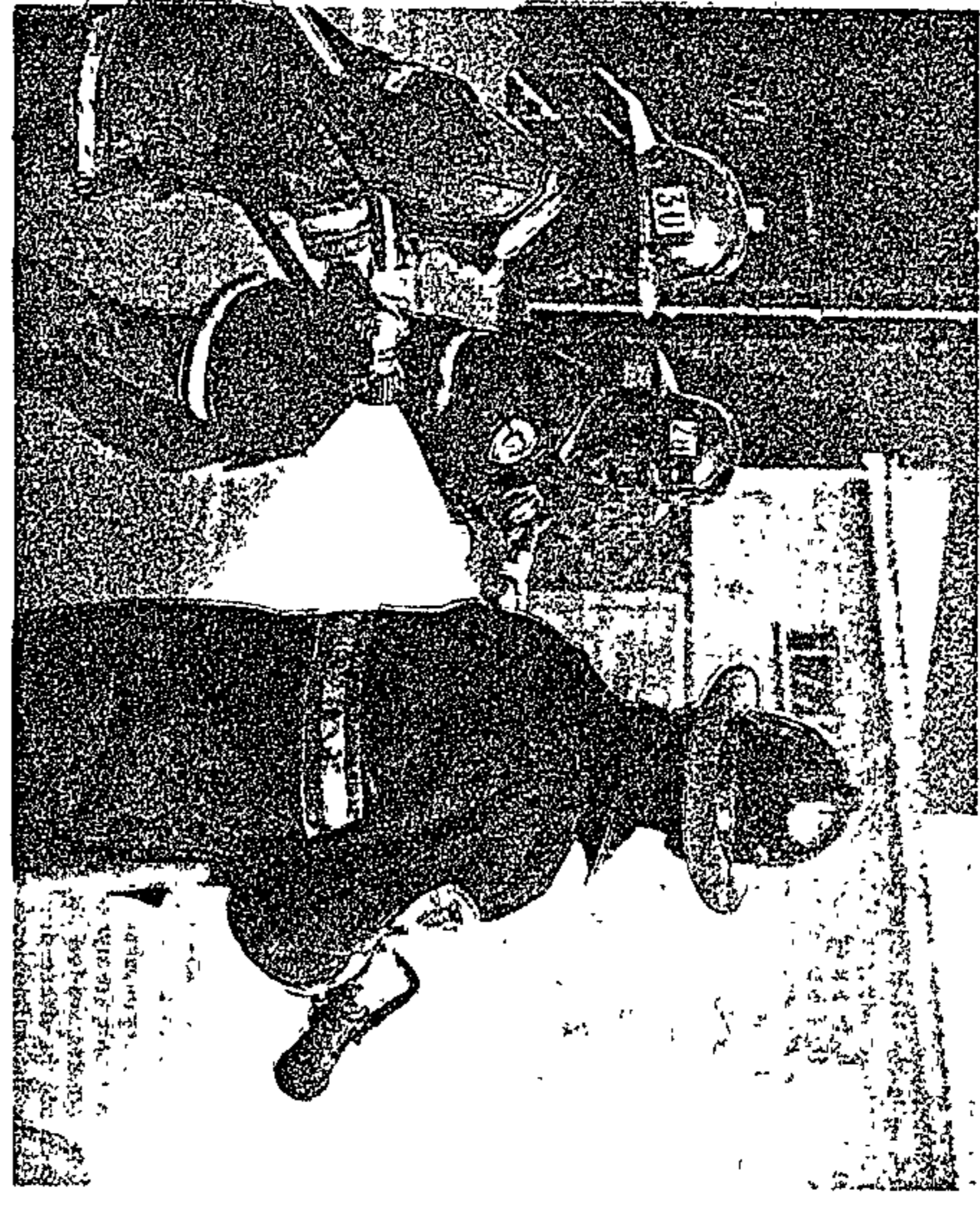
In the introduction, Mr Shlain says the book "Pictures of Hope" sets out to capture people working together, eating together, helping each other, learning together and being entertained together. It wants to show that people have no fear of each other, that they do not dislike one another.

The book, compiled from hundreds of pictures and stories submitted by people throughout South Africa, was published because Mr Shlain wants to counter the adverse impression created by sections of the international media "hungry" for blood and eager to record the demise of the white tribe of Africa.

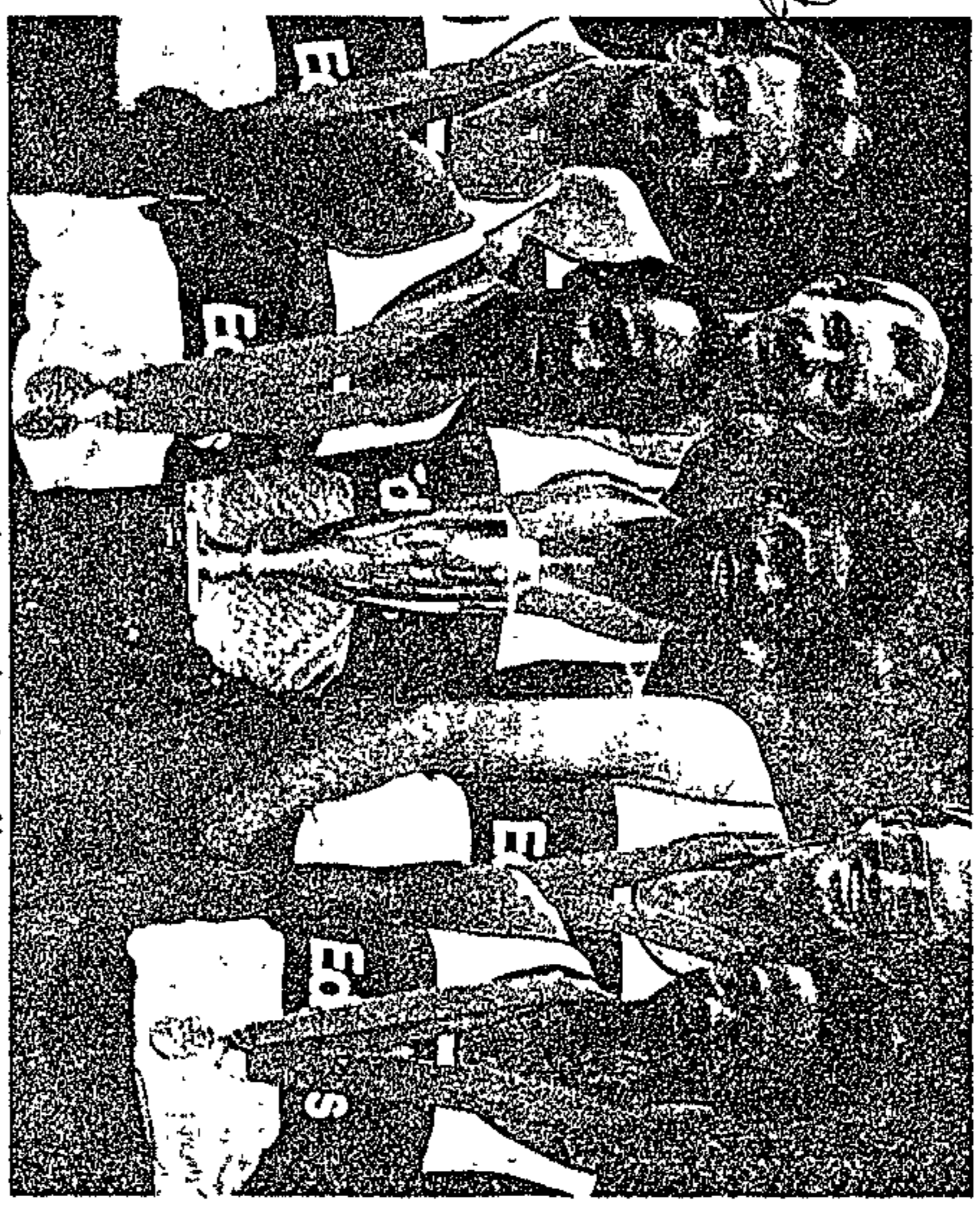
They do not show, he writes, the ordinary people who just wish the tension will end so they can continue with their lives.

Too little is being done to promote the truth about South Africa, he says.

He writes: "The people of this land want peace. They want to live their lives together in harmony. They do it now, despite the tensions and pressures under which we all live. Even now, there is a vast amount of goodwill . . ."



Joint effort to put out the flames . . .



Teaming up together . . . another picture of hope.

## EDUCATION

### Playtime is over

With a little imagination, SA could lead the world in using technology as an effective tool for teaching schoolchildren. In doing so, it would go a long way towards solving the growing education crisis.

Two things that are needed to make this happen, says Business Equipment Association (BEA) executive director Les Wood, are cohesive policy and financial commitment from the State.

Typical of the innovation he envisages is the possible piggybacking of education applications on the Post Office's (PO) under-



Les Wood . . . wants State to spend R100m now

utilised Beltel videotext service. Such an exercise would benefit education, the PO and manufacturers of low-cost videotext terminals.

The BEA has established a working group to promote a general awareness of the benefits of using appropriate technology in education and expects to spend R120 000 on the first phase of its campaign. To date, four companies have committed themselves to the project — ISM, ICL, Tedelex and Softcover Software — and he believes that at least another four will be joining soon.

"The companies which have come in have jointly agreed to invest in a programme to create increasing awareness of the potential for technology in education and they are not just talking about computers, but any technology from broadcast to the use of networked and stand-alone interactive teaching media," says Wood.

He quickly knocks on the head any idea that the companies have joined the group solely for gain. "The pecuniary advantages, if there are any, will be long term. The companies realised that unless someone makes an investment now, we won't see any real progress this century."

Wood believes that a State investment now of about R100m and the establishment of a government working group to investigate the hardware and software needs and how to go about implementing the use of technology for the benefit of education could see tangible benefits emerge within five years.

The main aim of the BEA's campaign, due to be launched in September, is to assist government and education authorities in recognising the potential which exists for overcoming an otherwise almost insurmountable problem. The organisers hope to make schools, parents and the public more conversant with educational technology.

"As an employing industry we are concerned about the output of the education system and we believe the education crisis is growing more serious. This is borne out by all kinds of research, which always produces shortfall statistics with lots of naughts on the end. We are worried, too, about the quality of many existing teachers and believe the only way out of the mess is to increasingly develop and use technology for education. That, in the case of computers, means using computers to teach children rather than teaching children about computers.

"Some of the blame for lack of impetus rests with the information technology industry," he notes. "There is a great deal of selfishness and the industry itself is responsible for some of the confusion which exists in educational circles," he says.

While critical of companies which make claims that cannot be substantiated, he says "I am less concerned about pointing fingers than I am about establishing a national forum into which industry energies, educational energies and State energies can be channelled in order to find solutions to the education crisis. If this happens, I believe we can make tremendous strides."

Handwritten initials: "PBN" and "SO" in circles.

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# Study aid series launched

A LEADING book supplier, together with experts in the field of education, have launched a comprehensive series of study guides to help Std 10 pupils.

A spokesman said the guides would help the pupils cope with academic demands and enable them to master subjects with ease without having to pay for extra lessons.

"We are aware that pressure is on and pupils all over the country are preparing for end-of-the-

year examinations. Apart from the guides, there are also selected booklets available for Std 8 pupils," he said.

The handy booklets come in three categories, the Unibook/Edison's Mastering series, the Damelin Highlight series and the Q-Papers.

## Languages

The Unibook/Edison's series covers most senior certificate subjects such as mathematics, accounting, biology, physical science, history and geography. They are available in both official languages except for economics which is available only in English.

These booklets include invaluable summaries as well as short and long questions and answers. They will save pupils a lot of time and enable them to get right down to the nitty-gritty.

For the first time in the

history of Damelin College they have made their notes available to the public. Their series cover a wide variety of subjects and includes study guides for most setbooks prescribed in South African schools.

The Q-Papers feature last year's examination papers from the various education departments in South Africa. These booklets also feature possible solutions to the examination questions. The papers are bilingual.

## Science

For Std 9 and 10 physical science pupils, a book by Bowden is available. Checkers stores are the exclusive stockists of the new range of study guides.

For further information contact Adele Gouws or Anne Raubenheimer at (011) 28-1028 extension 2279 or 2239.

# Nonracial education can end apartheid

Deane Yates - director of the New Era Schools Trust - argues for an end to tokenism in private schools. Uthongathi opened in Natal last year. Phuting opens in the Transvaal next year.



Whether we like it or not, it is certain that the balance and proportions of the different groups in our South African society are changing significantly in a way over which we have no effective control.

By 2000, we are told, 78 percent of the population will be black. In 2020 out of every 40 schooling children, 33 will be black. There is no increase in the white birth rate: Thus in 2000, 1 percent of the population will be white. In 2020, 3.5 schooling children out of every 40 will be white.

A generation ago all managerial and executive control in the workplace was the prerogative of whites.

But now black people are increasingly sharing these responsibilities with their white counterparts, not because the latter necessarily regard it as desirable but rather as an inevitable necessity.

If our economy is to stay together, let alone to burgeon and develop, more and more black people must share the driving seat because the country

has run out of white people. The alternative would presumably be a banana republic.

It is circumstances like these that the role and function of education becomes decisively important. How will we educate and train our manpower properly for the future?

The solution by the present government, which it is making a great effort to implement, is to spend a huge sum of money on building a system of education which is "separate, but equal".

From nursery school to high school or even to university graduation an intelligent black pupil will be immersed with his own peers in his own culture and in his own environment.

He may even graduate with distinction in his "equal" education. But when the time comes for him to take charge in the workplace, he will not have been properly trained to do so, for he will be neither prepared nor adequately psychologically to take charge of those of another group.

The overwhelming majority, especially among

the black people, do not want separate education. For them it is a visible sign of the apartheid system on which they have turned their backs.

They want nothing less than "equalisation".

The demand therefore for nonracial instead of separate education is growing significantly as the months go by.

Only in the private schools is there some kind of dispensation to be non-racial, that is in only a handful of the schools in South Africa.

All of them, as far as is known, have committed themselves to a policy of nonracialism.

But there are a few schools, still a very small minority, which go further than this. For them non-racialism is not merely an attitude of mind which, when practised, is a form of "passive resistance" to the official ideology of apartheid, for example, when a wholly black school commits itself to the practice of nonracialism. Nor is tokenism

enough, as in a school for one group in which an important minority from the other groups is enrolled.

Thus a new dimension is being added to nonracialism. It has to imply desegregation too, a physical state being added to a mental attitude.

Most of the strategies for ending the apartheid system involve confrontation or violence. An alternative which is at least as viable is to work constructively, but urgently, to confront apartheid with a society which is its opposite.

In the peaceful evolutionary process involved there is the hope and prayer that the growing number of private schools, so committed will through their effects show up the established society for what it is.

This will be a contribution to social change which, in the doing, will provide not a wasteland but the seedbed in which the seeds of the post-apartheid society of South Africa may germinate.

*CP 4/9/88*

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# The high cost of segregated education

Education Reporter

South Africa's segregated educational system makes both blacks and whites ill-equipped to face the multiracial future that is already upon the country, the executive director of the SA Institute of Race Relations, Mr John Kane-Berman, says.

Giving the opening address at the annual conference of the Transvaal Teachers' Association, Mr Kane-Berman said on Friday that the ruinous effect of Bantu Education reflected by a high rate of adult illiteracy, chronic shortage of skilled manpower and an indelible resentment inculcated in generations of black pupils and their parents, was plain for all to see.

Bantu Education had been a tragedy for South Africa as a whole, he said.

The existence of huge educational backlogs meant the country was badly-handicapped in competing against newly-industrialised countries.

The shortage of skilled labour was part of the reason for the drop in white living standards.

"In universities, cinemas, hotels, beaches, suburbs, shops, offices and factories, that multiracial future is already being forged," he said.

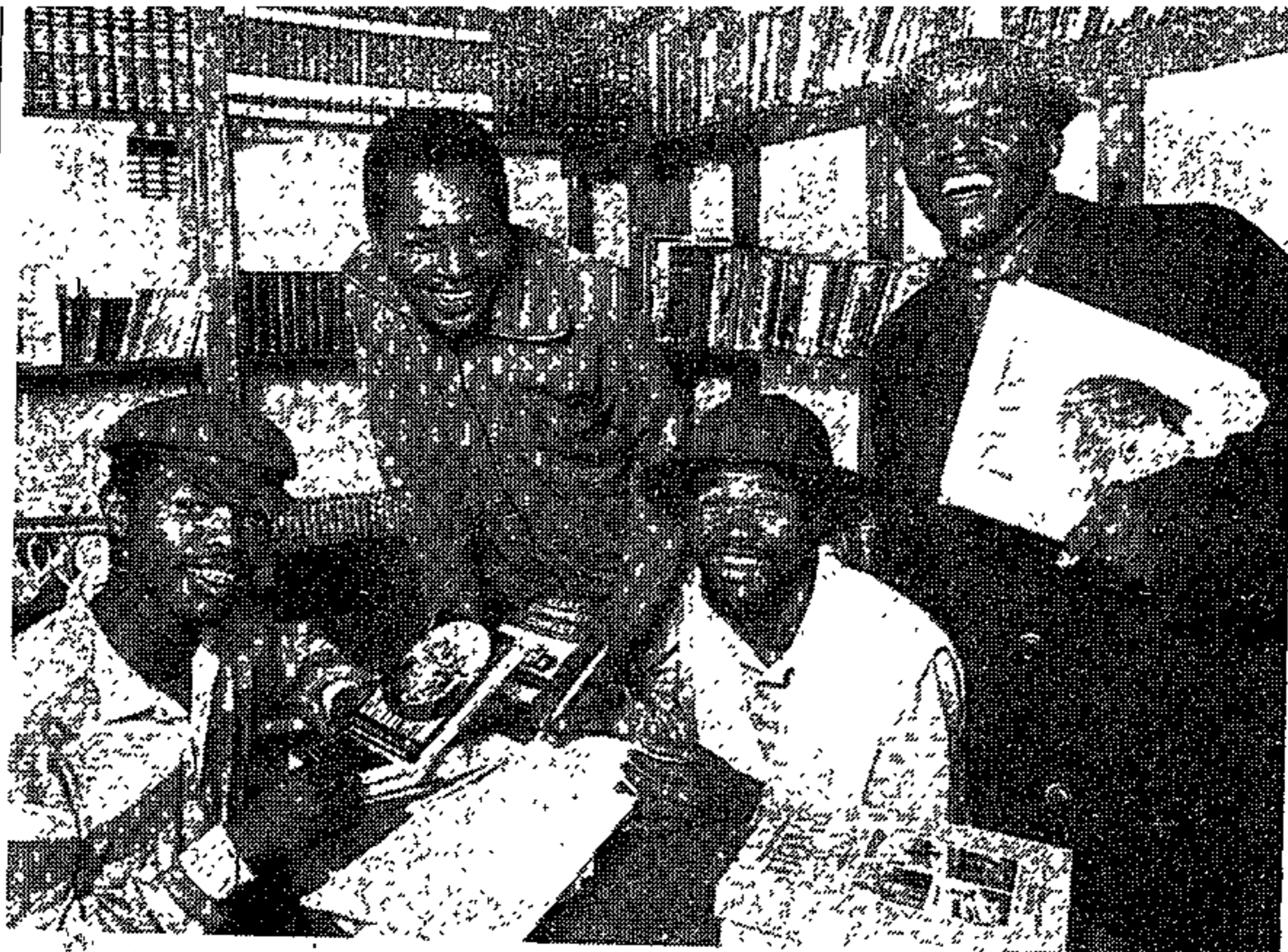
"In 1965, 20 percent of middle-level manpower in this country was black. The figure in 1985 was 40 percent. Not very many years ago only 250 000 workers in South Africa belonged to multiracial trade unions. The figure now is 1,5 million.

"In 1965 only 11 percent of all university students in South Africa were black, but the figure in 1985 was 40 percent.

"One of the building societies reported the other day that a quarter of all daily home-lending was now going to black people.

"By the end of the century," he said, "the South African economy will probably be the most racially integrated economy on earth. One thing it will definitely not be is an own affairs economy."

He stressed that the Government's stated commitment to educational parity could simply not be afforded within the present segregated structures.



Picture: DION TROMP, The Argus

**OUR LIBRARY:** Needy communities in the Western Cape have started libraries with books from Read. This one was opened recently in Guguletu in a prefab room sponsored by the Urban Foundation.

## Read helps schools with the first of the three 'Rs'

By DENNIS CRUYWAGEN  
Education Reporter

THOUSANDS of black children are discovering the joys of reading in English for the first time, largely through the efforts of Read.

Read is an independent, private sector-assisted organisation born nine years ago in the belief that it is the right of the individual to acquire a reasonable standard of living and to fulfil his or her potential.

The acronym stands for Read, Educate and Develop.

Chairman Mrs Irene Menell believes Read and organisations with similar aspirations have a vital role to play in working for change and improvement and ensuring that post-apartheid South Africa is a better country than the present one.

### DIFFICULT TIMES

"As South Africans we face difficult and perplexing times ahead. We are part of a society struggling towards the birth of a new design for living and prospering together," she said.

At the very roots of organisations such as Read "is the belief that we can attain a society which is more just, more equitable and less conflict-ridden," she said.

The most basic and indispensable of skills was the ability to read and write with fluency and to communicate effectively through the written and spoken word, she said.

Read designs and implements programmes useful in acquiring literacy skills for community groups, industrial organisations and informal and formal structures.

Read worked in "a climate of such grave educational and material deprivation for so many South Africans that there is cause to despair", she said.

However the response from young and old to the services it provided "has been of a level that could not fail to drive us on with our work with ever increasing commitment".

By March this year, Read had started libraries in 716 primary schools, 426 high schools, five technical colleges and 24 teacher training colleges.

More than 17 000 principals, teachers, librarians and community leaders have attended Read's workshops.

It offers workshops in story reading, story telling and dramatisation to prepare pupils for the annual Festival of Books.

Many underprivileged communities had asked Read to help them start libraries, reading rooms and study centres.

### GREATEST NEED

Locally Read was extensively involved in Department of Education and Training schools because "that is where the greatest need is," said regional co-ordinator Mrs Edna Fitzgerald.

Black pupils were introduced to English as a second language in Sub-A. They did not have libraries at school and could not cultivate the habit of reading in English.

She said the concept of the "box library" had been introduced to primary schools.

Teachers were given a box of 40 carefully selected books for pupils to borrow.

### ADVANTAGE

Read believed "if it could assist in improving their language skills pupils would have a tremendous advantage throughout their lives", said Mrs Fitzgerald.

Libraries were a new concept to many schools and Read had encountered some resistance.

"We have to understand that reading for pleasure is a new concept in the black community. We are trying to persuade teachers and principals to see libraries as an essential part of education."

● Read helps 60 schools in the Western Cape. It prefers cash contributions rather than the gift of books.

# Education of Indians 'in bad state'

DURBAN — Indian education is now at its worst state ever, says Teachers Association of SA (Tasa) secretary-general Mr Sathish Jaggernath. He was giving evidence in Durban yesterday to the James Commission, which is probing claims of corruption in the House of Delegates.

Mr Jaggernath said there had always been unhappiness in the ranks of teachers since the House took over responsibility for Indian education. And while there had been problems, the situation had never been as bad as it was today.

He said that while teachers' qualifications had been upgraded, it did not mean educational standards had improved.

In the past five years, since the take-over first by the SA Indian Council and then the House, there had been political victimisation and irregularities in the promotion and administration of the Department of Education, he claimed.

Mr Jaggernath was recalled to give evidence by Ministers' Council chairman, Mr Amichand Rajbansi, who cross-questioned

him about complaints made by Tasa to the commission, in which charges of irregularity were levelled at members of the Ministers' Council and Mr Rajbansi.

When Mr Rajbansi put it to him that there had been a dramatic improvement in Indian education, pointing out that the number of pupils who received an "A" aggregate in matric examinations had risen from 69 a year to 155, Mr Jaggernath said that was not a true reflection, especially if more pupils wrote exams compared with those who had written in previous years.

## SLIGHT IMPROVEMENT

"There has been no dramatic improvement like Mr Rajbansi is trying to show. There has been a 1 percent improvement a year in matric results, except for last year," he said.

When asked by Mr Rajbansi whether Tasa had direct evidence to substantiate claims of irregularities in the Indian Education Department, Mr Jaggernath said it did not. — Own Correspondent.

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An independent organisation committed to non-racialism has been established to develop curricula, conduct examinations and issue certificates to pupils at private and "alternative" schools.

The immediate task of the Independent Examinations Board — the first private initiative to enter the field of examining and certification — will be to develop an efficient and credible university entrance examination, says chairman Mr Michael Corke.

The IEB is therefore preparing to take over the examining responsibilities of the Joint Matriculation Board (JMB), soon to be reconstituted as a sub-committee of the Committee of University Principals, which has decided it does not wish to continue conducting exams for school-leaving purposes.

In an interview with The Star, Mr Corke said recent events in education had shown the need for an independent body committed to the development of curricula and examinations "appropriate to a non-racial society".

# Bold bid for alternative

These included calls by parents and students for more democratic structures in the management of schools, and the determining of course content and the formation of a number of alternative schools and other ventures "reflecting the aspirations of the oppressed".

Mr Corke said consultations that led to the establishment of the IEB were initiated in September 1987 by the Southern African Association of Independent Schools at the request of churches and various community organisations.

In June this year the IEB was registered under Section 21 of the Companies Act as an incorporated association not for gain. It has been promised substantial funds by the Mobil Foundation of South Africa and the Anglo American and De Beers Chairman's Fund for running costs, and recently advertised for an executive director.

Mr Corke said the IEB had three goals:  
● To set up structures to enable it to take over the

**BY ZENAIDE VENDEIRO, Education Reporter**  
One of the aims of the newly created Independent Examinations Board is to produce school-leavers who can think critically and have not been exposed to systems of teaching that lend themselves to rote learning and regurgitation.

*Star*

Schooling

The Star Thursday September 8 1988

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- To establish a board of chief examiners to evaluate examinations, set standards for and run examinations at different levels.
  - To establish a Council for Curriculum Development, which would, subject to conditions that may be set by the SA Certification Council, develop curricula appropriate to the needs of a non-racial society.
- This council would consult widely and conduct research and workshops in communities and with schools, school associations, universities, churches, community organisations, parents, teachers, students, professional and business representatives, examiners and related experts.
- Mr Corke said the IEB had a long way to go before it could make any definite statements about curricula or examinations, but said the curricula would emphasise non-racial ideals and offer material that is relevant and meaningful in the SA context.
- "We hope to produce school-leavers who can think critically and have not been exposed to systems of teaching that lend themselves to rote learning and regurgitation. We also plan to inject flexibility into syllabuses and provide greater options in subjects such as English literature by looking, for example, at African-based literature.
- "In history, there are some people who are more interested in the development of the oppressed people than in white politics. We will be able to give alternatives that will satisfy these people.
- "The IEB will also want to look at the maths and physical science syllabuses and see that they are appropriate to a growing industrial society."
- Mr Corke said the IEB would want its exams to have credibility internationally.

Mr Corke said the IEB had a long way to go before it could make any definite statements about curricula or examinations, but said the curricula would emphasise non-racial ideals and offer material that is relevant and meaningful in the SA context.

# Compulsory school fees likely, say govt sources

Blooy 8/9/88 GERALD REILLY (50)

PRETORIA — Government, desperate to find funds to raise teachers' salaries and stem the flood of resignations, was expected to introduce compulsory fee paying by parents next year, Pretoria sources said.

Responding to scathing criticism from the usually loyal Transvaalse Onderwysers' Vereniging, National Education Minister F W de Klerk appealed for calm in the profession.

He said government was financially stressed and every 1% increase in teachers' salaries would cost R60m.

This meant that even a 15% increase — less than expected by the organised profession — would cost about R1bn.

Compulsory fee paying has been on ice for three years and Education and Culture Minister Piet Clase has been vague about government's intentions.

But government sources said if the authorities hoped to satisfy teachers' demands its only option would be to make parents pay.

Private consultants employed by the Teachers' Federal Council reported the profession had fallen behind private sector earnings by 38%.

Sapa reports that Clase told the OFS NP congress yesterday government should consider giving teachers an additional 4% increase when it next approved a general increase for civil servants.

Clase said government was concerned about the large number of resignations by teachers and would probably give the profession favourable attention when the next general salary increases were announced.

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Apartheid education gets low mark

# Jobs multiply in separate schools

GERALD REILLY

PRETORIA — Educationists said yesterday the enormous duplication involved in administering apartheid education cost taxpayers millions of rands a year. They added government's problems in finding funds to satisfy teachers would be greatly eased if education were rationalised and bureaucracy trimmed.

They said each department had its own director-general, administrative staff, inspectorates and occupied office space which could be cut by a third if the system were rationalised.

The budget for the current financial year for five education departments was almost R10bn, a 15% increase on 1987-88, and made up 18,7% of the Budget.

This compared with 15,5% of the

Budget for defence.

The Department of National Education's share is R123,327m; the Department of Education and Training R1,64bn; Education and Culture R3,75bn; Education and Culture, House of Representatives R1,1bn; and Education and Culture, House of Delegates R461,127m.

To be added is R2,83bn in transfer payments to education departments of self-governing states.

The growth of bureaucracy in education is clear from Transvaal Education Department statistics issued this year.

They show there were 43 top posts in 1962 compared with 168 last year. In the same period the number of pupils rose from 194 000 to 527 000.

# Private schools 'fail to educate'

By MICHAEL MORRIS, Staff Reporter

**H**ELD in a "straitjacket" of tradition and sustained by faulty priorities, South Africa's private schools are all too often failing to educate "in any real sense", says the former Bishops headmaster, Mr John Peake.

"Boys come to us as unthinking children and leave as unthinking adults and, worst of all in this country, with no political sensitivity."

What is the use of the knowledge "pumped" into boys, he wonders, "if they leave school totally untrained to deal with the problems of the new society which they must inevitably encounter in the 21st century?"

Writing in the latest edition of *Leadership* magazine, Mr Peake — who returned to Britain a month ago after resigning over an irreconcilable conflict with the Diocesan College Council — appeals for a reformation, urging educationists to be "far readier to experiment".

The conflict at Bishops arose, by Mr Peake's account, over this own education philosophy, which combined creative thinking with self-discipline.

He argues that in Britain, the ascendance of these elements after the rebellion against tradition in the '60s and '70s has left "most British schools stronger than they have ever been".

He adds: "Boys are emerging, not with that glassy-eyed ignorance of the world which so characterised previous generations, but with a vigorous independence of mind and a pioneering spirit that has already proved its worth in the Thatcherite era."

The new independence of spirit in British private schools has brought "a very distinct lowering of standards in general discipline, appearance and perhaps old style moral values ... but the gains are immense".

A principal gain, he says, is that "priorities are finally correct" — boys now care more about academic results than sporting achievement. But he does not believe the same can yet be said of South Africa's private schools.

"Despite recent progress, we are

still some way behind, principally because our priorities remain at fault."

The "cult of sporting prowess has been so greatly exaggerated that it is hardly surprising if most boys place glory on the sportsfield on a higher plane to success in the classroom".

He believes parents must share the blame.

"Several thousand people will invariably turn up to watch the great rugby fixtures but concerts and plays are mostly poorly attended."

Citing an example from his five years at Bishops, he recalls: "At a moment when Eton was staging a five-hour production of *Nicholas Nickleby* with a cast of over 50, the school play at Bishops was cancelled 'for lack of interest'."

Mr Peake believes South Africa's private schools are still held by the straitjacket of tradition "because we are so frightened of change".

## Limited range

"We remain distrustful of too great an informality in the classroom; we tend, chiefly because our examination system demands it, to teach in set patterns allowing boys too little opportunity to think for themselves; for reasons of economy we often offer too limited a range of subjects."

"We still regard an ill-dressed boy as an ill-disciplined boy; we cannot conceive of school life without corporal punishment, we hold too firmly to a belief in school games as formers of character, forgetting that it requires a far higher degree of team work to produce a fine orchestra than a fine rugby XV; we still distrust individuality and we are so concerned with getting things right ourselves that we remain reluctant to give boys their heads and allow them to learn through their own mistakes."

Scanning the history of tradition and change in private school education, Mr Peake recalls the "restrictive, philistine, and cruel" practices that often marred the great public schools of Britain, characterised in their early years by a "mania for conformity and sporting success".

It took a "shattering, traumatic" rebellion in the '60s and '70s to change that ... but "when normality began to return, it was discovered that the new was in many ways infinitely better than the old".

In an appeal for change in South Africa's private schools, Mr Peake concludes: "Somehow the straitjacket has got to be discarded and more thinking, more creative, above all more tolerant attitudes developed."

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**SOUTH AFRICA** is in the middle of a truly appalling crisis over its future skilled manpower.

Professor Pieter de Lange recently noted that the arrival of the Pill in the '60s was having a devastating effect on the numbers of white children now available to be educated at the tertiary level — at universities and technicians.

In the '60s there were over 90 000 white births a year — by the end of that decade there were under 60 000.

The drop in the population of white children had already affected our schools, and many are standing vacant today. Until recently there were about 30 000 white students at our universities, but in the very near future there will be more like 20 000.

Of course, the fact that the white population would not continue to contribute to South Africa's pool of skills to the same extent as previously has been known for more than 20 years.

Unfortunately, at the time of the arrival of the Pill, the drop in the birthrate was ascribed to the evil effects of rock'n roll and the Beatles, and thus not mentioned in po-

# Education crisis: A bitter pill to swallow

lite society. By the time the problem was allowed out of the closet, the solution was at hand — educate more blacks.

In vain have the establishments of higher learning braced themselves for the coming wave. Hopes of tens of thousands of bright, keen young black children clamouring at the gates have suddenly faded. The results of the solution are becoming clear.

Professor Andries Brink, chairman of the Medical Research Council, has revealed that of the nearly 150 000 blacks who wrote matric last year, a little over 500 gained matric exemption with that essential subject, mathematics, without which they could not study medicine or, for that matter, engi-

neering or science or architecture or... the list is endless. Of course, this should not have come as a surprise.

For over a decade, black children and their parents have been saying very vigorously that their education was a load of rubbish, but the 14-odd departments of education which apartheid has wished upon us have continually maintained that standards will be identical to those of white schools. The report card tells no lies!

## Loss

As the problem has emerged, compounding difficulties have been added. At the present state of the rand, skills cannot be imported, as was once possible.

Equally, a medical student who has slaved through his housemanship at Bara is more likely to head for the bright lights of New York or New Orleans than to serve Soweto. The loss of our skilled manpower is awe-inspiring.

By a recent estimate, as much as half of our essential graduates are overseas within two years of graduation, and there is little evidence that they intend returning — ever.

**by Philip J Lloyd**  
Past President, Associated  
Scientific and Technical Societies



There are a few — mercifully few — who try to convince us that we can get by without skills, but those selfsame also have a great line about sanctions being good for us.

The successful economies of the Orient teach us very clearly that we need skills, and those skills can only come from education.

Unfortunately, education is clearly too important to be left to this Government, which has proudly announced that it has voted R1,2-billion for education this year, but has no plans to do anything different from what it did last year and the year before.

The problem is too urgent and too immediate for the 14 departments of education to do anything other than what they are clearly good at, namely spending the un-

willing contributions of taxpayers fruitlessly.

More will be spent on fragmentation of effort than on addressing the problem. We have empty white schools and blacks 50 to a class. We have colleges of education built for 3 000 whites which house half that number, and black would-be teachers banned from the premises even after hours.

We have places of higher learning shunned by their communities because the standards they set are a parody of what must be expected.

There are some rays of hope that private-sector efforts are having an impact. Where these efforts work closely with the black community and adopt a holistic approach rather than addressing parts of the problem in a piecemeal way, they can be very successful.

A report card on one read: "Number writing matric — 360, "Number gaining matric exemption with maths — 180, "Cost: R2-million".

Which makes one wonder what all those departments of education really did with their cash. There is also some hope that universities and technicians may play a greater role.

"Junior colleges", starting at about Standard 8 and giving both better education and proper career guidance to the pupils, are being piloted by a number of tertiary education establishments and are having encouraging results.

## Crimes

Of course, such schemes are very similar to those proposed by Professor De Lange in the report of his commission of inquiry into education a few years ago, except they are not being carried out through the departments of education.

What should by now be clear to all is that when the definitive dictionary of S.A. Newspeak is finally compiled, education and community development will fight to head the list of crimes.

in rope was found around entrance hall on Monday. The rope is also evident.

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next issue of its annual Race Relations Survey.

proves, officials said.

# Matriculants learn how to find work

Fifteen matriculants, who could not find employment, graduated from a 10-week personal development course on Friday, and are now ready to take their first steps in a quest to become tomorrow's business leaders.

The fulltime course, an American social responsibility programme, acts as a bridge for people leaving school who have to find a job or who want to study further, and aims to create an understanding of the business world.

## BEHAVIOURAL SKILLS

Mr Dieter Lange, whose company runs the course, said: "The 10-week programme is specifically designed to equip unemployed black matriculants with behavioural and cognitive skills to market themselves successfully in the business world and to advance rapidly."

He said a recent survey had revealed that 51 per cent of past students had been successful in finding a job, 31 per cent had been able to obtain bursaries to study fulltime, 5 per cent were self-employed, 8 per cent worked and studied parttime and 5 per cent were still unemployed.

The programme consists of courses such as leadership, achievement, motivation, business functions and basic bookkeeping, business communication, assertiveness training, entrepreneurship, inter-personal skills training, time management and career planning.

Mr Lange also appealed to local business to contribute more towards the training of South Africans.



Two of the 15 students who recently graduated from a 10-week personal development programme, Mr Zola Soldati (24) of Transkei and Miss Susan Ndopu (21) of Soweto, at a ceremony held on Friday where they were presented with certificates. In the middle is the head of the programme, Mr Dieter Lange.

14/9/08  
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## New multi-racial school is planned

By Winnie Graham

The New Era Schools Trust (Nest), a body dedicated to the establishment of schools in which each race group is fairly represented in the pupil enrolment, is to open a second school just north of Fourways, Sandton, in January.

The first Nest school, Uthongathi in Natal, was opened at the beginning of last year and has already proved a major factor in bridging the gap between people of different races.

The new school, to be known as Phuthing, will be run on much the same lines as its Natal counterpart having black, coloured, Indian and white pupils "in roughly equal numbers." The teaching staff and governing body will also be multi-racial.

The men behind the concept are Mr Steyn Krige, headmaster of Woodmead until his retirement, and Mr Deane Yates, a former headmaster of St Johns College, Johannesburg, both of whom have pioneered the field of non-racial education.

Phuthing will open with standard six, seven and eight classes for boys and girls, either as day pupils or as boarders. Many applications have already been received and although the school could not accept more black pupils, there was still room in all classes for boys and girls from the coloured, Indian and white communities.

Most of the buildings and equipment for the school, situated on the crest of a hill on a 115 ha farm, have been paid for by Johannesburg Consolidated Investments. However, school fees are necessary because Nest receives no Government assistance.

Further information is available from the Associate Director, Box 639, Randburg, 2125.

# Educated 'could become unemployed'

19/1/88  
THE educated could become the unemployed unless the system was changed to place greater stress on vocational education and training, Manpower director-general Piet van der Merwe said last night.

He said at the Cape Town Technical College that the trained manpower shortfall was hampering the development of the economy.

The direct cause was the lack of career-directed education.

The education system had always been directed mainly at preparing stu-

GERALD REILLY

dents for university. That had resulted in a large percentage of new entrants to the labour market without vocational qualifications or skills.

Van der Merwe said: "It goes without saying this situation could result in the educated becoming the unemployed."

Where a lack of sufficient career-orientated training could contribute to unemployment, it could equally be because of forms of education and train-

ing for which there was no market.

Career-orientated technical training and vocational education was the form of general education to develop the abilities and interests of many students.

Van der Merwe said: "Likewise the so-called academic education is more correct for a minority of students preparing for university."

The supply of vocationally directed and technical teachers was becoming critical. It was hoped the status and image of the education profession would be uplifted soon.



## BLACK EDUCATION

### Broken-down model

Many educational dreams were brought tumbling down by the fracas which erupted at Phambili three weeks ago. The community-based, US-sponsored private school was hailed as a creative response to the growing crises in black education when it was established in Durban last year. It was also seen as more than just a regional attempt to deal with disintegrating township schooling around Durban.

The school — set up by the newly formed Natal Education Organisation and the Institute for Black Research (IBR) with a R750 000 cash injection from the US Agency for International Development — was seen as a model for non-State initiatives in black education.

Many of those hopes died when a large section of Phambili's 3 500 pupils staged a virtual riot at the school amid allegations of mismanagement, lack of resources and financial irregularities.

As the remaining teachers at the school tried to pick up the pieces this week — many have walked out claiming, among other things, that they don't expect to be paid up to the end of the year — the immediate question was whether the more than 900 matric pupils would write exams this year, or whether another year had been wasted.

Many of them have already lost several



Meer ... taking a lot of flak

years of education in the disrupted township schools and must be feeling bitter about facing the possibility again in a school set up precisely to avoid those problems.

Will the school survive?

Fatima Meer, the Durban-based professor of sociology largely responsible for the birth of the school and the person at whom much of the anger for the running of Phambili has been personally directed, feels confident: "We are going ahead with preparations for matric exams, which will start from mid-October, and the IBR (of which Meer is a director) plans to continue the school next year — although not with as many pupils as we had this year. Intake will have to be limited."

The large number of pupils at the school operating in central Durban has been blamed for some of the problems — overcrowded classrooms, a high pupil-teacher ratio and too few resources — but Meer believes last month's protest was largely due to "police infiltration" and "misguided so-called radicals." She believes that by limiting next year's intake — Phambili's doors were opened to all-comers this year — the "infiltration" can be controlled.

However, the infiltration idea is strongly rejected by Wouter Geldenhuys, a member of the school's management committee. He says: "The problem is simply one of mismanagement. Pupils, who have paid their money but still don't have all their textbooks feel exploited. They have made it quite clear they don't want Fatima Meer at the school. To blame their anger on the police is ridiculous."

Geldenhuys admits conditions at the school are far from ideal and that it will probably not be able to admit any more pupils next year, even if all those writing matric exams pass. But he believes the Phambili concept can still work, provided Meer withdraws from the running of the school.

Even those close to the academic blame her domineering personality, and steamrolling style for many of the ills at the school, but also caution that it is Meer's high-standing international reputation which won the US finance and fear it might dry up if she is forced to resign from the project.

Geldenhuys, however, believes that the US agency has made a long-term commitment to sponsoring the school and that it cannot withdraw. "Even without Meer, the Americans will continue supporting the school — they cannot pull out at this stage."

For her part, Meer rejects out of hand the allegations of poor administration and financial mismanagement, offering the financial records for scrutiny. She also says that the IBR is investigating the allegations made against the running of the school and will be taking "disciplinary action."

With pupil anger running high and teachers leaving in a steady stream, however, next year does not look bright for Phambili — or for Meer's attempt to provide an alternative model for black education. ■

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Unaware she could draw, but gave it a go

# Pictures by Bonnie help pre-schooling on farms

By Sally Sealey

With no formal training as an artist, Ms Angelina "Bonnie" Ntsoeleng has managed to portray the essentials of how to start a pre-school through her pictures.

Ms Ntsoeleng is part of the "Ntataise" school project in the Viljoenskroon district in the Free State, a project that brings pre-school education to the children of farm labourers.

Ms Ntsoeleng has had a long association with the Huntersvlei farm, which is home to the Ntataise project.

### Lead a young child

Ntataise is a South Sotho word which means to lead a young child by the hand.

She was born in the Wepener district of the Free State and first came to Huntersvlei in 1971.

The school at Huntersvlei has many of her posters and drawings on the walls.

"I was encouraged to draw pictures for the project by Mrs Jane Evans, founder of the Ntataise," she said in an interview. "I was unaware that I could draw but I decided to give it a try."

Ms Ntsoeleng's latest achievement is the illustration of a manual, written by Mrs Evans, which gives a step-by-step account of how to set up a pre-school. The pictures give a graphic view on how to start a pre-school.

"Lots of the women we teach cannot read or write so the

pictures serve as an aid and describe in picture form what has been said," Ms Ntsoeleng explained.

Over the past 10 years a growing number of women has become increasingly involved in the farm nursery school project.

Ntataise, with the financial assistance and training facilities offered to it by the Bernard van Leer Foundation in Holland, has been able to extend early learning opportunities to hundreds of children growing up on southern African farms.

The book shows that whether a pre-school takes place under a tree or in a building, the important thing to realise is that all children are the same.

"They all need to develop their potential whether they come from a shack or a beautiful house," Ms Ntsoeleng said.

The book shows a typical daily programme through pictures for people who cannot read.

"You don't have to have money — to start a school — just the co-operation of the community and the farmer."

The booklet suggests that if the school cannot afford paints, different colour soil will just do as well. Where there are no paint brushes, the book clearly illustrates in both word and picture how to make alternatives.

There are ideas about good hygiene and a healthy diet.

"Getting the book together was a lengthy process. We did everything ourselves — the writing, typing, drawing and layout," Ms Ntsoeleng said.

"I started doing the drawings in the December holidays and finished in June because Mrs Evans was always coming up with new ideas."

### Became scroungers

The booklet also shows prospective teachers how to make concept toys.

"We have all become scroungers on the farm.

"We pick up anything that's lying around from bottle tops to tin cans.

"Nothing goes to waste. Old soapboxes are cut out and margarine tubs set in the holes and these serve as our paint boxes.

"The Ntataise project has done so much for me and these illustrations are a way for me to put something back into the community."

The book costs R10 and is available from Mrs Jane Evans, P O Box 41, Viljoenskroon 9520.

Copies are available in English and will soon be available in South Sotho, Xhosa, Zulu and Afrikaans.



Ms Angelina "Bonnie" Ntsoeleng with some of the illustrations used to teach farm children. ● Picture: John Hogg.

Stark blacks and bottle blondes are popular colours for high hair fashion this season. Geometric cuts and, of course, the popular bobs are typical of what are essentially androgynous looks with inspiration from the Sixties. The severity of the colours means that they really only look good against young skins. Hair by Dave and Johan Creative Team, Eastgate, and picture by Imagemakers.

## Starkly back to the Sixties



# Zulu dropped after uproar at top school

MARK GLEESON

SANDTON's prestige private school, Woodmead, is to drop Zulu from its syllabus ... because of an outcry from black parents.

Headmaster Mr Alan Graham confirmed that Zulu would not be formally taught from next year because black parents were hostile to it being taught to their children.

"They say one of the reasons they send their children to our school is to get away from the vernacular teaching in the townships."

Zulu was introduced into the school's syllabus two years ago and immediately picked up problems, according to Mr Graham.

"Having students whose mother tongue was Zulu, some who knew a little of the language and those who had to start from scratch meant we had to juggle the classes around a little.

"Inevitably this created a wholly black class, a mixed class and a white-only class, which is socially undesirable."

This year the school required all its junior pupils to do Zulu unless they had a "compelling" reason to study French, the other third language offered at Woodmead, which has a majority of black pupils.

"Of the 60 standard six pupils, 40 found compelling reasons to learn French, while only 20 did Zulu.

"We are taking it out of the formal curriculum next year, but we will encourage Zulu as a form of peer teaching," said Mr Graham.

# Salary rise 'approved'

● FROM PAGE 1

Mr Clase said for the sake of perspective it was important to note the problems were largely regional and there were schools which had not had any resignations. TFC statistics also included resignations which would have occurred "in the normal course of events".

He said the Government had already approved a seven percent salary increase for teachers, effective from December 1, and negotiations for a better service dispensation were being conducted.

A spokesman for the Minister of Finance, Mr Barend du Plessis — who held lengthy discussions with teacher representatives last week — said the Minister had no comment at this stage.

The Transvaal Teachers' Association (TTA) "fully supported" initiatives by the Federal Teachers' Council in their negotiations to obtain salary increases for educators, the TTA said yesterday.

The TTA was "distressed" at the damaging effects the shortage of teachers was having on South Africa's children.

The TFC met in Durban on Thursday and said afterwards so many teachers were leaving the profession because of bad pay and work conditions that the standard of education could no longer be maintained.

Teachers were being paid 30 to 40 percent less than they could earn in the private sector, making it difficult to attract high-quality staff to the profession, the executive director of the Institute of Personnel Management, Mr Wilhelm Crous, has pointed out in an editorial in the IPM's annual journal. — Correspondents and Sapa.

See Page 4.

# State admits urgency of education crisis

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He said the loss of teaching personnel was "sorely felt", especially in key subjects.

The Minister added that he shared the concern of a self-respecting parent of a child in a school where the teacher-resignation crisis was a

could have on the standard of teaching and on the education of children.

Minister of National Education Mr F W de Klerk said he had a copy of the TFC statement and would decide in due course if he would comment on the implications of its contents. He indicated he would prefer any follow-up discussion to be only with the TFC.

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Analysis of the survey findings showed more than half the resignations were teachers under the age of

30, and one-third of those who resigned were men.

Where posts could be filled, the qualifications of replacement teachers were, on average, worse than those of the teachers they replaced, and their total experience in teaching was less.

It was evident from the survey findings that the biggest staff losses were in the senior phase of primary school and in high schools, and that the subjects worst-affected were the two official languages and the natural sciences.

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● TO PAGE 2

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## Salary rise 'approved'

● FROM PAGE 1

Mr Clase said for the sake of perspective it was important to note the problems were largely regional and there were schools which had not had any resignations. TFC statistics also included resignations which would have occurred "in the normal course of events".

He said the Government had already approved a seven percent salary increase for teachers, effective from December 1, and negotiations for a better service dispensation were being conducted.

A spokesman for the Minister of Finance, Mr Barend du Plessis — who held lengthy discussions with teacher representatives last week — said the Minister had no comment at this stage.

The Transvaal Teachers' Association (TTA) "fully supported" initiatives by the Federal Teachers' Council in their negotiations to obtain salary increases for educators, the TTA said yesterday.

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See Page 4.

● TO PAGE 2



Pupils at Tshebedisano Primary School in Pimville, Soweto, are some of the many who stand to benefit from the Millionex II mock share issue fundraising campaign. ● Picture by Herbert Mabuza.

## Sharing in education could win R400 000

Educational causes stand to benefit from a "substantial portion" of the expected R2 million to be brought in by the Millionex II fundraising project of Solly and Abe Krok.

Among the major beneficiaries of the mock share issue — which offers its "shareholders" massive cash prizes — are The Star's Operation Snowball, The Star's TEACH fund, the Torah Academy school, Forest Town school for cerebral palsied children and Uthongathi School in Tongaat, Natal, a pioneering non-racial school.

The Star's TEACH fund raises money for the build-

ing of schools in Alexandra and Soweto and *The Argus* TEACH fund, also a beneficiary of Millionex II, provides funding for children in black townships in the western Cape.

Readers who wish to support these causes can secure a prospectus by calling Alison Vickery at 974-3361, extension 318.

"Shares" in the project cost R1 000 each and may be bought by individuals or by syndicates and corporations. All shareholders are eligible to win the R400 000 first prize which will be drawn on November 5.

# Long trek for pupils . . . past an empty school

The Argus Correspondent

JOHANNESBURG. — Hundreds of schoolchildren in the Hillbrow-Joubert Park area have to spend three hours or more "on the road" to reach school, while right in the heart of their skyscraper flatland a white school stands almost half-empty.

Apartheid is not quite dead, as ambassador to Washington Piet Koornhof claimed, while the education authorities would rather close a white school in a sea of flat buildings filled with tenants other than whites, than admit pupils of other colours.

## Dying school

The dying school is the Laerskool Joubert Park whose pupils have dwindled to 214, less than half the number who attended the school four years ago. The cause is the increasing number of "non-white" residents in Hillbrow and surrounding areas.

One of the "travelling" pupils who pass the increasingly depop-

ulated school every day on her three-hour trip to a coloured-school in Eldorado Park and back is Leonore Jooste, 13, who lives diagonally opposite the white school.

Leonore, who will be joined by her little sister Eleanor, 5, on the daily educational trek across the city next year, looks longingly at Joubert Park Laer from her bedroom window and says in a whisper: "I would love to go to that school there, only two minutes walk."

## Waiting list

"Now I have to walk half an hour through the dark in winter to Bree Street where I catch a bus to Eldorado Park."

Her mother, Mrs Betty Steenkamp, says her carpenter husband Riano and the family don't like living in their one-bedroomed Hillbrow flat in a building where only one white tenant has remained. "But we've been on the waiting list for a house in Eldorado Park for four years now, and we have no clue how many

years we'll still be on that list."

Two black pupils of Crown Reef Mine School, Precious Tlabekebi, 12, and Victoria Mzamo, 13, have a shorter distance to travel each day compared to Leonore. From Nedbank Plaza in Pretoria Street it takes them 30 minutes to their classrooms, including a walk, bus and train trip.

## No comment

Both the Joubert Park Laerskool principal, Mr Felix Gouws, who made headlines some years ago as a Conservative Party supporter, and his deputy, Mr George van Niekerk, will not comment on the question of empty classrooms in an area where so many have to travel long distances to attend a school.

Mr Gouws, who has taken leave to help with the Great Trek celebrations, said: "This is my first long holiday in 28 years so you should rather talk to my deputy."

Mr van Niekerk replied that only Mr Gouws could speak.

EDUCATION FOCUS: A NEW ERA OF EXPERIMENTATION IN PRIVATE SCHOOLING

PRIVATE schools: the images evoke the thwack of a well-placed cricket ball or cane, vaguely deranged schoolmasters and a lot more money than meets the eye in the spartan dormitory.

In the halls of tradition, bold steps into the future

But there are private schools in South Africa today which not only scorn the inherited reputation thrust upon them, but rate among the most modern and progressive schools in the world.

This kind of private school has no time for the preservation of the elite rituals of class and capital. This kind of private school is too busy preparing its youth for life in post-apartheid South Africa.

"For the first time in our history," remarked a teacher during the 1986 schools boycott, "children are prepared to die for a change in curriculum."

This message is as true today as it was on June 12 1976, the day Soweto's student leadership met in a public hall and took an historic decision to protest the poverty of their education by staging a mass march four days later.

The flat refusal by black students to continue to accept an inferior education and their desperation for a decent alternative is an issue currently being addressed by a growing number of South African private schools.

In many instances there is an equal recognition of the need, at the same time, to educate white students into the reality of a future society in which they will function as a minority group.

There is a sense of urgency about the changes being wrought within some school walls. Grippled as they are by the ideological nightmares associated with any dismantling of the old and ringing in of the new, the practical changes are striking.

The history of this country is being dissected and remodelled in classrooms; liberation theology has become a component of religious instruction; the prefect system is being replaced by student representative councils, and children are discovering there is South African literary life after Alan Paton.

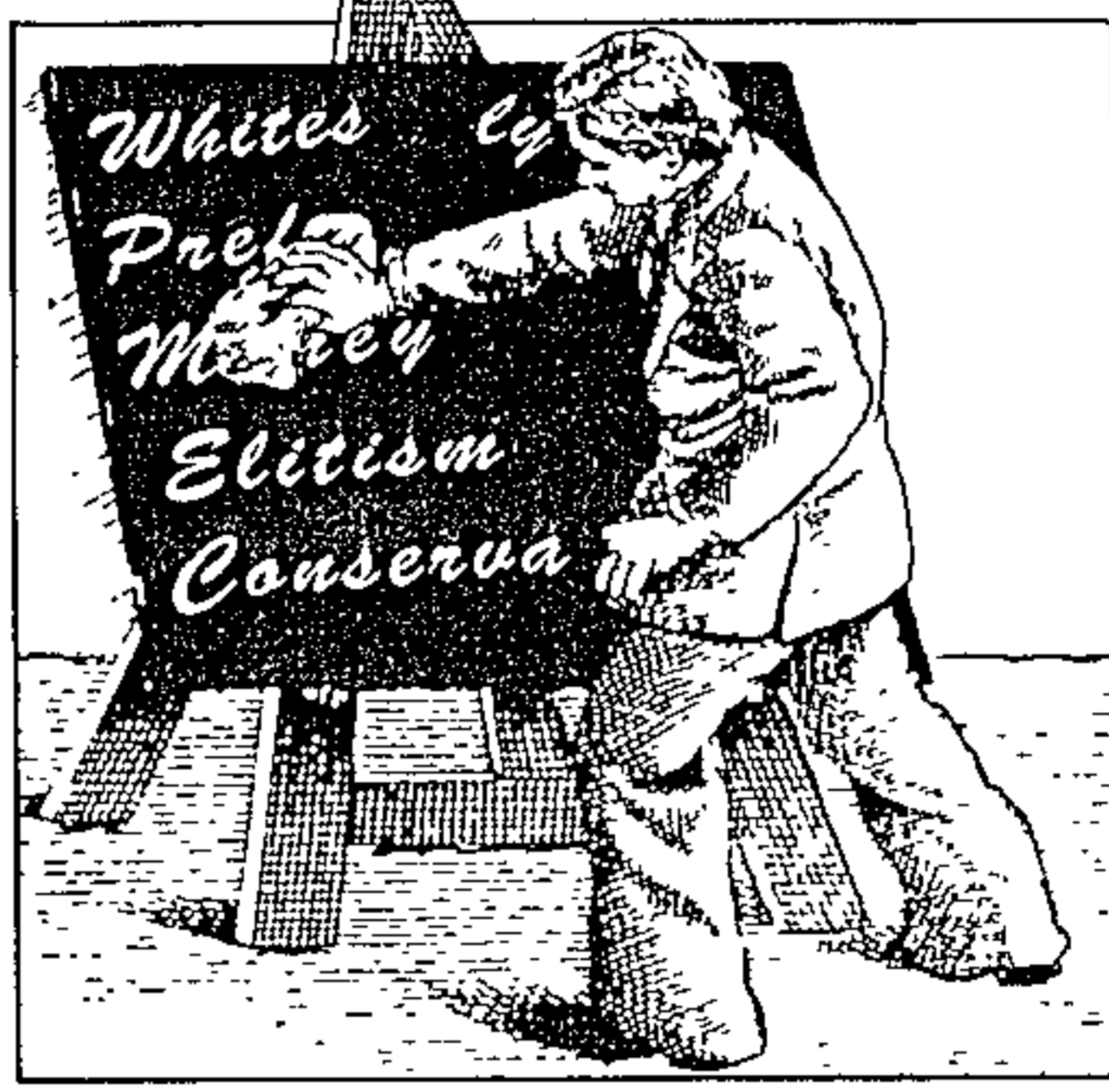
Methods often differ vastly, at times irreconcilably. The contrasts can be ludicrous.

May one, for instance, put in the same basket a school like Michaelhouse, bastion of exquisitely manicured exclusivity, and a hastily thrown up "street academy" which has grown from the fires of a community in agony? Both are "private." Neither takes its cue from the state. But there the extremely loose association ends.

Such ambiguities in the application of the word have resulted in a growing need to distinguish between schools which continue to use the definition "private" and those which prefer to describe themselves as "independent".

"The reality out there is very threatening ... we have lived in a mansion without realising it ... we peek out now and again to see the street children down there, and it's disturbing: they are so different from us we really don't know what to do. We know we must open our doors and let some of them in. We do that. But suddenly, if too many come in, we have to start changing the rules of the house, and probably one day hand over the keys. That's terribly threatening, but it is, I think, reality."

— Dr Neil McGurk, headmaster of the Sacred Heart College



Private schools, so often accused of elitism, are the only schools with the freedom to experiment with non-racial education. And experiment they do, reports CHARLOTTE BAUER

There are too many shadings in the spectrum to pigeon-hole schools according to neatly packaged ideology: some place themselves slap-bang in the middle of the "liberation struggle"; others tread the cautious path of "reform" — opening up slowly, making every effort not to scare-off their mostly-white, affluent constituency.

Some declare their schools truly non-racial, pragmatically accepting in practice this means rapidly dwindling numbers of white students; others still safeguard white interests by controlling the numbers of black students admitted according to academic, language or financial criteria.

Still others base admission upon a carefully worked out balance between white, African, Indian and "coloured" students.

Many of the more traditional private schools are beginning to squirm at the mention of words like "quota system" and "elite", insisting they are moving beyond the token admission of selected blacks.

But there is still an understandable tendency to perceive the old-school-tie network as, in the words of Sacred Heart headmaster Neil McGurk, "nurseries for those who are going to hold economic power."

"It is not difficult to unravel to what great extent virtually the whole private school network is totally tied into the capitalist structures of our society, and how they function, despite what

other values they communicate, to the maintenance of the economic dominance of certain groups," says McGurk.

Yet while, as Jeremy Barnes, head of Sandton's Redhill School, says, "private schools are seen by blacks as tied to the official system, as elitist and escapist," they are the only schools with the freedom to experiment.

And the scope of this experimentation seems to hinge largely on how far the men and women who set the pace and style of independent education in this country are prepared to go.

Schools like St Barnabas College, Woodmead, the New Era Schools Trust (Nest), the School of the Resurrection (an amalgamation of three "informal" schools) and the Leaf schools place themselves squarely in the arena of "people's education".

Many of the teachers at schools like these are engaged in defining and developing this route which — beyond its trite use as a political slogan — is making sense to a lot of educationists.

As educator and former Robben Island prisoner Neville Alexander says: "Most people do not know what people's education entails and those who profess to have a detailed map are fooling themselves."

What we do know is that, in Alexander's words, after 1976 education for whites was recognised as being education for domination so that sub-

sequently, "the cry has ceased to be one for equality with white people, but rather a call for reconsidering the kind of society we wish to establish"

It is the establishment of a society beyond apartheid to which many of South Africa's independent schools have committed themselves.

To this end in 1987 a new affiliation of schools was added to the arena of representative bodies. Called the Southern African Association of Independent Schools (SAAIS), its major objectives were to promote non-racial education throughout Southern Africa and "to provide educational opportunities for the poor and oppressed in both independent and public schools".

Michael Corke, headmaster of St Barnabas College, was appointed chairman and more than 20 schools joined — including Frontline states schools and a broad selection of "open" schools, many of them church-run.

In explaining the need for this new body, Corke said it had become clear during the 1985/86 education crisis that the long-established Association of Private Schools "did not have a sensitivity to the needs of education on a broad front in this country."

"Many (private schools)," he said, "remain quite content to subscribe to the same biased curricula and separatist thinking as in the white state schools. Black children admitted to such schools are absorbed under suffering into the white, English-

speaking establishment." The split came at a potentially destructive time for education. Student leaders were demanding private schools state their positions on the schools boycott, forcing them out of ivory-towered pontification and into action.

The question at the time was crudely simple: are you with us, or against us? There was no time to agonise, and the constellation of private schools was roughly divided there and then into those which saw their educational function as indivisible from politics and those which didn't.

The words of two educationists perhaps best sum up the new dichotomy. Chairman of the Association of Private Schools Peter Loveday, who is on the board of governors of both St Andrew's School for Girls and Hilton College, believes that while "we want better communication across racial barriers", schools are not "political institutions: the winner must be education".

By contrast McGurk, whose school is a founder-member of SAAIS, told a meeting of the powerful Headmasters' and Headmistresses' Conference recently that, while he didn't think schools should be "places of political activism" in the context of South Africa now, education is a political thing.

State subsidies are another delicate topic of debate. Available to private schools since 1986, it has become a point of principle for some schools not to touch them.

The New Era Schools Trust, comprising the Uthongathi school in Natal and the still-to-be-opened Phuthing in the Transvaal, decided to refuse a state subsidy because, according to Nest's chief architect Steyn Krige, "we don't want to be seen in any way to be tied to the government".

Such schools depend wholly on fees and elaborate bursary systems, made possible by private sector funding, to subsidise the fees of people who cannot afford to pay.

Redhill, on the other hand, takes its state subsidy with a smile. While Barnes admits this can lead to "strings-attached conditions" being imposed, he claims in the event of state interference in the running of the school he would simply "tell them to take it back".

Affordability is high on the list of the aims of independent schools in keeping with their aim to break with the Little England on the Veld syndrome of economic elitism. Ironically, it is often the economically elite who fund the practise of this principle: much of the local money that finds its way into the coffers of these schools comes from companies like Barlow-Rand and Anglo-American.

Despite differences between the schools there is one subject around which there is much solidarity — the still-evolving Independent Examinations Board.

Set to take over the function of the Joint Matriculation Board, the IEB is, according to its publicity, "committed to the exploration of curricula and the development of examinations appropriate to a non-racial society".

The board — made up of a broad cross-section of educationists, including Michael Corke, Mark Henning of St Suthian's, Brother Jude Pieterse of the Catholic Bishops' Conference and S Mohajane of the Soweto Careers Centre — has expressed complete unity in its mission to "maintain acceptable standards and respond effectively to the diverse interests reflected in South African society".

In their own way, a growing number of non-state controlled South African schools — from the emerald green playing fields of the Sacred Heart College to the red dust of the squatter school at Wheeler's Farm — are doing no less than contributing to the shaping of a democratic South Africa.

More importantly, such schools are helping to create democratic South Africans to go with it.

AT THE CUTTING EDGE ... FIVE SCHOOLS

**ST BARNABAS COLLEGE** FOUNDED 25 years ago in Western Township, the Anglican St Barnabas College is now located in Newclare and caters to the educational needs of 300 students.

Under the leadership of Michael Corke, St Barnabas has evolved into a desegregated, co-educational school with a bursary scheme set up to ensure it primarily serves children from distanced homes. The college receives both external and internal funding, much of it from the Anglo American and De Beer's Chairman's Fund.

There is no racial "quota" system and no figures kept on "colour" classifications as defined by the Population and Registration Act.

Academically, St Barnabas has established its own syllabus up to Std 8 and emphasises "integrated studies". There is no rigid adherence to textbook teaching, a wide variety of information sources be-

ing used including material from the South African Council for Higher Education and the National Education Crisis Committee.

Topics discussed during teaching are eclectic and often touch on subjects that would be taboo elsewhere. As history teacher Ahmed Moonda explained: "Evolution, liberation theology, Marxism ... if kids get to experience the world through the classroom, they will surely be better placed to take part in it."

St Barnabas was the first school to align itself to Sacos and its non-racial sporting principles. Moonda says: "We aren't interested in Danie Craven's rugby and All Bacher's cricket."

There is a student representative council which, along with the school's staff, is in constant communication with grassroots community, student and political thinking. An emphasis is placed on community service which includes a ministry to homeless

people and participation in the welfare of children, the disabled and the aged.

**REDHILL SCHOOL** THIS private school in Sandton is 81 years old. Its present head, Jeremy Barnes, expresses frank dissatisfaction with its location, admitting it has "all the trappings of a traditional school" being situated in "middle-class, conservative Sandton — too far from Soweto and inaccessible to people who can't afford us".

Barnes identifies a further obstacle to Redhill's progress as the reluctance of white parents to move as fast as he would like in terms of developing the school's non-racial principles instituted in 1979.

He believes the best way forward is to integrate black and white pupils at nursery school level and let their presence gradually "feed through to the rest of the school". There are few excep-

tions to this rule, which Barnes justifies by contending "it is depressingly true that because of previous inferior education, the average black student of 13 is as much as two academic years behind his white counterparts".

Describing Redhill as a "multi-cultural place", Barnes says the school recognises both Passover and Easter, and both June 16 and Republic Day.

Academically, Redhill "teaches exactly the way it wants to teach", writes its own syllabi and selects its own textbooks - Transvaal Education Department history books are used in class as an "example of National Party propaganda".

The school is a member of the Association of Private Schools and believes by "confronting the state carefully ... we are opening the door wider all the time."

● Turn to next page

Cont. next



## AT THE CUTTING EDGE ...

# Private experiments in non-racist teaching

● From previous page

### SACRED HEART COLLEGE

FORMERLY Marist Brothers College, Sacred Heart had, by headmaster Neil McGurk's own admission, "played a role in producing the economic elite for years".

Since then, it has evolved into one of the country's most outspoken schools which plays host to the sons and daughters of prominent extra-parliamentary leadership figures and a surprising smattering of Afrikaans children.

The school's SRC is highly politicised, includes former "comrades", and, as McGurk says, "through a very painful process we have got into a totally non-racial praxis".

Placing Sacred Heart "slap-bang in the middle of the ideological struggle," McGurk describes the school as being engaged in a "negotiation for space within it".

Participation in the development of a workable "people's education" is one of the school's projects in the effort to "seriously overcome the hegemonies of socialism which have inhibited black empowerment". This, says McGurk, takes into account the "profound conversion whites have to go through".

Definitely about the cheapest private school around (McGurk thinks most private schools tend to "over elaborate" their costs), Sacred Heart has 1 200 students — about half of which are white. McGurk describes this balance as "organic", not contrived, and agrees the school will probably be "almost entirely black within 10 years as the demography of Johannesburg will determine the school's future population".

### NEW ERA SCHOOLS TRUST

THERE is one New Era Schools Trust (Nest) school called Uthongathi which has been open in Natal for less than a year. A second, Phuthing, will open just north of Fourways in January. A third is in the offing for Cape Town.

The Nest schools strive for parity of numbers, described by director Steyn Krige as meaning "African, coloured, Indian and white pupils (are represented) in roughly equal numbers." This parity is reflected in the teaching staff and the governing body. While Krige admits this carefully controlled "numbers" strategy will "not work in the year 2020," he believes the interim period must provide for a "joint venture".

Krige describes the Nest philosophy as being a social, rather than an educational experiment in its aim to "create a society now that will exist well into post-apartheid South Africa".

Academically, the Nest schools "will draw heavily on the developing "people's education" and will provide a forum for "little teaching and much learning".

Krige is concerned that people emerging from South African schools "know more about the battle of Waterloo than the Zulu Wars". He believes in an education that takes into account South Africa is part of Africa, without "totally throwing the Euro-influence out the window". As far as standard textbooks go, Krige expresses the hope that "the sooner the whole lot are burned the better".

Community service is stressed via participation rather than "giving away money — that's the easy option", and Nest school boarders will have no servants but scrub, wash and launder for themselves.

Phuthing, Krige promises, "will not be an elitist school but will endeavour to provide bursary assistance for all races who cannot afford the fees".

### THE RESURRECTION

SCHOOL of the Resurrection grew out of the establishment of informal schools in and around townships by concerned parents and community groups in the thick of the 1985/86 uprisings and boycotts.

Three of the schools that remain intact in the Johannesburg area are Saint Ansgar's School, Perseverance College and Tswelopele Secondary. These have come together to form The School of the Resurrection.

Saint Ansgar's was set up by the Soweto Community Social Centre and opened in 1986 in an abandoned mission school in Roodepoort. Its establishment aroused such community interest that retired headmaster HP Bundwini was approached to start a second, similar school.

Perseverance College was opened in rented office space in Johannesburg in 1987. Tswelopele Secondary started as a project to assist students who were experiencing difficulty studying on their own during the schools boycott. The school currently has 251 students, from Std 6 to 10 and operates under the leadership of HS Malebye, a former businessman.

At the moment the steering committee's brief is to facilitate the amalgamation of the three schools. The School of the Resurrection will be an Anglican church school, but there will be no religious test for admission.

While the three continue to operate independently as work progresses on the establishment of syllabi, entrance criteria and employment conditions, plans are underway for the design and location of the school with funds from Anglo-American and De Beers Chairman's Fund.

The school will place "great emphasis on consultation with parent/teacher bodies, student representative councils and the community at large". It aims to produce graduates who will "be in a position to make a substantial contribution to the reconstruction of South African society".

9

2-3-79 Weekly Mail

Amisard

HOUSE OF ASSEMBLY

Indicates translated version.

For written reply:

General Affairs

372

N13 Highway: proposed toll road

1429 Mr C J DERBY-LEWIS asked the Minister of Transport Affairs:

Whether the Department of Transport has at any time consulted the Johannesburg City Council in connection with the proposed toll road on the N13 highway, if not, why not; if so, (a) (i) with whom and (ii) when were these consultations held and (b) what was the outcome thereof?

THE MINISTER OF TRANSPORT AFFAIRS.

No, not as such but discussions were held on 8 June 1988 at which an official of the Johannesburg City Council was present.

Talks on SVA: cost

1431 Mr C J DERBY-LEWIS asked the Minister of Foreign Affairs:

(a) What was the total cost to the State of the recent visits to (i) Brazzaville, (ii) Cairo and (iii) New York in connection with the discussions on South West Africa, (b) what was the duration of each visit, (c) how many members of each South African Delegation had their expenses paid by his Department, (d) (i) how many members of each such delegation were representatives of Government Departments and (ii) which Departments were represented and (e) what were the functions of these members during the above-mentioned discussions?

THE MINISTER OF FOREIGN AFFAIRS.

(a) (i), (ii) and (iii) Some of the expenditures which have to be borne by the respective foreign governments have not yet been determined and consequently total costs cannot accurately be established at this stage.

(b) The duration of each visit was as follows:

- (i) Brazzaville: 12 to 14 May 1988
- (ii) Cairo: 22 to 25 June 1988

(iii) New York: 7 to 15 July 1988.

(c) The relevant government departments involved in the peace talks and the media representatives who accompanied the delegation to Cairo each paid their own expenses.

(d) (1) All members, with the exception of the media representatives who accompanied the delegation to Cairo.

(ii) Department of Foreign Affairs, SA Defence Force, National Intelligence Service.

(e) The members of the delegation performed integrated official functions

SADF: charges against serving members

1436. Mr C J DERBY-LEWIS asked the Minister of Defence:

(1) Whether the South African Defence Force has laid charges relating to refusal to perform military service against any of the serving members of the Defence Force whose names appeared in a certain newspaper report, particulars of which have been furnished to the Defence Force for the purpose of the Minister's reply; if so, (a) what charges and (b) against whom; if not.

(2) whether he intends taking any steps in this regard; if so, (a) what steps and (b) when; if not, why not?

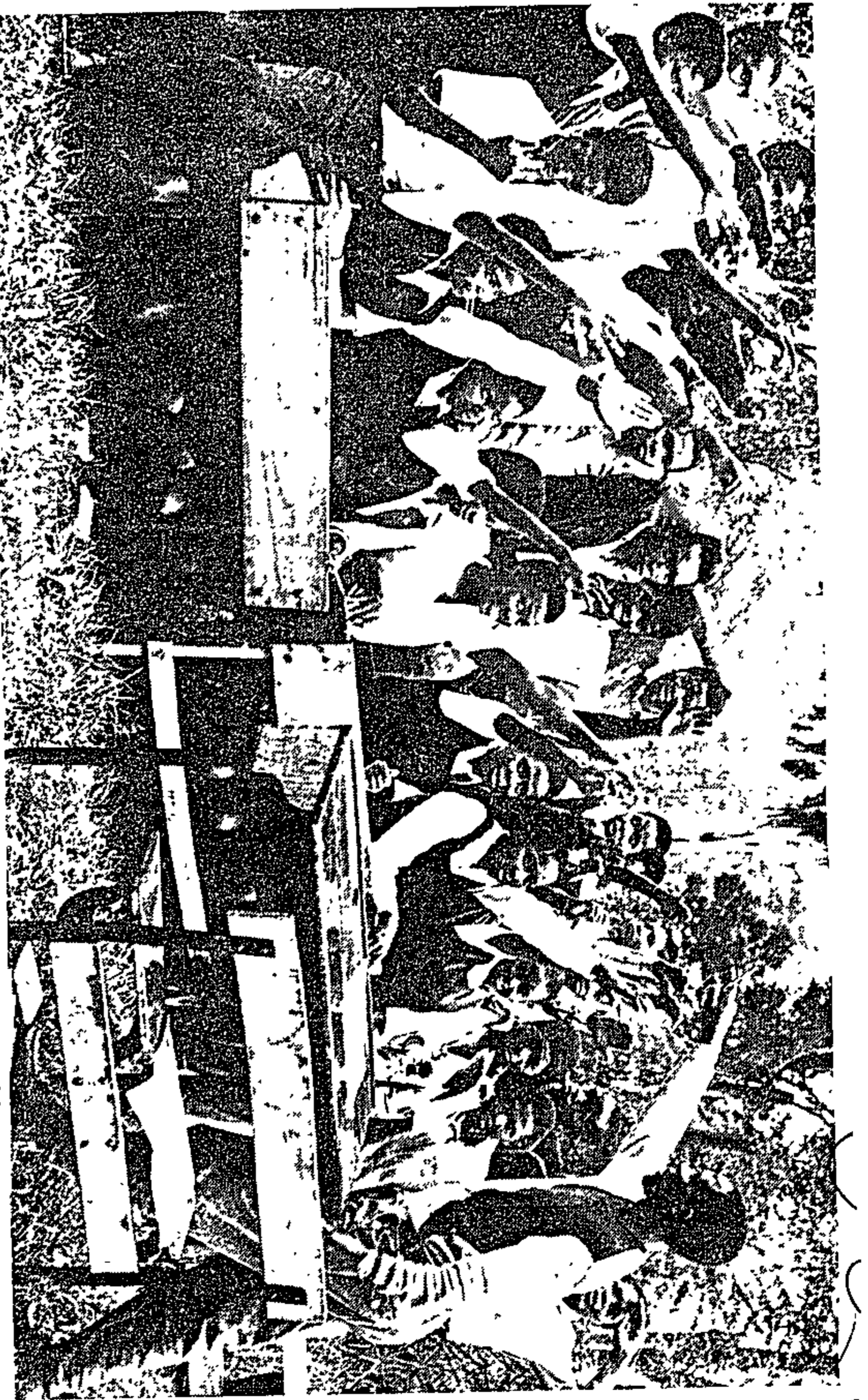
THE MINISTER OF DEFENCE.

(1) and (2) No, because no charge can be laid against persons who only indicated that they would refuse to do Military Service. Where offences, however, are committed, suitable steps in terms of the Defence Act, 1957 (as amended) will be taken

Municipal elections: financial assistance to candidates

1466. Dr W J SNYMAN asked the Minister of Information, Broadcasting Services and the Film Industry:

(1) Whether candidates in the municipal elections of October this year have been promised any financial assistance by his



The problems facing black pupils in South Africa... a lack of classrooms and crowded conditions.

# Call for new investment in education from abroad

SD e Press 25/9/88

By ZB MOLEFE

FOREIGN donor agencies should become involved in an active programme of "reinvestment in education", an international donors' workshop on black educational initiatives for black

South Africans was told this week.

South African Institute of Race Relations deputy-director Theo Coggin also told the workshop in Oxford, England, that the future of South Africa would depend on its African citizens.

"It will not be possible to build up the capacity for black people to run our country, as they will eventually have to do, unless foreign governments and donors recognise that they cannot wait for apartheid to end before reinvesting in education," said Coggin.

Coggin also pointed out that foreign governments had a unique opportunity to put immense pressure on the South African government to deracialise its education.

Said Coggin: "One of the options facing overseas organisations is to dangle the carrot of investment in education in the face of the government with the provi-

so that education is deracialised."

Coggin also said that financing tertiary education was going to require some lateral thinking on the part of both donors and agencies.

There was also a new urgency for black students to receive vocational and technical training, Coggin added. He pointed out that South Africa's already in adequate pool of trained whites would shrink even more by the turn of the century.

● Coggin also told the conference that the SA Institute of Race Relations, probably South Africa's biggest private administrator of bursaries, was receiving 900 postal inquiries a day from blacks in need of scholarships and from an anticipated 50 000 applicants this year, the institute would be able to offer no more than 100 new bursaries for tertiary education in 1989.

Cape Province

(1) Yes

(a) (i) Northern Cape:

Sorghum Beer Personnel — 225  
Other Personnel — 5

(ii) Eastern Cape:

Sorghum Beer Personnel — 82  
Other Personnel — 26

(iii) Western Cape — 0

(b) (i) Northern Cape:

Sorghum Beer Personnel:  
The staff are temporarily allocated to the Industrial Development Corporation as Administrators' officials until such time as the industry is privatized. The position of the affected staff will be addressed during privatisation.

Other Personnel:

One person is in the process of being transferred to a Black Town Committee, one to the Department of Manpower whilst the others are working at a hostel which will shortly be privatized.

(ii) Eastern Cape:

Sorghum Beer Personnel:  
The staff are temporarily allocated to the Industrial Development Corporation as Administrators' officials until such time as the industry is privatized.

Other Personnel:

The persons concerned are being employed at small towns where posts, as a result of the abolition of functions, have not been created on the establishment of the Cape Provincial Administration and their services are currently being utilized at Black Town Committees

(iii) Western Cape: Not applicable.

(c) (i), (ii) and (iii) It is not expected that the matter will be finalized before the end of 1988. The process of privatisation

tion of the Sorghum beer industry is time-consuming, but 30 April 1989 has been set as the target date.

(2) A statement pertaining to the privatisation of the Sorghum beer industry will be issued at an appropriate time in which the position of the staff will also be dealt with.

Transvaal

(1) (a) Development Body

Number of Officials

(i) Transvaal Board for the Development of Peri-Urban Areas 1 208

(ii) Development Boards:

East Rand and Central Transvaal Development Boards 685

West Rand and Orange-Vaal Development Boards (Partial) 633

Northern-Transvaal Development Board 225

Highveld and Eastern Transvaal Development Board 275

Western Transvaal Development Board 304

(b) (i) Serious consideration is being given in dividing local authority functions into own and general affairs. In view thereof that the Transvaal Board for the Development of Peri-Urban Areas is vested with local authority functions its future will be affected by decisions thereon. As soon as finality is reached in this regard the staff will be properly placed.

(ii) The staff is in the employment of the Sorghum beer industry which is being privatized. In this process the position of the staff is being considered and the majority will be absorbed.

(c) The process of privatisation is time-consuming, but a target date of 30 April 1989 has been set.

(2) A statement pertaining to the privatisation of the Sorghum beer industry will be issued at an appropriate time in which the position of the staff will also be dealt with.

Beach resort facilities: amounts to be spent

1310. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

(1) (a) What amounts is it estimated will be spent on the provision of beach resort facilities for Whites, Coloureds, Indians and Blacks, respectively, within the current financial year and (b) (i) on what projects and (ii) where are these amounts to be spent;

(2) whether any of these projects are in respect of more than one race group; if so, which of these projects are in respect of (a) integrated and (b) segregated facilities?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrators of Natal and the Cape Province respectively and they furnished the following information:

As a result of the recent allocation of additional funds for recreational facilities, the allocation of funds on a priority basis has not yet been finalised.

Employees in full-time capacity

1389. Mr A GERBER asked the Minister of Constitutional Development and Planning:

How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks were in the employ of his Department in a full-time capacity as at the latest specified date for which information is available?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

Information as at 19 August 1988

- (a) 517
- (b) none
- (c) none
- (d) 101

Oukasie, Brits: residents

1390. Mr A GERBER asked the Minister of Constitutional Development and Planning:

(a) How many Blacks are resident in Oukasie near Brits at present, (b) how many squatter structures have been erected there and (c) in

respect of what date is this information furnished?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of Transvaal and he furnished the following information:

- (a) 5 546
- (b) 675 squatter structures have been erected since 1986.
- (c) 5 July 1988.

Computers: supply/maintenance

1392. Mr R M BURROWS asked the Minister of Education and Development Aid:

Whether a decision has been reached on the supply of computers to and maintenance of computers in all high and primary schools falling under his control; if not, why not; if so, (a) what decision and (b) what time-table regarding supply has been set?

THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes

- (a) The provision of computer systems for colleges of education enjoys priority.
- (b) Provision depends on decisions taken by a committee of the CHED which was commissioned to inquire into the matter as well as into the availability of funds.

African language as school subject

1395. Mr K M ANDREW asked the Minister of Education and Development Aid:

How many (a) schools falling under his Department were offering, and (b) pupils were taking, an African language as a subject as at the latest specified date for which information is available?

THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) 7 631
  - (b) 1 885 405
- Information as on 3 March 1987

*Handwritten:* Howard.

Howard

Howard

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
	N Tvl	Public
		Farm
		Other state aided
		Private

HOUSE OF ASSEMBLY

(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.

(a)	(b)	(c)	(d)	(e)
331	64	669	847	4 198
903	3	16	718	844
35	4	20	28	218
6	2	2	6	53

HOUSE OF ASSEMBLY

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 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

HOUSE OF ASSEMBLY

Howard

Howard

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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.

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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	School type
Region	
N Tvl	Public
	Farm
	Other state aided
	Private

HOUSE OF ASSEMBLY

(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.  
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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.

(a)	(b)	(c)	(d)	(e)
331	64	669	847	4 198
903	3	16	718	844
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	Other state aided	1	0	0	4	2
Orange-Vaal	Public	5	0	0	0	20
	Farm	14	3	8	18	135
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	Farm	10	1	0	5	68
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	Farm	16	1	1	2	18
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	Farm	926	4	17	752	889
	Other state aided	33	1	13	40	187
Johannesburg	Public	5	2	1	5	57
	Farm	274	109	681	1 041	4 690
	Other state aided	601	0	21	438	560
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	Farm	6	0	0	1	23
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	Farm	232	57	467	1 140	2 775
	Other state aided	1 139	1	1	445	288
Johannesburg	Public	20	0	4	32	52
	Farm	13	1	1	24	48
	Other state aided	157	18	264	585	1 748
Orange-Vaal	Public	859	1	21	601	953
	Farm	30	0	11	55	106
	Other state aided	10	1	0	8	66

HOUSE OF ASSEMBLY

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 system 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:

**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	Std. 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	(ii) Afrikaans
N Transvaal	22 317
Highveld	24 761
Johannesburg	24 004
Orange-Vaal	17 552
OFS	17 424
Natal	10 675
Cape	15 061
(ii) Afrikaans	
Cape	105

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 administrations. 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.

Howard.

2299

WEDNESDAY, 28 SEPTEMBER 1988

2300

50

- (1) Falls away.
- (ii) Falls away.
- (2) Falls away.
- (3) No.

Private schools: subsidies

1416. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) Whether any changes have been effected or are envisaged in the formula or policy for the financing of subsidies for private schools under his control; if not, why not; if so, what changes have been or are to be effected;
- (2) what is the current formula for the financing of private schools;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) The Department of National Education is responsible for the policy and formula for the financing of subsidies.
- (2) Private schools receive a subsidy equal to 15% or 45% of the running costs of Departmental schools, depending on the category for which they qualify.
- (3) No.

Learning Technologies: relationship with two bodies

1419. Mr K M ANDREW asked the Minister of Education and Development Aid:

- (1) Whether, with reference to an article on Learning Technologies (Pty) Ltd (Learn Tech) in the 24 June 1988 issue of a certain periodical, the name of which has been furnished to the Minister's Department for the purpose of his reply, he intends to investigate (a) the relationship between Learn Tech and two bodies: the names of which have also been furnished to his Department, and (b) possible infringements of his Department's copyright by Learn Tech; if not, why not; if so, (i) (aa) what matters are to be investigated, (bb) when and (cc) by whom and (ii) what (aa) is the name of this periodical and (bb) are

2301

WEDNESDAY, 28 SEPTEMBER 1988

2302

Howard.

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

Not by the Department of Development Planning.

Municipal elections: participation

1453. Mr C J DERBY-LEWIS asked the Minister of Constitutional Development and Planning:

- (1) What are the conditions of participation in municipal elections for Blacks;
- (2) whether provision has been made for Black squatters to participate in these elections; if so,
- (3) whether the conditions of participation by squatters differ from those referred to above; if so, what are the differences?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) The conditions for participation are laid down in the Black Local Authorities Act, 1982 (Act 102 of 1982) and the Regulations promulgated thereunder.
- (2) and (3) In the Act and the Regulations no specific reference is made of squatters. If a squatter complies with the prescribed requirements, he can participate in the elections.

RSC headquarters in PE

1456. Mr D J N MALCOMESS asked the Minister of Constitutional Development and Planning:

- Whether it is intended to build regional services council headquarters in Port Elizabeth; if so, what stage has been reached in its planning and construction?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- No, not at this stage. Future development and needs will determine whether headquarters should be built.

Old-age pensions: pay-out points

1461. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (a) How many pay-out points for old-age pensions for Blacks are there in the Republic and (b) what is the average number of old-age pensioners per pay-out point in each province?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrators of the different provinces and the information was co-ordinated and furnished by the Transvaal Provincial Government.

- (a) 515
- (b) Transvaal — 970
- Cape Province — 629
- OFS — 538
- Natal — 530

Group Areas Act: notices issued

1475. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

- (1) Whether any notices were issued in terms of section 41 of the Group Areas Act, No 36 of 1966, from 1 January 1988 up to the latest specified date for which information is available; if so, (a) how many, (b) on what dates and (c) in which towns or areas;
- (2) whether he will identify the properties in respect of which these notices were served; if not, why not; if so, what are the relevant details?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) No; (a), (b) and (c) fall away.
- (2) Falls away.

Group Areas Act: premises sold

1476. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

- (1) Whether, since his reply to Question No 4 on 9 June 1987, any premises have been sold by the State in terms of section 41 of the Group Areas Act, No 36 of 1966, as a result of contraventions in terms of the said Act; if so, (a) how many, (b) where were these premises situated in each case and (c) in respect of what date is this information furnished.
- (2) whether any such premises are due to be sold; if so, (a) how many, (b) where are they situated in each case and (c) when is it anticipated that they will be sold?



# Private schools 'have to keep pace'

105

29/9/89  
K.S.D.

Private schools will come under pressure to increase teachers' salaries to keep pace with those in government service, the chairman of the Association of Private Schools, Mr Peter Loveday, said yesterday.

He said that ultimately the cost of salary increases would have to be met by parents in the form of higher school fees.

Mr Loveday was reacting to Monday's announcement that teachers in the employ of the Government will receive a 15 percent salary increase in January 1 in addition to the 7 percent occupation specific adjustment granted from December 1.

He said although every school board would "make up its own mind" whether to increase salaries and how to fund them, increases in school fees were likely.

"About 40 to 50 percent of a school's operating costs go towards teachers' salaries so any increases will affect the school's financial structure," he said.

The general secretary of the APS, Mr Dougal Turner, said private schools were normally expected to match increases made to teachers in the public sector. Schools were not profit-making concerns and would have to balance the books by increasing school fees, however reluctantly.

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:*

**Bris Rusoord: subsidy**

171. Mr A GERBER asked the Minister of Health Services and Welfare:

- (1) Whether a certain home for the aged in

Howard

**The MINISTER OF EDUCATION AND CULTURE:**

**TRANSVAAL**

(1)

	(i)	(ii)
<b>CAPE</b>		
(a) Barkly House College of Education	132	62,
(b) Paarl College of Education Wellington College of Education	345	66
Oudtshoorn College of Education	172	57
Port Elizabeth College of Education	50	25
Cape Town College of Education	209	43
Paarl College of Education	310	70,
Oudtshoorn College of Education	60	10
(c) Paarl College of Education	8	8;
(2) (a) R26 238 058,00.		
(b) R24 313 141,00.		
<b>NATAL</b>		
(1)	(i)	(ii)
(a) Natal College of Education Durbanse Onderwyskollege	19	19
(b) Natal College of Education Edgewood College of Education Durbanse Onderwyskollege	108	38
(c) Edgewood College of Education Durbanse Onderwyskollege	315	111
(2) (a) R15 653 599,00.		
(b) R16 475 890,00.		
<b>O.F.S.</b>		
(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		
(3) 1 February 1988		

**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:**

	(a)	(b)	(c)
<b>Cape</b>			
(1)	201	20	30
(2)			
Whites	pre-primary	primary	pre-secondary
Coloureds	10 287	2 825	7 105
Indians	176	358	1 360
Blacks	26	77	294
	60	77	434

Howard



# Black children need their own literature

50  
Chas  
2/10/88

By LULAMA LUTI

BLACK South African writers have been challenged to produce relevant children's literature.

Issuing the challenge at a seminar for librarians organised by the black publishing house, Skotaville, senior University of Zululand librarian Nhlanhla Manana said the literature should instil in children a sense of accountability and commitment to the community.

"There is no way a child can be taught to read in a language he does not understand. African literature is a reality. Chil-

dren should be given the opportunity to read in their own language," she said.

Manana pointed out that African authors were faced with the dilemma whether to produce literature that would counteract the negative manner in which blacks were portrayed in many "white books" or to produce literature that would appeal to children in general.

On liberating black children through literature, Manana said authors ought to be aggressive in meeting the challenge to write books that would make black children independent human beings who had no qualms about their identity.

# Major education campaign on child abuse advocated

Staff Reporter  
Children have called for a major educational campaign on sexual abuse, according to an article in South Africa's first newspaper for teenagers, the *Early Times*.

A statement released by the paper said children urgently needed to be taught about sexual abuse and how to avoid it.

"We found that much is being done to catch and punish those who abuse children and there are many organisations doing sterling work to help the victims, but the problem seems to be that it is too little too late," said Ms Robin Comley, editor of the newspaper.

"Statistics we obtained from a wide variety of

sources indicate that the problem has reached horrifying proportions. It isn't confined to any particular racial or income group and often takes place in many seemingly 'normal' families."

Countries like the United States, Canada and the United Kingdom had educational programmes in their school curriculum

"A similar programme is needed here. Children must be protected and the problem has been pushed under the carpet for too long," she said.

An *Early Times* reporter interviewed a number of teenage victims of sexual abuse.

She found many victims believed that what was happening to them was normal.

Unit to <sup>50</sup>  
Star 6/10/88  
increase  
literacy <sup>Yaomu</sup>

By Jovial Rantao

A foundation to increase literacy was launched at Wits University yesterday.

The Zenex Adult Literacy Unit, a project of the Zenex Education Foundation and Wits, is based at the university's Centre for Continuing Education.

Zenex Oil chairman Mr John Truscott said the foundation had conducted considerable research into the best way to start its social benefit programme.

"Literacy is the cornerstone of education, which in turn is the key to universal prosperity and progress in southern Africa," he said.

Guest speaker Mr Clem Sunter said: "Although it is difficult to pinpoint any exact statistics, available figures indicate that there are between five and seven million people in South Africa and the TBVC countries between the ages of 15 and 65 who are illiterate in any language.

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# 'Black education crumbling'

THE black community is in a situation where its education system is crumbling and teachers are no longer accorded respect as the guardians of the future generation.

This was said by Mr Leepile Taunyane in his presidential speech at the 82nd annual conference at the Transvaal United African Teachers Association. It was held at the Venda College of Education in Thohoyandou last weekend.

Mr Taunyane said today's teachers are

By NKOPANE MAKOBANE

under attack from all sections of the community — children, parents and the education authorities. He said educators had lost a lot of the status they once had in the black society.

## Rebellion

"Many of us have feelings that are raw as a result of a classroom situation where children are rebelling against our authority. Teachers may

even be questioning the value of being a teacher in the present environment.

"The fact is, we are in a world that is much tougher than that which the previous generation of teachers had to cope with. In addition to this, we also face a crisis in our entire education system that is unprecedented," he said.

Turning to Tuata, Mr Taunyane said during the

82 years that its members had annually met to review the education system, there had been many difficult periods and crises. However, he said, today's situation is possibly the most serious teachers had to face in the long and illustrious existence of Tuata.

## Given up

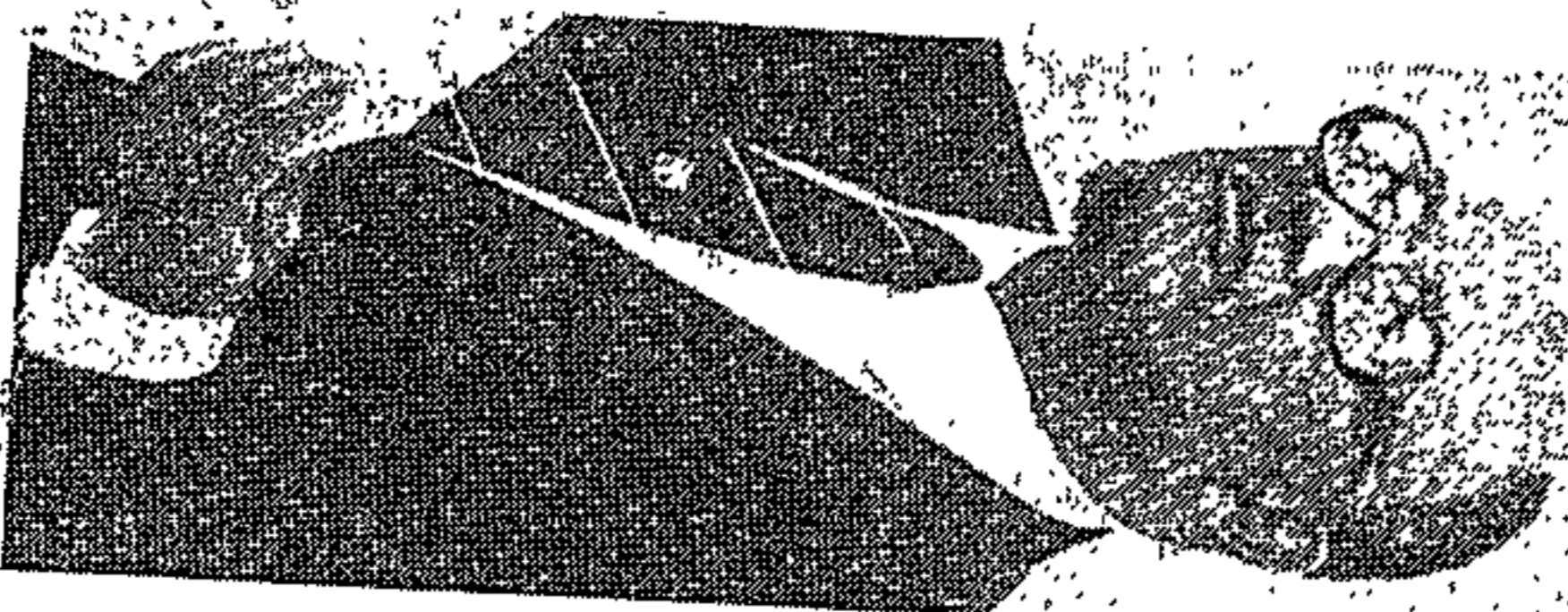
"We, who deal daily with the crises in the classroom, know that

real education is taking place in all too few of our schools. In many cases, teachers have given up the battle to try and teach children who are rejecting both education as it is, and the educators who are trying to provide it.

"Ever since Bantu Education was forced upon us 35 years ago, there has been a united voice of protest against it. Over decades there have been hundreds of conferences and assemblies to debate the mistakes of apartheid.

"The analyses that have been done are manifold, the delegations to education authorities too numerous to mention. The result of this effort has largely come to naught. We are now in a situation where our education system is crumbling.

"We as educators — and still as the guardians of that future generation — must take stock and see what we can do to right what will be irreparable harm to untold thousands of black children," he said.



MR LEEPILÉ TAUNYANE . . . President of Tuata

StarStyle

Sue Valentine speaks to a woman who breaks barriers with an infectious laugh

# The power of 'classroom love'

15th  
31/01/88  
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Ms Goodie Tshabalala-Mogadime's educational philosophy is one of "love in the classroom" along with fostering students' creativity and self-awareness.

A former Fort Hare University graduate, now an education specialist in behavioural management in Canada, Ms Tshabalala-Mogadime is in South Africa as a guest of the Emissary Foundation International and will be speaking at education seminars around the country.

She has a wealth of ideas and opinions and is equipped with an infectious laugh that helps breaks through formalities and barriers.

It has been precisely these characteristics that have seen her go where others may have feared to tread. She has gathered a seemingly endless wealth of experience and practical advice that she now shares worldwide through two books and various speaking engagements.

With her simple belief of the power of "love in the classroom", she challenged the views of the "experts" on the York Board of Education in Canada after a relatively brief spell as a teacher of extremely emotionally disturbed children, and got the job.

Prior to the appointment, Ms Tshabalala-Mogadime had her share of teaching a wide cross-section of students. Since her graduation with a BA degree in South Africa she has taught at junior

schools in Botswana, established a school in the Zambian copperbelt before becoming involved in teaching children with learning disabilities or behavioural problems in Canada.

She and her husband (a doctor) and four children left Zambia for Canada in 1970 largely because of the Zambianisation policy occurring in that country.

"Most of my work in Toronto was with really extreme kids. Here they would be in jail — one of them



Ms Goodie Tshabalala-Mogadime... education specialist.

had killed somebody. We didn't have any classes, I could only work with them on a one-on-one basis.

"Gradually we started to form groups. There were child careworkers in the room with me all the time, a psychologist (who conducted art and play therapy) next door and a psychiatrist on call."

After two years there, Ms Tshabalala-Mogadime took her Master of Science degree, specialising in behavioural management and guidance, and based on her experiences in the treatment centre.

During her two-month visit to South Africa, a trip she has undertaken annually for the last few years, Ms Tshabalala-Mogadime has given talks, conducted workshops and visited schools and teachers' training colleges.

"The main difference between kids in Canada and in South Africa is that there they are more outspoken and they voice their anger. Here, kids are frustrated and angry, but they do not articulate it and then it explodes in violence.

"It is not just the oppression in this country that causes anger among black students. There are other reasons — the same reasons that spark off anger in the classroom in other countries. We need to free the children in the classroom.

During her visit she has found

that black teachers tend to be very defensive.

"How can they teach openness in the classroom if they can't be open in the staffroom? My role is to motivate teachers."

"Black teachers, especially, are often very lonely and have little community support."

Ms Tshabalala-Mogadime says it appears that big business is taking over the lead in education.

"Inspectors do not have any training in programming in the classroom.

"It is in the workshops set up by the private sector where black teachers are being taught to teach more creatively; to develop the syllabus and make the work more practical."

Given a chance — and with someone to take over her four years left of pension payments at 500 Canadian dollars a month — she would be back.

"For the first time I feel this is where I'd like to be. I have something to contribute."



# COMPUTER CENTRE OPENED

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Sainsbury  
21/10/88

A HUMAN Resources Development Centre has been launched in the Department of Business Administration at Rhodes University, Grahamstown. It is aimed at training people involved in small business.

The centre has contracts with employers to allow trainees attend two-week courses every three months. It is coordinated by Mr John McNeill. Professor Malcolm Sainsbury, who initiated the centre, said

the aim of the project was to open and develop new computing careers for talented people in Southern Africa and also to promote more effective use of computing resources in small business and country organisations.

The centre also monitors the progress of the trainees and in conjunction with their employers set suitable on-the-job practical work to build up the trainees expertise.

The HRDC will concentrate on PICK-based

systems and thereafter will develop and introduce a similar programme using UNIX. Courses are run during university terms and trainees are accommodated in University residences.

Those needing further information on the services offered by the centre should please contact Professor Sainsbury at (0461) 2-2023 or write to the Business Information Systems, Department of Business Administration, Rhodes University, Grahamstown 6140.

**H**AVING taught black students at Wits, UCT and in Britain, my scenario of universities in this country is the exact opposite of that of Natal University's Professor James Moulder, whose views have recently been published.

He suggests an Africanisation of our universities, and in the process makes a number of statements that are highly questionable.

The very term "Africanisation" is, in the final analysis, derogatory. It is generally interpreted as a lowering of standards. It could mean either that universities should teach what people in the townships (the majority of the population) find relevant, or it could mean that universities should lower their standards to conform to the standard of teaching by the Department of Education and Training.

This is what Moulder has in mind. Instead of suggesting that the standard of school education should be raised, he suggests that university "levels" should be lowered. He loathes the DET system because it under-educates black pupils, but he is in favour of the universities following suit.

**L**et us hope no one will take him seriously. Black people are known for their interest in good education, and if our universities were to scale themselves down to accommodate the under-educated, future generations will point to him as the cause of the further lowering of education in this country.

Moulder has not consulted black parents and students, and he does not know what kind of education they really want. He thinks they are suited to a different and lower level than that which the universities are offering, and recommends accordingly.

There is little reason to believe that the intelligence probability distribution of blacks is much different from that of whites. The fact that a people speak English with a strange accent, that their idioms and customs are different from those of whites and their experience and knowledge of the Western world often more limited, has nothing to do with intelligence.

Proof of this is the fact that the

# Dedicated teaching is the way to 'World standards'

**Professor D J BOTHA, Department of Economics, Witwatersrand University, takes up the debate about the future of university education**

black student, if well and sympathetically taught, has no greater difficulty in grasping complex ideas and theories than his white fellow student. He often cannot express himself with equal facility, which the sceptic interprets as indicating a lower level of understanding, which it is not.

Proper education requires much from both teacher and taught. Criticism is often limited to the shortcomings of the student, and seldom if ever refers to the quality of teaching. High failure rates are due not only to lack of preparation on the part of the student but also, in many instances, to indifferent or garbled teaching.

In our universities there are departments that are doing very well. In virtually all the departments that do not require expensive equipment it is not an insuperable task to attain world standards. To many people "world standards" is a magic concept that cannot but be way above the capabilities of academics in little SA. This is nonsense. World standards are attained by dedicated teachers who enjoy their work and keep up with the international literature which they systematically introduce into their teaching.

Many departments are doing just this and are rightly famous for the good students they turn out. We

strive after excellence — often with success — and we must continue to do so. We can continue to do so provided a few conditions are met.

First, some of our universities could profitably be turned into technicians where important work of a different kind is done. Second, we must attract only the best quality staff. Third, the conditions of work need looking into in order to make the university more attractive to younger members of staff.

Academic support programmes are not offered to black students only. Universities have run these programmes for decades in the shape of tutorial systems, mostly for first year students.

Tutorials help them to find their feet. Many white students need this

as much as black students do. Poor school education is by no means limited to the DET schools.

The problem shifts, therefore, from being one of teaching disadvantaged black students to the teaching at university of many students — white, black and brown — who are not yet university material. It is a general problem which the presence of black students on campus has merely aggravated. They have introduced nothing new besides their new faces and different ways of socialising. Academically that is irrelevant.

The Faculty of Commerce at Wits runs two programmes manned by a very small number of dedicated staff. Their success has been remarkable.

Our Academic Support Programme (ASP) — of the kind that Moulder says must be discontinued — is offered to students who seek aid voluntarily. The June results for this and last year are shown in the table:

Subject	1987		1988	
	June Number	Pass Rate	June Number	Pass Rate
Economics	23	61	34	89
Business	27	50	45	72
Commercial Law	23	83	41	83

So, for example, in June 1987, of 23 in economics, 61% passed. A

year later, of 34 students, 89% passed; and so on.

Among those 34 students, three are from English homes in Johannesburg's northern suburbs, another three are English speaking from the less-privileged section of the community and the rest are black or foreign students.

The ASP fulfils a need that is present in all sections of the community. It can be met by extra tuition — circumspect tuition that need not cost the earth.

In our case, ASP students are taken through a programme designed to develop learning strategies, reading skills and regular working habits — all elemental pre-requisites to successful study anywhere.

**I**t is necessary that we sound out responsible black leaders about the kind of education they want: a "relevant" education focused on the problems of their communities, or a more universal education that would turn them into full citizens of the modern world. It appears that black students are as interested in a good education as any — a First World education which our universities can and do provide.

We shall apparently forever remain a First/Third World country. It is our duty to ensure that the First World segment of our society is comparable with the best. That is within our reach with proper educational planning. For there is no lack of brain power in this country, also among the black section of the population. A people that could produce a Luthuli, Jabavu, Marok, Buthelezi, Tutu, Mangope or Nandwizi are a people with undoubted intellect.

Let us stop advocating emotive views, such as that the management and staffing of universities should reflect the proportional strength of the various race groups. That is surely not true of universities elsewhere. Is it true of Harvard and Yale? Is this reflected in the Institute for Advanced Studies at Princeton?

Let us allow the evolutionary process to take its course without propagating unrealistic ideas based upon emotion, fear and a feeling of guilt.

## Barber delayed

**WASHINGTON** correspondent Simon Barber has been in New York to report on the Angola/Namibia peace talks, and his weekly column has been delayed until tomorrow.

50 Sowetan 11/10/88

Education is the right place to start

# FOUNDATION FOR NATION BUILDING

## FOCUS

THE East Rand based African Bureau of Education held a graduation fete at Isidingo Technical Training College in Daveyton at the weekend. The *Sowetan's* assistant editor, Sam Mabe, who was a guest speaker, spoke on using education as a tool for nation building. Here is a shorthand version of his speech.

You must be commended for generating interest in education among members of your community. I have not seen nor heard of a function similar to this one before.

My information is that every year residents of Daveyton who have acquired university degrees hold a joint celebration of their academic achievement. I don't know what your objectives for holding such functions are, but the idea seems good. We have to popularise education in our communities and emphasise that education is very fundamental to nation building.

Today's function is a good gesture showing that you have not allowed your education to alienate you from



members of your community who are not as educated as you are. We know some of the problems created by Bantu Education among us. Bantu Education is among other things, divisive. It makes those who have received it despise those who have not. It makes us lose our place among the people who brought us up and those we grew up with.

It is no accident that Bantu Education does not equip us with skills to help us deal effectively with the socio-economic problems we encounter every day in our lives. Colonial or Bantu Education was after all,

never intended to benefit its recipients, but to benefit members of the class that designed it: the ruling class.

There is no ideological neutrality in any system of education — in South Africa, or elsewhere in the world. Education is either for domestication or for liberation. All education systems are designed to impose or to uphold ideologies, socio-political and economic orders and cultural values of the ruling classes.

### Political

To quote from the Declaration of Persopolis International Symposium for Literacy in 1975: "Literacy work, like education in general, is a political act. It is not neutral, for the very act of revealing social reality in order to transform it, or of concealing it in order to preserve it is political."

Doctors are trained to provide medical solutions to problems whose origins can be traced to the socio-economic and political conditions under which their patients live. And yet, politics do not form part of their university curriculum. Social workers also fall into this category.

The exclusion of politics from subjects we learn under Bantu Education is to ensure that we do not identify structures of domination and oppression. The reason being that once you identify a problem, the next logical step to take will be to seek its solution. It does not make sense for a student of Geography to know that South Africa is rich in minerals such as diamond and gold, if he cannot be told who owns those minerals and how the wealth accruing from them is to be distributed among the inhabitants of the country.

Such questions will obviously make it necessary for the student to start addressing himself to things like the franchise and the relationship between the indigenous people of this country and members of the minority ruling class.

Let me hasten to explain that by Bantu Education, I am not necessarily referring to the education system designed for blacks in South Africa only. The education system in Lesotho, Botswana and Swaziland may be different from ours, but it is essentially colonial in content as it was designed for the underdogs. It also does not

serve the interests of its recipients.

That is why the ruling class has found it necessary that alongside our education system, we also be forced to adopt a religion which promotes the myth that God is behind all the poverty, the hunger and the diseases which kill our children in large numbers in the bantustans.

This strategy is aimed at diverting our attention from the root causes of problems faced by man all over the world: this is the conflict between labour and capital. That is the bottom line.

Many highly educated people in Africa are offered jobs and opportunities to emigrate to Western countries such as America, Great Britain and France. Granted, in Western countries they make a better living for themselves. But a nation-building type of education should make its recipients eager to work among their people, and to help them root out the causes of their problems.

Offers of overseas emigration as soon as we become fundis in any field are not always sincere offers. They are part of a well-orchestrated international conspiracy aimed at removing from our midst all those who possess skills that can help us in building the nation.

America is a great country today because of skills it has taken from various Third World countries of the world. We are gathered here today to acknowledge you as a breed of people who have become scholars in various disciplines which by and large have very little, if any relationship with your socio-economic and cultural background.

A brilliant African-American scholar, Dr Carter G Woodson, wrote about 60 years ago in his book, *The Miseducation of the Negro*, that when people are educated to respect the knowledge, the scholarships, the history and the background of everybody except themselves, and when they go to school to become scholars in Greek, and scholars in Latin, and scholars in European civilisations, but with total ignorance of their own civilisation, then those people are miseducated.

• Continues tomorrow

# Educating the nation

We have among us, funds on Shakespeare, we see leaders such as Napoleon Bonaparte as heroes, yet we know nothing about our own heroes such as King Shaka, King Moshoeshe and many brilliant African scholars who may be better than Western scholars. We have ballet dance champions in our townships and experts in classical music, both of which are European in origin. How many of our people are, or would like to be champions or experts in Mohobelo or Indlamu?

We are not only ignorant of those African traditional dances, but we are so ashamed of them that we would be embarrassed by any suggestion that we develop them as university disciplines because we have been trained to deny our own identities and to respect Western identities believed to be superior to our own.

Our learning is not applied to real life situations. Hence, our education is more quantitative than qualitative. We stay at varsity for too long while equipping ourselves with volumes of knowledge which at best, only helps us pass examinations.

Because white children are trained to be rulers, the subjects they do and the methods applied in their training reflects this objective. Their subjects allow for creative thinking and the building of leadership skills in them. But the training of black children is designed in such a way

THE East Rand-based African Bureau of Education held a graduation lete at Isidingo Technical Training College in Daveyton at the weekend. *Sowetan's* assistant editor, Sam Mabe, who was a guest speaker, spoke on: Using education as a tool for nation-building. This is the last part of his speech.

## FOCUS

that they are subjected to very strict discipline where absolute obedience and passivity are nurtured.

This has entrenched in them the belief that on their own, even as future workers, they will be incapable of self-organisation or to be productive, except only under supervision, coercion and perpetual threat of dismissal.

As a result, what comes out of a black pupil is more of a tool, a slave who will do only what he is told and often only when told.

Kenneth Stamp, in *The Peculiar Institution*, has this to say about the production of a perfect slave:

- a) Accustom him to rigid discipline;
- b) Demand from him unconditional submission;
- c) Impress upon him a sense of innate inferiority;
- d) Instil in him a paralysing fear of the white man;
- e) Train him to adopt the master's code of good behaviour; and
- f) Instil in him a sense of complete dependence.

Any observant product of Bantu Education will agree that these are features of our education system which we get within and outside of the

classroom. Also, our education system trenches values that are alien to African values of "ubuntu" or "botho." As a result, we have lost confidence in our own ability to do anything for ourselves.

Dr Koma, in a pamphlet entitled *Education in Black Africa*, lists characteristics of Bantu Education as follows:

- it promotes individualism;
- it regards the accumulation of wealth as the measure of success in life;
- it conditions those who received it to despise those who have not;
- it makes its recipients despise manual work; and
- it makes its victims accept anything done by the white man as the paragon of excellence.

What then, are we doing to correct this situation? It is common cause that when people lack the power to challenge their oppressors or to free themselves from domination, they develop a tendency to be arrogant, emotional and irrational in their approach to problems they face.

They feel empowered by slogans which at best, only instil a temporary, but false hope and a sense of winning their struggle when they are in fact, losing it. It makes them derive satisfaction and a feeling of achievement when they deride their fellowmen, when they launch endless witchhunts among themselves and when they criticise, isolate and sometimes kill alleged enemies of the revolution.

Today, we have people who believe that it is a virtue to be detained, banned and to suffer many other forms of state harassment. We glamourise our own defeat, our weaknesses and our failures, when we should be reviewing strategies we have been using to change the system of education in

our country.

While in Zimbabwe recently, I read publications and was also questioned, in an almost accusatory fashion, on why the National Council of Trade Unions was not restricted when other organisations such as the Congress of South African Trade Unions was restricted by the Government.

I understood this to insinuate that unless you get banned, detained or harassed in one form or another by the authorities, you are not relevant. This has led some of our youngsters into taking rash actions and behaving irresponsibly in order that they can get into trouble with the law, so as to become instant heroes of the struggle.

This is not right. Our people must become heroes because of carefully planned ground activities aimed at liberating our country, rather than because of decisions taken by security police. These are not the type of heroes we need for nation building. I am not suggesting, however, that all banned and detained people fall under this category.

We are doing nothing to counter the gutter education we receive from our schools. Instead, we guttise our education further by adopting slogans such as liberation first and education later, as though education did not form part of our liberation.

Some of the methods we use to address the problems in education encourage the production of thousands of illiterate and innumerate youths. There are many examples showing that dictatorships thrive much better in illiterate societies as is the case with Latin America, Africa and Asia.

Can we sincerely say the type of youths who roam the streets of Soweto today are the leadership we are grooming for a new society?

Educated people are not easy to manipulate and they do not obey instructions without

asking why. We have a typical example of youths who have been ordered to "necklace" certain people perceived to be police informers or of being reactionaries. Such orders have been carried out without question by our future "leaders."

We have alienated many people from our struggle by labelling them as reactionaries and therefore, not entitled to be heard. A question that has never been answered in this regard is what criteria is used to determine who is reactionary and who is not and, who has the right to categorise people in this manner.

This retrogressive tendency stems from the fact that we elevate political organisations and leaders above the main issue around which our struggle evolves — the liberation of our people.

If we could put the interests of our people above those of individuals and organisations, we would increase the value and quality of human life and be more prepared to face the challenge of running and living in a free and open society.

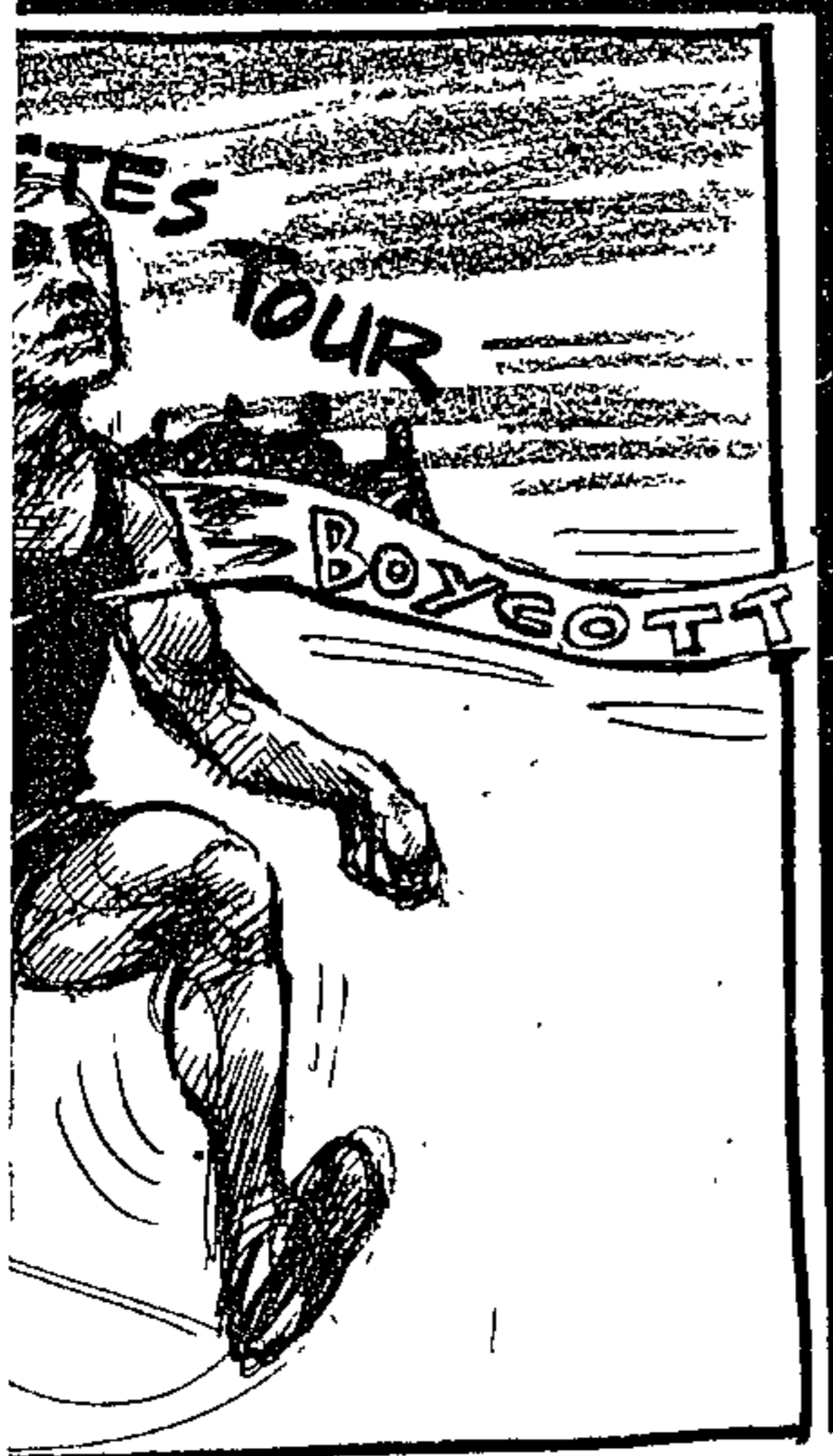
To create the society we all aspire for, let us look seriously at the concept of nation-building. The concept of nation building demands that we take control of all organs of power in our communities. Our universities and our schools are naked examples of the power required by a nation yearning for freedom.

Fellow nation builders, ideals are like stars. We never reach them, but we chart our course in life by them. Nation building is an ideal by which we should all chart the course of our lives.

Let us abandon retrogressive strategies that deny us the chance to grow and to develop as a strong nation. For the number of years we have been involved in the struggle to free ourselves, and for the number of our children who have died in the name of liberation, we deserve a lot more than high-sounding slogans and empty rhetoric.

We have a vision for a future society we want for ourselves and our children. Let us therefore, set ourselves attainable goals and design objectives and a programme of action that will set the wheels of nation building into motion.

Thank you and God bless the nation.



Political comment in this issue by Aggrey Klaaste and Sam Mabe. Sub-editing, headlines and posters by Sydney Mathaku. All of 61 Commando Road, Industria West, Johannesburg.

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# They're committed to uplifting the people

Star 14/10/88

299 50

Janssen Pharmaceutica was last night presented with the Mayor of Sandton's Human Resources Award in recognition of the numerous schemes it has introduced to develop human potential "demonstrating imagination, flair and dedication in creating opportunities for greater employment".

The same firm shared with another international company — Steinmuller Africa — the mayor's second award "for company commitment to developing human resources measured by the proportion of company time and resources spent on training, education and advancement programmes".

## **Black advancement**

When Sandton mayor Peter Gardiner initiated community investment awards in association with The Star and the Sandton Chamber of Commerce, he did so because he believed the usual business awards acknowledging merely financial feats were no longer relevant in South Africa.

The time had come, he said, for the white business sector to do more than just "devote increased sums of money to black advancement". Much more was required in terms of time, energy and managerial resources.

The two companies that received the awards last night show a commitment to the community that must be difficult to match in South Africa.

They were selected by a panel comprising Mr Colin Adcock, chairman of the Sandton Civic Foundation; Mr Harvey Tyson, Editor-in-Chief of The Star; Mr Gaby Magomola, chief executive of the African Bank; and Mr Gardiner.

Janssen has concerned itself with unemployment, labour relations, education, health and nutrition, housing and residential segregation, political rights and community development.

Concern at black unemployment prompted it to initiate a programme designed to generate income for the unemployed and destitute. The programme collects people off the streets and offers them basic motivational training and the opportunity of working at the firm's manufacturing premises for a day. Steps are then taken to place them in the job market.

Janssen has also made efforts to raise the wages and conditions of employment of thousands of office cleaners in the Sandton area.

Seven years ago it pioneered a programme to ensure every school in Alexandra was supported

Two companies have received awards for their efforts in developing human potential. **WINNIE GRAHAM** looks at the achievements of the two innovative firms.

by a company. After canvassing support, this objective was achieved and the Alexandra Schools and Sponsors Association was formed. This body has continued to play a vital role in confronting the DET with alternative educational concepts.

The severe housing shortage prompted the company to re-assess its strategy and look at ways and means of alleviating the chronic housing shortage. It has initiated "pilgrimages of pain" (townships tours) and facilitated meetings between black and white South Africans.

Janssen has contributed to youth leadership forums at various levels and has become involved in an outreach programme to Afrikaner decision-makers. It takes an active interest in old age homes, creches, handicapped children, self-help schemes and various training schemes.

Steinmuller Africa, which shared the Human Resources Development Award, allocates over 10 percent of its annual overhead costs and specialist personnel to training and development. It believes in the philosophy of equal opportunity and the recognition of ability and performance.

An average of 110 apprentices of all races are trained by the company each year. The emphasis is on the training of blacks, and Steinmuller apprentices have twice won the Seifsa Apprentice of the Year award.

The training of specialist technicians is ongoing and the provision of supervisory and management skills training is undertaken at all levels for all race groups. Basic literary and numeracy skills training is undertaken on a voluntary basis by a fully trained staff member.

The company sponsors several high school students at St Barnabas, a multiracial school in Bosmont, and has granted bursaries to several students for undergraduate education.

Its social community projects include support for the Alexandra Clinic, the Anti-TB Association, the African Children's Feeding Scheme and Kinderstrand (for underprivileged children).

The company also operates a housing scheme for employees with a total of R1,5 million available to staff for the purchase of property.

WMAIL 14-20/10/88

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LETTERS

# Non-racial schools a soft option? No way, says mum

AS a parent who has removed her children from government schools, I wish to disagree with Jane (*Weekly Mail*, September 30 to October 7) who believes that sending children to the non-racial schools is a soft option.

Jane advocates staying in the government system and fighting to have the schools opened to all races. While my children were at a government school I was part of a group of parents who attempted to raise a number of issues related to apartheid education within the school. We were consistently blocked by the principal who would describe himself as open-minded.

We were not allowed to advertise meetings that he deemed to be politically sensitive; we were not allowed to use school premises. We arranged house meetings which were attended by the converted and found it difficult to establish debate with other parents. Speaking out on issues relating to sexism, racism or elitism, we were soon branded as the lunatic left and were marginalised.

While I support the efforts of parents who are attempting to effect change in government schools, I know how little room they have in which to manoeuvre.

Jane suggests that parents at the non-racial schools have opted out of the struggle by choosing elitism and privilege. She fails to recognise that the non-racial schools are confronting the challenges and problems associated with multi-racial and multi-lingual education.

At Woodmead, the school my son attends, parents, students and teachers are attempting to evolve democratic forms of participation and are trying deal with the complexities of open schooling.

The non-racial schools are slowly building up the expertise this country will need for post-apartheid education. If "liberal and left of liberal parents" choose not to send their children to these schools, then multi-racial education will suffer a severe setback. The non-racial schools will become black schools and government schools will remain segregated according to race.

This is not to say that my son is not privileged to attend a school like Woodmead. He is, but not for the elitist reasons that Jane suggests. At Woodmead he is able to gain a sense of what a freer South Africa might be like. Because progressive education is not simply about desegregation, he has escaped from the narrow constraints of state syllabuses and the rote memorisation of meaningless information. He is encouraged to have opinions of his own and to listen to the those of others. He is encouraged to question everything, including the school itself.

The non-racial schools have taken on the task of democratising education. This is in no way a soft option. — Hilary Janks, Craighall Park

STEVEN FRIEDMAN's column (*Weekly Mail*, September 23-29) regarding the effect of the Emergency in removing normal political leadership, the quelling of debate and the validity of

Church leaders filling the gap is pertinent and deserves comment.

Involvement in "politics" by the Church should not be seen as a temporary measure to fill the political leadership gap. Christ is God over the whole of creation and bringing His laws to bear in all areas of life is a necessary part of the Church's witness. It follows, however, that the Church's role is not to determine the will of the people but rather the will of God. This applies not only to moral issues as Mr Friedman cites but also to "political" issues.

While the Church's witness will often coincide with support for the poor and oppressed it is inevitable that at times it will find itself at odds with popular ideas and expedient tactics. At such times it would be helpful for those both within and outside the Church to remember this difference in roles and not try to impose on the Church a democratic ideal.

Using Mr Friedman's example, Archbishop Desmond Tutu has stated clearly in public statements that he is seeking to obey God rather than using political tactic. To participate in evil for tactical reasons would be a compromise on obedience to God.

Whatever the gains achieved, support would have been given to the evil affording its continued existence. Obedience to God may require that apparent gains be sacrificed in order that evil is opposed. — CRW Campbell, Irene

THE fact that South Africa has withdrawn its forces from Angola and is sitting at the negotiating table is a victory of all those who oppose apartheid.

Who would have thought that the mighty and seemingly invincible SADF would allow this to happen?

The reasons for this surprising turn of events need to be located within the context of international and national opposition to the apartheid system.

Firstly, sanctions in the form of the arms embargo have begun to bite. Aging Mirage jets are no match for the superior MiGs. Non-violent means employed by the international community have helped to reduce the violence of

Address letters to Letters Page, The Weekly Mail, Box 260425, Excom 2023. Shorter letters will be given preference.

The editors reserve the right to edit letters for clarity of space.

WMAIL 14-20/10/88

the war in Angola.

Secondly, with Cuban assistance, Fapla is a force to be reckoned with. It is little wonder that the oppressed people of South Africa look to Cuba as an ally. The Cubans are prepared to act against apartheid in the spirit of international solidarity, while Western governments provide arms for Unita, puff themselves up with anti-apartheid rhetoric and claim sanctions can't work before they have been properly implemented.

Thirdly, the South African economy is on the verge of bankruptcy. It cannot afford a war in Angola that costs R4-billion a year, nor can it manage to continue bankrolling its illegal Namibian administration.

The difficulty the government faces in raising international bank loans to continue financing apartheid and the military backup that is needed to defend it, is sending the economy downhill.

Finally, the struggle of the oppressed in the 1980s has placed enormous political and military strain on the state.

It can't afford to be overextended in Angola and Namibia, as well as in South Africa. After three States of Emergency, there is still "unrest" and the government is afraid of releasing detainees or of allowing the oppressed to choose their own forms of political representation in organisations like the UDF.

The government is no longer solely in control of South Africa's destiny. It is time it recognised this and settled for peace and prosperity with genuine representatives of the oppressed. That, Mr Botha, would be putting South Africa first. — W Liebenberg, Johannesburg Democratic Action Committee

IT is ironic that a United States administration should be exercising political censorship over the UDF leaders in its consulate.

It was the Reagan administration that withdrew from Unesco in the mid-1980s on the grounds that the demands of Third World countries for a New World Information Order threatened the US's adherence to a media policy resting on the free flow of information. What threat does allowing the "Kine 3" a little free speech hold?

It is clearly threatening to the South African government on the eve of the municipal elections. It restricted the UDF in February to prevent it from voicing any opinions on the elections.

Free speech from the "Kine 3" is also threatening to the Republican Party who do not want anything to damage their chances in the US elections. Allowing the three to speak on TV on the collusion between the Reagan administration and apartheid would damage George Bush's chances of being elected.

Once more the voice of the oppressed is being denied an international platform to speak out against racism, oppression and detention without trial. — W Currie, Bellevue East



**MRS Sara Harrity, director of the Ranfurly Library Service, presenting some of the books on behalf of the Textbooks for Africa Project to the Johannesburg Educational Programmes Centre.**

## Spreading of knowledge

**THE Textbooks for Africa Project has donated 450 English language books to the Educational Programmes Centre in Johannesburg.**

**The presentation was done by the director of the London-based Ranfurly Library Services Mrs Sara Harrity, who is currently visiting South Africa.**

**The Textbooks for Africa Project was launched in April this year by Mrs Harrity's organisation, the British Consul and Rotary International.**

**Over 50 000 books have been sent by the project to black community schools in South Africa, Lesotho, Zambia, Ethiopia, the Gambia and Sierra Leone.**

# Last two lectures

50  
Amutu

20/10/88

THE last two lectures on the programme for non-formal education organised by the Council for Black Education and Research are to be held this Saturday and next Saturday at Funda Centre in Diepkloof, Soweto.

The council is a community-based project founded by Professor Es'kia Mphahlele, Mr Legau Mathabathe and Mr Fanyana Mazibuko.

## Popular

The programme has become very popular since it was started eight years ago. The aim of the lectures is to broaden knowledge, encourage research, promote discussion and think about the alternatives to the status quo in South Africa's cultural, economic, political and

social environment.

This Saturday at 10am the lecture, "African Socialism," will be delivered by Dr Neville Alexander, an executive member of the Health, Education and Welfare Society of South Africa.

The last lecture, "Mixed Economy" will be given on October 29 by Mr Eugene Nyathi, another scholar of economics and political science who is also a journalist.



PROFESSOR Es'kia Mphahlele.



(50) 8/2009 21/10/88

## UK boost for SA black education

SIPHO NGCOBO

BRITAIN intended to increase its support for black SA students and teachers who had not had the opportunity to matriculate, British Ambassador R W Renwick said yesterday.

Addressing about 550 students who are completing studies at the Project Matriculation (Promat) College in Mamelodi near Pretoria, Renwick said Unilever, a British company, had agreed to provide funding for a new Promat College in Durban to be launched on October 27.

Promat colleges help black stu-

dents and teachers who have not had the opportunity to gain matriculation certificates.

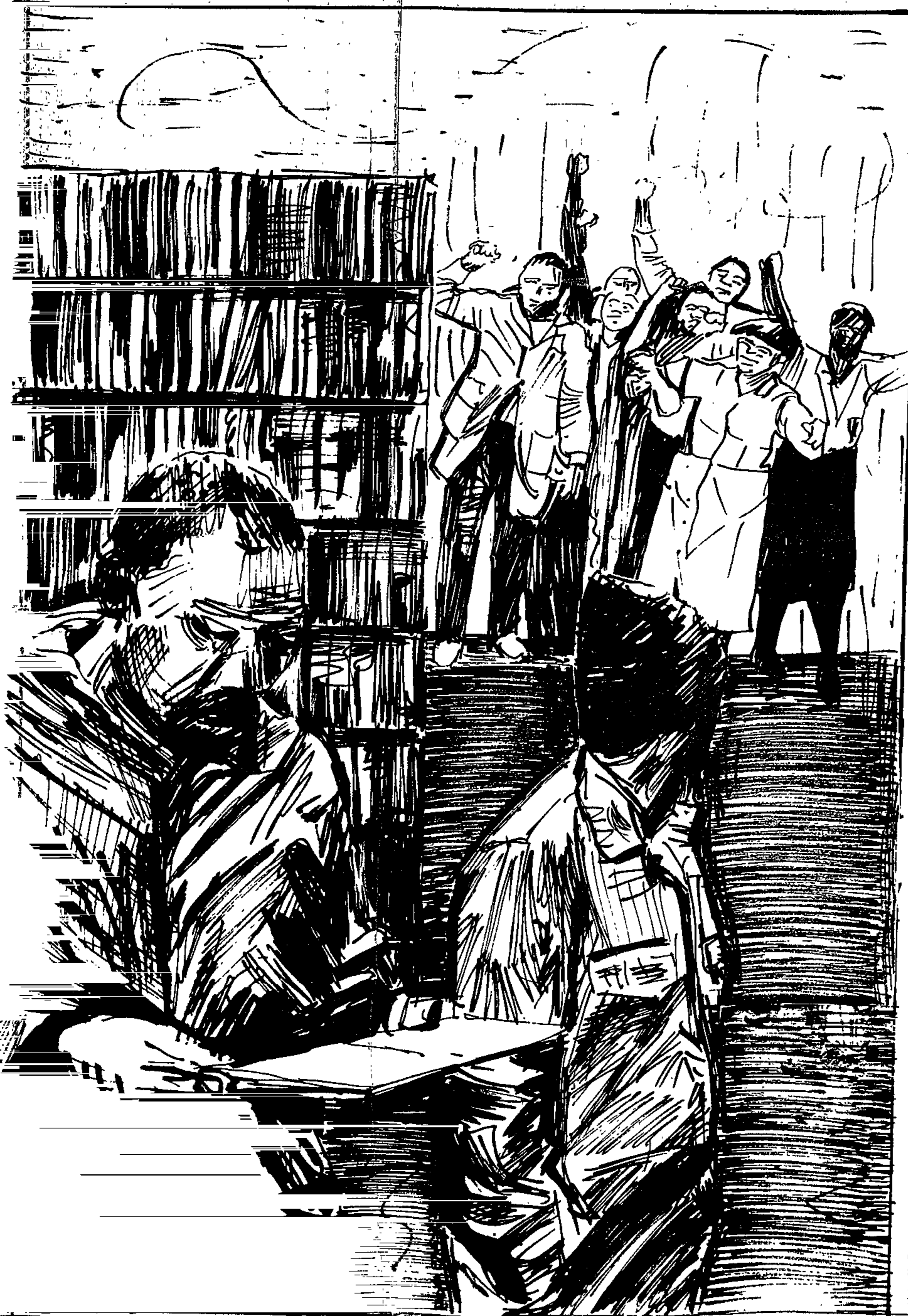
Renwick said Britain was going to increase its 490 scholarships for black students at universities in SA and Britain to more than 600 next year with a further increase later.

He said education was the key to political and economic power for SA blacks.

# BREAKING THE SILENCE

50  
Cues  
23/10/88

Library specifically for workers becomes a reality



**I**MAGINE a library that encourages debate and cultural activities, rather than a stilted silence – a library specifically for workers, which encourages its users to take an active role in its running...

Although it sounds too good to be true, such a library is to be launched tomorrow at an all-day Workers' Library Book Fair at Wits University's Flower Hall.

"Tomorrow's launch is the culmination of four years' work," said a member of the steering committee and trade unionist, Hassen Lorgat.

"It has taken us a long time to get the money, find a venue and plan the library," he adds.

The steering committee comprises of academics, trade unionists and writers, and is chaired by Wits historian Luli Callinicos. Former *Labour Bulletin* editor John Lewis, who was deported and now lives in Bophuthatswana, has also been instrumental in getting the library off the ground.

It decided to have a big public launch as a way of seeking a mandate from workers about how the library should be run.

"We've drawn up a survey, which we will hand out to workers attending the fair. They will be asked questions like which books they think we should buy and what activities the library should run," says Lorgat.

The committee intends to establish users' structures which will eventually take over its functions. However, details of how the committee will operate and whether it will be made up of representatives from the various trade unions or individuals still have to be worked out.

"In a sense, the library is an experiment and all these questions will become clearer when it is actually running," says Lorgat, who emphasises that the library is not under any union federation's auspices, but is open to all workers.

The fair to launch the library promises movies, plays, displays and poetry readings as a taste of future activities to be undertaken by the library.

Poets such as Mzwakhe Mbuli, Don Mattera and Gcina Mhlope will read their poetry, while movies like *Come Back Africa* and *Mapantsula* will be screened.

The Food and Allied Workers' Union's K-Team will sing at the fair, while Cosatu's cultural co-ordinator, Mi Hlatshwayo, and information officer Frank Meintjies will also read their poetry.

A host of publishing

By **KERRY CULLINAN**

houses like Ravan and Skotaville will have displays, as will organisations such as the Congress of SA Writers and the African Writers' Association.

One of the biggest drawcards of the day will be the first performances in the Transvaal of the Sarmcol Workers Co-operative's new play, *Bhambatha's Children*.

The committee believes that tomorrow's launch will lay the basis for the workers' book fair becoming an annual event. It has already made contact with overseas publishing houses and book fairs.

The library itself, while encouraging debate and culture, will also have quiet places for study. In addition, Learn and Teach has offered to run literacy classes at the library as many workers have been forced by poverty to leave school and go into the job market and cannot read.

● The library, which will be open from Monday, is at 56 Gilhove Chambers, De Villiers Street (Opposite Khotso House), Johannesburg.

● A selection from Saturday's programme (subject to change):  
9.30: Opening address – (Flower Hall)

10.00: *Squatters* – play performed by Open School (Economics Centre).

*Sophiatown* – movie (EC).

*Mapantsula* – movie (EC).

10.55: Mzwakhe Mbuli reads poetry (FH).

11.00: *Bhambatha's Children* – play performed by Sawco (EC).

11.10: Mi Hlatshwayo reads poetry (FH).

11.45: Don Mattera reads poetry (FH).

12.00: *Fight where We Stand* – movie (EC).

12.10: Luli Callinicos talks about her books, *Working Life and Gold and Workers*.

12.30 *Come Back Africa* – movie (EC).

12.35: Nadine Gordimer reads from her novels (FH).

1.05: Mam Lydia reads from *Working Women* (FH).

1.15: Fawu's K-Team Choir (FH).

3.00: *Bhambatha's Children* (EC).

4.30: All choirs to perform (FH).

CAF 7ms 24/10/88

# Britain gives SA education a boost

Own Correspondent

JOHANNESBURG. — Britain intends increasing its support for black students and teachers who have not had the opportunity to matriculate, British ambassador Mr R W Renwick said yesterday.

Addressing about 550 students who were completing studies at the Project Matriculation (PROMAT) Colleges in Mamelodi near Pretoria, Mr Renwick announced that Unilever, a British company, had agreed to fund a new PROMAT College in Durban to be launched this month.

PROMAT colleges help black students and teachers get matric certificates.

Mr Renwick said Britain was going to increase its current 490 scholarships for black students at universities in South Africa and Britain to over 600 next year.

Britain wanted to help eliminate apartheid because it was depriving the country of enormous talent.

"We are concerned to see the majority assume its rightful place in the running of this country. That is political empowerment. It also means economic empowerment. The key to both is education and the key to education is the quality of the teachers," he said.

50 e P 30/10/88

# Workers throng to launch their library

## But initiative lies with white 'liberal' intelligentsia

By THABISO LESHQAI

HERE were up to six busloads of workers at the launch of the Workers' Library Book Fair at Wits University last weekend and they kept coming in a steady stream till they swelled into an uncountable throng, filling the hall with workers' songs.

The library being launched in such spectacular fashion was not, however, the initiative of unions but rather of liberal academics and support

groups. Even though the library was established by a "generous donation", the organisers nonetheless stressed it was not a "gift" but the product of a "tradition of South African trade unionism", begun in 1920 with the establishment of the first worker library by the Industrial and Commercial Workers' Union. This one, housed at Gilhove Chambers in Johannesburg, will be the fourth since then.

The library, says Siphon Tshelane, its coordinator, "has the support of the two union confederations" and is non-sectarian in nature. "It is aimed at all workers, organised and unorganised," stressed Tshelane.

"After years of Bantu education and SABC TV and radio, it is time workers took control of knowledge. Knowledge is power," said Wits historian Luli Callinicos.

Indeed it is. While the fair provided a colourful frame for militant worker culture, with performances of plays and dances and readings of poems by workers throughout the day, it was also an interesting commentary on the distribution and control of knowledge and resources within the progressive movement.

Of the seven or so "progressive publishing houses" at the fair, only Skotaville and Seriti Sa Sechaba were black controlled. Among the books on display black authors

were vastly outnumbered. Seen in that light the library stood more as a symbol for a new, predominantly white, liberal intelligentsia than for a worker takeover of knowledge.

However, as one activist explained: "The fact that there is now a space where information dealing with worker issues can pass not only among the leadership but to the rank and file, is a positive step forward."

Tshelane developed that further, saying in developing a book policy for the library the steering committee would enlist worker participation through workshops and discussions.

The organisers hope to make the book fair an annual affair. At the launch, questionnaires were handed out to ascertain what books workers would like bought and what activities they thought ought to be organised. As unionist Hassen Lorgat said in an earlier statement to City Press: "In a sense the library is an experiment and all (these) questions will become clearer when it is actually running."

THE LIBRARY BEING LAUNCHED IN SUCH SPECTACULAR FASHION WAS NOT, HOWEVER, THE INITIATIVE OF UNIONS BUT RATHER OF LIBERAL ACADEMICS AND SUPPORT

groups. Even though the library was established by a "generous donation", the organisers nonetheless stressed it was not a "gift" but the product of a "tradition of South African trade unionism", begun in 1920 with the establishment of the first worker library by the Industrial and Commercial Workers' Union. This one, housed at Gilhove Chambers in Johannesburg, will be the fourth since then.

I AM very unhappy with South Africa's system of education. I have, however, entrusted the education of my three sons with the Department of Education and Training which is giving them the education I detest. It would appear that my wish to have Bantu Education scrapped will not be realised tomorrow, but tomorrow morning, I will drive my children to a Bantu Education school.

Also, I pay my taxes to a Government whose collapse I pray for every day and which for now is still too strong for me to remove from power. This tax is being abused by the Government, which does not spend enough of it on the education of my children.

So what then? At face value, the most logical solution is for me to stop paying tax and to withdraw my children from its schools. But the payment of taxation is not optional and removing my children from Government schools will amount to running away from the problem, not solving it.

For that reason, I feel I have a moral duty as a parent to explore every avenue which to my mind, is likely to work to my children's favour.

There is no education department anywhere in the world that can provide a satisfactory system of education, unless in its function, it operates with the assistance or the involvement of members of the community it serves. For an abnormal society like that of South Africa, our involvement as parents is all the more necessary.

We all know that it is no accident that Bantu

# Overcoming problems in education

**FOCUS**

By SAM MABE

Education does not equip us with skills to help us deal effectively with the day-to-day challenges posed by the political and socio-economic problems we encounter daily.

That is what our education was after all, intended to do.

Black pupils stay at school for many years only to emerge with certificates showing that they have equipped themselves with volumes of knowledge which has fulfilled its one and only purpose: helping them to pass examinations. A black child comes out of matric boasting a good pass in mathematics, science and some such subjects, but he joins commerce and industry with no skill or anything to make him a meaningful contributor to the development of the nation, except as a labourer.

This is easy to understand. Our learning is not applied to real life situations.

We become fundis in things that have nothing to do with our day-to-

day experiences.

Our learning is not challenging. It does not allow for creative thinking and the acquisition of skills we can use to develop ourselves in life. The late Chinese leader, chairman Mao Zedong had this to say about the teacher: "The role of the educator is to present to the people in a challenging form, the issues they themselves have raised in a confused form".

But the only challenge that Bantu Education has given us so far is the challenge to fight. But unfortunately, we don't even know how to fight. The Bantu Education classroom has turned us into robots. It frowns on initiative and teaches its recipients to do only what they are told and only when told to do it. This has manifested itself in the type of actions our children have taken in trying to demonstrate their rejection of Bantu Education. Acting on the advice of those who are more eloquent, our children have willy-nilly taken suicidal actions aimed at addressing the problems in our education system.

## Target

Because all what we know is how to shoot, but not to aim, we often miss the target because we sometimes start firing while our guns are still in their holsters, thereby hitting ourselves and not the intended target.

I have a simple analogy to show the damage that Bantu Education does to a black child. He is taught some of the best recipes of cooking fish, but not how to catch it. This means, unless somebody catches the fish for him, he can sit on the bank of a river until the cows come home.

We are trained to be labourers, that is, to depend on the white man for employment. In our own, we cannot create employment opportuni-

ties or generate income for ourselves. This is how the mentality of dependence on the white man is nurtured in us. This comes about because in our schools we are taught what to think and not how to think.

Our children are subjected to very strict and often uncalled for discipline. Absolute obedience and passivity are nurtured in them by being denied the right to ask simple questions on things they learn and experience in life. This has created a culture of silence, turning our children into non-participants in the process that should be aimed at developing them.

Our education is still centred around the teacher who is the know-it-all who expects everybody to mimmick him or be condemned. Our teachers have become deeply obsessed with penalties for failure.

As a result, our classrooms produce bored and frustrated pupils. The lack of challenges in our system of education bores the teachers as well, who in turn take out their frustrations on the children by swearing at them and calling them all sorts of humiliating names, thereby intensifying the conflict that is after all, inherent in the relationship between teachers and pupils.

We need to break the culture of silence in our classrooms by allowing pupils to speak openly about themselves. Issues that interest people and which can generate a lot of enthusiasm in the classrooms are those issues most people are worried about, happy about, angry about, fearful about and hopeful about. Pupils all over the world like to talk about their problems, aspirations and frustrations in life.

Learning, in order to be meaningful, must be geared towards identify-

ing problems, finding causes of the problem and working out practical ways of solving the problems jointly, rather than as a transmission of knowledge or information from teacher to pupil.

Practical skills divorced from theory lead to workers being able to repeat learnt processes, without being able to innovate or adapt. This is what creates problems for our children when they start working. The imposition of boundaries between politics and education is another cause for concern. This ensures that we do not identify structures of domination and oppression. The reason being that once you identify such problems, the next logical step to take will be to seek its solution. It makes no sense, for instance, for a student of geography to know that South Africa is rich in minerals and how the wealth accruing from them is to be distributed among the inhabitants of the country.

## Crisis

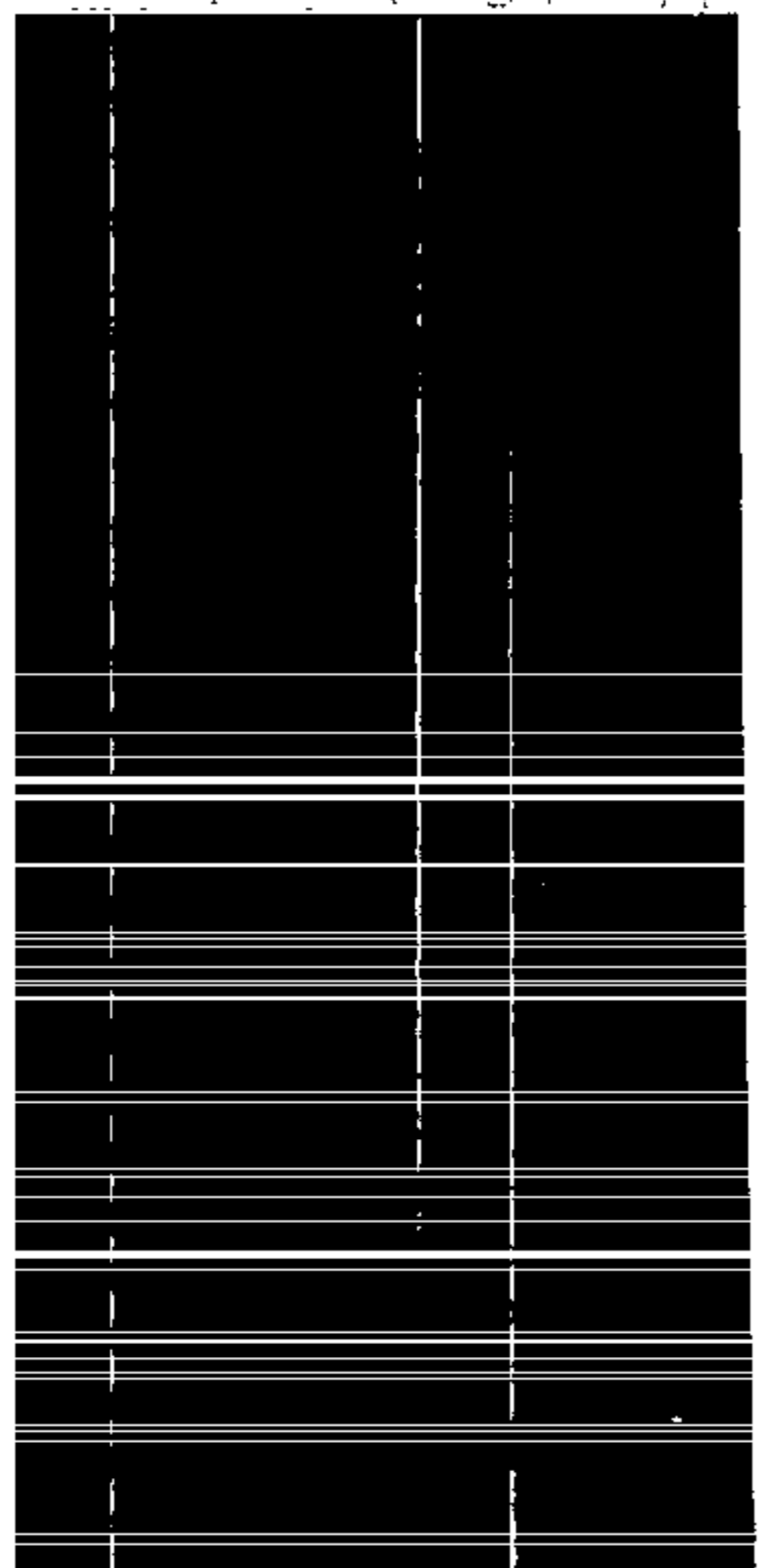
Having not had the opportunity to think or even to speak for themselves on any issue, has contributed to the crisis we find in our schools today. When our children have to address very serious problems, they often do not know where to start. An education system that will prevent the problems we face today should contain at least three important elements: decision-making, self-expression and problem-solving.

They feel happy to do anything that will attract attention to themselves, no matter how counter-productive.

We gutterise our gutter education even further by adopting slogans such as liberation first and education later. But when our children behave this way, the worst thing we should do is to call the police for them.

We have to give them recognition as people and not objects. And that means we have to change our teaching methods.

We must give our children something they can look forward to receiving in the classroom. This is what can be designed by parents working hand in hand with educationists who are more knowledgeable than I am on education.



Stev 31/10/88

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**Pretoria Correspondent**

The cost of special school education tops R10 000 a pupil each year, but officials are anxious that this is not be curtailed.

In a motion discussed by the Transvaal Education Council in Pretoria this week, representatives of the education authorities, teachers and parents stressed the importance of education for children with mental and physical handicaps.

Mr J P van der Spuy, a representative of the Federation of Management Councils of Specialised Education, said disabled children had the same right to develop their full potential as other children.

# Concern over schools cost

(50)

He had high praise for special education facilities in South Africa, saying they were respected both here and abroad.

In spite of the high cost of special education, estimated to be at least R10 000 a pupil a year, he said it was important that special schools continue to be allowed the finances required for their work.

Specialised education required specialised staff training over and above that which was required

for ordinary schools.

And while ordinary schools could generally rely on the initiative and guidance of an education bureau or similar institution, special schools had to be involved in scientific and experimental research.

It was important that parents of disabled children, who already suffered a heavy emotional burden, did not have a heavier financial burden.

The Director of Education, Dr P Bredenkamp,

said in reply that the Transvaal Education Department was "very sensitive" to the needs of special education and would not lower its standards.

Special education had its own category of funding and these funds continued to place it in a more favourable position than ordinary education.

In terms of the department's policy for the rationalisation of facilities, and to ease the burden of capital expenditure, the department would look to a sharing of facilities which were available elsewhere.

The motion will be debated further at the council's next meeting.

# TBOARD



# Education: what people say

Star 1/1/88

By PATRICK LAURENCE

An overwhelming majority of people of all races in South Africa's industrial heartland — the Pretoria-Witwatersrand complex — believes that the same amount of money should be spent on the education of black and white children.

It is a conviction which links people across language, racial and even political barriers. It thus implicitly forms a lowest common denominator for any broad-based reform programme.

More than 84 percent think that spending on education should be equal, presumably by raising per capita expenditure on black children to the level enjoyed by white children rather than the reverse.

Small minorities think that more should be spent on black children than white — a form of "affirmative action" — or more on white children than black. In both cases these alternatives are supported by less than one in 10 people.

## CONSENSUS

Even among political forces to the right of National Party — the Conservative Party and the AWB — a majority of 66 percent favours equal education expenditure on black and white.

On the far left of the NP, where the extra-parliamentary

Hardly more than a quarter are in favour of differentiated education, a concept which lay behind the "Bantu education" policies of Hendrik Verwoerd.

## PRIVATE SECTOR

But the idea has not yet been excised from the minds of whites. Nearly four in 10 Afrikaners subscribe to it. In English-speaking households support for differentiated education tailored to meet different community needs runs at about one in three.

On the question of who should be responsible for education, the population is divided as to whether education should be wholly run by the State (46 percent) or whether it should be the responsibility of both State and the private sector (41 percent).

Against that, more than a third want education to be State-run and less than one in 10 want it to be left to the private sector. Only in the cluster of people on the right of the ruling NP do a majority, 52 percent, favour State-run schooling. But groups to the far left of the National Party also show support for State-run schooling.

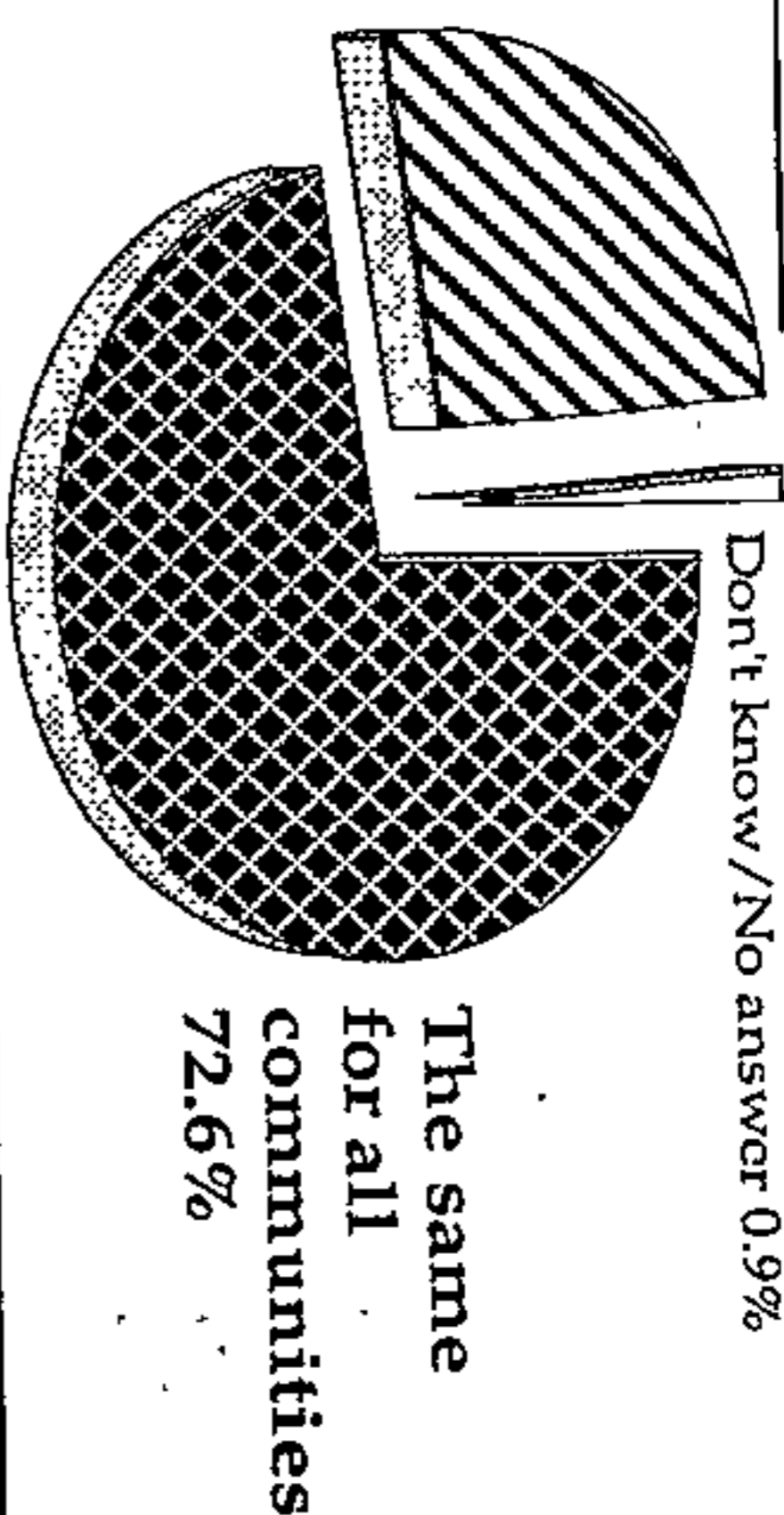
In the ranks of the NP there is strong support, nearly 60 percent, for education to be a joint State-private sector effort. It may mark the start of a swing-away from State-run schools in the NP.



SO

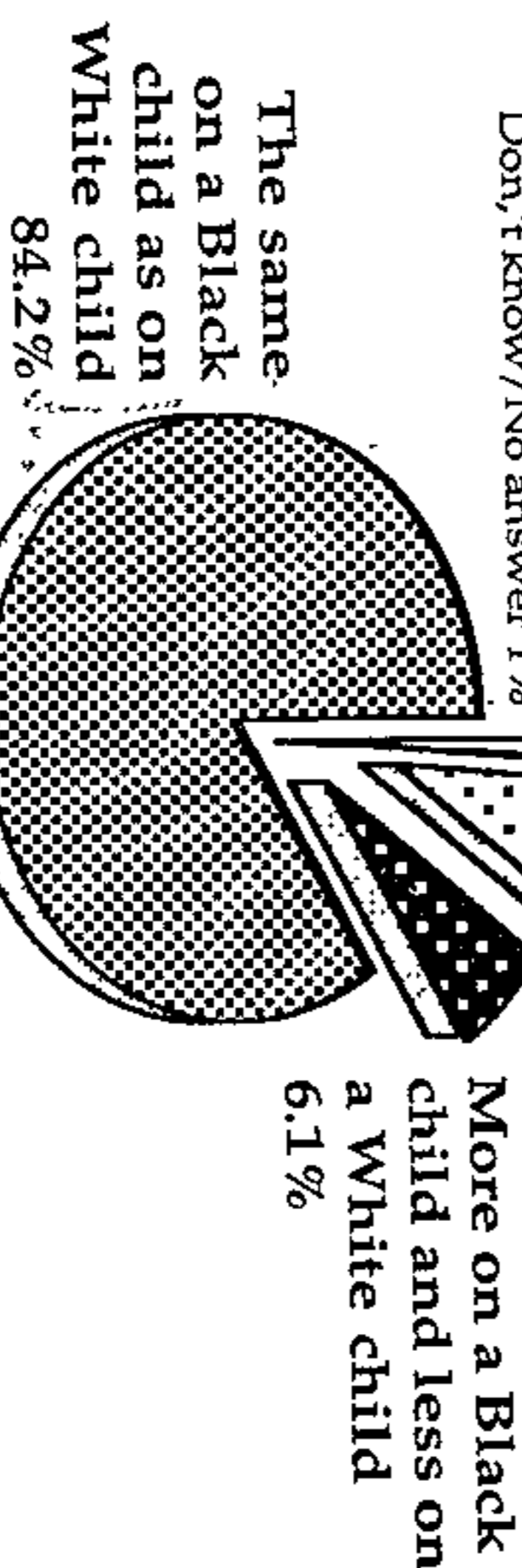
## What is taught in school should be . . .

Different to meet different community needs  
26.5%



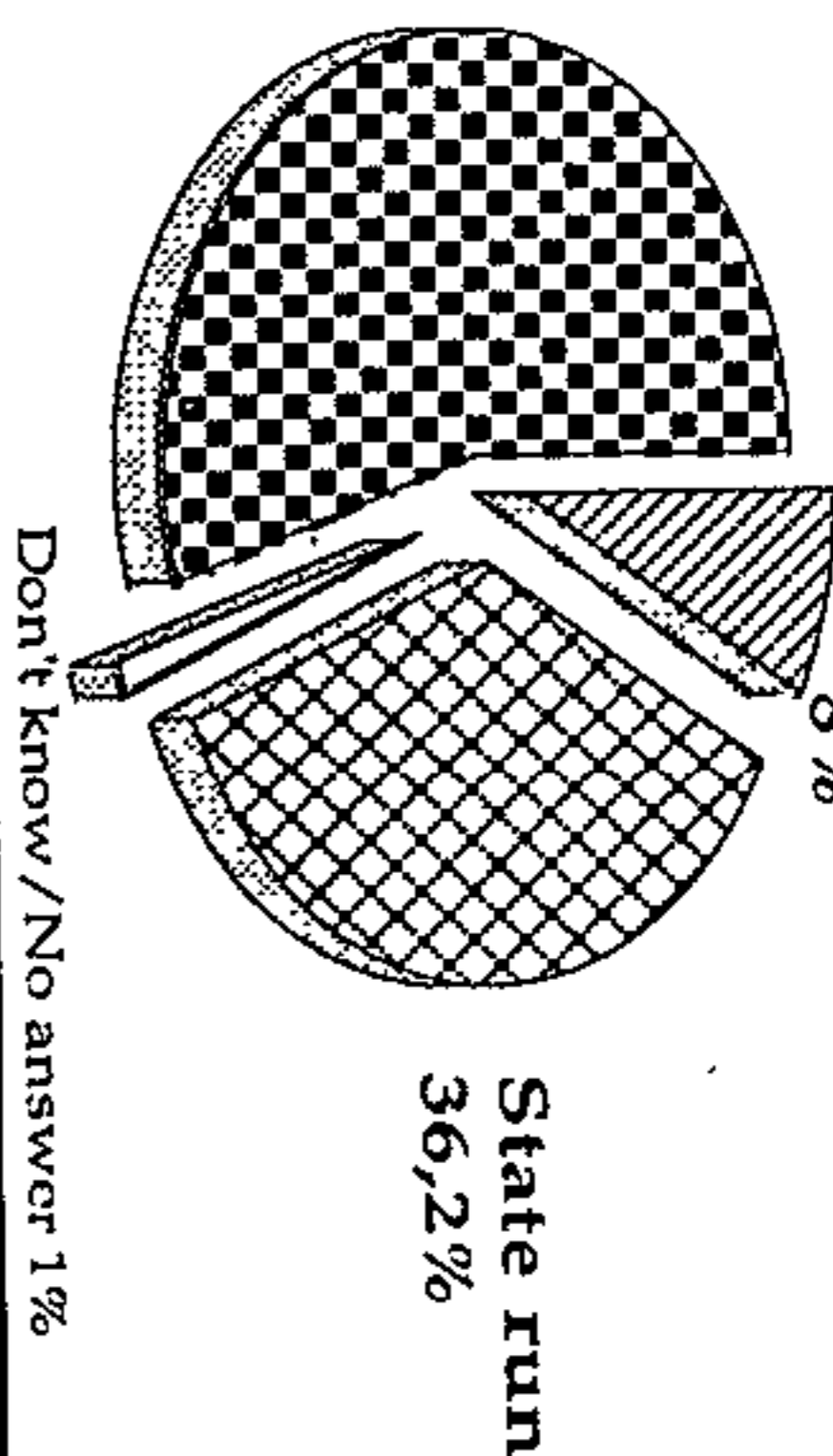
## The Government should spend on education . . .

More on a White child and less on a Black child  
8.7%



## Education should be . . .

Be the shared responsibility of the state and private initiative  
54.8%

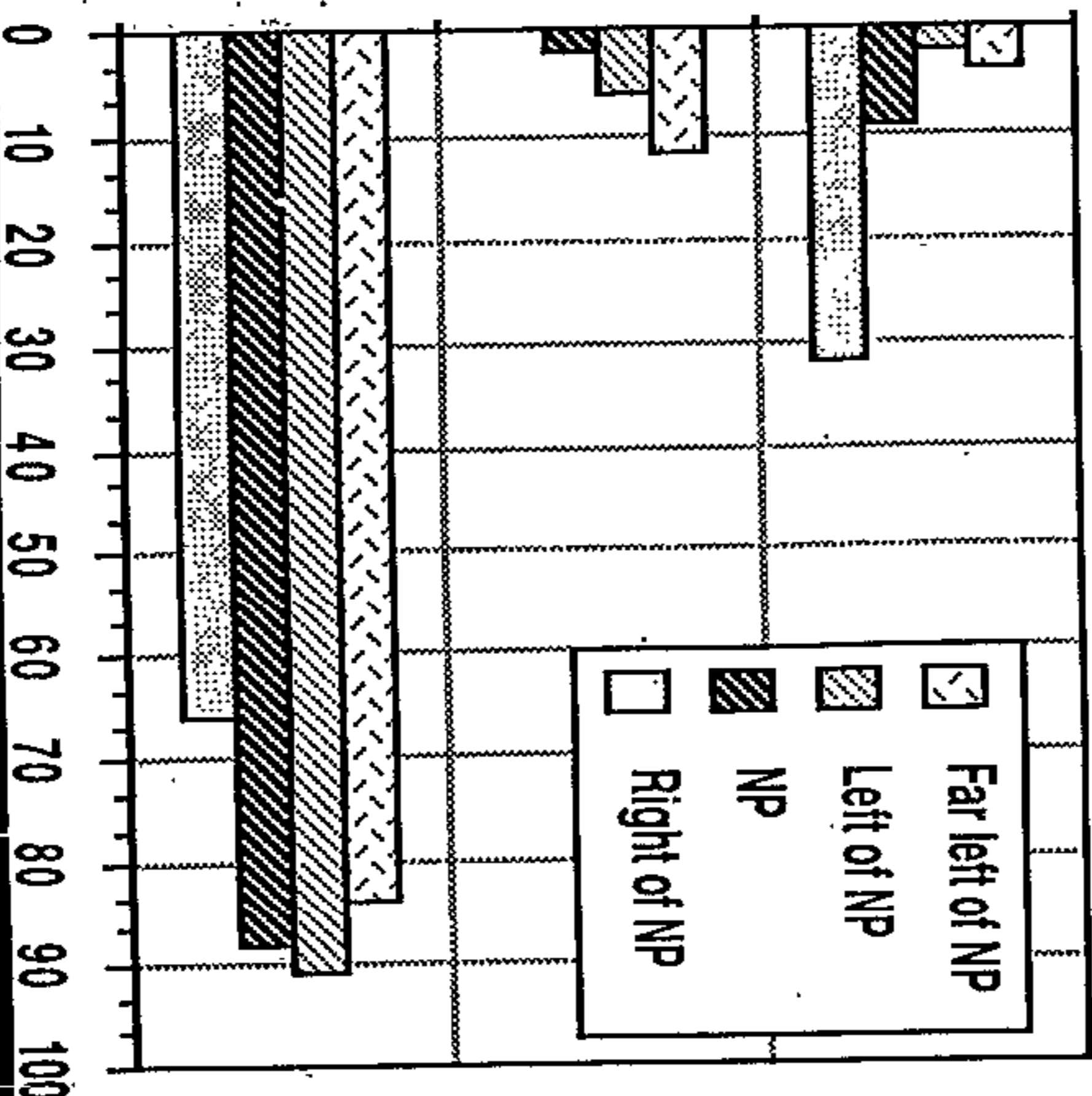


## The Government should spend on education . . .

More on a White child and less on a Black child

More on a Black child and less on a White child

The same on a Black child as on a White child



# Varsity group meets De Klerk

OWN Correspondent  
2/11/88

JOHANNESBURG. — The newly formed Union of Democratic University Staff and the Minister of National Education, Mr F W de Klerk, had fundamental differences regarding non-racial education, the union delegation said yesterday after meeting Mr De Klerk.

The meeting took place in Pretoria to advise Mr De Klerk on the union's stance on the issues of subsidy cuts and rationalisation of universities, salaries, security forces on campus, salaries and conscription.

The delegation, representing 4 500 academics from 16 South African universities, told Mr De Klerk it rejected apartheid and was for a post-apartheid university structure.

The union's general-secretary, Mr Mike Morris, of Natal University, said that although the dialogue had been useful, there had been a fundamental difference of opinion. The union saw a non-racial, centralised education society, while Mr De Klerk stood by own affairs education, he said.

The union president, Professor Mala Singh of the University of Durban Westville, said her organisation was formed officially in July as academics felt there was a need for an academic body with a clear conception of the social and political responsibilities given events of the last few years affecting universities.

Mr Morris said that rationalisation, in terms of which government had called on universities to restructure to make better use of finance, should take into account the savings that one education department, instead of the present 15, would create.



# SA education system 'old, tired and poorly suited' <sup>31/1/86</sup> (50)

As a country we have no option but to evolve new, open, fair, practical and workable education systems.

We need also to rid ourselves of a naive tendency to believe problems will go away if we throw sufficient money at them. No matter how much we spend on black education, as it presently is, there is minimal scope for real improvement until we are prepared to re-think, re-plan and start again on our entire education system.

Our systems are old and tired, very largely Eurocentric, very largely discredited in the places of their origin and poorly suited to the requirements of an emergent nation.

## Desperate situations

We are First World and Third World enmeshed in an antiquated system which is largely the offspring of British grammar school traditions.

Global experience has shown that enormous economic strides are possible from seemingly desperate situations. Given the determination, the ability to think laterally, clear coherent planning — especially in education — we can do it.

We have the human and physical resources. But we are constrained principally by fear, fear of the uncharted way that lies ahead and fear of each other. We are also constrained by innate conservatism and our preference, however, irrational, for that to which we have grown accustomed.

My vision for the future is of a sys-



Mr. Richard Todd, founder of the Leadership Education and Advancement Foundation (LEAF), which has established two non-racial senior colleges — near King William's Town and at Kyalami, Adrand — last night in Johannesburg received The Allied Yisnary of the Year Award. Here are excerpts from his speech.

tem that will, of course, by definition be free, fair and open to all, that will have new relevant curricula and goals that will provide for each individual according to own personal needs and legitimate attainable aspirations.

Our country is desperately short of skilled people. We cannot afford to squander talents through a rigid adherence to archaic and irrelevant education systems.

Simply to survive, we have no option but to seek changes in our systems and better ways of identifying, educating and keeping tomorrow's leaders in our country.

# Basic communication at work

Stars 3/11/88 By Sue Valentine (50)



Ms Mary-Anne Sinovich (back), Ms Annica Foxcroft (centre) and Ms Ava Venter, directors of a language training company.

Without the basic communication skills of reading, writing, hearing or speaking a language, safety posters, job applications and inter-departmental memorandums are a waste of time.

This is the message from the three-woman team that runs a language-based communication training company in Johannesburg, which trains senior executives, managers, technicians, receptionists, workers and private individuals in a new language according to their needs.

## Communication skills

"Any job comprises technical and communication skills which include cultural expectations as well as language in written form. One of the programmes offered by our company is JOLT — Job Oriented Language Training," says Ms Annica Foxcroft, marketing director of the company.

"It equips people to handle successfully the communication functions of their jobs and lays a foundation for further training and skills development.

"Our courses are tightly focussed on the needs of the person in a specific job. We don't teach people how to read the Bible, but in 152 hours we can teach those who have been illiterate to read, write and communicate effectively in the workplace."

According to the technical director of the company, Ms Mary-Anne Sinovich, 52 percent of South Africans are black and under the age of 15. "Business quotas in future will have to be very different and the education system in this country

especially among black students, has not catered for these needs."

Managing Director Ms Ava Venter adds that the ratio of managers to workers in South Africa is one of the lowest in the world.

"The brain drain from South Africa has already had a bad effect. Who will do the jobs? There is an urgent need for black managers."

"For a long time business has been saying: 'It's not our responsibility to provide decent education for black people, why hasn't the Government done anything?'"

"Our JOLT course seeks to enable people to speak, read and write in English or Afrikaans and to handle instructions for all tasks. At a recent JOLT graduation ceremony in the steel industry, workers who never before could communicate in English, got up and gave speeches of thanks to a room full of managers and the press.

"Our emphasis is on identifying the components that will ensure that a task is performed at the required standard.

"It's as important for management and supervisors to learn a black language as it is for workers to understand instructions and the English-speaking business culture of their employers," says Ms Foxcroft.

"In 40 hours — the length of the first module of the general language courses offered by Internman — anyone can learn to hold a conversation and express themselves in three different tenses in another language.

## Foreign executives

"We've also dealt with foreign executives who get posted to South Africa, but are not familiar with the communication style which prevails in this country. Frequently they land up antagonising the staff within their company because they don't understand the culture.

"We are not just language teachers. Language skills such as hearing, speaking, reading or writing a language are just the tip of the iceberg. Below them lies culture and communication style."

"Language is the medium of communication: To be able to survive and function in a second language in everyday life, people need language which is relevant to their jobs and the environment in which they operate."

Ms Mary-Anne Sinovich

Star 2/11/84

# Stay and help your country, pleads professor

Own Correspondent

DURBAN — Sports medicine specialist Professor Tim Noakes this week asked people of talent to remain in South Africa because there were enormous challenges here.

He said at the Maritzburg College matric farewell day that Australia, the United States and others did not need South African talent to solve their problems, whereas South Africa did.

People who had the privilege of a good education had to try to put something back into society.

The Third World component of South Africa especially needed the talents of educated and trained people.

South Africa was undervaluing teachers and scientists. Science was the means of solving many problems, and sci-



Professor Tim Noakes  
... 'SA needs you'.

entists and teachers carried the burden of generating knowledge and spreading it.

He encouraged people to qualify themselves for their future. This did not mean that everybody had to go to university; in fact many who were at university should not have gone there.

Not enough students trained at other educational institutions such as

technikons. Professor Noakes said that people should remain physically fit because fit people usually achieved more than those who were not.

He said that people should have goals, even though they changed during their careers.

"There is not enough purpose in what we are doing. Some believe that the Japanese are outstripping the Americans because they work for Japan, and not for self.

"The countries that are succeeding are those with a sense of mission," he said.

A PROBE into the functioning and financing of the education system is to be made by the Teachers' Federal Council next year.

# Teachers' council to investigate education

Chairman Dudley Schroeder said, after a council meeting in Pretoria, an evaluation of the system would also be made.

Seminars on other problems troubling education would be held next year. Schroeder did not identify the problems.

He said the council decided to establish a body, consisting of representa-

GERALD REILLY

tives of parents and teachers to monitor the content and quality of audio-visual material for children.

The council confirmed the removal of eight teachers from the register on the recommendation of its disciplinary committee.

Schroeder did not give the nature of their offences.

(58) B/day 15/11/88

# Facts and fallacies of a people's history

*Volksgeskiedenis* is "an uncritical history that glorified an Afrikaner past, vilified the British and presented blacks as savage barbarians", according to Mr Leslie Witz, a history lecturer at Johannesburg's Khanya College.

Against that, he says, people's history aims at developing a critical approach to the past, at encouraging the exercise of independent judgment.

But if people's history is not a new species of propaganda masquerading as history, neither is it a political tranquilliser.

If people's education aspires to people's power, people's history offers them power of a different sort, intellectual power, said Mr Witz, an MA graduate.

Elaborating in the interview on his article in the latest edition of *SA International*, journal of the SA Foundation, Mr Witz says: "People's history is giving people the power and skill to understand, to think critically. It is an empowering process."

People's history emerged formally from the work of a history commission set up by the National Education Crisis Committee (NECC). Now fettered by emergency restrictions, the NECC was itself a product of the National Consultative Conference on education of December 1985.

Since then a series of books has been published which, one way or another, facilitate the growth of people's history.

One is the NECC-sponsored textbook,

People's education, the historical analysis to Bantu Education, has developed its own history: people's history. But it is "different from Afrikanerdom's *Volksgeskiedenis*"

PATRICK LAURENCE reports.

"What is History". Another is Mr Witz's book "Write Your Own History".

There are also a series of books published by Ravan Press, including Luli Callincos's prize-winning "A People's History of South Africa" and two short histories on the Bulhoek massacre and — wait for it — liquor as a factor in South African history.

The NECC textbook offers a series of exercises aimed at encouraging students to assess historical sources critically. Following E H Carr's advice to study the historian as much as his history, it seeks to raise awareness of the bias or prejudices of the narrator.

## Sharpeville shootings

One exercise involves reading four accounts of the Sharpeville shootings of 1960 in which 67 black people were shot dead by police and scores more injured.

They consist of: an extract from a textbook used in white schools, which tells of the "threatening attitude of Bantu demonstrators"; a few paragraphs from a book, which records that the "overwhelming majority" of the dead people were shot in the back; a newspaper report in the *Rand Daily Mail*,

which refers to "agitators", "menacing mobs" and "hordes"; and an eyewitness account by journalist Humphrey Tyler, who describes the crowd as "amicable".

Students are invited to compare the attitudes of writers to the police and the demonstrators. The comparisons serve as a prelude to a general discussion. One conclusion seems inescapable.

No student of "people's history" is going to be ignorant of, or reticent about, the Sharpeville shootings.

Mr Witz offers similar exercises. One focuses on the shooting by a police constable of the Driefontein leader, Mr Saul Mkhize, in April 1983.

It contains extracts from the court record of the trial of Constable Johannes Nienaber for the murder of Mr Mkhize. They include the evidence of Mr Mordechai Maseko, a resident at Driefontein, Constable Nienaber — who was acquitted — and a firearm investigator, Adjutant Officer Bazil Young.

Students are asked a series of questions, which culminate in the pivotal question: was Constable Nienaber guilty?

They are then given the actual judgment of Mr Justice P O de Villiers, who found that there was "a reasonable possibility that Constable Nienaber acted in self-defence" and, accordingly, acquitted him.

The exercise does not end there. The students are asked to compare their assessment with the judge's and to ponder the disaffection of Driefontein residents, encapsulated in their view that "Mr Mkhize had been found guilty of causing his own death".

Mr Witz sums up people's history in two sentences. "It is moving away from a text which students have to learn by heart. It is moving towards a critical understanding of the past."

Professor Rodney Davenport, of Rhodes University, offers a different — but not unsympathetic — perspective on people's history in an accompanying article in *SA International*.

He links people's history to the new radical school of history which emerged in the 1970s to challenge the liberal historians. The radicals emphasise class rather than race as the motor force of South African history.

## Group solidarity

Their self-defined task, Professor Davenport says, was to write history to build up a sense of purpose in the workers. "Thus, a new kind of 'people's history' began to emerge, in close proximity to the workers' struggle."

But while correcting imbalances in earlier historiography — what the Black Consciousness leader Steve Biko once referred to as the "appalling misrepresentation of facts" — the new people's history faces similar problems to Afrikaner *volksgeskiedenis*, Professor Davenport says.

He identifies them as using history to calculate "a sense of group solidarity" and, in attempting to reach wider audiences, imposing "norms of simplicity which require a bold line of argument rather than subtle qualification".

# New schooling plan puts emphasis on practical training, setting up

# Education system geared up for t

Alexandra is to get a R12 million Community Education Centre made up of a secondary school, a technical college and a community hall.

Building is expected to start on a site between London Road and Ninth Avenue, southern Alexandra, next year.

The project is being developed by the people of Alexandra, represented by Mr G R Letsoso, Mr Peter Malthare and Mr Martin Ramokgadi, the Council of Alexandra represented by the Administrator, Mr Steve Burger, The Star TEACH Fund, Rotary, and the Department of Education and Training.

The project is to be built in three phases: a technical college costing R4,1 million, a senior secondary high school costing R6 million, and a community hall costing R1,8 million.

Announcing details of the scheme, deputy general manager of The Star, Mr Rory Wilson, said the ACE Centre, as it will be known, would provide specialised education to ensure school-leavers have the right skills for self-employment.

Education and jobs: these are the great needs of the young people of Alexandra. It is all very well to upgrade their town, say the youth, but if they are to live there they must have future prospects. Today Winnie Graham looks at plans to provide the young people not only with additional schooling, but career-directed education — and, hopefully, a bright future.

ment, jobs in commerce or industry or advancement to a technician or university.

"The education available to the children and young adults of Alexandra township is both inadequate and inappropriate for their needs and the needs of the community," he said.

"Few school-leavers achieve a place in university or a technician. The exceptionally high rate of unemployment in the area makes it very difficult for school-leavers without marketable skills to find a job."

It had become necessary, therefore, to build a specialised education centre in Alexandra which would ensure that school-leavers had appropriate skills for employment or self-employment in the wider community. He added: "One of the

education — the career-directed school," he said. "Three directions of study have been decided on: industrial science, economic science and food and health services."

"To accommodate this new approach, the school will require an engineering workshop, encompassing the civil, mechanical and electrical disciplines, a computer centre and a home economics and catering centre. In addition, there will be the usual classroom blocks, administration areas, laboratory and storeroom."

Among the career-directed courses students would be able to take, for instance, would be: two languages, commercial maths, economics, commercial law, and accounting; or two languages, building science, building drawing, civil engineering and maths.

The school would be phased in over three years, starting in 1991 with 150 Std 8 pupils in each of the three directions. The total enrolment by 1993 would be 1 350.

"The children who attend the ACE school will not only have a better academic education, they

will have the advantage of taking matric subjects that will give them a better chance of employment later in life," Mr Wilson said.

The need for a technical training facility for the people of Alexandra was recognised as early as 1980 by the Alex Uplift Joint Sub-committee, the forerunner of the steering committee responsible for the ACE Centre.

For this reason, the technical college will be built first. It will consist of a three-storey multipurpose block, a two-storey administration and library block, a cafeteria and kitchen block, a support area with rest rooms.

### Enrichment

Students will be able to enter the ACE Technical College at any stage of schooling. The emphasis will be on vocational education and enrichment programmes.

School-leavers who have found employment in technical areas may make use of the "block-release" system whereby their employers release them from employment for a 13-week block

period of study during which they sit for one of the national technical certificates.

A wide choice of enrichment programmes will be offered depending on the requirements of the community. Among the subjects which could be covered are flower arrangement, pottery, woodwork, cake icing, music, welding, art, photography, bricklaying or whatever requested.

The community hall which will be part of the ACE Centre is expected to become a meeting place for the people of Alexandra. Adult education courses could be given there, committees could meet there. It could become a place where the arts and theatre thrived.

Mr Wilson said it was hoped that the building would start in January 1989, but this would depend on the level of support it received.

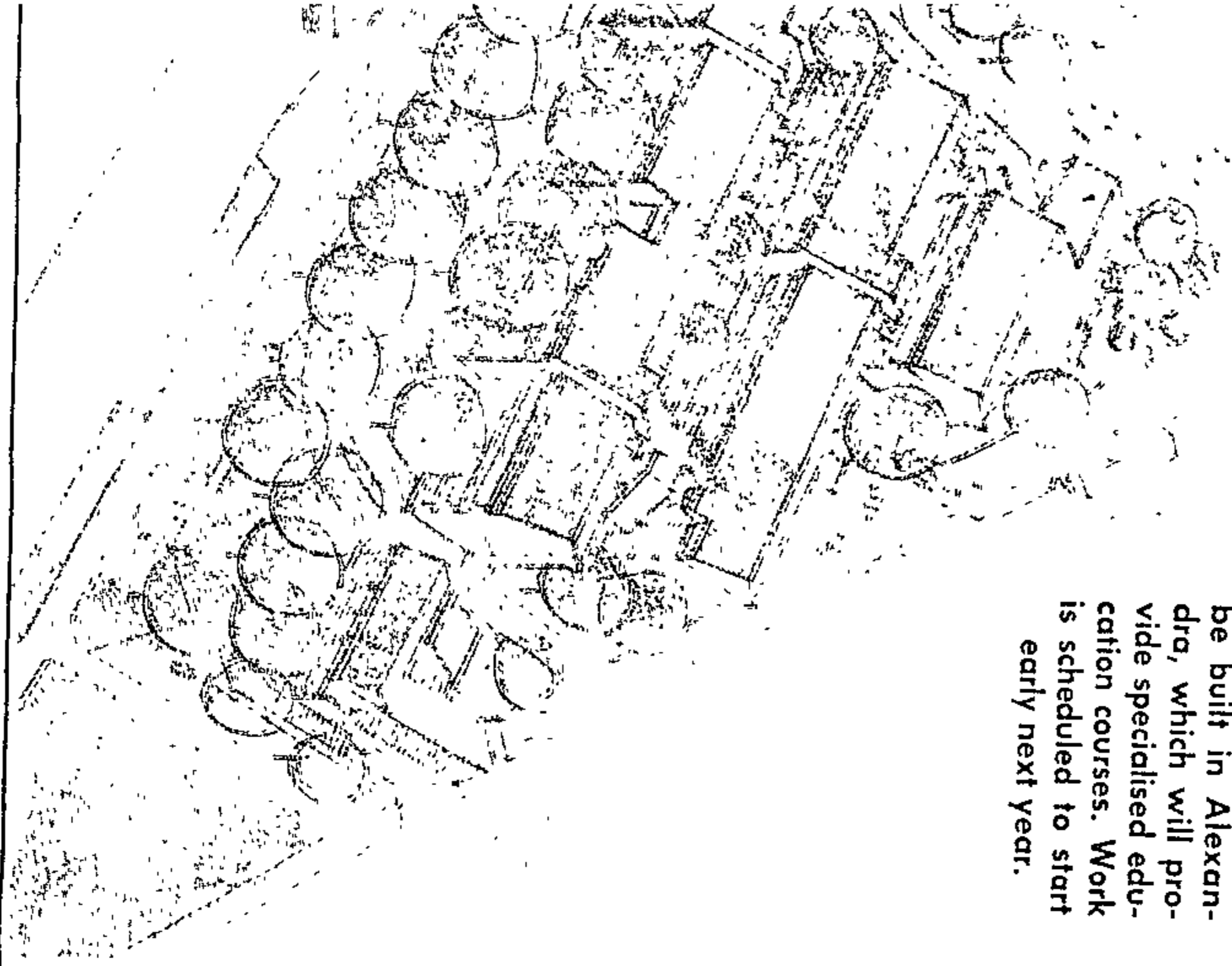
"If the R4,1 million required for the building of the technical college has not been received by late this year, the college will be constructed in stages, starting with one or both of the two classroom blocks," he said.



Youngsters for life

# The future

An artist's impression of the three-phase Community Education Centre to be built in Alexandra, which will provide specialised education courses. Work is scheduled to start early next year.



# Group aims to find

The "unemployment disease" which threatened to corrode the entire social structure of Alexandra has given rise to a dynamic new organisation known as Progress Through Employment (PTE), which is having growing success at finding jobs for people.

Aware that nearly half the people of Alex were jobless, concerned officials last year invited the private sector's senior management to join them in a brain-storming session seeking solutions to the problem.

Mr Steve Burger, the administrator of Alexandra, said this week that the group soon realised there was no single answer. It decided, therefore, to implement a five-prong plan of attack:

- Whenever possible, jobs would be found for unemployed men and women within the existing commercial and industrial sectors.
- Home industries would be promoted and sale avenues identified.
- Training, both formal and on-the-job, would be provided.
- Small business would be promoted and venture capital provided.



Now there's a glimmer of hope for the youth of Alexandra, but much work still

● Jobs would be created. Just a year ago, in November 1987, more than 200 senior executives from the private sector were invited to a function at the Alexandra Council's offices where they were told of the unemployment problems and its implications for the town.

"Progress through Employment was born at this function," Mr Burger said. "The five-point plan was adopted and the association became active within 10 days of its inception."

A youth employment centre was opened on the

council's premises to cater for a December employment drive. A project, intended to provide Alexandra pupils with gainful and constructive activities during their Christmas holidays was initiated.

Mr Burger said it was a "resounding success". More than 600 children benefited from the drive. A similar drive is now under way and 2 165 companies have been approached with the request to "create a job for an Alex student this year".

The PTE bureau placed more than 1 800

unemployed people in permanent jobs between January and October this year.

On the home industries front, the Alexandra Craft Market was established and operates on two Saturday mornings a month — once at the Pick 'n Pay Hypermarket, Norwood, and once at Benny Goldberg's in Bramley.

Mr Burger added: "In the longer term a site within Alexandra has been identified as a market place and plans have been drawn up for the erection of a small business/home industries

centrality. He had trained students at a tutione taine Su. It 180 offer

# Star, big business aid Alex centre

The drive to raise R12 million for the construction of the Alexandra Community Education centre has been given a flying start with the pledge by Toyota SA to contribute R1,2 million towards the cost of the centre's workshops.

The ACE centre, a joint project by the people of Alexandra, The Star's TEACH fund and the Department of Education and Training, will comprise a secondary school, a technical college and a community hall.

Mr Rory Wilson, assistant general manager of The Star, said the exceptionally high rate of unemployment made it very difficult for school-leavers without marketable skills to find jobs. Nearly 50 percent of the people of Alexandra are unemployed.

"One reason many school-leavers do

not find employment is that they are in the 'straight-six' trap," he added.

"With their sights on a university education, they take the so-called straight six subjects for matric but if they fail to get a place at a university or technikon they are left with few skills of value to a prospective employer."

The new centre will be geared to equip them for either tertiary education or jobs in the open market.

Johannesburg Consolidated Investments has promised R225 000 towards the cost of the centre, half of which will be made available immediately and the rest in July next year.

By Winnie Graham

The Argus Printing and Publishing Company, owners of The Star, are donating R50 000 towards the cost of a classroom. Total Oil has promised to donate another classroom in its 1989 budget.

The National Orchestra has promised the profits of its two Christmas concerts to TEACH for the construction of the ACE centre. The concerts will be held in the Johannesburg City Hall on December 9 and 13 at 8 pm.

Should sufficient funds be collected by the new year, building operations will start early in 1989. Anyone wishing to contribute should send their gift to the TEACH Fund, P O Box 1014, Johannesburg 2000 or telephone Mr Wilson on 633-2334.

© See Pages 12 and 13.



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## NEST TO OPEN NEW MULTIRACIAL SCHOOL NEXT YEAR

THE second multiracial New Era School Trust (Nest) school, headed by Prof Pali Mohanoe of the University of the North, will open in the Transvaal in January, Nest announced yesterday.

A statement gave Mohanoe's qualifications as BSc and Master of Education degrees from Ottawa University and a doctorate in education from the University of the North.

He taught in Lesotho and Zimbabwe and was active in organisa-

### BRONWYN ADAMS

tions such as the Educational Opportunities Council, the Northern Transvaal Council of Churches, Khanya College, HSRC and Centre for Continuing Education at Wits.

The school, called Phuthing — meaning a gathering together — will cater for 300 boys and girls in standards 6, 7 and 8 and will be situated 7km north of Fourways.

It is being built by LTA.

All Nest schools are independently funded, not government subsidised. Individuals from all racial denominations could be enrolled irrespective of parents' ability to pay the fees. J.C.I funding will be relied on.

Nest schools were established to play a vital role in the creation of the future SA by bridging communication gaps and breaking down traditional barriers (such as race and language) in SA schools, Nest said.

# Sowetan man is guest speaker

THE *Sowetan* assistant editor, Mr Sam-Mabe, is to be the guest speaker at a graduation party organised by the Johannesburg branch of the South African Committee for Higher Education at Funda Centre in Soweto on Saturday at 8pm.

The graduation party is in honour of students who studied by correspondence with the University of South Africa (Unisa) and graduated this year after they had also enrolled with the Sached bursary

project for support services.

Sached is an independent educational institution that has been involved in adult education for over 29 years. Its bursary project attempts to give students a critical and independent approach to their studies.

Mr Mabe will speak on Nation Building, a campaign initiated by the *Sowetan* to rebuild structures that have collapsed in the community.

SO  
18/11/88  
sowetan

A GROUP of very young children, dressed in civvies and looking a tiny bit anxious, sits in the foyer of St George's Grammar School.

"Isn't that a lovely sight?" says headmaster Paul Cannon, pausing in his healthy stride. The children he is referring to are next year's Sub A's in a glorious range of colours from rose-pink through coffee, to ebony — and of both sexes.

That is why I am here, to meet the man who is introducing co-education to St George's, the oldest private school in the country. The hallowed halls of youthful masculinity are about to be invaded by little girls for the first time in its 140-year history, and everyone thinks it's a great idea.

The change is the result of a re-evaluation of the teaching methods at the school, to make them more relevant to a changing society.

During the rethink period, Paul visited 30 independent schools in Britain, including Bryanston, Cokethorpe, Cranford, Eton, Radley and Wellington, to examine their teaching methods.

"I realised that we in South Africa were a long way behind. Here we were still emphasising two educational aims, comprehension and cultivation, neither of which is undesirable, but led to a large measure of conformity.

"We were avoiding developing pupils' competence — by the practice of skills and the correct use of knowledge — and their ability to cope better with their own lives and with

# St George's takes on a new hue

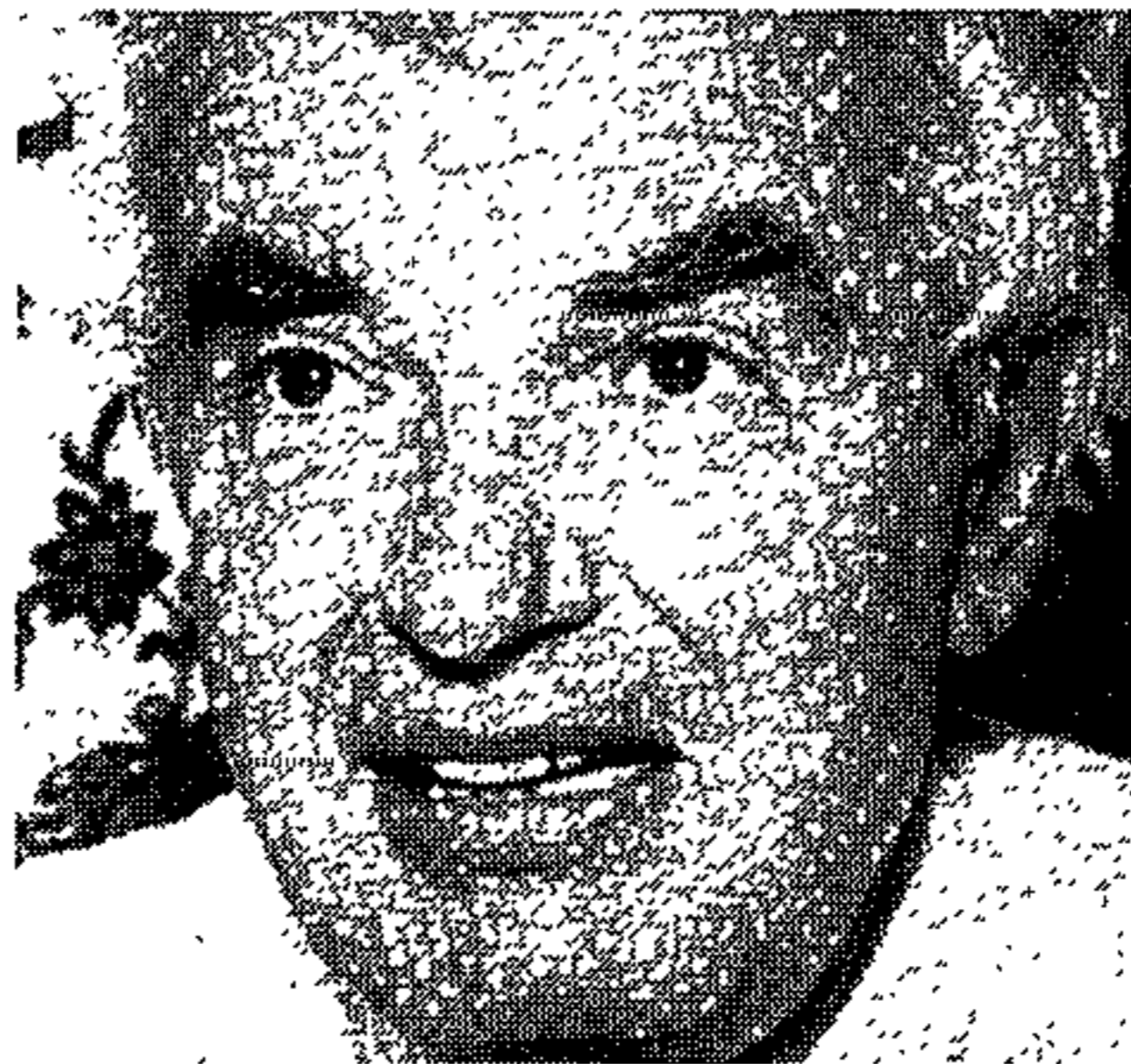
Call Times 19/4/88 50



## DIANE CASSERE

interviews people from all walks of life, people who are making headlines or quietly benefiting the lives of others.

## KALEIDOSCOPE



Paul Cannon, headmaster of St George's the problems that confront them and society.  
"Above all, we needed to teach them

how to co-operate with other people."

To this end, the school has bought a neighbouring block of flats and from 1990, senior boys will be boarded there, four or five to a flat with bathroom and kitchen (and adult supervision). They will learn to cope for themselves in a domestic situation. Dormitories will be established for the girls along much the same lines.

Paul has very decided ideas on education, some of them controversial — and he has sound credentials in the field.

He matriculated from Bishops here in Cape Town, and spent three years at Trinity College, Oxford, where he received an MA in modern history. He then taught for ten years at Falcon College, Bulawayo, in what was then Rhodesia.

A career change followed with two years in Salisbury in the branch of Harold Macmillan's publishing firm (Macmillan was then PM) before going back to teaching at Hilton College, Natal, where he remained for 14 years. In 1984 Paul came to St George's as headmaster.

"I believe in pupil-centered education, with the individual at the centre of the institution.

"Unfortunately in some schools, the school is the most important," says Paul, himself the father of two sons.

"Another thing we will do is put the brakes on enforced sporting activities. We want the individual to thrive in his or her own way."

# Double trouble for white schools in the Peninsula

## HEADACHE FOR EDUCATIONISTS

by JEREMY DOWSON  
Weekend Argus Reporter

WHITE education is in double trouble in the Peninsula, with some schools bursting at the seams and others in danger of closure owing to dropping numbers.

While enrolment is declining in some central and southern suburbs schools, rocketing numbers in some northern areas schools are causing prefab classrooms to sprout at a rate of knots.

This sharp contrast in intake has resulted in a great deal of head-scratching among educationists, and the issue will be high on the agenda when the Cape-based South African Teachers' Association executive meets this weekend.

### Hardest hit

The concept of bussing — long employed in outlying areas such as Paarl, Stellenbosch and Somerset-West, but a rarity in urban areas — is already being mooted by some teachers as a possible, though undesirable, short-term solution.

Among the schools hardest hit by dwindling numbers are:

- Vredehoek Junior School, which has dropped from 570 pupils in 1972 to 120 this year;

- Claremont Primary School, dropping from 570 in 1969 to 209 this year;

- Camps Bay Junior School, dropping from 300 in 1985 to 250 this year. Its principal has warned that it could have to close within a few years; and

- Bergvliet Primary School, currently with 575 pupils — as against 800 a decade ago — and dropping at a rate of about 25 a year.

Yet some schools, on the northern side of town are battling to accommodate the chil-

dren of young couples flocking to mushrooming residential areas like Table View, estimated to be growing at the rate of 3 people a day.

They include schools in the Bellville, Table View and Durbanville areas, among them:

- Table View Primary School, which is having to add three prefabs to its existing complement of 10 to accommodate its expected intake next year of more than 1 100 pupils. Last year there were 960 pupils;

- Table View High School originally built for 750 but now having to plan for about 1 000 next year. Already 11 prefabs have had to be erected; and

- Fairmont High School, Durbanville, which although experiencing a slight drop-off owing to the opening of a second high school in the area a few years ago, is nevertheless preparing for a renewed influx when housing schemes in Welgemoed and Kenridge are completed.

### Lack of housing

Educationists attribute the contrast in demand mainly to the lack of availability of low cost housing in the southern suburbs, and the resultant "aging" of the residential component.

Said one headmaster, who declined to be named: "How do you accommodate this rapid shift? You can't just pick up an under-utilised school from one side of town and plonk it down where it's needed."

"The obvious solution for those schools with dwindling numbers would be open them to all races, but as long as the own affairs concept of government remains in force that's simply not feasible."



Picture: WILLIE de KLERK, Weekend Argus

Herzlia Middle School pupils, back row, Bernard Katz, Niki Zieff, Tania Fendel, and in front, Loren Sacks and Orit Kramer, show off some of the items collected by their colleagues in a contest held to see which class could collect the longest line of clothing, toys and furniture for Patrick's House, a home for street children.

# Education centre for Alexandra Township

HOSE of us who know Alexandra Township well should know that a number of interesting things have been happening there in the past few months. Our sister newspaper, *The Star*, is involved in a mammoth Nation Building effort out there.

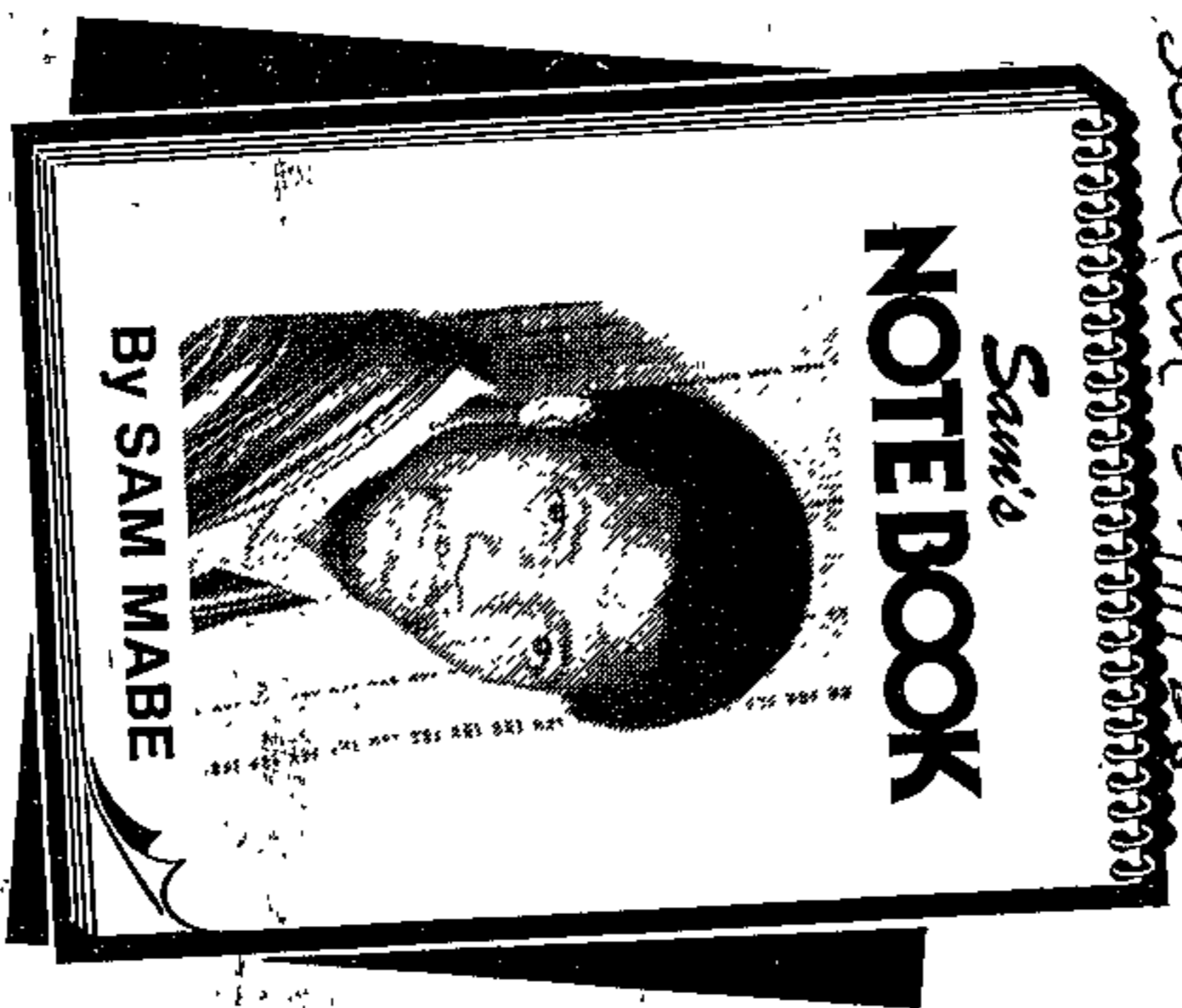
About two years ago, *The Star* identified a need to put up a technical training institute in Alexandra Township. The plans were interrupted by the outbreak of unrest there but once the dust had settled down, the plans were revived and after teaming up with 49 local organisations it was agreed that a community education centre would be built.

Over and above the many occasions the assistant general

manager of *The Star* Mr Rory Wilson has been going to Alexandra to interact formally and sometimes informally with residents, he spent four nights staying with an Alexandra family and trying to get a feel of what it was like to live in the area.

For him as a white man, spending those few nights sleeping under the most appalling conditions gave him a bonus over what he was actually looking for. It gave him a deeper understanding of some of the things that make the black community tick.

I hope that experience was sufficiently



enriching to help him in future dealings he would have with blacks on other issues unrelated to the

centre *The Star* is trying to build out there. Anyway, plans for the centre have

ing with various people on that and we should be able to announce the launch of the fund within the next two months or so.

The money was to be used, among other things, to build a community centre almost similar to the one being worked on by *The Star* and the Alexandra community.

The centre I had in mind would also be a multi-purpose centre. It would serve as a centre for informal education and for the running of Nation Building workshops. It would be a place where children can go to after school and during weekends for recreation and to learn all sorts of skills including art, drama and speech.

Women and community organisations would also use the

centre to learn skills like sewing, cooking and various awareness programmes on medical, health, legal, labour problems etc.

In the evenings the place could be used for meetings and adult literacy courses. An Advice Centre for members of the community could be housed there to help people with problems pertaining to civic by-laws which are very important to the community.

I still notice there are many people who don't know what to do or where to go to when they have a blocked drain or toilet. The Advice Centre will be fully equipped with information on almost all community matters and that should help overcome some of the serious problems faced by our communities.

## Varsity staffs and De Klerk disagree.

THE newly formed Union of Democratic University Staff (Udusa) and National Education Minister F W De Klerk had fundamental differences regarding non-racial education, a Udusa delegation said yesterday after meeting De Klerk.

The meeting took place in Pretoria to advise De Klerk on Udusa's stance on subsidy cuts, rationalisation of universities, salaries, security forces on campus

DIANNA GAMES

and conscription.

Udusa general secretary Mike Morris of Natal University, told a Press conference although the dialogue had been useful, there had been a fundamental difference of opinion. Udusa saw a non-racial, centralised education society, while De Klerk stood by own affairs education.

# English upgrade course

*Sowetan 24/11/88*  
THE Department of Linguistics at Wits University is offering a course to educators and professional people involved in language work who want a specialised training to upgrade the teaching of English in Southern Africa.

A spokesman for the department, Mrs Rosemary Lennard-Cromarty, said the department mounted a

postgraduate degree in 1980 after it recognised pressing needs of people of the country who do not speak English as their first language.

She said the BA (Hons) in Applied Linguistics attempted to confront the various problems and challenges in language and education.

"The course also attempted to facilitate a high level of expertise and leadership at all levels of language education in South Africa, particularly in the field of English as a Second Language (ESL), as a subject and as a medium of instruction,"

**By NKOPANE  
MAKOBANE**

she said.

According to her, the course has been a success in that previous students included in-service teachers, heads of language departments, school inspectors and principals, teacher trainers at colleges and universities, educationists from the commercial and industrial sectors, personnel managers, course writers, editors and publishers.

The major aim of the course is to give a professional qualification in ESL.

It supplies a new dimension in the knowledge and experience of graduates heading for a professional career related to ESL, including teachers already holding professional qualifications.

For further information, contact The Secretary, Department of Linguistics, University of the Witwatersrand (716-2346).

# Media centre aids learning

## A key to broader education and thirst for knowledge

THE purpose of a media centre is the same as that of the school — the education of the child.

Media centres should be an integral part of the school. To achieve this and to promote the education of every pupil, the media centre should provide information, encourage reading and help develop pupils' reading ability.

Textbooks provide basic information on school subjects. This only scratches the surface, considering the vast amount of information available in the world today. The media centre should provide the key to more information. School subjects do not encompass many areas of man's total store of information. It is important for the sake of a pupil's broader education that he is exposed to as much information as possible.

It is difficult for the teacher to give more than basic information in any topic within the limited time allotted each school year.

The media centre plays a vital part in the learning process by assisting pupils through making extra information available.

By reading for pleasure, children are able to broaden their range of experience.

proves with the right practise.

Reading skills should improve without conscious effort if pupils are urged to use the media centre both for gathering information and for reading for pleasure.

In the media centre, instead of receiving information passively from the teacher, pupils have the opportunity of actively seeking knowledge.

Our society is becoming more and more information-orientated and pupils should therefore be helped to develop the ability to "master" information. Memorising facts is not enough.

The emphasis should be on equipping the child to build his own store of information from basic concepts.

As an adult, he must be able to find, evaluate and effectively use information. When his formal education is behind him, the individual who has the ability to use all types of and "master" information, will be at an advantage when he establishes a career.

The school media centre is part of a larger library system. Other types of libraries include national libraries, special libraries, university libraries and public libraries.

public library even before they can read or go to school.

Because using the public library is purely voluntary, it teaches children to read not only for study but also for pleasure.

The public library gives pupils an opportunity to apply, in a different environment, the media centre skills they gained from using the school's media centre.

This can lead to a lifelong habit of making use of other libraries because the school media centre is only available to schoolchildren while they are attending school.

By means of extension activities such as story-hours, puppet and film shows, exhibitions, book-lists and book talks, the public library stimulates children's interest in reading and other services.

Traditionally, library material consisted of printed matter such as books, pamphlets, maps, periodicals and newspapers. Nowadays the purpose of the media centre is to provide information, regardless of its form.

The form is today seen as being of secondary importance and stock now includes pictures, films, filmstrips, slides, transparencies, records, tape recordings or multi-

not be taken out. This usually includes reference books and expensive items.

Two weeks is the period usually allowed a borrower. This loan period can be shortened if the book is popular and there are frequent requests for it.

A borrower may ask for an extension to the loan period if he has not finished using the book when the initial loan period has ended.

Pupils should be encouraged to return books by the due date but fines should not be imposed as they discourage use of the media centre.

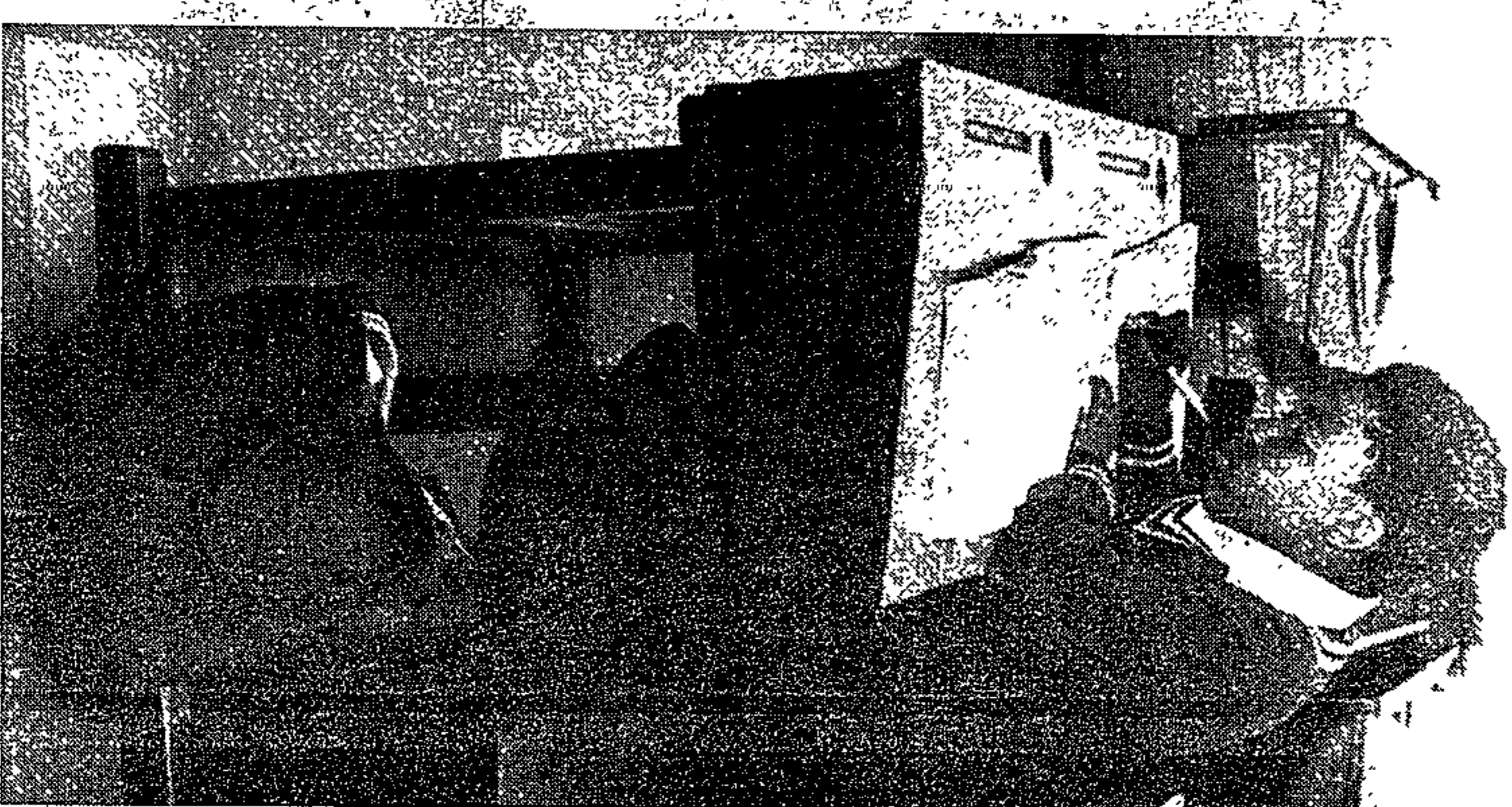
If a book is out on loan when a pupil requires it, he may ask that it be kept for him when it is returned to the media centre and reserved for him.

Books in heavy demand can be reserved, for example, when an entire class has to use a limited number of books to fulfil an assignment.

Such books will be set apart and pupils will be allowed to use them only in the media centre or outside the media centre after hours.

(50)

# Learning Press



By reading for pleasure, children are able to broaden their range of experience.

Continued



with regular reading, as pupils absorb information on an informal basis on a wide range of subjects.

The imaginative powers of the reader are also exercised by reading for enjoyment, as he has to imagine the feelings and experiences of characters in a novel.

The media centre should cultivate this habit by making available materials which should not only be for study but for regular reading enjoyment.

At an early stage in their schooling, children are taught to decipher the written word. As is the case with all skills, reading im-

school media centre can be supplemented by the public library.

The public library's stock of books is usually more extensive than the school's, particularly in covering subjects not directly related to the school curriculum. Children should be encouraged to read books on topics other than their school subjects.

Most public libraries are members of the interlibrary loan system by means of which any book in the country becomes available.

The habit of reading should be developed in the very young. Parents should take children to the

Special projection and sound reproduction equipment is necessary for the use of much of this material. The requisite equipment is usually housed in the media centre.

Media centre rules should be prominently displayed so that all users are aware of them.

Ideally, media centres should be open before and after school as well as during breaks. Every class should be allotted at least one teaching period a week to be spent in the media centre.

Certain material may only be used in the media centre and may

films, filmstrips and records can be damaged easily and special care should therefore be taken with these.

If there is a possibility that some of the material may be damaged, it should not be allowed out on loan. It can be made available for use in the media centre only or elsewhere under the control of the media teacher or a responsible teacher who knows how to care for the material.

*Adapted from Library Orientation by CM Vink and JH Frylinck. Available from your local bookshop.*

## Competition winners

THE paragraph with spelling and preposition errors seems to have caused many of you a bumper headache. Most of you need to pay particular attention to the correct usage of prepositions.

The winner is MAROKANE RAFAPA of Lebowakgomo, who goes to school at SI v/d Merwe in the same town. Our runner-up is Victoria Ntsoane of Pietersburg.



**A teacher can give only basic information, so the media centre adds to this information.**



# Education crisis in Winterveldt

By SOPHIE TEMA



A typical Winterveldt iron sheeting and crates classroom.

BLACK private schools in Winterveldt are struggling to survive and hundreds of pupils are turned away each year because of overcrowding.

This is one of the many hardships faced by non-Tswanas in Bophuthatswana.

The buildings used as classrooms are either made of pieces of rusted corrugated sheets or thin ply-board.

There are no proper seating facilities and pupils sit on the bare floors or bring old tins to sit on during lessons.

Most of the schools are combined – starting from Sub Standard A to Junior Certificate.

There are no fewer than 2 000 pupils in each of these schools and educationists claim there are about 15 schools in Winterveldt.

The Indoni Combined School has 2 500 pupils, with only 10 teachers and is a typical example of the problems experienced by many black pupils in the area whose parents are non-Tswanas.

At present most of the private schools are those of children whose parents are non-Tswanas – most of them Nguni-speaking.

Pupils are expected to pay in between R2 and R5 a month, to pay the salaries of the teachers.

But with the present rate of unemployment the situation in the schools has worsened, as most parents cannot afford to pay the funds. This forces teachers take on jobs in industry.

Because the community cannot afford to build more classrooms or schools, many pupils have to be content with classes being conducted under the trees.

# Open school canvass is <sup>(SO)</sup> opposed by govt policy

DIANNA GAMES

AN initiative taken by Pretoria Boys High School to canvass opinion of relevant parties on the opening of the school to all races looks likely to fail in the face of government policy on the issue.

A spokesman for Education and Culture Minister in the House of Assembly Piet Clase said the minister was considering a Transvaal Teachers Association (TTA) resolution that all Transvaal government schools be permitted to open their doors to all races.

However, he was considering it in the light of the Department of Education and Culture's policy. SA's constitution did not allow the option of open schools, the spokesman said. There was no indication that a change in this policy was envisaged.

□ Sapa reports that pupils at public and state-aided schools under the Department of Education and Training (DET) will have to toe the line or face expulsion in terms of regulations gazetted by the Minister of Education and Development Aid in Pretoria on Friday.

According to the regulations, made in terms of the Education and Training Act, pupils may be suspended or expelled from school if they:

- Intentionally give false information to any teacher;
- Refuse to obey legitimate instructions;
- Incite pupils to contravene regulations, take part in boycotts, sit-ins and riotous action, commit acts of insubordination;
- Possess or use habit-forming drugs without a doctor's prescription;
- Make unsatisfactory scholastic progress because of participation in activities not approved by the principal, or intentionally leave books at home.

# Quality teachers being lost in favour of mediocrities

Star 30/11/88

By a Teacher

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

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.

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 ex-

perience, 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 huryane 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."

# Video squares up to battle illiteracy

AN UNUSUAL video aimed at encouraging parents to prepare their children for being able to read was this week launched at a function in Johannesburg. Among those present were the following (from left to right): Ms Cynthia Hugo, Mrs Nellisa Kumalo, Mrs Thandi Chaane, Mrs Janet Mabaso, Ms Jo Collett, Ms Theresa Motokeng and Mr Bill Jack.



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Handwritten signature or initials.

BY NIKOPANE  
MAKOBANE

READ ORGANISATION has launched a video which play an important role to combat illiteracy in South Africa.

The video, titled "Ready to Read" was launched at a function in Johannesburg this week by Ms Cynthia Hugo, the director of Read (Read, Educate and Develop).

It was conceived and produced by Read under the director of their materials department manager, Ms Jo Collett, and was sponsored by the

African Life Assurance. Mrs Hugo said the video encouraged and highlighted the vital role parents can play in preparing their children for reading — their passport to knowledge.

Mr Bill Jack, managing director of African Life Assurance, said lack of proper education was one of the major problems facing South Africa. He said the quality of education in black schools, in particular, gives rise to concern.

Mrs Thandi Chaane, Read's community manager, said reading

was the key to education — and education is the key to independence. Many parents, she said, felt inadequate because they were illiterate, but this should not stop their playing a vital role in preparing their children to read.

"This video represents a new concept for Read which has been involved in educating teachers and librarians on the role they should play in educating their communities," she said.

The video is available at cost from Read — (011) 339-5941.

# Teach them to read early

(50)

CP/Pres 4/12/88

## CP Reporter

A VIDEO aimed at encouraging parents to prepare their children for reading was launched at a function in Johannesburg this week.

"Read provides material to assist community-run programmes in a meaningful way," said Cynthia Hugo, director of Read.

The colour video, conceived and produced by Read, was sponsored by African Life Assurance and is titled Ready to Read.

It is aimed at the parents of pre-school children and forms part of African Life's commitment to upgrading the quality of life of one of its target markets.

The video highlights the vital role parents can play in preparing their children for reading — their passport to knowledge.

"Lack of proper education is one of the major problems facing South Africa," Bill Jack, managing director of African Life Assurance, said at the function.

"The quality of education in black schools, in particular, gives rise to concern.

"If this video can help children, with the assistance and encouragement of their parents, to learn to read at an early age, we will succeed in expanding their educational horizons at a crucial stage.

"This, in turn, will help them bridge the gap in their development," said Jack.

Said Read's community manager, Thandi Chaane: "Reading is the key to education — and education is the key to independence.

"This video represents a new concept for Read. It educates teachers and librarians on the role they should play in educating their communities.

"We hope that people in industry and commerce will buy the videos for their employees.

"Ready to Read is bound to play an important role in combating illiteracy in South Africa."

The video will be available from community groups and creches. Interested people can phone Read at (011) 339-5941.

# Story telling educates

CP 4/12/58

(50)

## Parents and teachers should learn the ancient art for children's sakes

By NORAH TAYLOR

THESE have always been stories and story tellers in the world. Stories and story telling are important in education.

When the world began, before the written word came into being, there were many story tellers. Stories were told from family to family and handed down from generation to generation. Such stories were important for they were the starting points of recorded history.

Tellers of stories were important people. Their skills were those of artists and actors. They knew how to hold the attention of an audience and knew how to teach.

When writing was invented great stories were no longer the property of small groups of people. They could be handed on to many people. Centuries later, when printing was invented, stories could be told to millions of people.

Story tellers continued to exist — some became actors, others became teachers and some collected old stories and published them in book form.

The art of the story teller lost some of its importance but it was always there. Fathers and mothers and grandfathers and grandmothers used it instinctively as a teaching method.

Today we know that the art of story telling is very important and should be studied. Teachers should know its importance in education and should learn how to use it in a meaningful way in their classrooms.

Communication is one of the most important and most used words of our time and spoken communication requires the basics of good story telling — the ability of one person to listen attentively and of another person to speak clearly and in an interesting way.

Children the world over learn through listening to, looking at and imitating the people they see. They will speak the language or languages they hear and they will behave in the way the people round about them behave.

The child who hears good speech is likely to speak well. If he is interested in the things he is told he will remember them. A child likes to be part of the life around him and he likes to take part in this life by saying and doing the things he hears and sees.

All children love stories. They like to be part of a story by repeating sounds, words and actions suggested to them by the story teller. They like to become "one" with the hero of the story.

They like to imagine they are figures in the story they are hearing. They like to pretend that they are tiny mice or roaring lions or giant killers.

We all learn by listening and looking. The good story teller teaches children to listen and look and to extend their horizons through the use of imagination.

The best way to tell a story to young children is to get as close to them as possible. Ideally a story teller should build up the atmosphere

of a home where a child sits on the knees of a mother, father or grandparent at story time.

Children like to become involved in a story through imitating sounds and movements suggested by the story teller. Such involvement means the child is learning through the use of the senses of seeing, hearing and feeling.

A well told story is exciting to a child. He listens attentively and in so doing he learns. He imitates but also begins to question certain things he hears. He begins to use what Rudyard Kipling called his "honest serving men" — the words HOW, WHO, WHAT, WHERE and WHY.

"Why did he do that Granny?" he may ask or "Where can we find that Grandpa?"

The importance of teaching young children to listen and ask questions cannot be ignored. The word "education" comes from a Latin word meaning "to lead out".

We should try to help children "lead out" their own thoughts about everything they hear and see. One of the best ways of teaching them to do this is to make them use their imaginations through the enjoyment and excitement of listening to stories.

Years ago a woman called Phyllis Savoury wrote books of African stories called *Fireside Tales*.

Centuries ago stories were told when people sat close together round a fire. It is important to create this feeling of closeness in a classroom. The story teller and the listeners should become one in the pleasure of the experience.

Storytelling is an art that can be learnt by anyone and it is important that it should be learnt by both parents and teachers.

Hints for story tellers. Get in front of a mirror and tell a story to yourself! Try to get your face to show feelings and emotions.

Try to look friendly and enthusiastic. If you do not enjoy it then it is unlikely that anyone else will enjoy it.

Ask yourself whether you are speaking in an interesting way. Are you using words that children will understand? Is your voice monotonous and uninteresting? Do you sound as if you like telling stories?

With a little practice parents and teachers can learn to recapture the old art of story telling. In so doing they can help to create foundations for better education in South Africa.

Many children are bored by so-called education. Good education starts in the home and can be carried out successfully at schools if teachers make use of the ancient art of story telling.

# Loan bursary cash to up numbers of students

By BOOGIE MABOGOANE

MATRIC pupils have finished their exams and we all hope they have done well. Those who will fail and are unable to repeat will unfortunately be placed among the group of school dropouts, because they will have no certificate to show what they have passed after 12 years of schooling.

I think we ought to give pupils certificates as they pass through the various levels of school – a primary school leaving certificate (Std 5), a junior secondary school leaving certificate (Std 8), and finally the matric certificate. This, at least, will enable pupils who failed Std 6 to say they passed Std 5, while those who failed matric can say they have a junior secondary school certificate.

Most English-speaking countries still retain the mid-secondary school O-level certificate, while a lower secondary school certificate is issued in Germany and other European countries. There are fine qualifications for those wishing to enter vocational schools and those wishing to take up junior commercial courses, including salesmanship and entrepreneurship.

Our single certificate – matric – forces too many kids to be classified as dropouts – and that is demotivating.

Most pupils who will pass matric and wish to further their studies will be facing the usual problem of finance for the ever-increasing cost of tertiary education. With time, this problem will become more acute because of inflation, which we are unable to drastically reduce. There is also a trend in the Western world to reduce State subsidies to universities, compelling universities to increase fees.

Based on a 15 percent a year inflation rate, my youngest son, who is in Std 3, has worked out what I will have to pay R63 000 – with a pocket-money allowance for an occasional glass of indigenous beer and mboza – for his university education, assuming he is university material and he neither fails or boycotts exams.

Another factor compounding the financial problem is that the number of African university students is increasing faster than the earning capacities of parents.

According to the 1987 report of the Committee of University Principals, there will be 543 487 African university students in four years' time and in just 12 years' time there will be 1,1-million.

The concern for financial assistance would not be so great if those who award bursaries adopted a pure business approach – all bursaries must be on a loan basis. And the loans should be repaid with interest. Figures will perhaps help to justify this.

Extrapolated conservatively over the past 10 years, DET awarded bursaries worth R35-million. Anglo American Corporation gave about R36-million over the past 10 years.

If all the bursaries had been loans, DET and AAC would have an extra R15-million each from repayments, with all bursary holders allowed one extra year for their degrees. Add all other public and private sector bursaries and estimate the large sums which could have been available for new students.

One problem with this is that where loan bursaries have been provided in the past, many students failed to repay them.

The Committee of University Principals, which also recommends loans for students, suggests that repayments for State loan bursaries could be collected through the office of the Receiver of Revenue. This could be one method but the best is through the professionals, namely the banks.

Instead of paying the monies to institutions, bursary organisations could give the monies as collateral for loans to be provided by the banks. The organisations should still do their own selections but the actual loan contract should be with the banks. The State, too, can do like-wise. From there, repayments will be in professional hands.

The banks could also ensure that a student does not get more money than he/she needs, including the little extras.



HERE are still a good number of people who believe there can be no effective change in the system of education in South Africa until political power is in the hands of the majority of the country's population.

I support this belief up to a certain extent. Political power will be necessary to help us with the legislation to back up the implementation or the introduction of certain systems of education or even to change the current school syllabi.

But our concern when we adopted

# Political power is the question

Nation Building course was more on what we should be doing today in preparing ourselves for the new society we want to create once political power is in our hands.

We fully appreciate the reasons behind the three explosions South Africa went through in 1976, 1980 and in 1984 which were a direct result of pupil dis-

pleasure with life in the black school classroom.

We also support all attempts made by alternative education structures created to address the problem of education in this country. That we tend to focus a lot of our attention on education in the articles we have been writing, demonstrates the seriousness

with which we view the role that education can play in the process of Nation Building.

Hence, we have spoken about the need to create a chemistry that will make children enjoy learning and appreciate the value of their youth.

I have stated that my greatest criticism of our education system is that learning is unrelated to



real life situations. It does not prepare us for life after school. And this is what makes life in the classroom boring and unexciting to our children.

My belief is that while the content of our syllabi is bad, it is probably the methods applied in teaching that

require the most urgent attention. And this is a problem we can resolve on our own, even without having to wait for liberation.

Recently, one Sowe- to educationist suggested the establishment of Neighbourhood Education Committees as support structures through which various members of the community could help run extra-curriculum classes in helping our children with their schoolwork.

This would happen in our backrooms after school hours or during weekends and school holidays. This is of course a brilliant idea which I would want to take further by suggesting that such structures be created to help teachers as well.

Teachers are the people whose awareness on current thinking on an alternative system of education has not been much of a subject of debate.

employed with very good academic qualifications. But when it comes to delivering the goods, they get stuck. They become non-performers who cannot operate independently. They lack the initiative to get anything going.

We would really love to see such committees becoming a reality in our communities. And these are really nothing new in our society. In the olden days we depended to a large degree on more or less similar structures for our education.

The most effective educational institution used at the time was the home. Children were taught by their parents and other members of the community how to face the challenges of their daily lives.

From youth, children were taught how to protect their stock, to defend their families and their villages against invaders. They were taught how to hunt, given the tactics of chasing an animal without necessarily having to compete with it for stamina.

They were trained on how to climb a tree in an emergency situation when confronted by a lion or some such aggressive wild animal. They were taught to differentiate all kinds of herbs and plants which were poisonous and non-poisonous.

Anyway, it occurred to me the other day to that when I did arithmetic at school, was restricted to the structure drawn on the blackboard or in my book.

But I could not relate it to anything else outside of the classroom. This principle applied to all other subjects. History was about the past and it was in no way related to current events.

Most of what I learnt at school belonged in the classroom and had nothing to do with my day-to-day experience at home, in church, on the taxi or anywhere else. Learning seemed to have been meant solely to help me pass the examinations, not to equip me for the challenges of life outside the classroom.

Problems created by this type of learning usually manifest themselves when black pupils enter the job market. This is where they encounter serious problems.

You often get instances of people who often get the education flag very high. We are building year we will be flying have stated that next need to be rebuilt. We collapsed in our structures that have taught.

These are some of the subjects they were taught.

Every child in the village could sing and dance. At initiation schools, boys were taught how to relate to women and to members of the community. Discipline, culture and the religion of the community were among subjects they were taught.

After weddings, funerals or functions at which some traditional rituals were to be performed, village elders would bring all the youth together to discuss and explain why certain things were done the way they were.

Most of what I learnt at school belonged in the classroom and had nothing to do with my day-to-day experience at home, in church, on the taxi or anywhere else. Learning seemed to have been meant solely to help me pass the examinations, not to equip me for the challenges of life outside the classroom.

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## Rituals

Poetry and storytelling were a routine followed religiously as another way of developing the children's imaginations.

# Education: new funds sought 50

PRETORIA — Throwing the burden of supplementing funds for education on parents through tuition fees offered only limited scope for a solution, the Teachers Federal Council annual report released yesterday said.

Alternative methods of broadening the base on which funds were raised appeared to have greater potential.

They were also more justified because not only parents, but the whole community, benefited from the education system. Adequately financing education could possibly create problems for government.

However, education was a priority

12/88 GERALD REILLY *Blaum*  
and the best investment the country could make.

The state of education had to be seen against an economic background of a country trapped in inflation, where sanctions and withdrawal of international credit worsened the situation.

Referring to a declining white school population, the report said in 1987 there were 77 403 school beginners — 10 371 or 11,82% less than eight years before.

However, the report stressed, it would be wrong to suppose the reduction in pupil numbers implied any lightening of the financial burden.

# New education strategy needed

Staff Reporter

SOUTH AFRICA stands on the verge of fundamental change and it is in everyone's interests to "man the pumps and stop the ship from sinking", University of Cape Town law and science graduates were told at a graduation ceremony last night.

They were being addressed at the ceremony, one of six by Dr R R Arndt, president of the Foundation for Research Development in the Council for Scientific and Industrial Research (CSIR).

Dr Arndt said South Africans had to free themselves of a stereotyped pattern of education and from blaming their own lethargic attitude on the existing political system.

Recent figures showed that of the 150 000 black students who wrote matric last year, only 500 gained matriculation exemption in mathematics.

An aggressive strategy for action must be devised to change the balance between technological and non-technological educational enrolments within the primary, secondary and tertiary educational enrolments, he said.

Giving the example of South Korea, he said a well-orchestrated educational, industrial, scientific and technological policy, combined with a desire by the people to achieve wealth, had converted one of the poorest nations into one of the richest within a mere 25 years.

A special effort to create "science appreciation" could change the attitude of scholars and the community towards science.

# Teaching: LP's actions slammed

9/21/75 10/12/81

10/12/81 50 Staff Reporters

THE president of the Cape Teachers' Professional Association, Mr Franklin Sonn, yesterday lashed out at Labour Party "meddling" in education and charged that LP supporters were being appointed to senior positions in schools

Speaking at a CTPA representative council meeting in Bellville South, Mr Sonn challenged the Minister of Education, Mr Allan Hendrickse, to appoint an independent commission of inquiry to investigate "widespread allegations of LP nepotism".

"If the minister refuses then the public will know who to believe.

"These party-political appointments are undermining the integrity of the teaching profession and making it an instrument of a political party," Mr Sonn said.

## School shortage criticised

Other speakers at the meeting were prominent anti-apartheid activist and advocate Mr Dullah Omar and Mr Randall van den Heever, deputy president of the CTPA.

Mr Sonn also decried the acute shortage of schools and said that only one school had been provided for the burgeoning new coloured suburb of Blue Downs. "The school expects applications from 600 pupils in Std 7 alone and yet it has been built to only accommodate 800 pupils," he said.

Mr Omar made a strong appeal for teachers to strive for unity in their communities and to help with local organizations so that they were run in a truly democratic fashion.



Mr Sonn



Mr Hendrickse



# Learning Press

## We all learn from stories

copy  
11/12/88  
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By NORAH TAYLOR

FROM the beginning of time there have been story-tellers, and the world still needs the tellers of stories.

Stories can be for the "littlest ones" and for the "oldies". Stories can be of different kinds and they can serve hundreds of different needs.

This article concerns the needs of parents, teachers

and children.

Stories can be told for entertainment or to teach lessons. No matter what the purpose of a story it needs definite techniques.

It must suit the needs of the people who are going to listen to it. It must have "shape" - it must begin, develop and conclude.

It must be told with interesting vocal and facial

expressions. The people listening to it must be able to hear every word that is spoken.

The child who has parents or grandparents to tell him stories is a lucky child, for he learns to listen and to enjoy listening. Listening provides a door to learning.

The child who cannot listen cannot learn. Human beings learn through "doing". They learn also through "saying" and the child who listens to stories learns words which help him to "say" what he thinks and feels.

He learns how to communicate because he has language. He can hear and say words.

Insufficient time is given in teacher training colleges to speech training. Teachers may have subject knowledge but be unable to impart that knowledge to others because their voices are dull, their speech indistinct and their delivery monotonous.

Many lessons are meaningless to children because their teachers speak with little enthusiasm and without any facial expression

Stories must be told with enjoyment. The story told with a dull voice, lack of facial expression and at a monotonous pace can never be success.

A good story teller asks questions from time to time. He makes his audience listen by so doing. He makes them take part in the story he is telling.

Good listening habits provide a basis for good learning habits. The more pleasant listening situations are in the life of a child the more likely he is to want to learn and to concentrate on learning.

# DET states its stance

**R**EGULA-TIONS relating to the closure of black schools and the admission, suspension and expulsion of pupils were promulgated recently out of concern for pupils and teachers, say the authorities.

Every pupil and teacher has a right to safe, secure and peaceful learning conditions, says the Department of Education and Training in defending the new regulations for black schools.

The regulations, adds the DET, are the direct result of "hooliganism, criminal acts and disruption which have bedevilled education, particularly in places like Soweto, over the past two years," and were not promulgated out of vindictiveness.

However, educationists have criticised the regulations as the Department is able to close schools hit by unrest and expel pupils seen as "trouble makers" without addressing real grievances—a case of dealing with the symptoms, but not the causes, of the disease.



SCHOOLCHILDREN in gleeful mood.

## Amend

The latest regulations amend or add to regulations published previously. Several of them give the Minister of Education and Development Aid, Dr Gerrit Viljoen and officials of his department powers that they have exercised for some time.

For example, the Minister is empowered to close a school if he feels the number of pupils expelled from it or if the number of pupils refusing or failing to attend classes is of such an extent that the "continued existence of the school is not justified."

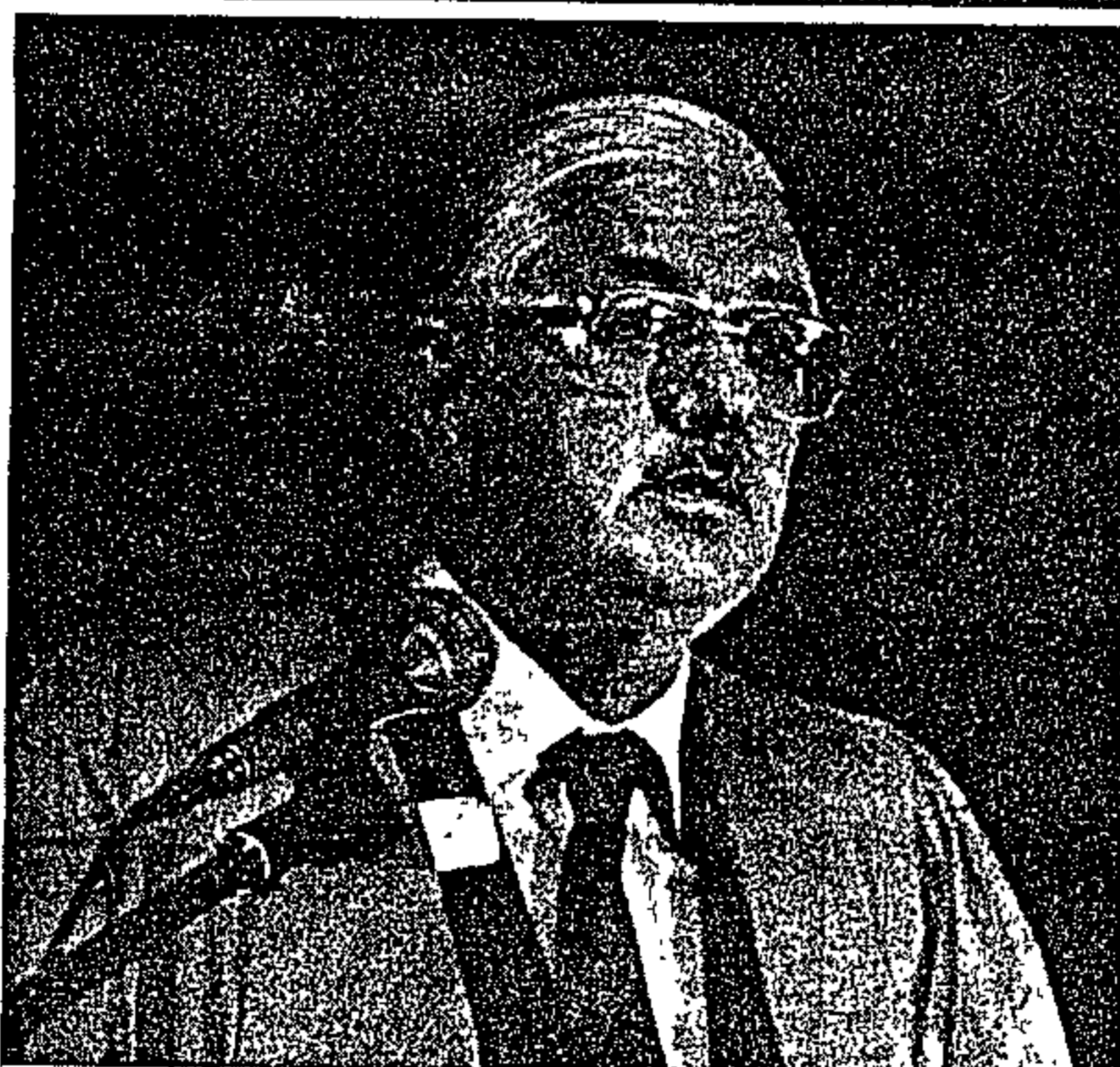
## Effective

The Minister may also temporarily close a school if pupils refuse to attend classes — if effective teaching is not possible because pupils disregard instructions by principals or circuit inspectors — if pupils contravene provisions in the Education and Training Act — or because of "riotous or disorderly behaviour."

When a school is reopened, the principal may refuse admission to pupils suspected or known to have committed any of the above offences, after considering representation by the pupils.

The requirements for admission to

**EVERY** pupil and teacher has a right to safe, secure peaceful learning conditions, says the Department of Education and Training.



MINISTER of Education and Development Aid Dr Gerrit Viljoen.

schools have been amended to the effect that parents or guardians must accompany their children to schools when applying for admission, and must undertake in writing to see to it that they attend school regularly.

The Director-General has to approve the admission of anyone previously refused

admission to any school or suspended or expelled for misconduct.

He can also make admission conditional on the pupil receiving additional or remedial tuition — on pupils returning or compensating the Department for textbooks issued during the previous year — and on pupils refraining from "such out-of-school activ-

ities" considered to have a detrimental effect on their studies.

An opportunity is given to pupils and their parents to appeal against the deletion of their names from the admissions register because they have failed to comply with these conditions.

Pupils who have failed the same standard twice have to obtain the Direc-

or hostel premises unless their constitution has been approved by the Regional Director of Education.

Pupils may also be suspended or expelled from schools if, after one warning, they:

- Behave in a manner or have been convicted of an offence that seriously prejudices or might prejudice "the maintenance of

order or discipline or the effective provision of education"

- Intentionally damage, destroy, abuse or appropriate property of the school or of any person or body.

- Wilfully refuse to obey a legitimate instruction of principals and teachers or intentionally give them false information — are insubordinate or possess or use habit-forming drugs

- Incite or instigate fellow pupils to contravene or fail to comply with regulations, school rules and examination instructions

- Take part in or instigate a boycott of classes or functions, protest marches, sit-ins or "any riotous action."

- Refuse without sound reason to attend classes or receive tuition or intentionally fail to have books and other equipment necessary for the purposes of tuition

- Are making unsatisfactory scholastic progress as a result of participation in activities not forming part of an educational, cultural, sports or recreational programme approved by principals and DET officials

Provision is also made for the summary suspension of pupils whose actions seriously prejudice the maintenance of order and discipline or effective education.

Pupils and their parents are afforded an opportunity to make representations against the suspensions

So

or-General's permission for them to be readmitted to school.

The latest regulations provide for the expulsion of pupils who have been absent from school for more than 10 consecutive school days, or for 20 or more school days in a year, without valid reason.

Parents may appeal to the Circuit Inspector and the Regional Director.

One regulation states that pupil organisations may not operate on school

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# Govt believes in separate education says Clase

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Sowetan 14/11/88

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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.



Yoshinori

# Learning Press

THE school year is over and the exams are written. But that doesn't mean that you should ignore your schooling altogether over the holiday season. Now is the time for a revision of the year that has passed and a chance to preview the year ahead. Remember, knowledge is strength . . . and the more opportunities you use to acquire knowledge, the greater that strength will be. From the editors of Learning Press, enjoy the break:

# Storytelling is one of man's oldest skills

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e/pres  
18/12/88

## Tales teach kids to communicate better

By NORAH TAYLOR

A STORY must have a beginning, a development and a conclusion. It must be about a subject that will appeal to children of a certain age and of certain interests.

It must be told in an attractive way. A storyteller must speak clearly and in language suitable to the age and needs of the listeners.

Good storytelling is an art. A storyteller must speak out clearly and with good expression. He must know how to use changes of voice (modulations), changes of pitch and changes of pace.

He must know when and

how to pause with effect and to use emphasis (stress on words) to make meanings clear. He must be able to speak very softly with perfect clarity (for example, when he is pretending to be a little mouse or an insect) or in a very large voice when he is saying the words of a giant or a lion.

Repetition can be a very effective part of storytelling but if it is not used carefully it can become boring.

However, when well used, repetition may make listeners want to join in the telling of the story and this can make it very attractive especially when it is being told to very young chil-

dren. An experienced storyteller knows when and how to ask questions and when to let the listeners express their own ideas about some particular thought or idea.

He knows how to arouse curiosity and also how to involve his listeners by saying "Let us pretend to be that giant or that lion or that little bird."

(This type of involvement in a story delights a child and also helps him to extend his thoughts and feelings in a creative way). He can create suspense by saying "What do you think happened then?" or "What do you think is going to happen?"

Enjoyment can be created in many ways: Sometimes by curiosity, sometimes by excitement, sometimes by letting children play their favourite game of "Let's pretend to be . . ."

A story can lead to the action dear to the heart of most children - namely the acting of a story. Occasionally a child will make up a story that can be dramatised but usually it is better to encourage children to act a well-tryed and well-structured story such as *The Three Little Pigs*.

Questions can be a useful part of storytelling but questions should never be allowed to interrupt the "flow" of a story. Its structure is important. A good story must start in an interesting way then develop and conclude.

Storytelling was one of the first of mankind's skills. It is a useful skill still.

The child who is told stories is likely to learn how to tell stories. When he tells a story he has to find words with which to express his thoughts, ideas and feelings.

In due course the knowledge he has gained from listening to stories and telling stories is likely to help him to "shape" ideas for compositions and essays and to help him to communicate in both the written and the spoken word.

# Skilled labour crisis predicted

*CPC 1.1.15  
12/12/08  
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**Own Correspondent**  
**JOHANNESBURG.** — There will be a shortage of 200 000 skilled workers in South Africa by the year 2000 if the annual average growth rate is 2%, according to a recent publication by the SA Institute of Race Relations.

The current recession has led industry as a whole to cut back on skills training, especially for blacks on whom the country will be dependent by 2000, said institute researcher Ms Monica Bot.

A sustained upturn in the economy would uncover shortages in several industries, notably the construction, agriculture and nursing, she said.

Several employers interviewed by Bot expected a shortage of skilled personnel with only a marginal improvement in the economy. Others predicted that the development of large scale projects such as the Lesotho Highlands Water scheme would add to this skilled labour shortage.

A major reason for these expected shortages was the structure of the present educational system, said Ms Bot.

**JOHANNESBURG.** — Regional Services Council (RSC) levies will have to increase five or six times if they are to make any impact on the situation in the black townships, according to a South African Institute of Race Relations report.

In the report researcher Mr Mauritz Moolman said public perceptions of progress being made by RSCs were unfounded. Many RSCs were adding previously allocated funds to funds which have yet to be collected for future projects and so "create the image of massive progress", he said.

For the increasing demands of black urbanisation to be met, more funds would have to be allocated by RSCs to the upgrading of black areas.

Part of the reason for the lack of RSC involvement in the townships was political, he said. Contractors were afraid of working in the townships which in some cases had led to delays of up to ten months before projects were started.

Waste of funds because of segregated institutions and poor educational standards in the African education system limited the number of students that could enter technical education institutions.

The number of African students at university far exceeds the number in technical institutions, and white education is aimed at a general rather than a technical education, she said. "Only 10% of SA's workforce is being trained in a technical field."

A solution could only be found if "industry substantially increased its emphasis on skills training", she said.

# Teachers and students switch roles

28/12/88 By Shehnaaz Bulbulia

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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.

# Backlog in black schools caused by stayaways

Staff Reporter

AS partial results of black matric candidates became available to headmasters at all Peninsula schools yesterday, it was learnt that 10 of the 12 local schools had fallen behind in their syllabuses because of stayaways this year.

A senior liaison officer for the Department of Education and Training, Mr James McNiel, confirmed that school inspectors had discovered a "significant backlog" in syllabuses at 10 local secondary schools.

Additional classes had been laid on during the September holidays to help the children catch up and these had been "generally satisfactory and most encouraging", he said.

Mr McNiel said pupils had, "largely through no fault of their own", been unable to complete syllabuses in the normal way.

He declined to discuss possible reasons for the stayaways as it was "virtually impossible to identify what is a legitimate educational grievance or what is politically motivated".

Mr McNiel declined to quantify the backlog on syllabuses.

He said the number of days missed at the 12 local secondary schools this year had been "significantly less" than those missed in the first six months of 1987.

# You toe the line or get out, new DET rules say

By ANDRE KOOPMAN

PUPILS at public and state-aided DET schools will have to toe the line or face expulsion in terms of regulations gazetted by the Minister of Education and Development.

According to the regulations, made in terms of the Education and Training Act, pupils may be suspended, or expelled from school if they:

- Intentionally give false information to any teacher;
- Refuse to obey legitimate instructions;
- Incite other pupils to contravene regulations;
- Take part in boycotts, sit-ins and riotous action;
- Commit acts of insubordination;
- Possess or use habit-forming drugs without a doctor's prescription;
- Make unsatisfactory scholastic progress because of participation in activities not approved by the principal, or
- Intentionally leave their books at home.

Mrs Sue Philcox, chairman of the Education Forum, an organisation concerned with effective education in DET schools, said the forum was "deeply disturbed" by the regulations since they were "open to grave abuse".

The forum had previously expressed its alarm at the possibility of the exclusion of students from schools, maintaining that no student should be excluded from a school to which he or she has been admitted.

"As in white schools the expulsion of a student is a last resort which is decided upon in consultation with community representatives, usually in a school committee.

"The power to exclude a student is open to abuse," she said.

The DET was extending its already considerable control over schools, she added.

"Not content with using the SADF and the SAP, it is giving vast powers to principals who very often have little support from the communities that they should be serving.

## 'Confrontational course'

"In addition the DET has stated that it will not work with representative PTSA's whose primary concern is the schooling of their children. The PTSA's are able to wield great influence on keeping schools open and students disciplined.

"It is clear that the DET is not prepared to work with the community and chooses a course which is confrontational," Mrs Philcox added.

She said the DET knew its measures would be unpopular.

The regulations were gazetted at the end of the school year when results were not yet out and promotions were uncertain.

It was thus extremely difficult for parents and students to protest.

"If the DET is sincerely committed to schools which function as they should, they will have to share control with the people whose deepest concern is effective education.

"The regulations which have been gazetted would appear to throw down the gauntlet to students and parents alike. These are not disciplinary measures, they are measures for control."

# BOOM!

## Enrolment explosion provokes special efforts

**T**HE National Manpower Commission reported an enrolment explosion at all black educational institutions and said that the demand for infrastructure was so extensive that special efforts would be necessary to achieve any success at all. But, the survey says, it is still not clear whether the Government will go ahead with plans to levy tuition fees at white government schools in order to free spending resources for black education.

The 1987/88 Survey of Race Relations is available from the publications department of the South African Institute of Race Relations, (SAIRR) PO Box 31044, 2017 Braamfontein, at R42 plus postage and packing of R2,96.

The survey reports little progress as a result of calls for a single education department, and notes that the Minister for Education and Development Aid, Dr Gerrit Viljoen, said this would not be possible because of the high number of African pupils at schools in South Africa, including all the homelands.

While the Government said that under-utilised white facilities would continue to be offered to other white departments before being offered to black departments, the survey notes that in some cases facilities were transferred to the Department of Education and Training, which controls African schools.



DR GERRIT Viljoen

Parents blamed pupils' lack of discipline, but also cited detentions and the presence of security forces, the survey reports. Criticisms of school boycotts by the National Council of Trade Unions and the Black Consciousness Movement of

**SPECIAL statement issued by the South African Institute of Race Relations.**

### FOCUS

ment of Education and Training (DET), were:

- Lack of motivation and discipline among pupils,
- Dilapidated conditions in schools; and
- Demotivation among teachers as a result of assaults.

The survey notes that Pope John Paul II said during a visit to Zimbabwe in September that he opposed election boycotts, and that he also rejected violence and spoke in favour of negotiation.

It also points out that the then president-elect of the Methodist Church of Southern Africa, Rev Stanley Mogoba, has said that he could not subscribe "to a school of thought that recognised that white violence was a fact at present, its continuation was inevitable." He rejected the notion of a just or holy war and, in March, also called for negotiation.

### CP

Among major political trends during 1987/88 was a renewal of Church/State tension following the imposition of restrictions on various organisations on February 24, 1988.

The survey records a statement by Dr Allan Boesak that it was the Church's duty to step into the gap left by the bannings. It points to some uneasiness about this within the churches and notes that in an address to a meeting convened by the South African Council of Churches the organisation's president, Dr Manas Buthelezi, warned against the total politicisation of the Church.

Twenty-six church leaders called on all Christians in the country to boycott the municipal elections on October 26, saying that they intended to disseminate this appeal through church newsletters and news

Azania are recorded in the survey.

The survey notes a statement by the Minister of National Education, Mr F W de Klerk, that the Government's ten-year plan for greater parity in education has been stalled by the country's weak economic growth performance. The plan — originally announced in 1986 — had been based on an expected economic growth rate of 4,1 percent. However, Mr de Klerk said this did not mean that the plan would not materialise.

### Pope

Overall, fewer school boycotts were recorded in 1987 and 1988. However, the survey notes that there was no effective education in at least 54 Soweto high schools during the year under review. Some of the reasons for this, according to the Depart-

Political comment in this issue by Aggrey Klaaste and Sam Mabe. Sub-editing, headlines and posters by Sydney Matlhaku. All of 61 Commando Road, Industria West, Johannesburg.

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agencies and by word of mouth.

The survey notes that the then Minister of the Budget and Welfare in the House of Assembly, Dr Dawid de Villiers, said that the CP's proposals for geographical partition, which the National Party had tested over the years and had shown to be unworkable, were a recipe for a revolution and a bloodbath.

It notes also that the Labour Party leader, Rev Allan Hendrickse, suggested it was time for the Government to put the coloured people back on the common voters' roll to create a united front against a right-wing threat that could cause the country to go under.

Other contradictory statements by CP leaders emerged during the period under review. While Dr Treurnicht said it was CP policy that 70 percent of blacks would be back in their homelands in ten to fifteen years, on another occasion he conceded that blacks were permanently urbanised and that the CP might have to negotiate with them about the final borders of a white state.

An admission by a CP member of Parliament that black people could not be removed from the Johannesburg grey area of Hillbrow was repudiated by Dr Treurnicht, who said his party would continue to fight to make Hillbrow white.

Contradictions in Conservative Party policy might cause serious tensions within its ranks, according to research conducted by the SAIRR.

The 1987/88 survey also records major disagreement between CP members who want simply to reimpose classical apartheid and those who favour smaller white homelands. This division was reportedly papered over at the CP's Transvaal Congress in August this year.

In addition, the idea of a much smaller white homeland is being advocated by Professor Carel Boshoff, who has launched a new group called the Stigting Afrikanervryheid.

The survey points to statements by him that whites are too thinly spread to control the whole of South Africa and that desegregation was in any case now gone too far for it to be possible to re-impose classical separate development.



# Education can learn from the mistakes

by James Moulder

Professor of philosophy, University of Natal

THE highly emotional issue of educational standards in South Africa is all too often confused by a number of faulty premises.

The point was made most cogently by Michael O'Dowd, chairman of the Anglo American and De Beers Chairman's Fund, at a recent conference organised by the Education Board of the Mobil Foundation.

"We are facing a crisis of rising expectations. The available resources are not endless and there are competing claims for them. South Africa is indeed a Third World country, with per capita incomes at only one-seventh those of the developed countries. We cannot spend what we have not got," he said.

Mr O'Dowd's message is harsh but it is honest.

The most common mistake is to believe that going to a white school is adequate preparation for studying at a university.

In 1985, the Human Sciences Research Council (HSRC) published a report on the performance of 4711 randomly selected white students who had registered for a three-year degree in 1980.

## Gap

Three years later, only 32 percent of the B Sc candidates had graduated; only 41 percent of the B Com candidates had graduated, and only 47 percent of the BA candidates had graduated.

The second mistake is to believe that it is only schools that will have to change if we want to bridge the gap that exists between them and universities.

This is a naive belief. First, if teachers are as bad as academics tend to believe, it is important to remember who teaches the teachers!

Second, the 1985 HSRC report is open to another interpretation: Our universities are trying to operate at too high a level. Finally, too many aca-

demics see themselves as lecturers rather than as teachers. This is why they believe that they should not have to provide the remedial education that many of their students require.

The third mistake is to believe that we have the money to run a state bur-sary scheme, a state loan scheme and state-funded bridging colleges and academic-support pro-grammes.

Although Anglo American's Clem Sunter has told his story at almost all our universities, they do not seem to have got his message: "South Africa is an average country with an average economy." We are in the same economic league as Yugoslavia, Mexico, Malaysia, Portugal, Uruguay, Chile and Brazil.

This is why our universities should stop trying to ape the way in which America responded to the needs of its black community. In South Africa, white people are the minority. And this country does not have America's wealth.

As Michael O'Dowd said: "The reality of our situation is that we will have to live with scarcity for the foreseeable future." The fourth mistake is to believe that there is not

enough money for education because the Government wastes it on the South African Defence Force and on the administration of apartheid. This, too, is a naive belief.

Nobody doubts that the Government wastes our money, and not only on the SADF, and the administration of apartheid. But in 1985, with 6 175 745 pupils in our schools, the Government spent R5 309-million on education and R5 587-million on the SADF, the SAP and prisons.

If the education budget had been divided equally, rather than along racist lines, R860 would have been spent on each pupil.

And if we had abolished the SADF, the SAP and the prisons, an egalitarian distribution of their budgets would have given us only another R905 for every child's education.

## Waste

So — if we had made the bizarre assumption that we did not need a defence force, a police force or prisons and that money spent on these should rather go towards education — we would have been able to spend only R1 765 on every child's education.

This is still nearly R1 000 less than what was spent in 1985 on every white child's education.

The fifth mistake is to believe that a Government that does not waste money

on defence and on the administration of apartheid should spend everything that it saves on education.

But education is not the only area that doesn't get the money it needs. Health care, housing and rural development are three areas that are as neglected as education is; that are as unfairly funded along racist lines as education is; and that are as important to our future economic well-being as education is.

## Danger

The final mistake is to believe that we are more likely to have a "high road" future if the Government and the private sector give more money to universities than to primary schools. This is a false belief.

The facts come from the World Bank's Staff Working Paper No 399 of June 1980. It reviews the evidence for "the justification and priority for investing in primary education" and concludes that "primary schooling increases productivity in all sectors of the economy".

It also has other important socio-economic effects.

"It reduces fertility; improves health and nutrition, and promotes significant behavioural and attitudinal changes at the level of both the individual and the community, which are helpful to the process of economic development."

CSO/C  
9/10/88

# Compulsory school fees to be introduced in 1989?

Own Correspondent

PRETORIA. — The government, desperate to find the funds needed to raise teachers' salaries and slow down the flood of resignations, is expected to introduce compulsory fee paying by parents next year.

Responding to scathing criticism from the usually staunchly loyal Transvaalse Onderwysers Vereniging, National Education Minister Mr F W De Klerk appealed for calm in the profession.

He indicated the government was financially stressed and that every 1% increase in teachers' salaries would cost R60 million. This means that even a 15% increase — less than the expectation of the organized profession —

would cost around R1 billion.

Compulsory fee paying has been on ice for the past three years and Education and Culture Minister Mr Piet Clase has been vague on the government's intentions.

But authorities said that the only option if the government hopes to satisfy teachers' demands is to make parents pay.

Meanwhile, Transvaal Teachers' Association secretary Mr Jack Ballard said that if the millions being wasted on the own affairs education system, with its duplicated bureaucracy, was eliminated, the government would be in a better position to pay competitive salaries to teachers, whose earnings at present stood at 38% less than in the private sectors.



Cape Times (E) 50  
September 5, 1998

## Foundation spends R3m on education

Staff Reporter

THE Mobil Foundation has spent more than R3 million on alternative education projects in South Africa, it was disclosed yesterday.

The projects included curriculum development, early childhood development, teacher development and bursaries.

Mobil Foundation — funded by a R40-million donation from the US Mobil Oil Corporation — has already spent R8,3 million on more than 90 community projects.

Foundation chairman Mr Franklin Sonn said yesterday the foundation supported projects that would help the country develop into a non-racial, democratic society based on the principles of freedom of association.

Dr Ken Hartshorne, chairman of the foundation's education board, said the most serious mistake in the past was to use education to divide people rather than using it to give them a common purpose.

"We should be looking at a future kind of education in a different kind of South Africa, in a different society," he said.

Clase: Govt

backs separate  
education

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PRETORIA. — The government believes unshakably in separate education for South Africa's different population groups, the Minister of Education and Culture, Mr Piet Clase, said at a university graduation ceremony yesterday.

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 groups, and for this we must equip student teachers." — Sapa