

EDUCATION — GENERAL

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# City's schools return to 'calm'

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Staff Reporter

**MOST** schools in the city's protest-racked coloured and African townships have returned to "normal" and are geared to preparing pupils for year-end exams, official sources said this week.

The swing back to calm after widespread demonstrations and violence over the election period follows a call last week by the Western Cape Education Front that boycotting pupils return to school immediately.

The Front represents organisations including the restricted Western Cape Student Congress, Cape Teachers' Professional Association and joint parent, teacher and pupil associations.

Commenting on the Front's call, Department of Education and Culture (DEC) spokesman Mr Thinus Dempsey said he did not want to discuss the umbrella body's influence on schooling.

He added, however: "The department hopes that pupils will take the call by the Western Cape Teachers' Union (Wectu) seriously."

Certain schools, which he declined to identify, were still experiencing problems relating to "national political factors and intervention by third parties".

Attendance at schools controlled by the Department of Education and Training (DET) had risen to about 80% over the past two weeks. While classrooms at some of the 10 high schools in Gugulethu, Langa, Nyanga and Crossroads ran empty during the election turmoil, attendance now stood at 70% to 80%.

About 1 680 of the region's 9 739 high school pupils were in Std 10 and were set to write their matric exams, starting on October 20. Teachers at the eight DET schools in Khayelitsha had taken steps to help pupils catch up.

# Quarter of all adults illiterate, seminar told

By Norman Chandler, Pretoria Bureau

STAR (50) 9/10/89

A national literacy project is being planned in South Africa to coincide with next year's international Literacy Year.

Although the emphasis would be on literacy and numeracy, it would not be a campaign to promote literacy "as that could result in misconceptions being created", Dr S W H Engelbrecht, the convener of a seminar on the subject, said in Pretoria at the weekend.

Dr Engelbrecht, who is attached to the Human Sciences Research Council, said a quarter of the world's adults were illiterate and at least 100 million children were not enrolled at primary schools.

The seminar, attended by educationists and representatives of Government departments, universities and the private sector, heard that the project needed support and assistance in order to reach its goals.

Dr Gerrit Schuring of the HSRC said that, based on census statistics, 90 percent of all whites were unable to read or write in a black language,

while the figure for coloureds and Asians was nearly 95 percent. Of the figure for whites, 97 percent of adults were unable to communicate in any African language.

At the same time, two-thirds of all black people had no knowledge of English or Afrikaans.

Some 58 percent of black adults were illiterate in these two languages. This constituted a serious language gap which affected literacy in general.

"This must not be ignored, particularly in the work place," Dr Schuring said.

Dr J L Wydeman said there were a number of ways in which South Africa could contribute to the international Literacy Year.

These included the planning of an international conference, a link-up with existing literacy programmes in the private and public sectors, and the use of questionnaires to try to obtain a better overall picture of the problem in South Africa.

He said if the project were successful, it was envisaged that it would be extended to future research and the extension of literacy activities.

throws schools policy in doubt

By LESTER VENTER  
Political Correspondent

THE uncertainty over government policy on "grey areas" increased yesterday after Education Minister Piet Clase seemed to backtrack on earlier statements.

Mr Clase, in charge of white education, said too much has been read into his statements on the future of the Johannesburg High School for Girls which is destined for closure unless it is opened to all races.

It was thought that Mr Clase's earlier statement on options available to the school could signal the introduction of a new government approach on "open schools" in "open areas".

However, when approached yesterday, Mr Clase criticised what he labelled "speculation" on what he had said and denied that there had been any change in policy.

Options

He also said the government had not yet committed itself to the racial make-up of schools in free settlement areas.

In earlier statements he noted that there were not enough white pupils to justify maintaining the school. Two options remain, he said.

● The school could apply to become a private school (to which blacks could be admitted) — and he indicated that government subsidies of up to 100 percent could be possible.

● The area could apply to become a free settlement area, meaning the school could then possibly become a multiracial school run by one or another government department.

Revelation

This was immediately interpreted as a revelation by Mr Clase of a change in government policy which was previously understood to rule out multiracial schools in free settlement areas.

Mr Clase has now poured cold water over the speculation.

Responsibility for Group Areas legislation — of which Free Settlement Areas laws form a part — was taken over last week by Mr Hennis Kriel, the new Minister of Planning and Provincial Affairs.

Yesterday Mr Kriel said he did not want to comment on Mr Clase's statement.

He said "a number" of Free Settlement Area proposals were being examined at present by the FSA board under the chairmanship of Mr Hein Kruger. He and Mr Kruger would be meeting in the coming week to discuss priorities and administrative requirements.

# SACC backs 'all schools for all people'

W/G ARGUS 7/10/89  
By DENNIS CRUYWAGEN  
Education Reporter 50

DELEGATES at a South African Council of Churches' conference on alternative education have demanded that the country's educational resources be made available to all.

In a statement issued yesterday delegates at the Cape Town conference said they had met as representatives of more than 50 organisations concerned with the education crisis.

"The facts, figures and the account of the suffering of our people have convinced us that the ultimate solution to the apartheid created education crisis in South Africa is to intensify the struggle of our people in the field of education."

## Campaign launched

They recognised that a campaign — "all schools for all people" — had been launched and they voiced their support for it.

"We support this campaign and urge our organisations to commit themselves to this campaign nationally.

"We demand the right of access to all educational resources. We call on communities to monitor the situation, assist ejected students and continue to intensify pressure on the state."

Yesterday the meeting accepted in principle a proposal that the church start an alternative education programme.

# Prof criticises maths teaching methods

By Norman Chandler, Pretoria Bureau (50)

The present method of teaching mathematics to young schoolchildren is an effective bar to numeracy, a mathematics education expert said in Pretoria at the weekend.

In most cases, teachers were "blocking the attainment of numeracy" by continuing to use traditional methods. *Stw 9/10/67*

Professor P Human, head of the Unit for Mathematics Education at the University of Stellenbosch, told a seminar on literacy that "new mathematics" could be the answer. This provided a positive, creative approach to the subject.

"We have done an informal scientific study on numeracy. The response was absolutely alarming and perhaps there is some hope for eliminating the numeracy problems in the country through new methods currently being used on an experimental basis on 2 500 schoolchildren.

"The teaching of mathematics at present is a cultural legacy. The traditional approach has been with us since the 13th and 14th centuries.

"An alternative approach could greatly facili-

tate numeracy. Success has been highly dramatic, considering the ease and rate with which young pupils attain numeracy proficiency."

Professor Human said a high proportion of "systematic mistakes" occurred in learning mathematics in the traditional manner. In most primary schools in South Africa it was averaging up to 70 percent.

"Let's stop associating numeracy with so-called 'child's methods of computation' that are obviously difficult for pupils and replace it with a highly efficient system."

He said the use of this new system had resulted in the learning process being twice as fast.

"A total of 70 percent of pupils in Grade 2 who are experimenting with the system are now doing work traditionally done in Std 2, and they do it without anxiety."

The pupils use their own methods of computation and explain it to teachers verbally and in writing. "Teachers never demonstrate a method of computation. There are no recipes among these pupils; they can only calculate on the basis of understanding," the professor said.

(50) 6/10/89  
**Teacher, teacher**

One of the reasons for slow internal corporate growth is the just-a-secretary syndrome. According to Sally Hoffmann, of Viewcom: "There is very often, for a number of reasons, the perception among office workers that the safest path to follow is to act dumb." FWU

The obvious answer is to put the entire staff through office training. Problem is, it's expensive. But what about video-linked training?

Viewcom has a 10-video, on-the-job advancement series which aims to motivate staff into becoming office-trained professionals. Subjects covered include time-management; working with conflict; communication; telephone technique; projecting a professional image; coping with stress; and coping with change. The course, entitled The Hub of the Wheel, has an accompanying 160-page workbook containing exercises, suggestions, group activities and checklists.

"Within 10 days it is possible to put a whole staff through the basics of office professionalism,"

# Education in the 21st century

● A society shall be created in which the individual is protected by a bill of rights upheld by an independent judiciary.

The theme of the 1989 conference was "Education in the 21st Century". The keynote address was on "Human Rights and Education".

Although teachers are instructed that politics have no place in the classroom, politics and education are inextricably linked. The catastrophic effects of Verwoerd's Bantu education policy are being felt in every sphere of South African society. The thunderous black call of "People's Education for People's Power" is faintly heard but hardly understood by whites.

What then of education in the 21st century?

The first business session was devoted to an analysis of the gap between white and black education.

## By A MEMBER OF THE TRANSVAAL TEACHERS' ASSOCIATION

The 85th annual conference of the Transvaal Teachers' Association (TTA) was held recently. The organisation represents the interests of about 6 000 Transvaal teachers, most of whom are English-speaking.

Conference is a time of comradeship, of community and caring. It is also a time to reassess principles and practice; to plot the course for the next year, the next decade, the next century.

Every action and statement of an association has to be evaluated in terms of its philosophy, principles and ethics. TTA's principles are succinct:

- Each individual shall have access to equal educational opportunity to realise maximum potential.
- There should be a single system of education with maximum devolution of authority and control to the appropriate level.
- Discrimination on grounds of race or colour is unacceptable.

This was a follow-up to an earlier seminar arranged by TTA.

● For every 1 000 white pupils entering grade one, 729 will matriculate (1984 figures).

● For every 1 000 black pupils entering grade one, 126 will matriculate (1986 figures).

Can our country afford this waste of manpower?

Excluding teacher's salaries, the 1986 per capita spending on white pupils (R514) was much more than that spent on Department of Education and Training students (R182). But even this amount was nearly six times more than the R33 spent on kwaZulu pupils. (The Star, August 1 1989).

How can these gaps be closed?

The second thrust of the conference was headed "Salvaging the System". This constituted a report-back on a think-tank involving 160

school principals and business people. Many feel that there are both short and long-term answers to the dependency, low morale and apathy in the teaching profession.

Whether our society has the courage and initiative to implement these will be seen, not next century (for then it will be too late) but next year.

The final business session was devoted to issues arising from a third TTA initiative this year, a conference on the role of "Women in Education".

It is tragic that our society, with its frightening divorce rate and multitude of single parent families, has already accepted that primary school teaching is essentially a women's function. Soon high school teaching could also be.

Yet women, particularly married

women, suffer discrimination in salary and conditions of service. TTA does not accept this.

Conference is an occasion when principles are formulated and courses are plotted. It is far easier to talk about principles than to live by them. How will these principles be turned into practice and that direction become a destination?

TTA has a voice in every decision-making body in the Transvaal Education Department and on most influential bodies in white education. It has already commenced meaningful discussions with associations representing other race groups.

The Afrikaner has always realised the power of the educator, the blacks realise it today. Caught between two powerful nationalisms, the English have a vital role to

play in stabilising a system of education that will accommodate the aspirations of all the people of our land.

That role will be played in ongoing committee by dedicated teachers who devote their time and energy to serving their profession and their country.

The executive committee of TTA faces a formidable task. Education in the 20th century must be salvaged, education for the 21st century must be launched.

They will have to throw bold challenges to a cautious, conservative and nervous employing body. They will have to be a spur in the side of a government that has committed itself to a journey towards reform but has yet to move into the road.

In these stern days, the leadership of TTA will cherish the words of one of South Africa's greatest prophets and patriots, Alan Paton, as he approached his journey's end.

"I could have made better use of my life, but I did try hard to do one thing. That was to persuade white South Africa to share its power, for reasons of justice and survival. My efforts do not appear outwardly to have been successful.

"There are two things to be said about that. The first is that one does not uphold love, justice, and mercy in order to be successful, but because it has to be done. The second is that one has no means of measuring. One is no more than a worker in a kind of apostolic succession. All one can say is that one has had some noble predecessors, contemporaries, and successors."



# Key church role in 'alternative education plan'

By DENNIS CRUYWAGEN  
Education Reporter

THE Church with its history, power and resources was better placed than most to tackle the mammoth task of establishing an alternative education programme with a mass approach, a conference has been told.

The proposed programme, to be implemented next year, would be founded in consultation with the community. It would operate nationally from a church base, according to Mrs Sheila Sisulu, daughter-in-law of jailed Rivonia treason trialist Mr Walter Sisulu.

She was speaking at a South African Council of Churches conference on alternative education held at the Cape Town Civic Centre.

## AIMS OF PROPOSAL

The aims of Mrs Sisulu's proposal, which is likely to be accepted, were to:

- Provide high school opportunities (Standards 6 to 10) for pupils ejected from State schools;
- Provide educational enrichment and support programmes for pupils in State schools;
- Explore and use established and innovative educational approaches that will meet the immediate needs of pupils; and
- Seek and develop educational models that will begin to address the requirements of a post-apartheid system.

Schools in this scheme would be located in church buildings and pilot programmes could be started in Johannesburg, Cape Town, Port Elizabeth, Bloemfontein and Durban.

Mrs Sisulu said that staff could be recruited from the unemployed ranks of the Department of Education and Training.

Delegates at the conference also heard that conditions at black schools in the PWV area were not conducive to education.

Dr Ken Hartshorne of the University of the Witwatersrand Centre for Continuing Education said this situation was also manifesting itself in the Western Cape.

Officially 80 percent of black pupils were attending urban schools. However, this did not mean they were taking lessons, he said.

Sketching conditions at schools, Dr Hartshorne said black teachers were desperate. Many had given up and pupils were restless, not doing their homework nor bringing their books to school.

There was very little discipline at black schools, no respect for teachers and the presence of supervisors (inspectors) from the Department of Education and Training was non-existent.

"The conditions are not conducive to education. Pupils are at school in the flesh but not in spirit.

**T**HE process of education in SA, as in most parts of the world, is conservative and reactive rather than progressive and proactive. The practice of ideology ensure that socio-political factors dominate any thinking and consequent legislation involving education. Strategies designed to remove all aspects of apartheid from the statute books, and the attendant tensions, will provide a framework within which dynamic change can take place. Education is and will remain at the centre of this maelstrom of social, economic and political activity.

On this continent, perhaps more than any other, education is perceived by both the advantaged and disadvantaged as a mystical touchstone, possession of which guarantees progress towards prosperity and "freedom". Sadly, certification and credentialism have become a substitute for effective education, and important life skills which today's children will need in order to cope with the demands and the challenges of society in the 21st century are given a disappointingly low priority in most SA schools.

**M**any are schooled but few are educated, and the 21st century is a mere 12 years away. Education is a life-long experience. It is a continuum, and any plans organised and managed for the education of young people both now and in the next century must take this fact more into account than is the case at present.

What this means in practice is that educationalists must give more thought and research to the broader curriculum across the spectrum of education in its pre-primary, primary, secondary, and tertiary forms. The informal, non-formal, and "hidden" aspects of curriculum planning need to be rigorously addressed in terms of current realities. There is no need for the 21st century to be an experience of Future Shock for South Africans at school today. Courageous decisions taken now can provide a smooth transition from a system rooted too much in

# Education must be freed from its classical chains

B. Dewys 10/84

NEIL JARDINE, headmaster of Kingswood College, Grahamstown

sectional political imperatives to one which liberates individuals and provides opportunities for more effective and more rewarding life-experience.

A more "Africentric" approach to syllabus revision, a shift away from mechanical acquisition of knowledge (learned for an examination and then forgotten), and a concerted move towards process-orientation rather than results-orientation are a few of the important aspects of educational problems which need to be urgently addressed.

This will require nothing less than a quantum leap by those who amuse themselves and indulge their ignorance by judging the worth of schools by a superficial appraisal of corporate matriculation results. Results are only really meaningful when individual performance is measured against innate potential. An aggregate can easily be "better" than an A-aggregate.

Our children will need to know how to manage change, to make decisions based on an ability to think critically, and to evaluate evidence to develop the skill of accessing information.

While the discipline involved in memorising aspects of perceived necessary knowledge will still have a place, the emphasis must switch to creative problem-solving and dyna-

mic interaction with evolving technologies.

Autocracies discourage thinking — except along prescribed lines. The business of politics is survival, and it is far easier to manage and control a populace which is ignorant than one which is in possession of information and knowledge necessary to comprehend the issues of the day.

Totalitarian governments anaesthetise people by offering qualifications instead of education. Examinations tend to be made easier rather than harder, because political considerations dictate that the success rate must support the chimera of a country in charge of its destiny.

If the matriculation examination in this country were changed today from one where the bulk of the questions in each subject relies on regurgitation of knowledge and mindless application of formulae to one in which lateral and creative thinking were measured in terms of practical problem-solving paradigms, how many SA pupils would pass?

The 21st century will need a new model of student who is literate to the level of reasonably sophisticated comprehension, numerate in both the statistical and arithmetical

sense, and comfortable with graphicacy — the interpretation of modes of communication involving shapes, diagrams, graphs, three-dimensional drawings and the like.

None of this makes any concession to race or culture. These are basic requirements.

Once a political dispensation is acceptable to all the people of SA, give or take concretised radicals at both ends of the political spectrum, the matter of solving the awesome problems connected with inept or no teaching in science and mathematics can be addressed. It will not happen overnight, but any meaningful projection into the next century demands a dramatic reassessment of industrial and commercial needs in terms of engineers and their related cousins in the hands-on aspects of production.

If the essence of a successful democracy means that more people share in more of the benefits, then a knowledge of economics as a tool for reading trends, managing money, handling forward financial planning, controlling assets, will form an important part of any 21st century curriculum. People will provide an exciting extension of the renaissance model — equipped with a sensitive and enlightened breadth of interest and expertise, freed from medieval classical chains and functioning in a

world full of the élan of new pioneers. Environmental management and strategies for survival of species will be central concerns, and a balance must be sought between the competing demands of wealth-creators and conservers of our natural heritage.

The new curriculum will reflect a marked shift towards management of human relationships, value systems, and the role of compassionate understanding and mutual concerns. Are there better ways of dealing with the fact of longer life-spans than putting older people in "homes" or "retirement villages"?

What are the benefits of the Eastern approach to the "Problem" — that of the extended family under one roof? If civilisation is based in part on a sense of permanence, what must be done about the nuclear family and the erosion of commitments made with cavalier nonchalance?

**C**onstant change will be the order of the day, with people moving from career to career — perhaps from computer-programming to teaching to television technology to management to give one example. But there will still be people for whom all these things will pass relatively unnoticed. The SA peasant of today will respond to the new realities in the year 2020 much as he reacts to his situation now. His world will be a little more crowded, the land perhaps a little less fertile, his home comforts somewhat more sophisticated but life and the business of survival will still be a battle — as it is for so many today.

Finally, if we are to escape the seductive blandishments of a purely scientific technology, we will need to educate and re-educate young people in the field of aesthetics — a sense of beauty, a feeling for history, a healthy concern with self, an ability to respond spiritually to the deeper impulses of human existence without arrogant and localised exclusivity. The key is to meet the challenge of the 21st century with a lively mind, a flexible stance, and a dedication to what works and what is fair. These are the proper concerns of those educators working in the last decade of this revolutionary century.

## LETTERS

# 20% price rise in school uniforms

Staff Reporter

THE price of school uniforms has increased by around 20% this year, meaning that parents could spend as much as R340 kitting out a Sub A pupil for the first time.

This year's increase far exceeds last year's 7%, the previous year's 15% and the 10% increase experienced in 1987, and could result in a petition for the introduction of a cheaper standardised uniform being presented to the State President, Mr F W de Klerk, later this year.

Mr Ian Masterson of Garsfontein, Pretoria, whose petition to the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, for a standardised uniform was rejected early last year, plans to take the matter further.

Mr Masterson confirmed earlier this week that he had asked, via his MP, to meet the State President on this issue.

The president of the South African Teachers' Association (Sata), Mr Des Duxbury, yesterday told the Cape Times that although he was opposed to costly items being included in uniforms, he recognised the need of a school to be distinctive. He said that

in the Cape, parent-elected school committees were responsible for the type of school uniform worn by the pupils.

Mrs Naomi Peagam of the Cape English Speaking Parents' Association said parents called for a certain level of standardisation of uniforms but wished to retain an amount of individuality.

Mrs TK Stoner, principal of Fish Hoek Preparatory School, said that although it was desirable to bring down the cost of uniforms, children should be given the opportunity to be different.

"If we standardise uniforms we will be bringing a rigidity into education which we are trying to move away from. Do we want stereotyped children?" she asked, adding that the community should decide on a school uniform and not "some bureaucracy".

Where uniforms are bought, the quality of the cloth used and where children go to school all drastically affect the cost of the uniform.

Many schools wear standardised grey or khaki shorts, white shirts and grey or navy jerseys which are available for less from large chain stores than from specialised school stockists.

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# Freedoms Forum slates 'informer' role of TED staff

By Sue Valentine,  
Education Reporter

A circular sent to heads of education institutions by the Transvaal Education Department, which appeals for people to inform police about a range of activities, has been criticised by the Five Freedoms Forum.

The leaflet reads:

"Are you tired of being hassled? The police need information regarding persons who:

- Try to prevent your child from being educated.
- Prevent you from going to work.
- Prevent you from buying where you want to buy.
- Prevent you from voting."

It offers rewards of up to R5 000 for "information relating to the tracing of trained terrorists who have infiltrated South Africa".

Rewards of up to R1 000 would be paid for information leading to the arrest and conviction of anyone "who makes or uses petrol or acid bombs, promotes unrest through agitation, intimidation or incitement or

orders a person to take part in violence".

The notice concludes: "Your information will be dealt with in the strictest confidence. Issued by the South African Police. We protect and we serve."

The FFF said it was disgusted that civil servants who were supposed to be apolitical, were asked by the TED to consider becoming informers for the police. They said the fact that such informing would be confidential smacked of Gestapo methods.

"That our children need to be spied on shows the desperation of the South African situation."

Responding to inquiries about the circular the director of the TED, Dr Piet Bredenkamp, said it had been sent out because there were people in the employ of the TED who had been subject to intimidation.

He stressed that no school pupils had been intimidated but other members of staff had been. It is understood he was referring to black staff employed as groundsman and cleaners.

# Building conference will focus on education

Education Reporter

16/10/89  
This year's annual conference of Bifsa (Building Industries Federation of South Africa) will focus on education and training when more than 300 delegates gather at Sun City on Monday October 23.

Leading academics will speak on topics including "The Impor-

tance of Mid-Career Education in the 1990s", "Alternative Universities in a Changing South Africa", "Technikons: Vocational Education for the New Generation" and "Educating Professionals for the Construction Industry".

The managing director of Samcor, Mr Spencer Sterling, will deliver the keynote address at the

four-day conference. The head of Education and Training of the Chartered Institute of Building in the United Kingdom will speak on their Site Management Education and Training scheme.

Other subjects to be covered include the effects of drug abuse on education and training and how to achieve a low-stress lifestyle.

# Roads, bridges should have stood firm

By JONATHAN GLANCEY

The weaknesses of the infrastructure servicing San Francisco in the face of the earthquake is a cause for concern, says the Governor of California, Mr George Deukmejian.

"One thing that really disturbs me has been the failure of some of the highways, bridges and roads," he said.

The governor made no mention of buildings. There was little need to. Downtown skyscrapers swayed violently, moving as much as 2.5 m, but all stood firm as the Richter scale touched 6.9.

Although the towers of San Fran-

cisco are safe for the moment, there is concern that another earthquake of Tuesday's magnitude could threaten their stability.

Mr Lawrence Varey, the Chairman of Bingham-BEQE, the San Francisco and Warrington-based seismic engineers, said: "It is the three aftershocks, measuring up to 5.2 that cause concern."

Mr Varey's colleague, Mr Roy Kumar, reported that damage to tall buildings was largely confined to windows being shaken from their frames.

It is the small, two, three and four storey buildings standing on sandy soil or reclaimed land between the

Golden Gate Bridge and Fishermens' Wharf that bore the brunt of destruction. At least 30 of these brick or brick and timber buildings collapsed.

Fire is the real hazard as it was in the 1906 Earthquake when 28 000 buildings were destroyed.

The modern Candlestick stadium shed concrete, as did San Francisco's air terminals, but the only report of a modern building causing fatalities concerned the partial collapse of the City Garden Mall in Santa Cruz.

Californian architects and building engineers have been subject to a rigorously enforced building code since 1927. The code, based on a mass of

data gathered from earthquakes in the region, is constantly revised.

Tall buildings in San Francisco are mostly similar in plan, with reinforced lift towers and service cores. Even if wall cladding falls, central cores are designed to remain upright. Walls are generally cross-braced.

Mr Bjorn Watson, an architect with the London-based practice, YRM, which specialises in the design of buildings in seismic areas, said: "The sheer force of an earthquake is less important for buildings than the frequencies it causes. No two buildings are the same and of two apparently identical buildings one could fall while the other remained standing."

In recent years, San Francisco's buildings have been equipped with damping systems, including the use of isolation bearings in the foundations. These enable the foundations and the structural columns of steel or concrete buildings to move in response to external pressure.

But in the aftermath of the quake, it seems likely that American architects and engineers will be taking a closer look at the latest seismic construction techniques in Japan.

An 11-storey building designed by Japanese contractors, Kajima, incorporates the first computer controlled seismic damping system. At the first hint of a tremor, sensors at the base of the building activate hydraulic pistons which shift weights across the roof of the building. These counter-balance vibration and hold the building in check. — The Independent

## Economy faces shockwaves

By PETER TORDAY

Less than 24 hours after the earthquake struck the San Francisco Bay area it became clear that the impact on the vast and diversified Californian economy could be considerable.

Leaving aside the possibility of aftershocks, the prospect that transport from Oakland to San Francisco could prove virtually impossible, perhaps for months, threatens to immobilise an important part of the Californian economy. It ranks as sixth largest in the world and its output this year is expected to reach \$675 billion (R1.822 billion).

Mr David Henley, of the Business Forecasting Project of the University of California at Los Angeles, told *The*

*Independent*: "The transportation system in the Bay area has been devastated. Hundreds of thousands of commuters cross the Oakland Bay bridge every day. If there's a long-term disruption to people's ability to work, the problem could be substantial. Over a million people cannot get to work."

Apart from the Bay Area Rapid Transit system — San Francisco's underground — there is no alternative route from Oakland to San Francisco which does not involve a very long detour.

Mr Henley believed that, in addition to the spectacular collapse of a portion of the bridge, the rest of the system could be affected.

The Bay area accounts for a sizeable proportion of the Californian

economy. Two of America's largest banks, Wells Fargo and Bank of America, are at the hub of San Francisco's thriving financial services industry. The city also boasts an active port, and Silicon Valley, home of California's legendary computer industry.

Moreover, some of California's most important agricultural production is based to the north and south of San Francisco.

US economists said initial estimates of \$1 billion (R2.65 billion) worth of damage could prove far short of the mark. Washington may feel obliged to help Californians because, according to insurance analysts, less than one in four property insurance policies in California include coverage against quakes. — The Independent

Star 20/10/89

# Economy will suffer from debt repayment

Finance Staff  
South Africans are facing a financially tough four years while the country repays \$8 billion in foreign debt, Finance Minister Mr Barend du Plessis said yesterday.

His shock announcement followed just a day after the South African economy had received a boost from Reserve Bank Governor Dr Chris Stals' "Third Debt Standstill Agreement".

Under the new agreement, which was reached after intense discussion between the financial authorities and South Africa's 33 major creditor banks, only \$1,5 billion of the debt inside the net will have to be repaid in eight six monthly instalments until the end of 1993.

However, the extent of the country's debt maturing outside the net — \$6,5 billion over the next four years — has taken economists by surprise.

"Unless we can roll over some of the debt South Africa faces a massive outflow of \$2 billion annually until 1993," one economist said.

Dr Stals reportedly said that the \$8 billion estimate was extremely conserva-

tive and that some trade credits would most probably be rolled over during the period. "A figure of \$6 billion to \$7 billion is more likely," he said.

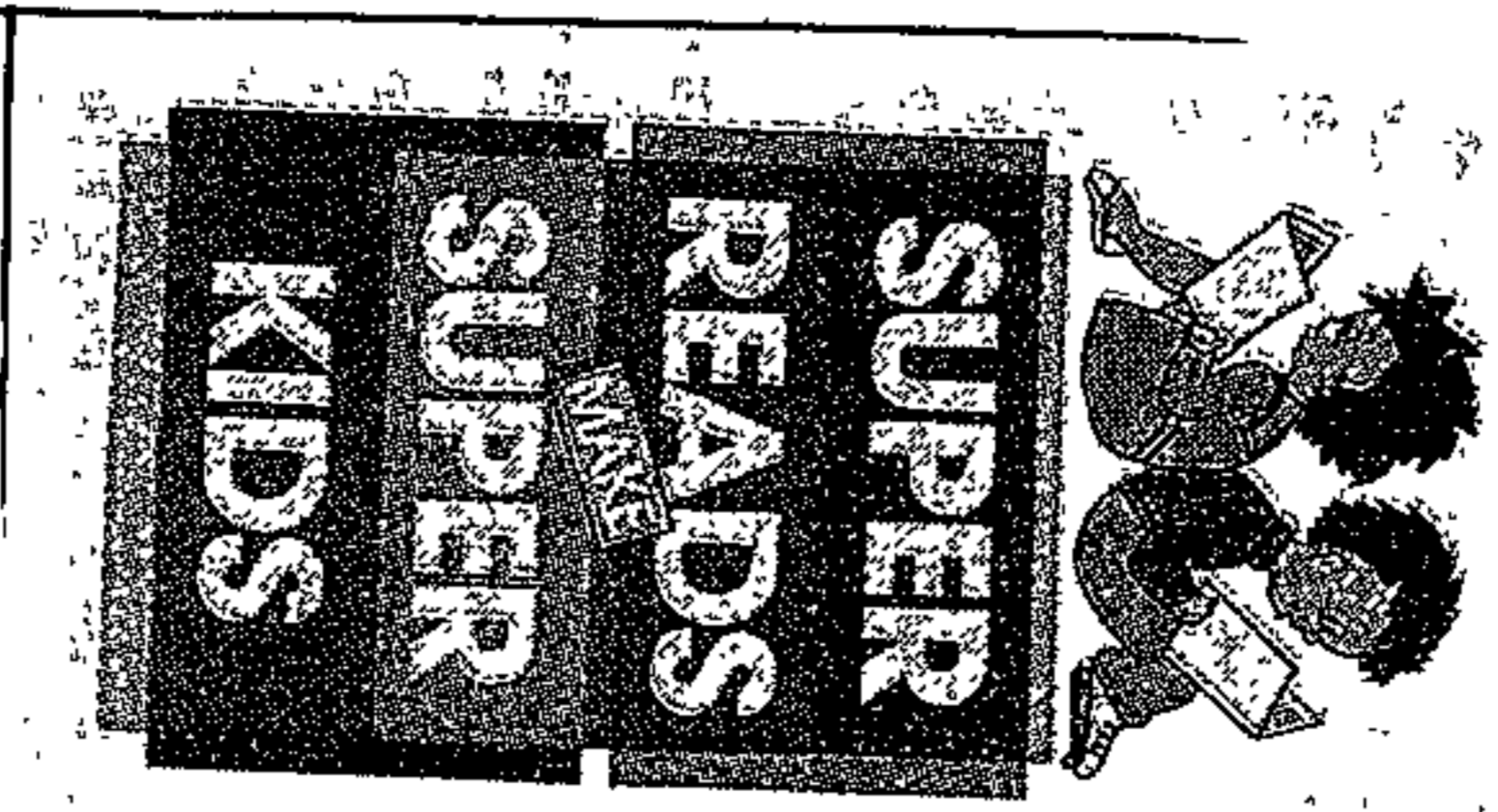
Nevertheless a strict control over the country's balance of payments and its foreign exchange reserves is expected.

Commenting on the hefty repayment, Mr du Plessis said: "The only way South Africa can deal with the issue was to follow very strict monetary and fiscal policies in an attempt to maximise growth within these restrictive parameters.

"This policy stance will no doubt at first exact some sacrifices but will yield benefits in the longer term. We are therefore dealing with the situation by becoming leaner, fitter and better managed, which in itself is a desirable and laudable objective."

According to the arrangement, the remaining four-fifths of the \$8 billion still caught inside the net will be renegotiated again in 1993, although some banks may also opt to convert it to long-term debt in exchange for guaranteed repayment.

# 'Super Reads Make Super Kids' campaign begins soon



THE value of good books for children and the importance of developing good reading habits from an early age are the basis of a campaign called "Super Reads Make Super Kids" to be introduced later this month.

Two handbooks will be published to assist parents and adults in selecting good quality books for children. As well as suggesting suitable books by age category, the handbook contains helpful advice on how children can be encouraged to develop a love of books that should last a lifetime.

The illustrated CNA handbook will contain a core list of 25 titles for children up to 12 years of age. It will be available free of charge at all CNA stores from October 30.

A more comprehensive list of some 300 titles, "The Young Reading Guide", will be published by The Literary Group. It will be available at R2,50 from specialist bookstores such as Young Reading and The Bookworm in Johannesburg; Exclusive Books in Johannesburg, Pretoria and Cape Town or by mail order through Young Reading.

Mrs Zirkel Ellis, head of the promotion and publications department of the Cape Provincial Library Ser-

vices, has been involved in the promotion of children's books for 15 years. She maintains the average South African parent is unaware of the important role books and reading should play in a child's development.

"Research tells us that nothing can develop a child's intelligence more than reading," says Mrs Ellis. "Children who read from an early age are usually more clever, do better at school and adjust better socially than those who never read."

"A recent survey showed that primary school children spend approximately 22 hours each week watching television and as little as three hours reading story-books. This is more dangerous to the development of a child's imagination than you might think. But when a child reads a book, he has to create the word of his storybook in his imagination. Through storybooks a child learns to understand himself and his emotions. He learns how to deal with problems, how to express his anger and his joy in a socially acceptable way and most importantly he learns how to interact with other people."

Mrs Ellis said it was because teachers, librarians and booksellers are aware of the many pitfalls parents can

encounter when buying children's books that this campaign had been launched.

"Parents often ask how they can know what books to select for their children. With the help of the CNA handbook and "The Young Reading Guide" parents will no longer have to guess. All the work has already been done for them by children's book experts," says Mrs Ellis.

Five 50c vouchers are included in "The Young Reading Guide" which cover the handbook price if used to purchase books from the suggested list.

The handbooks suggest English and some Afrikaans titles. The selection has been carefully co-ordinated by one of South Africa's most experienced booksellers, Eye Jammy, founder and managing director of Young Reading in The Mall of Rosebank. Children's book editors, school librarians, teachers and booksellers here and overseas have been consulted exhaustively over a period of many months in preparation for the handbooks.

Any queries can be directed to Mrs Eve Jammy at Young Reading, PO Box 52493, Saxonwold 2123 or telephone (011) 880-4120/1427 or 442-9604.



# for toxic waste plant

AKS 3/1/89  
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By JOHN YELD

**Environment Reporter**  
A PROPOSAL for a R400-million toxic waste plant near Alexander Bay on the North-West Cape coast has been rejected overwhelmingly at a lively meeting at the South African Museum, attended by about 300 people. Scores of others were turned away.

At a rough count after last night's debate between Newlands businessman Mr Sidney Sanders representing a consortium of would-be developers, and Mr Peter Lukey of the environmental pressure group Earthlife Africa, only 25 people voted in favour of the proposed scheme while 247 gave it the thumbs down.

The meeting, chaired by Democratic Party spokesman for the environment Mr Rupert Lorimer, was moved to a larger venue mid-way through proceedings to accommodate the unexpectedly big crowd, and there were numerous interjections and comments from the audience.

## 200 000 tons

Mr Lorimer told the meeting before the debate started that the proposed plant would be at Peacock Bay, about 20km south of Alexander Bay.

An estimated 200 000 tons of waste, mainly from Europe, would be sent annually from an embarkation point 60km south of Lisbon in Portugal.

"For a long time now I've felt South Africa has not paid sufficient attention to matters environmental," Mr Lorimer said to loud applause.

Mr Lukey, who spoke first after losing the toss of a coin, said Earthlife Africa's only vested interest was "in this planet".

He said the proposed plant would be a "massive" operation, taking twice as much toxic waste as Britain did, which

had less stringent regulations than other European countries. The logistics of the planned operation were "mind-boggling".

"The debate is purely about whether South Africa should import the world's waste, because our economically state makes it economically viable for this to happen..."

"This is not just a South African issue, it's a global issue. It is very important to see ourselves as part of the global community."

The safety of the existing Rotterdam plant, on which the proposed plant was modelled, had been brought into question. South Africa was unable to cope with even its own waste and the question of importing foreign waste was "totally premature", he argued.

Mr Sanders said the dumping of toxic waste in West Africa was "totally irresponsible" and claimed the proposed plant would "totally eradicate" waste.

He described the Rotterdam plant, which incinerates waste in a rotary kiln at between 1 200 and 1 500 deg C, as "highly sophisticated, state-of-the-art".

which handled "quite a lot" of Europe's waste.

The proposed plant would gain valuable foreign currency, create jobs and eradicate waste, Mr Sanders argued.

"We are not saying we are absolutely right; we are offering an alternative... Our documents are open, we have made them available to any interested parties."

The main debate was followed by a question-and-answer session.

## Foreign funding

A spokesman for the Cape Town Ecology Group said they wanted "absolute assurances" on safety which could not be given by the consortium.

Mr Sanders told a questioner the consortium consisted of 60 percent South African interests and 40 percent overseas. However, the funding was "foreign".

Had the people of the Richtersveld been consulted about the proposal, a questioner wanted to know.

"Yes, they have — through the various members of the House of Representatives," Mr Sanders replied.

# Picket gets stuck into clay miners

**Environment Reporter**

NOORDHOEK residents are gearing up for a strong campaign against the proposed kaolin mine on the slopes of Chapman's Peak and are enlisting outside support.

However, developers say they believe the level of protest is "very premature" as an environmental impact assessment is still under way.

Petition tables are being manned at supermarket centres tomorrow morning and participants in a fun ride over Chapman's Peak on Sunday will be welcomed with a protest picket at the site of the proposed mine.

Angry residents are due to meet at the Red Herring in Noordhoek next Wednesday to discuss the controversial mining proposal by kaolin producers Serina.

Fish Hoek resident Mr Vic Kabalin said there were several other kaolin deposits in less ecologically-sensitive areas which could be mined, including Saldanha Bay, Stellenbosch and Grahamstown.

"The only reason they want to stick to Noordhoek is because of the processing plant which they've set up there and which is about to die," he said.

Serina's Brakkekeelof mine between Fish Hoek and Sunny-

dale, which produces 36 000 tons of kaolin annually, has only six years to run, after which the 23ha site will be developed for housing.

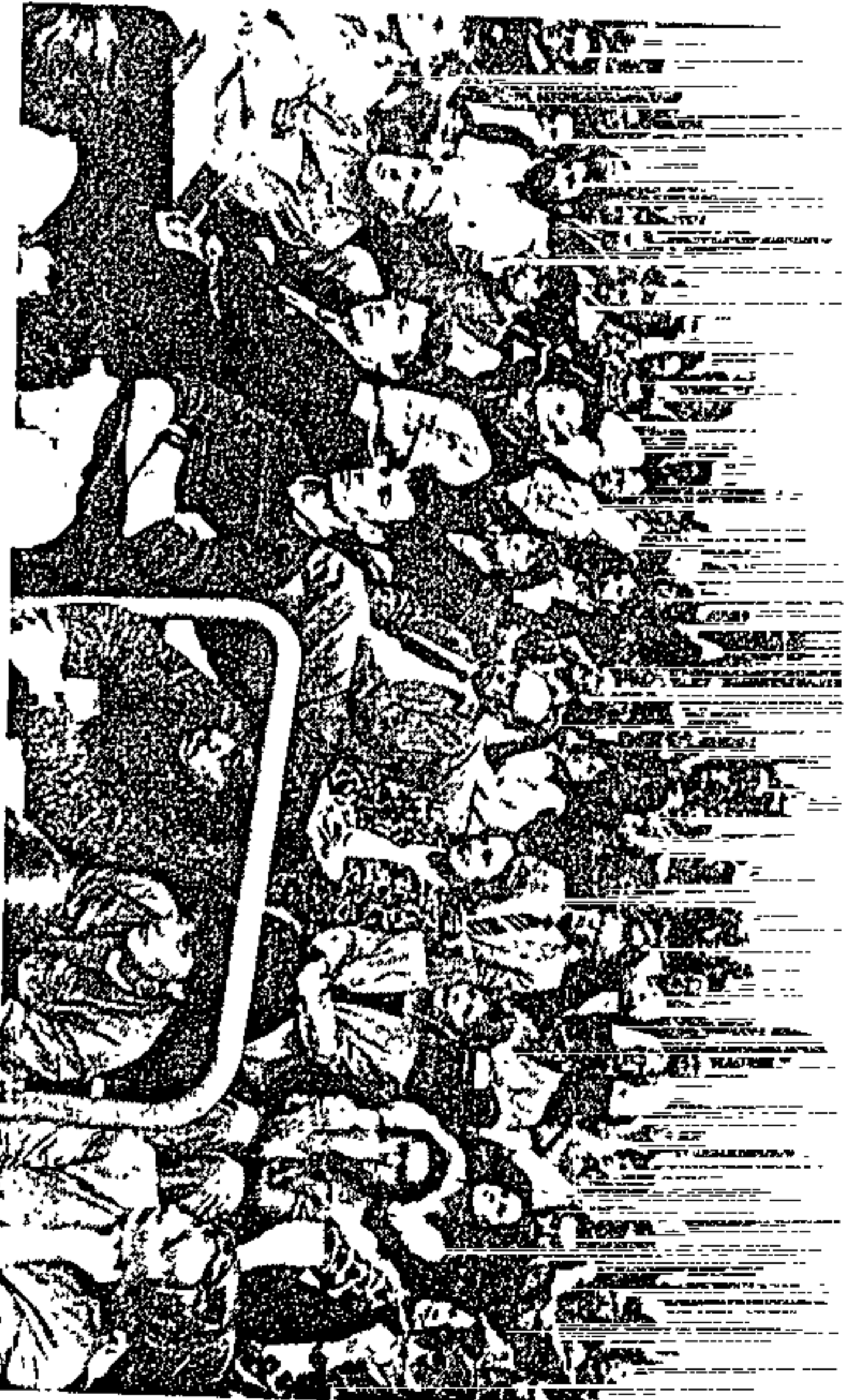
Mr Neville Organ, an executive director of Federale Volksbelegings which owns Serina, said Noordhoek residents had a right to be concerned, as was his company.

"We do have very great concern for the environment and will continue to have. We have not taken a decision at this moment to develop the mine. We are still having an environmental impact study prepared, the terms of reference of which have been discussed

and agreed with various government departments and the local residents' committee.

"Until we have the results, any comments on the possible impact are very premature... we are in consultation with the relevant authorities and everyone's views will be taken into account before we take a decision to go ahead or not," he said.

Responding to Mr Kabalin, Mr Organ said kaolin deposits at Saldanha, Stellenbosch and Grahamstown were either not suitable or unavailable, and it was "unlikely" that the existing Brakkekeelof processing plant would be used if the Noordhoek deposit was mined.



Pictures ANDREW INGRAM.

**CROWDED IN:** An attentive audience at the first major ecological debate in Cape Town.

**140 000 sign petition to save St Lucia**

**Environment Reporter**

THE FIGHT to save the dunes of St Lucia from destructive mining for titanium is far from over and tens of thousands of signatures have been collected in a nationwide petition.

The Star — The Argus's sister newspaper in Johannesburg — has collected more than 140 000 signatures. Renewed efforts are being made to collect more.

Organisers say the petition will continue until the government declares St Lucia safe.

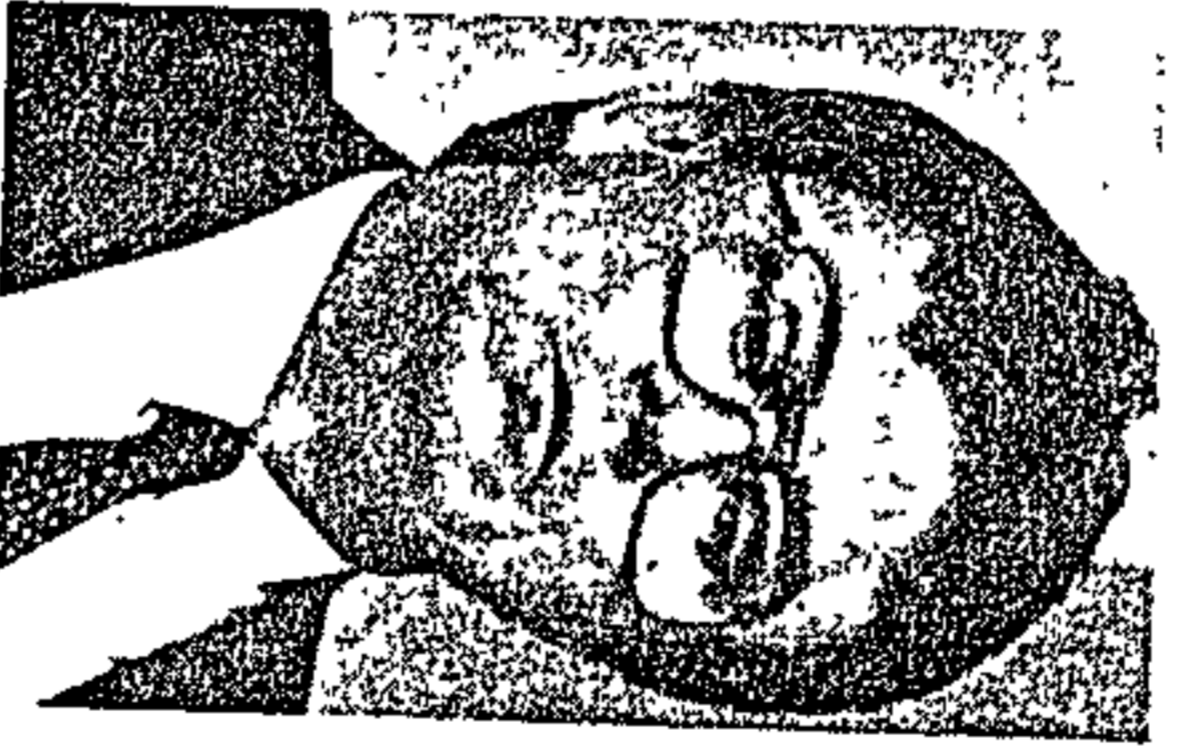
One of the first to respond to The Star's CARE campaign was Johannesburg businessman Mr Graham Lesch, who gave his property company's advertising space in newspapers to boost the petition.

Mr Lesch has alerted his offices in Johannesburg, Cape Town, Port Elizabeth, Mossel Bay, Port Alfred, Durban and Saldanha Bay to act as clearing houses for collecting signatures.

People wanting to sign the petition locally can contact the Status-Mark property group at Shop 34, Milpark Centre, Koerber Road, Millnerion, 524121.



**SPEAKERS:** Mr Peter Lukey of Earthlife Africa, left, squares up to would-be toxic waste plant developer Mr Sidney Sanders.



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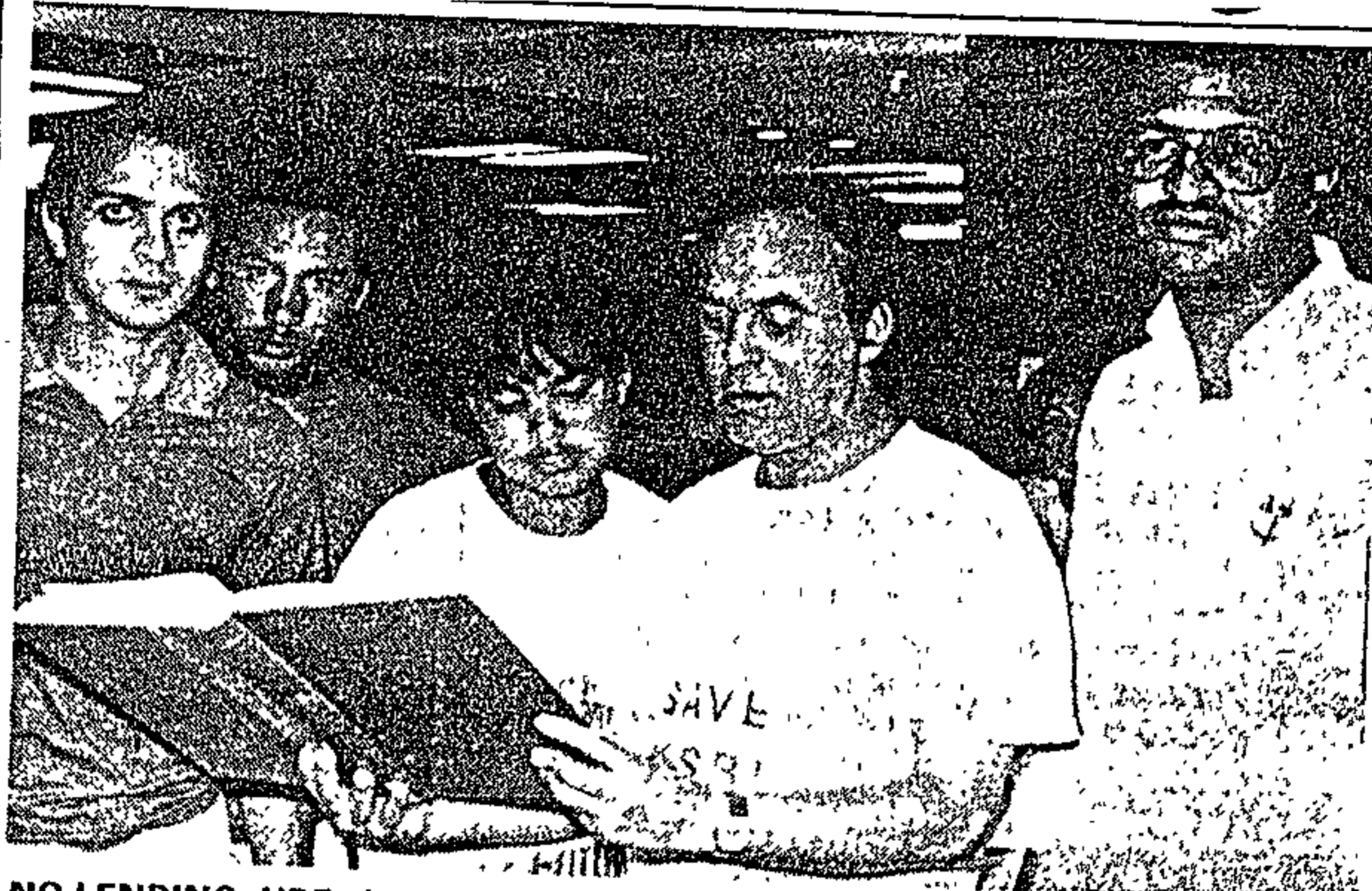
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**NO LENDING:** UDF vice-president George du Plessis and members of the Save Boksburg Committee at the local library. Picture: HORACE POTTER

By BOETI ESHAK

A MAN was barred from borrowing a book from the Boksburg library yesterday — even though he features prominently in it.

Mr George du Plessis, a national vice-president of the United Democratic Front, was one of about 30 so-called coloureds who defied Boksburg Conservative Party rules and used the town's whites-only library yesterday.

While glancing through the Who's Who, he was surprised to find he was listed. "I wanted to take the book out to show it to my family," Mr Du Plessis said.

"The librarian said I couldn't borrow it, but if that particular book was not available at the Reiger Park library, I should ask the li-

## Library ban on top UDF official

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S (Times 29/10/89)  
brarian in the coloured township to request it."

After the incident-free mid-week picnic at the Boksburg Lake, Save Boksburg Committee members wanted to further test the town's policy of barring facilities to people of colour.

Initially they were asked to leave the library but when they refused, they were left alone. Several students and teachers then used the li-

brary's facilities. They were left to read books but were not allowed to take any out.

"We stood our ground when the librarian asked us to leave," said teacher Miss Nadia Moosa. "The library is a public facility and we have as much right to use it as any of the town's white residents."

Mr Mohamed Navsa of the Save Boksburg Committee said Reiger Park residents would be encouraged to use the town's library in future — "but next time we will come back in larger numbers."

Several white students in the library said they would not mind sharing facilities with people of colour.

The librarian, Miss Louise Vos, said municipal staff were instructed by the council not to talk to the Press.

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By PHILIPPA GARSON

**W**HAT began as a local campaign to open Johannesburg Girls High School in Berea to all races has mushroomed into a wide-spread initiative to force the desegregation of schools nation-wide.

The All Schools for All People (Asap) campaign, formed in August this year, intends to pressure the state to allow government schools to open their doors to all races.

Already 119 white government schools throughout the country have closed in the past five years, while many black pupils have no place to go.

Asap, which has 12 member organisations including the South African Council of Churches, the Black Sash and the Five Freedoms Forum, has established six area committees in the Johannesburg region to campaign for the opening of a number of state schools in "grey" areas or those facing closure.

But the campaign, says Asap representative and vice-principal of St Barnabas, Ahmed Moonda, "is going national".

"Already 'Open City' campaigns in Port Elizabeth and East London are taking up the schools issue, and we plan to co-ordinate our activities nationally."

Moonda says that if the state does not deal with the crisis, a defiance campaign will be launched next year, where parents will take their children to the nearest school and demand enrollment.

"We do not want to cause disruptions but we may be forced to. The state is simply fostering illiteracy among our kids. And while our society is in a transitional phase, we cannot afford this waste of human resources."

## 'Open schools' impetus sweeps the country

Many concerned parents and educationists are waiting to see what will happen to Johannesburg Girls High School in Berea, due to close at the end of the year because of declining enrolment. In the last four years the number of pupils has dropped from 505 to 237.

The Save Our Schools committee (SOS) has campaigned in vain for the school to stay open under the Transvaal Education Department and admit pupils of other races who live nearby, and though parents living in the area will try to enrol their children this weekend, TED officials have already moved in to empty the school of equipment.

It is expected that the school will reopen next year as a private venture, with a limited state subsidy.

State funding for private schools falls between 15 and 45 percent, though according to Neil McGurk, principal of the non-racial Johannesburg convent, Sacred Heart, some private schools receive no state funding whatsoever. Those private schools whose black pupils number more than half the total seldom receive more than a 15 percent state subsidy. "And even with substantial state funds the school will be affordable to a mere 14 percent of those wishing to enrol their children," says McGurk.

A teacher at JGHS says if the school goes private none of the present pupils will remain, due to financial constraints.

McGurk says the current economic climate and the government's dogged adherence to the "group-bound" concept will prevent the opening of white state schools to blacks. "The state has a natural temptation to mobilise as much resources as possible for whites. To open schools for blacks means paying more."

While R2 000 per year is spent by the government on a white child's education, only R450 is set aside for a black child.

According to McGurk, two major demographic trends are responsible for declining pupil enrolment at white schools over the past few years:

- A general decline in the growth rate of the white population and a resulting drop in numbers of whites of school-going age in both rural and urban areas nation-wide.

- The movement of young white families away from central Johannesburg into newer, cheaper suburbs further afield, leaving the surrounding suburbs to their more aged parents.

There are currently 850 000 white students in state schools but this figure is dropping at a rate of 8 000 every year, says McGurk.

The "greying" of Johannesburg has seen an influx of blacks, coloureds and Indians into the city, but there are not enough schools to accommodate their children.

And black pupils in their thousands are being turned away from both city and township schools, according to Ahmed Moonda. An estimated 3 000 blacks, coloureds and Indians were turned away from white state schools last year, and close to 5 000 black children could not be accommodated in Soweto schools. The number of black children nation-wide who have no schooling is vast — almost two million.

# UK to spend R50-million on black advancement

By Michael Chester

New schemes to encourage black advancement in housing and education were no substitute for black access to full political rights, British Ambassador to South Africa Sir Robin Renwick said in Johannesburg yesterday.

He announced that British government spending next year on schemes to help black South Africans in all spheres could reach R50 million.

He applauded the Urban Foundation initiative to launch its R1 billion programme to tackle the massive black housing shortage.

He also revealed that Britain had agreed to contribute towards a R20 million loan guarantee fund at the heart of the initiative — along with West Germany and Switzerland — with the proviso that South Africa's private business sector committed the bulk of funds to finance the operation.

"In our view," he stressed at the launch of the scheme, "it is for white South Africans to take the lead in helping to change the circumstances and create new opportunities for black South Africans."

"Our experience is that black South Africans want better housing, better education — and full political rights. Anyone genuinely concerned about the situation should be trying to help people attain all three."

Sir Robin said Britain was already supporting efforts to solve the problem of informal settlements by its involve-

ment in the Innova scheme in Natal and pilot projects in the Western Cape. And Britain would be looking further at ways of assisting the large number of black families who could not afford access to formal housing.

The main British effort in South Africa would continue to be devoted to education. A dramatic expansion of its programme would include:

● By next year Britain would be providing 1 000 scholarships for black students at universities and institutes of higher education in Britain and South Africa.

● Scholarships were now being funded for black students at all the liberal universities: — Cape Town, Wits, Rhodes and Natal.

● Britain planned to double the number of awards open to candidates in the leadership programme; it had established to honour Mrs Helen Suzman.

● A new British Council Resources Centre — an education centre with study facilities for 100 black students at any one moment — was due to be opened in Johannesburg on October 25.

● Britain would continue to try to overcome the effects of the Bantu education system through its support of the new, privately funded Promat colleges which had been launched in Mamelodi, Natal and Kangwane.

● Britain also intended to assist in the creation of the first independent teacher training college to be approved since such colleges were closed down by apartheid laws in 1953.

## Sponsorship for scheme

The list of sponsors — expected still to grow — that have so far confirmed support of the Urban Foundation loan guarantee fund are:

**OVERSEAS**  
The governments of Britain, Switzerland and West Germany, plus the Hans Seidel Foundation.

**INTERNATIONAL BUSINESS**  
BP South Africa, Caltex Oil SA, Toyota SA Charitable Trust and the Japan-SA Fund.

**SA BUSINESS**  
Anglo American Corporation, De Beers, E Oppenheimer and Son, Anglovaal, Barlow Rand, First National Bank, Gencor, Liberty Life, Nedcor, Rembrandt, Sanelam, Southern Life, Standard Bank, Tongaat-Hulett and the United Building Society.

The home loan institutions taking part in the scheme are: the Allied Group, Eastern Province Building Society, First National Bank, Natal Building Society, Santambank, Standard Bank, UBS and Volkskas Bank.

# Star readers help fill farm workers' library

Free State farmworkers and their children have welcomed a precious new facility inspired by the initiative of the farmer's wife, Mrs Norma Rolfe, of Viljoenskroon.

With the help of readers of The Star, she has started a library.

The Rolfes' workers live in, perhaps, the most pleasing circumstances in the province. They have attractive homes, electricity, running water and the only licensed clubhouse for farmworkers in South Africa. Their children attend school, and everyone — both old and young — are encouraged to improve their literacy.

To make sure both youngsters and their parents have something to read, Mrs Rolfe asked readers of The Star for any books they could spare.

The response soon filled several

shelves in the new library. But there are still some standing empty.

"I am so grateful to readers who were good enough to parcel books and send them to me," she says. "I know, however, that many people haven't the time or inclination to parcel and post books, so I have asked my sister in Johannesburg to act as a 'depot' for me."

She is seeking all sorts of books for young children, high school pupils and adults. Old textbooks are useful for children to use for reference purposes. Mrs Rolfe's sister in Johannesburg, Mrs Hazel Macmillan, of Illovo, has offered to act as a collection depot. She can be contacted at (011) 442-7936. If you are able to offer books, do telephone Mrs Rolfe at (014137) 4231.



The new library at Rolfe's farm in Viljoenskroon is used by adults and children alike.

# Uncertain future for education

BY SANDILE MEMELA

THE future of learning among black children in the 1990s is uncertain. This is stated in a re-

port by the Wits Education Policy Unit (EPU) on the education crisis in South Africa. EPU fieldworkers interviewed 113 pupils and

teachers at 40 schools. EPU co-ordinator, Yoghesh Narsing, said the teaching environment in Soweto had not returned to pre-1985 standards.

Many pupils left the urban areas after widespread disruption of schooling and township life, and returned in force during 1988.

The Department of Education and Training began a "normalisation strategy" to improve township schooling, but it has not solved many problems.

"Teachers increasingly face student bodies which have rejected segregated schooling. As a result they are resorting to the stick."

Attacks on teachers by angry pupils who have been excluded from schools has emerged as a new threat.

Now the DET has stepped up visits by subject advisors and inspectors.

"Teachers are under fire from all quarters of the education system, making it impossible for them to develop any real commitment to either the DET or their own communities," said Narsing.

Police have also disrupted parent and teacher meetings convened to discuss the education crisis.

"This harassment prevents students from operating openly, democratically and accountably."

However, principals had more authority than was generally realised.

"Enrolments are under their jurisdiction and they have the power to exercise flexibility in the application of regulations, SRC's and exams."

Narsing said pupils, teachers, principals and the DET could solve the crisis if they acted together in an organised way.

## Schools normalise

By SANDILE MEMELA

SOWETO schools are back to normal for the first time in three years, said the assistant director of the Johannesburg region of the DET, John Vermaak, this week.

The DET attributed this largely to the cooperation of parents and efforts by the DET to normalise education in Soweto, said Vermaak.

But observers believe appeals by released ANC leaders for pupils to take their education seriously have played a large role.

Vermaak said although calm prevailed at schools in Soweto, there were troublesome areas with explosive potential.

"This is in areas like Diepkloof, where the criminal element is very active," said Vermaak.

Former ANC secretary general Walter Sisulu endeared himself to thousands of parents, teachers and pupils by encouraging the pupils to continue with their studies.

Former Umkhonto We Sizwe commander Wilton Mkwayi told pupils: "At this stage your own AK47 is education. Your shield is education and we want you to be educated."

Ahmed Kathrada recently appealed to a large crowd of pupils at Nirvana High in Lenasia not to neglect their education.

Sisulu, Mkwayi and Kathrada expressed keen interest in black education at a Cosatu education conference.

The last quarter of the year has seen schools suspended in Diepkloof as students continued to wage running battles with "jackroller" gangsters.

The past two weeks have seen students settle down to writing their year-end exams. In the past few years pupils were confronted with the dilemma of writing or boycotting.

5/1/89  
C Press

IN 1976 "Kill Afrikaans" was the slogan of pupils in black schools around the country.

They were reacting to state policy forcing the "oppressor's language" into their curricula.

Those events on the streets of townships throughout South Africa showed that language can never be separated from issues of social inequality, national oppression and democratic rights.

But the 1980s ushered in a new tolerance and pragmatism to the language question. In a new South Africa, a widely shared vision of trilingualism would accommodate the "oppressor's language" as one of many forms of communication.

Dr Neville Alexander, national co-ordinator of the National Language Project (NLP) in Cape Town, recommends a trilingual language policy for a post-apartheid South Africa.

The policy, largely unopposed, advocates a system where English would be used as a linking language nationally; mother tongues would be developed as far as possible at school level and encouraged in vernacular literature; and a third regional language would be promoted for conversation.

**Domination**

Language must be transformed, Alexander suggests, from an instrument of domination and subjugation to an instrument of communication and unity.

"With Afrikaans and English as South Africa's only official languages, 75 percent of the population is disadvantaged," Alexander said.

"Language is a means of production, a means of earning a living. Language actually excludes people from employment."

People should be able to switch from one language to another, depending on the context and the audience, he said.

"If you can address any person in the language he or she knows best, it's an act of nation building," he said.

"If you know Zulu or Afrikaans, you get a better feel for their beliefs, a larger tolerance."

Under the proposed scheme, English would play a vital role in the initial stages of a post-apartheid South Africa.

"English will be promoted to become the linking language for the whole society, including the working class," Alexander said.

**Parliament**

"But it is unlikely that it will remain the lingua franca, if one looks at other parts of Africa, such as Tanzania, where Swahili has become the official language.

"Eventually people in the South African parliament will not speak English. They'll speak Nguni or Sotho (the standard African languages in South Africa of which Zulu, Xhosa, Tswana, etc. are dialects)."

Initially, however, English will be promoted for "completely pragmatic" reasons, Alexander said. People are and will remain inclined to learn English to advance in school and compete on the job market.

Also, school textbooks in English have yet to be translated into African languages, and some of the technical vocabulary requires innovative translations — which the NLP is working on — and the creation of new words in the country's African languages.

A 1980 census revealed that 44 percent of South Africans understood English (as opposed to 48 percent understanding Afrikaans), but that figure is certainly higher today, Alexander said.

The danger of English remaining an elitist medium could be countered by massive literacy programmes, he said.

"We just have to see to it that as many people as possible speak it. The standard will be determined solely by the international requirements.

"The Pygmalion thing is out," he

*The case for a 'language revolution'*

**'Uthetha isiXhosa?'**



*South 9-15/11/89*

**Language, traditionally used as an instrument of division by the state, could play an important role in the quest for national unity in South Africa, argues Neville Alexander, national co-ordinator of the National Language Project.**

**But what will be the language of a post-apartheid South Africa and how would the multitude of languages be bypassed to achieve this?**

**Alexander has definite views on the subject and argues that it is high time the issue should be given serious consideration and placed on the agenda of community organisations inside South Africa. He spoke to WAGHIED MISBACH:**



Neville Alexander: "Language will make or break our future."

added, "We're not learning or promoting English for the love of England or certainly not for love of the English."

Neither is English to be promoted exclusively, he said. The first four to five years of schooling would be in a pupil's mother tongue, the medium in which one learns best, with English introduced as a subject in the second year.

Thereafter, instruction would be in English, with the mother tongue taught as a subject.

People are to be encouraged to express themselves — in speech, the press, the arts and on the shopfloor — in their own language, he said.

"You can't organise workers in English," he said.

Motivating people to learn and use a third language widely spoken in their region would be the most difficult, Alexander suggested, but necessary if communication were to be fully democratised.

"People must speak what comes naturally to them," he said. The rise of "alternative Afrikaans" represents a new flexibility in language use, he said — a less strict adherence to Germanic forms embodying Afrikaner nationalism.

"We must de-pollute Afrikaans, go for the Malayan word or the Indian word or English, not just the Germanic," he said.

"If people want to say 'kar' instead of 'motor', let them do so."

The NLP is developing models for teaching trilingualism, Alexander said. Ideally, Nguni and Sotho will eventually be standardised, he said, to break down barriers imposed by dialects such as Xhosa and Zulu.

Trilingualism is now being promoted within unions and the church.

Schools, still under strict government controls, remain the ultimate target for this language revolution.

"This is a long-term project that could take three to four generations to complete," Alexander said. "People think it is so far in the future

that we don't have to worry about it, but we have to start now."

Afrikaans, ironically now a symbol of oppression, was taken through a 50-year struggle before it gained official recognition in 1925.

Afrikaans speakers, feeling threatened, are among the strongest opponents of the trilingual vision.

But Alexander reiterates that they, as well as those loyal to "the King's English", need not worry.

"The language debate mustn't exclude anybody," he said. "Since 1976 the issue has become a mass phenomenon. We must look at 'the language problem' not as a problem, but as a resource. Because language will make or break our future."

■ PEOPLE'S PRESS

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be used on request, all letters  
must include the writer's  
full name and address.



# Teachers get a rough deal from the DET

*C Press 19/11/89*

THE Department of Education and Training is creating problems for teachers.

The DET portrays the wrong image of teachers to the community, and does not protect teachers.

The DET's Johannesburg regional office is unprofessional towards teachers in many ways. Among these are that:

- Teachers have to stand patiently in queues or sit waiting on benches before being assisted with personal matters;
- Teachers' documents are often delayed for weeks before processing;
- Documents are often processed only after 10 to 13 months;
- Salaries are often paid six to 12 months after the due date;
- Housing subsidies take 12 to 15 months to process, which results in teachers being evicted for being in arrears with finance houses or banks. The DET makes no attempt to resolve these problems;
- Teachers' salaries seldom keep pace with inflation;
- IRP 5 forms are often posted late, which forces teachers to contend with long queues at the revenue offices in order to avoid the R100 fine;
- Teachers' salaries are not credited directly to their bank accounts; and
- Teachers are not allowed to air their views to the DET. Communication is from top to bottom and never from bottom to top. This results in a communication breakdown in the profession. —  
Concerned Teacher, Soweto



# Many needy seek bursary help

Cape Times  
6/11/89

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By **ROGER WILLIAMS**  
Chief Staff Writer

THE SA Institute of Race Relations bursary office in Cape Town, which administers the Cape Times Bursary Fund, has received an unprecedented deluge of applications for financial assistance from young people eager to further their studies in 1990.

Mr Derek Joubert, the SAIRR's bursary manager, said yesterday that more than 6 000 application forms had been requested and that more than half of these had already been returned.

Most applications, he said, indicated "very needy circumstances".

"Many students come from homes where the family income is below R300 a month and where there are four or five children to care for. Often the only support is a grandmother's pension.

"Clearly, students in this position have no hope of gaining tertiary education unless they are lucky enough to be able to find a bursary."

Mr Joubert said he was delighted to learn that in the past year, nearly R37 000 had been contributed to the Cape Times Bursary Fund in response to appeals, bringing the total amount donated to the fund, since it was launched in 1982, to R750 380. The fund's initial target is R1 million.

This year, 54 students are being supported by the fund.

Mrs Esther Wides, chairman of the SAIRR bursary committee, cautioned yesterday that "there is no room for complacency.

"Sharply rising costs at universities and colleges are putting ever-increasing pressures on the fund, which is battling to meet both its renewal commitments to existing bursaries and at the same time find funds for the hopeful young men and women who have passed matric and who are struggling to gain the training which will help to make something of their lives.

"Apart from assisting students at university, the Cape Times Bursary Fund is also helping an increasing number of students at technikons who are being trained to play very useful roles in society. The already dire shortage of skilled manpower in our country is set to reach crisis proportions as we approach the new century — unless we act now.

"The economic crisis is directly related to the high unemployment rate which can only be curbed by the training of more skilled workers."

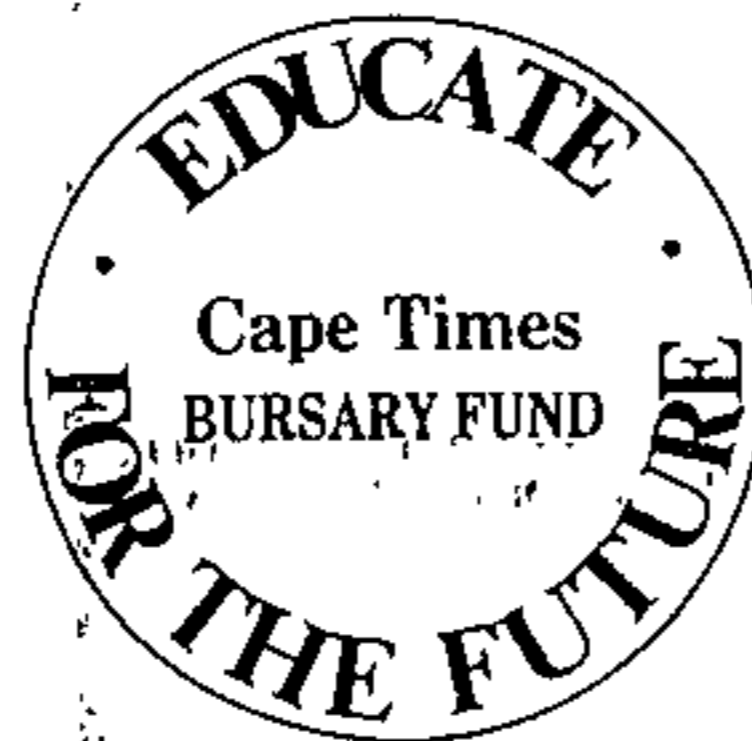
Mrs Wides said: "This year 2 315 applications from matriculants hoping to enter university passed the SAIRR criteria of need and academic merit. Funds permitted awards to be made to only 114 of them.

"Each donation from the public helps us to push up this number and prepare another young person for a useful place in society."

Latest donations:

Previously acknowledged	713 442,89
Board of Executors	2 500,00
Estate Late E Jacobson	1 000,00
Mauerberger Foundation	1 000,00
Mr K E Dudgeon	100,00
Van Leer Packaging	1 000,00
Pryce Charitable Trust	150,00
Syfret Godlonton-Fuller Moore	1 000,00
Estate Late M P Deuchar	3,09
Cape Times Limited	5 000,00
Mrs D B Farrell	50,00
Coates Brothers	385,00
Estate late J H Rea	1 000,00
Mr A Bloomberg	3 000,00
Anglovaal Limited	2 000,00
Frank and Edna Bradlow Charitable Trust	250,00
Caltex Oil	15 000,00
Foschini Group	500,00
Anonymous	2 000,00
<b>Total</b>	<b>R750 380,98</b>

● Further donations may be sent to: The Cape Times Bursary Fund, PO Box 11, CAPE TOWN 8000.



# Rise in school fees is on the cards

By JOHN YELD  
Staff Reporter

FEEs at white schools are likely to go up again next year

This is the conclusion of the president of the South African Teachers' Association, Mr Des Duxbury, interviewed during an Argus survey into the mounting financial predicament of government schools

Because of government cutbacks in education spending, schools are having to depend increasingly on voluntary contributions from parents

## CONTROVERSY

In the words of Mr Rodney Minter, chairman of the Camps Bay High School committee "There's no such thing as free education anymore"

A controversy has erupted over Camps Bay High School headmaster Dr D C Louw's recent letter to parents in which he says the school will be unable to continue offering extra services to parents who do not pay fees

More than 90 percent of parents had paid their fees in full, Mr Minter said

## PRIORITIES

"Nothing has come to my notice which leads me to believe families in general are unable to pay. Finance is becoming critical in all families, but I think it's a matter of priorities"

At least one person, who asked not to be named, believed the school fees debate should not be aired. She argued that exposure merely encouraged parents to fall back on the loophole that fees were not compulsory

"It's not the poor people who don't pay, it's the rich ones — it makes us boil," she said angrily

## BELOW INFLATION

Mr Duxbury, head of Fish Hoek Senior School, said the committee was considering a fee increase, although this was likely to be below the inflation rate. Non-payment figure "not out of proportion" with those in previous years

Speaking as president of the South African Teachers' Association, Mr Duxbury said the association had warned that parents would have to pay more if they wanted standards maintained

"There probably will be resistance from a minority, but I think most are realistic enough to accept it's a fact of life and has to be done to maintain the level of education."

# Education heads for further crisis

*press* *19/11/89* *(30)*  
BLACK education is being plunged into further crisis by the authorities.

How do we determine if a child has passed or failed his standard when kids are just pushed to the next standard because of the percentage rule.

Pupils no longer show much concern for learning. Their attitudes are characterised by lack of enthusiasm, dodging classes and little or no studying.

In the rural areas the situation is worse. Most teachers have always been unhappy about this, but our principals, inspectors and their seniors say there is nothing they can do.

We are always told to pass a prescribed percentage of pupils at the end of the year.

Additional marks are given to each pupil so the number of passes concurs with the stipulated percentage. Pupils have realised how they obtain these walk-over passes.

So how can one convince a child to study hard? This is doing our nation's future no good. - TB Mokoena, Bushbuckridge

# Move to curb SA illiteracy

By STAN MHLONGO

MORE than eight million South Africans are illiterate.

In a move intended to curb illiteracy, the SA Institute for Library and Information Science and a local publishing and bookselling chain have declared 1990 "The Year Of The Reader".

Sailis member Zirkea Ellis recently told a Johannesburg Press conference that the vastness of illiteracy in South Africa highlights the importance of reading.

"The fact that more than eight million

people in this country are functionally illiterate, gives cause for concern.

"There is a large number of people who cannot write or read street names, look up a telephone number or fill in job applications."

Turning to a recent survey among primary school pupils, Ellis said it was shocking to find that most of them were television addicts.

"The survey revealed that these children spend 22 hours a week watching TV and only three hours, during the same period, reading a book."

A child must be introduced to books while in nappies, Ellis said.

# Kei group joins SA educationists

## CP CORRESPONDENT

THE National Education Union of South Africa (Neusa) this week gained a new affiliate from the Transkei.

This move follows recent statements by Transkei leader Gen Bantu Holomisa that Transkei would consider rejoining South Africa.

The Transkei group, which met at the Umtata Civic Centre in a ceremony attended by more than 1 500 educationists, is the Congress of Democratic Teachers Association (Codeta).

Codeta chairman SS Zibi said his organisation found after much soul-searching that it had similar aims and objectives as Neusa.

Zibi called on all schools in Transkei to establish democratically elected SRCs to give pupils responsibility, to encourage them to be accountable, and to contribute to the upgrading of black education.

*Taking a new look at education*

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**Prepare to rule**

South 30/11-6/12/89

*After another decade of turmoil in the classroom the time has come for the progressive education movement to move beyond resisting apartheid education towards developing alternatives, says educationist Graeme Bloch. GAIL REAGON reports:*

THE education arena, contested since the imposition of apartheid education, seems set for irrevocable and far-reaching changes.

Progressive educational organisations are gearing themselves for that final round.

Graeme Bloch, vice-chairperson of the Western Cape Education Front (WCEF), said that the education struggle should be fought on "new and higher levels."

"We must now prepare to govern. Quite simply we are going to be called upon to run our country," he said.

At a recent Western Cape Educational Conference, the question of educational control was high on the agenda.

The conference, was one of at least five others held throughout the country in preparation for a national Education Conference to be held in mid-December.

"We envisage tremendous energy and creativity emanating from the national conference which will put us back on the road to power after our de-railling in 1986," said Bloch.

"Education is in a mess. Schools in many parts of the country have collapsed into anarchy, gangsterism and an unsatisfactory learning environ-

ment.

"We need to provide solutions and answers to some of these short-term problems. At the same time we should be initiating programmes aimed at building our alternatives," said Bloch.

Already the Western Cape Education Front has started a number of projects aimed at teacher, student and parent training as well as researching educational systems.

"We want to draw in teachers and parents into training programmes which would equip them for playing their essential role in a new society.

"At the same time we are researching other educational systems in

terms of administration, syllabi, and areas such as decision making," said Bloch.

The WCEF projects include supplementing student tuition, setting up alternative bursary centres, developing non-formal education for young workers, parents and unemployed youth.

But for this vision to come to fruition, it is essential that the progressive education movement takes stock of not only its strengths, but also its weaknesses.

While the education movement had been able to consolidate a solid base as well as provide direction for a

broad range of sectors; there were glaring weaknesses which needed to be tackled, Bloch said.

"We have to address very frankly and very honestly what are our weaknesses and come up with definite plans to address these problems — not rhetoric, not excuses, not vague hopes," he said.

Students at universities and colleges still need to develop a coherent and consistent programme of action.

Despite the unprecedented participation of teachers in the defiance campaign, teacher-unity talks have been plagued by historical differ-

ences in perception and style.

"We need to play a more central role in the teacher-unity process and ensure that such unity is built in action. It is only through grassroots engagement that suspicions between different teacher bodies will be broken."

Parent find it very difficult to organise outside of crisis periods.

**Unifying**

The continued drawing in of the broadest possible range of organisations also needs much attention.

The unifying perspective for such a broad alliance would be adherence to the Freedom Charter, as well as recognition of the leadership of ANC.

The core of such an alliance would be the structures which are taking forward the work of the restricted National Education Crisis Committee (NECC), he said.

## Education file

# Property industry creates demand for professionals

THE booming property industry has brought an increased demand for professional and technician land surveyors, according to the president of the Federation of Institutes of Land Surveyors of Southern Africa (Filsa), Mr Rod Mountain.

South Africa has 787 registered professional land surveyors of whom only six are Africans and three are Indians according to Filsa records.

Land surveyors are the friends of a prospective property buyer.

Basic land surveying involves marking off the area to make sure that it is the area that the buyer is looking for and it is the size he wants.

It is aimed at protecting the 'buyer' and making sure that he does not face legal problems in future such as having impinged on somebody land.

They secure the title deed.

### Prospects

For school leavers with mathematics, science and an affinity for geography, land surveying is one of the careers they can look to.

A prospective land surveyor has several career opportunities open to him:

- \* cadastral surveying - this includes land subdivision and sectional title surveys. It is mainly concerned with demarcation and recording property boundaries;

- \* engineering and topographical surveying -

By PHANGISILE MTSHALI

this demands precision and accuracy in the surveying of roads, bridges, tunnels and structures;

- \* hydrographic surveying - this is about mapping the marine environment, especially the topography of the continent;

- \* geodetic surveying - an earth science providing knowledge of the shape and size of the earth;

- \* photogrammetry - this deals with measurement and mapping from aerial photography;

- \* cartography and mapping - this involves the drawing and reproduction of maps and is the solution to the problem of presenting two-dimensional information about a three-dimensional world.

A four-year study for the Bachelor of Science in Land Surveying Degree can enable one to specialise in any of the above fields as it offers thorough knowledge of the other fields.

The degree can be achieved at the universities of Cape Town, Natal and Pretoria.

To qualify to be a registered professional land surveyor a two-year "trial survey" under a regis-

tered surveyor is required for graduates.

A technicians course is offered by most South African technikons.

A three-year sandwich course is offered by the Pretoria Technikon for a National Diploma: Surveying.

It is opened for Senior Certificate holders who have a minimum D pass in standard grade mathematics.

The course includes theory and practicals. It can be upgraded through post-graduate Higher Diploma in Surveying.

Filsa offers bursaries for university studies.

For more information about bursaries contact: Filsa, Box 30079, Mayville, 4058.

Those interested in being Technician Surveyors can obtain information about bursaries for technikons from:

The Secretary, Transvaal Branch, Institute of Topography and Engineering Surveyors of South Africa, Box 322, Germiston, 1400.

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Sowetan 30/11/89

50 (circled) mail 1/12/89.

tive. The group was formed to improve black education at home and at school.

More than 50 companies (including Anglo American, Old Mutual, Toyota and Times Media Limited) are funding the R200 000 survey. It is still being conducted, because children have yet to be surveyed and not all opinion-formers — among them jailed ANC leader Nelson Mandela — have returned questionnaires.

What should companies do to show corporate responsibility? 15% of respondents say they should build schools, 9% that they should sponsor education and 8% that they should offer bursaries.

In order to determine which community leaders should be contacted for input into the project, four marketing research firms — Markinor, Market Research Africa, Township Annual and Integrated Marketing Research — polled a total of 6 000 black adults. They were asked to name spontaneously the organisations and individuals they recognised as leaders.

At the top of the list was the ANC (16%) followed by the UDF, (15%), Congress of South African Trade Unions (14%), Azanian People's Organisation (7%) and Inkatha (4%), (see chart). When asked to identify individual leaders, 20% mentioned Archbishop Desmond Tutu, followed by Mandela (17%) and Zulu leader Chief Mangosuthu Buthelezi (6%).

The project's directors used that information to present their findings — and elicit possible solutions to the education crisis — from across the political spectrum.

"We're trying to keep this as apolitical as possible," says Tony Rattey, a PR and marketing specialist involved with the project since its inception two years ago. "Education is a highly political issue. What we want is for everyone to be better educated."

One of the most disturbing points to emerge from the survey is the apparent willingness of some blacks to sacrifice their children's education. 19% believe that "education can wait until after we've brought about change and freedom." The notion that "children who sacrifice their education for our future will be as financially well-off as the educated children in the new society" is supported by 37% of respondents.

Langschmidt says the interviews show many blacks are willing to leave school and fight, relying on more educated and affluent people to treat them as honoured pensioners after the revolution. It is an especially appealing idea to the "best and brightest" of black youth.

Some of the projects The Third Alternative proposes: an easy-to-read newspaper for children; a home library series; an educational radio station; a correspondence college; nonracial sports leagues; pre-school and home study centres; and training projects in English, fund-raising and teaching education

The survey of attitudes toward education

covered 1 500 black parents, 500 teachers and community leaders who received at least 1% rating in the popularity poll. It also sampled opinions of 1 000 white urban adults on the education issue. The group is in the process of raising money to complete the portion of the study that covers 700 black schoolchildren and school drop-outs.

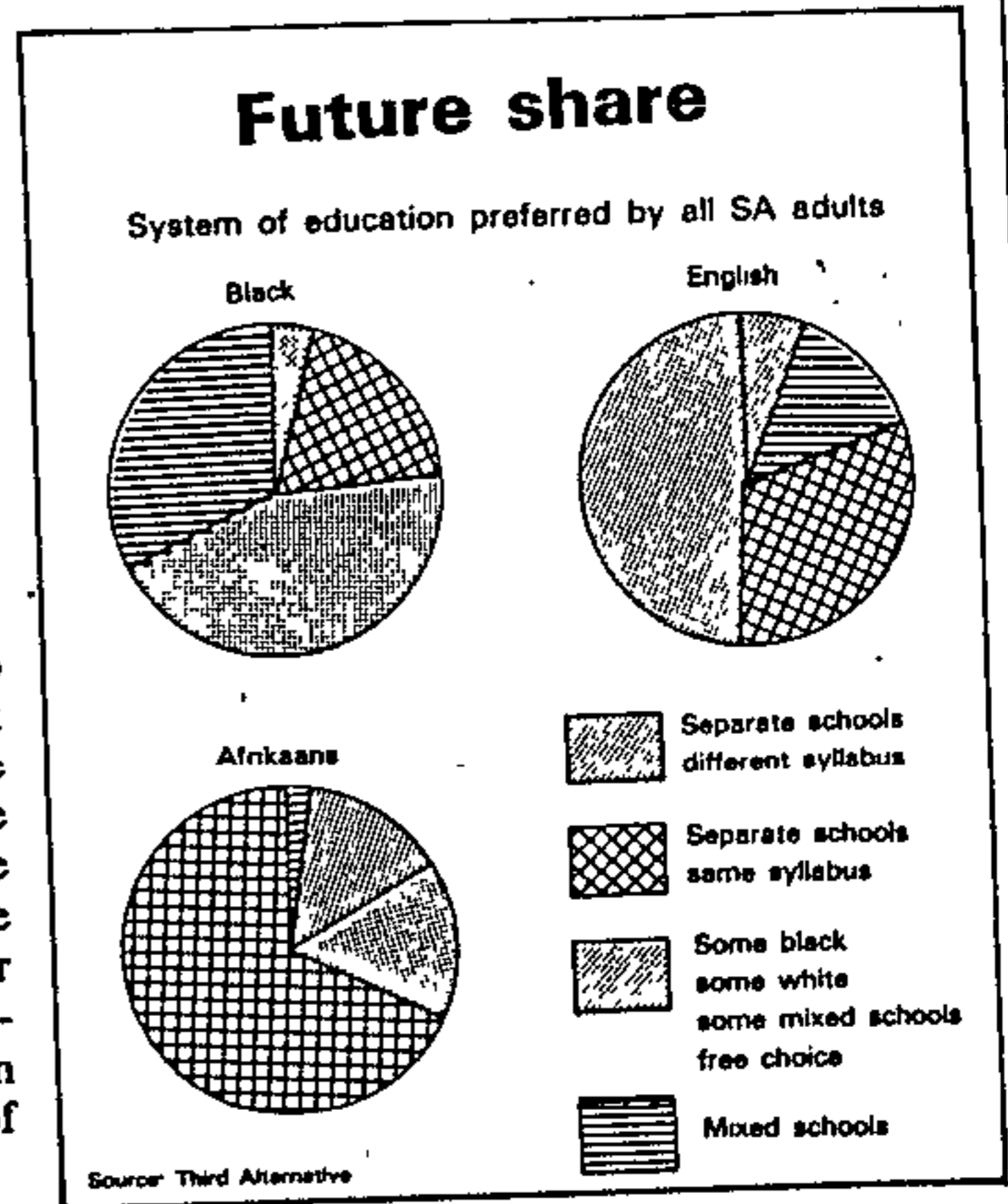
"We're not a bunch of whites sitting around saying 'what blacks need is this,'" Rattey says. "For real solutions, you need real facts. We're trying to be really practical."

The nationwide survey of urban and rural black adults shows that:

- 7% have completed matric or post-matric studies;
- 29% have no formal education;
- 70% believe this is a rich country that can provide a good education for everybody; and
- 85% believe blacks and whites must work together to solve problems, 6% reject this idea and 9% say they don't know.

Langschmidt and Rattey say the purpose is to find options to two prevailing lines of thought on schools: The first says education should be left in government's hands and it is up to it to upgrade inferior black schooling. The second says tear down the education system and institute a new one after what is termed liberation.

The survey shows few people support the system of separation of the schools by race,



## BLACK EDUCATION

### Another way

Corporate social responsibility programmes should fill the gap in black schooling. That's the finding of a nationwide poll of black adults, conducted by education research group The Third Alternative.

"The aim was to identify the level of commitment to education, identify the main shortcomings of the system and generate potential solutions," says Teddy Langschmidt; head of Integrated Marketing Research and a founder of The Third Alterna-

with a different syllabus for each. Most Afrikaners (68%) support separate schools but with the same syllabus; that view is supported by 31% of white, English-speaking adults.

The free-choice option — some black schools, some white, some mixed with the same syllabus for everyone — is supported by 47% of white English-speakers and by 32% of black adults. Black adults (44%) are in most favour of mixed schools; only 14% of white English-speakers and 2% of Afrikaans-speakers support totally integrated schools.



Move to close school in Woodstock condemned

Staff Reporter

A MOVE to close the 93-year-old St Mary's English School in Woodstock has been condemned by parents and civic association members.

Representatives of the schools PTA attended a meeting called by the Woodstock, Salt River and Walmer Estate Residents' Association in the hall of St Mary the Virgin church.

Mr Frank van der Horst, vice-chairman of the association, said the meeting was called to protest against the "underhand" manner in which the school had been closed by the education department of the House of Representatives.

279 PUPILS

St Mary's was not an isolated incident. Steps were also taken to close St Luke's 10 years ago and Zonnebloem Teachers' Training College was also facing closure.

The acting-principal of St Mary's, Mr TM Mathison, said there were 279 pupils at the school and 12 teachers.

Pupils had been placed at two other schools about three kilometres from their homes. Teaching staff had been given other posts.

The Rev R C Alexander of St Mary's Church said he learnt of the impending closure of St Mary's this month while making inquiries at the education department of the House of Representatives on the renewal of the church's lease of the school buildings.

He would conduct the last service at the school at 8.30am today, he said.

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1/12/89

'An inadequate solution to education problems'

# No word on schooling in Free Settlement Areas

Star 11/2/89 50

Will there be schools in Free Settlement Areas (FSAs), will they be open to everyone or residents only, will they be state funded and will children be bused to segregated schools away from their homes?

These are some of the many questions hanging over the newly proclaimed Free Settlement Areas which express the concern of educators and potential residents of such areas.

When the Minister of Education and Culture (House of Assembly) Mr Piet Clase announced details regarding the closure of Johannesburg High School for Girls in September, he said hinted at the possibility of multiracial schools being established which would be state funded.

In his statement to the press, Mr Clase said: "The principle of free association as it will apply in Free Settlement Areas will probably render possible the establishment of multiracial schools for those who desire them."

He went on to advise the Management Council of JHGS that if it wanted to establish a multiracial school, it should approach "the appropriate authorities with a request that the area . . . be declared a Free Settlement Area".

In the statement Mr Clase affirmed his department's commitment to providing education within the framework of the Constitution and stressed the willingness of his department to render service where possible.

In response to specific questions asked by The Star of the Minister regarding the provision of education in Free Settlement Areas, the superintendent-general of the Department of Education and Culture, Mr J D V Terblanche, said: "Should the department be requested to provide education as a service in a Free Settlement Area it is in a position to do so in accordance with the



The proclamation of four Free Settlement Areas by the State President last week failed to include details about what provision for schooling would be made. **Education Reporter SUE VALENTINE** reports.

requirements of the particular area," he said.

As yet there are no schools situated in any of the recently proclaimed FSAs. Exactly what provisions will be made is still a matter for speculation.

The All Schools for All People campaign has described the Free Settlement option as "a most inadequate solution to the problems of education in the inner city areas and the national education crisis".

An ASAP spokesman, Mr Ahmed Moonda, said it was well known that there were thousands of students in Soweto alone who were denied education because of overcrowded schools while the percentage of vacancies in white schools continued to increase rapidly.

"All that the 'free settlement' option provides for is the creation of private schools which only benefit the few who are privileged enough to afford them," said Mr Moonda.

A Midrand town councillor, Mr Alan Dawson, was also strongly critical of the Government's actions in proclaiming Countryview a Free Settlement Area.

"The irony of the situation is now that parents are able to live closer to their place of work, the children must suffer by travelling long distances to go to school.

"One side of the problem has been solved, but the Government has created another. In the words of Democratic Party councillor Mr Tony Leon: 'It's a cut and paste job which creates more problems as it attempts to solve others.'"

Another Midrand resident and educator, Mr Rod Barnett, said Midrand was generally a young area which was growing fast and it presented the ideal opportunity for integrated education to be tried.

"It would be nice for kids to grow up in an open area and to attend an open school. I would certainly want to send my kids to such a school if it were opened."

He said it all depended on whether Countryview would get its own school and whether it would be open to all Midrand or only to residents of the Free Settlement Area.

"However, all these possible options are second best. What we want is for Midrand to be opened to all," Mr Barnett said.

The general secretary of the Transvaal Teachers' Association, Mr Hugo Ackerman, said although the TTA could not comment on purely political matters, insofar as a FSA allowed the possibility of a non-racial, state funded school to exist, it supported the move.

He added this did not mean the TTA favoured the concept of isolated FSAs and far better would be an entire municipality that was an open area.

"In Free Settlement Areas our first priority is a non-racial, state school," said Mr Ackerman.

"We supported the statement by Minister Piet Clase which acknowledged the Government's acceptance of funding such schools.

"That is one reason why he is leasing Johannesburg High School for Girls to a private school," he said.



Mr Piet Clase . . . committed to providing education within the framework of the Constitution.

# Overseas bids as wife puts Paton's papers up for sale

By RYAN CRESSWELL

**PART of South Africa's literary heritage — several trunkloads of original works by world famous author Alan Paton — is up for sale.**

Now there are fears that the historically important manuscripts will leave the country if they are bought by foreign investors.

Experts estimate that the writings will fetch "hundreds of thousands of rands", because they are now prized Africana and sought after by serious collectors.

The internationally recognised author died in April last year, leaving his wife, Anne, with almost all his original works.

Mrs Paton said negotiations were under way for the sale of "trunks" of original works by her late husband.

## Careful

"They are in a bank vault pending sale. Negotiations are in progress," she said.

Almost everything her husband wrote, including novels, essays, newspaper columns and speeches, was for sale.

She said she had carefully collected everything her late husband had written during the last 20 years.

The respected South African author was prolific and used to write everything by hand.

Mrs Paton said: "I hope eventually the whole collection will go together. It would be far better for research purposes.

"For instance, I would not like to have to sell the original manuscript of *Cry, The Beloved Country* on its own. I also hope the collection can be bought by somebody here and stay in South Africa, but these things take a long time to finalise."

Professor Mike Chapman, head of the English department at the University of Natal in Durban, said there was a distinct danger that an organisation "like the University of Texas" could outbid any local group.

## Colonial

He said: "Until recently, South Africa has been very bad about keeping its literary works. It was a sort of colonial mentality that gave more credence to, say, works by T S Eliot than our own authors.

"Alan Paton was the first writer to put South Africa into world consciousness, with *Cry, The Beloved Country* in 1948.

"The rest of the world regards him as an important writer and it will be ludicrous if the manuscripts

**Alan Paton's wife, Anne, who is selling her late husband's original works**

**Picture: JIMMY HUTTON**

leave the country."

Marie Philip, a director of David Philip Publisher in Cape Town — the company that published Alan Paton's books — said several organisations in South Africa would be anxious to keep the manuscripts in the country.

Sotheby's in Johannesburg said the writings would be valuable individually because some would be Africana and some could even be "unpublished works".



## Sex calls scandal

Sunday Times Reporter New York

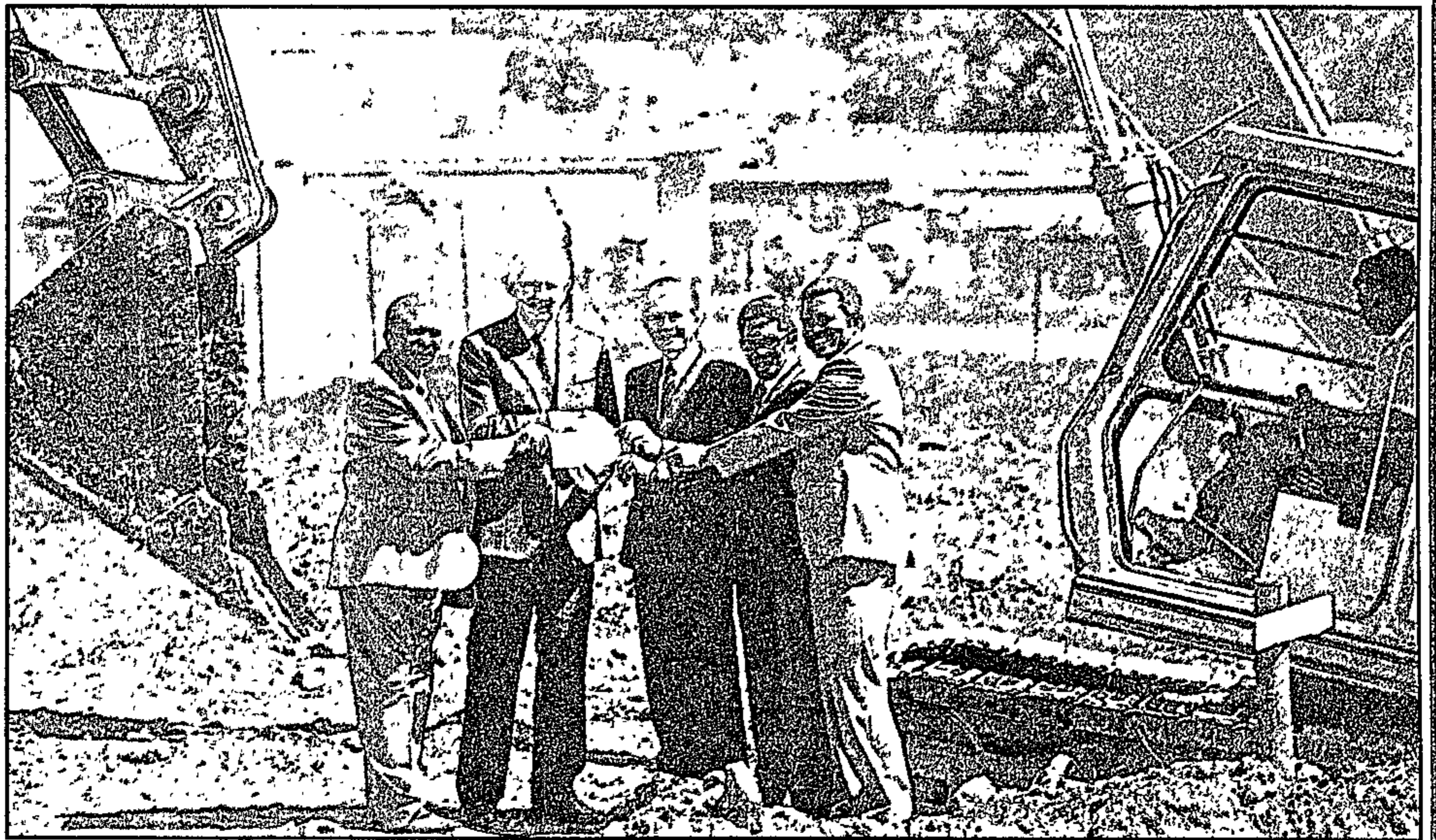
**BORED** cops livened up night duty by making calls on sex lines — and ran up a R250 000 bill.

They used station phones to dial services like Fantasy Line, Big Girls and Lesbian Lust. They also rang up for gambling tips and dating

agency services.

Nearly all New York's police stations were in on the fun. They were led by one in Brooklyn, which spent a massive R20 000 on the calls alone in less than a year.

The bill has sparked a storm in the crime-ridden city and phone taps have now been authorised and guilty cops are to be billed.



A golden handshake . . . Barlow Rand chairman Mr Mike Rosholt hands over the first of three R1 million cheques to members of the steering committee of the Alexandra Community Education (ACE) Centre project. From left: Mr Martin Ramokgadi (ACE steering committee), Mr Mike Rosholt, Mr Jolyon Nuttall (general manager, The Star and steering committee chairman), Mr Peter Mathlare and Mr Rex Letsoalo (both steering committee members). ● Picture by Ken Oosterbroek.

## Dream takes shape with R1-m for ACE

By Sue Valentine, Education Reporter 50

The Alexandra Community Education (ACE) Centre project, received a massive boost yesterday when the Barlow Rand Education Trust handed over the first of three R1 million cheques.

The R3 million donation will be spread over three years and will enable the completion of the first phase — a R5 million technical college. *Star 6/12/89*

Members of the project's steering committee include representatives of the Alexandra community, The Star, Bramley Rotary Club and the Department of Education and Training.

The technical college will accommo-

date 450 students and is due to open its doors in January 1991. It forms part of a larger project, for which funding is still needed, which will include a career-directed school for 1 500 pupils and later a school/community hall.

The college will offer vocational education and job enrichment programmes which will be run as semester-long courses rather than requiring students to register for a full year or more before acquiring a qualification.

Chairman of Barlow Rand, Mr Mike Rosholt said his company was delighted to be working with the ACE steering committee. Barlow Rand would take an active role in the project, participating in the

direction the college takes once it is open.

Barlow Rand would also extend their involvement, going beyond "cheque book" support by offering vacation jobs and in-service training to college students.

General manager of The Star and chairman of the ACE steering committee, Mr Jolyon Nuttall said they were delighted by Barlow Rand's decision and their offer of providing expertise at so many different levels of the undertaking.

Another member of the steering committee, Alexandra resident, Mr Martin Ramokgadi said: "We have waited a long time for a dream to become a reality. Now our young people can't wait for the college to open."

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Monday 2/12/84

# Bursaries for blacks from Sapient Systems

SAPIENT Systems has given bursaries worth about R150 000 over five years to two black computer science students at Wits and Cape Town Universities.

Sapient MD Bob Batchelor says the bursaries will go to black students because "there is a need for black people to be given the opportunity to contribute meaningfully to SA's computer industry".

"We are desperately short of skilled people," he says. Batchelor says SA has a tremendous task ahead in educating all its people.

"We can't hope to grow economically unless we invest in education."

Wits University bursaries and scholarships senior assistant registrar Joyce Beffon says there is an increasing number of black students taking computer science, so there will be no problem finding a worthy recipient.

# NECC seeks programme of action

# Schools situation

# 'is deteriorating'

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Star 11/2/89

By Sue Valentine,  
Education Reporter

A National Education Crisis Conference is to be held in Cape Town next weekend to address the education crisis which, educationists say could reach major proportions in the new year.

Countering Government claims that 1989 has been a relatively quiet and stable year in black education, the National Education Crisis Committee claims the situation is as bad as ever and has deteriorated during the course of the year.

At a press conference yesterday the NECC said mass expulsions and exclusions of pupils from schools had occurred for numerous reasons: political activism among pupils, overcrowding of schools, repeated failure and the introduction of school age limits.

## 30 000 teachers needed

Citing research by the Education Policy Unit at the University of the Witwatersrand, the NECC said a minimum of 13 000 pupils had been excluded from secondary schools in the PWV area.

The Natal University Education Policy Unit showed that in Natal, more than 1,1 million children aged between six and 20 were not able to attend school, while 30 000 teachers were needed.

Responding to the recent announcement by the Department of Education and Training to retrench unqualified or underqualified teachers to make way for new graduates, chairman of the NECC, Mr Vusi Khanyile, said if the 13 000 children out of school in Soweto were accommodated, the DET would need all available teachers.

He added that the NECC was "gravely concerned" about the gangsterism and drug abuse

that was happening in DET schools.

"We need to come up with a strategy to deal with these issues. The Government does not have the means to solve the crisis. We're not talking only about financial means, but also the political and moral credibility to solve things. Only the community-based organisations can do something about these problems," Mr Khanyile said.

The NECC said it had no option but to address this crisis in order to seek a normalisation of schooling.

## Programme of action

"It is noteworthy that it is for this very reason that many of us have had to spend a significant part of the last four years in detention," the NECC said in a statement.

The conference theme will be "Consolidate and Advance to Peoples' Education", with the sub-theme of "Literacy and Numeracy for All". Delegates hope to formulate a programme of action to establish a "peoples' authority" to restore order to the strife-torn education system.

The conference will run from December 15 to 17 at the University of the Western Cape. The agenda will include the following:

- The massive exclusion of high school pupils from secondary schools.
- The retrenchment of teachers from secondary schools.
- A national "All Schools for All People" campaign.
- The crisis in tertiary education.
- School sport.
- National teacher unity.
- The rebuilding of schools, particularly in the Eastern Cape.

Final 8/12/89

MARKETING

50 ~~50~~

### Reaching blacks

The SABC's report on "Reaching Critical Mass" (*Business* December 1) reveals a greater understanding of English in the black community than was at first apparent.

The report claimed that 19% of blacks had a full understanding of English. This was the percentage who could answer the question: "When you hear a piece of music on the radio or at a party, what musical instrument do you like to hear?"

But the question was on tape, rather than on the usual show card, and Gail York, Times Media's marketing services manager, says the question is obscure and irrelevant to most people.

What SABC didn't highlight is that later in the survey it asked on a show card: "Which type of sport do you like to play?"

The response to this was much higher. Only 0,9% of those with no schooling could answer the question but, as education levels rose, so did the level of comprehension. Of those with some primary education, 20,8% read and answered the question; 73,7% of

those who completed primary school; and 98,5% of those who completed high school.

The figures are almost as high in the most lucrative market segments. In the PWV, 71,4% of blacks read and answered the question — as did 81,2% of A-income blacks.

Newspaper Marketing Bureau chairman Noel Coburn says the survey has some encouraging news for print. "I'm encouraged by the high literacy levels. Blacks had more problems with broadcast English than written English. There is a large sector of the black market that can be reached through English-language publications."

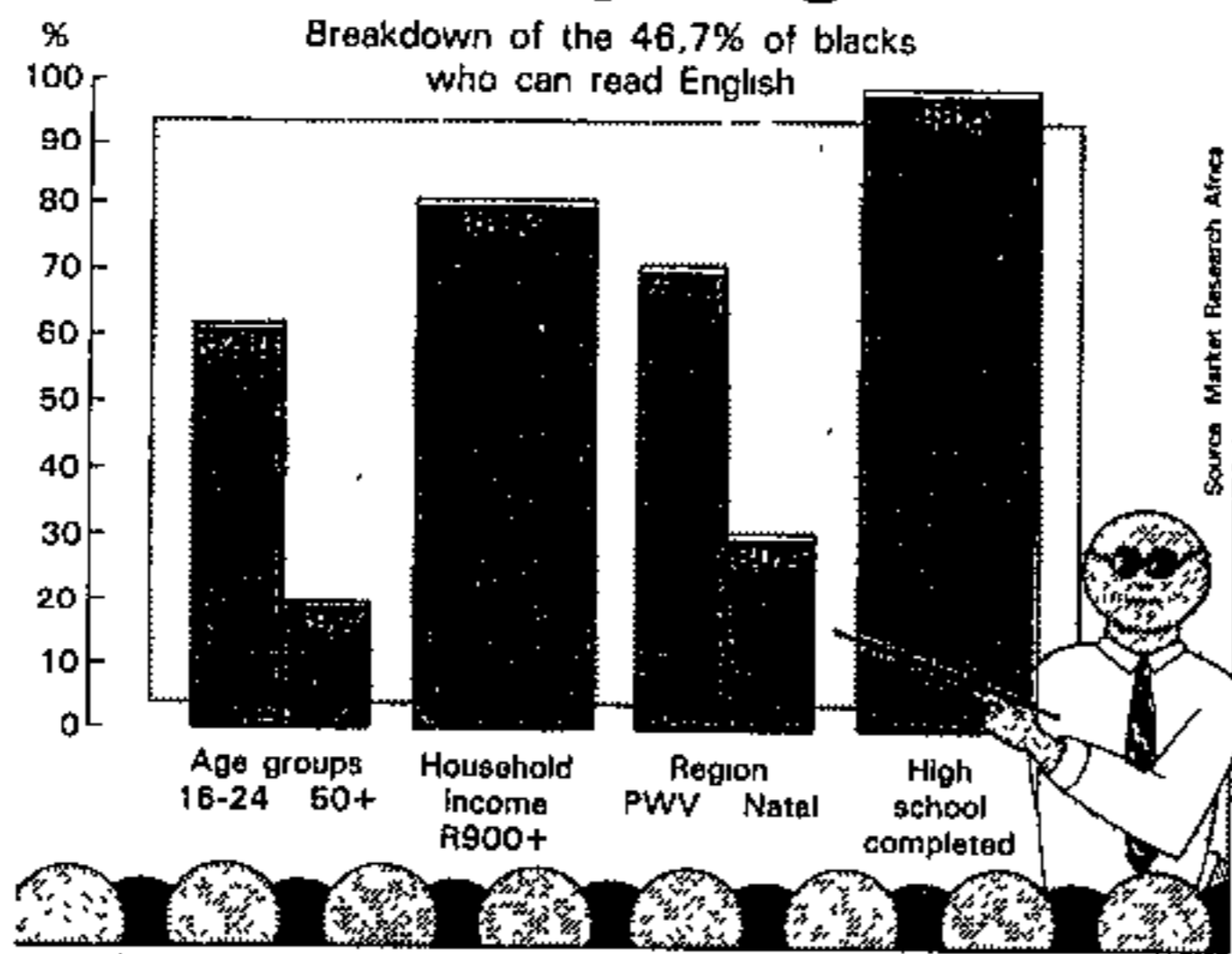
SABC marketing manager Bruce Coldwells says, however, it's difficult to compare the literacy and aural tests. "There's usually more time to answer a written question and, anyway, the questions weren't identical."

He adds that it was never SABC's intention to persuade advertisers to ignore other media: "There needs to be a media mix but the black market should be reached through its own media and not just grey media." (Grey media are those read widely by blacks and whites.)

Coburn admits, however, most blacks are not regular readers of English-language publications.

"We might have to wait for the first genuine (mass-market) black publishers before this market's tapped. Even the black publications often have a white editor-in-chief, though he's usually behind the scenes." ■

### Learning English



## BOOKS FOR AFRICA

Freedom of the press and the fight against illiteracy are the goals of the recently formed Independent Publishers' Association of SA.

It is early days yet for the 20-strong group of publishers to be considering itself a co-operative. But because of their common beliefs they hope to become an influential pressure group.

The association has two spheres of activity. The first is to offer literary opportunities to the millions of people who have no access to books. (According to secretary Eve Horwitz, they number between 10m and 15m.) There are very few potential outlets in townships and country regions, and several ideas to overcome this are being examined. These include gaining the interest of spaza shops and cafés, and even a system of mobile bookshops.

It is all very well wanting to read, but if you can't afford to buy a book then any advertising or educational campaign is in vain. Prices are kept artificially high by the fixed cost of paper, and imported books are becoming increasingly expensive. Horwitz says that until these prices drop, little can be done.

The second aim of the association is to broaden the range of literature available to children of all races. The books found in school libraries usually cover only a thin ideological sliver, and the association feels that during the formative years students should be exposed to all fields of opinion. The association wants to promote greater availability of all literature.

(50) Email 8/12/89.





Dr Gerrit Viljoen

# Teachers to get a 12% salary rise

50  
11/18/89  
Sowetan

COLLEGE and school-related educators will receive a 12 per cent salary adjustment from March 1 next year by means of a "key-scale" adjustment, Minister of Constitutional Development and National Education Dr Gerrit Viljoen announced last night.

The adjustment follows a statement in November this year that the Cabinet had decided to eliminate the disparity in the salaries of educators relative to the rest of the public sector.

University and technikon educators would also be entitled to this adjust-

ment but their position was somewhat different, the statement said.

In terms of general education policy the remuneration of university and technikon educators is determined on a basis which is unique to these institutions.

The statement said: "This boils down to the fact that the subsidies of universities and technikons will be increased on March 1, 1990 in accordance with the existing subsidy measures to compensate for this adjustment."

Dec 1985

## Northern lights

The new deputy director-general responsible for the Africa desk at Foreign Affairs, Rusty Evans, says his door is open to businessmen who want to go north.

"Our concept of economic reconstruction in the region includes private enterprise playing a critical role," Evans told the *FM*.

It was his first interview since his appointment was confirmed by the Cabinet (see *People*).

"There is a growing conviction that we have a common destiny in Africa, and we look forward to identifying more common areas. The hard truth is that there is already a maze of inter-relationships in the region. Government's creation of a new order will have a fundamental effect on relations with the rest of the continent. There is already evidence of this."

Evans says SA business is more involved in Africa than most people realise. "I spoke to (Zaire's) President Mobutu Sese Seko in France a month ago, and he spoke enthusiastically of the closer commercial and economic relations. Many of those activities are the result of private initiatives."

While Evans praises the backroom work of officials on the Africa desk, he admits that the department still has to keep a low profile. "There are still places, given political realities and our political label, where it is difficult for us to develop contacts. However, even in those countries the SA business community has been able to develop common interests — which will lead to other relations."

Like his political boss, Evans is highly motivated by what Pik Botha calls southern Africa's M-plan. "The ultimate goal is a multinational project to lay the groundwork for economic progress in southern Africa, comparable in scope and impact to the historic European recovery programme," explains Evans.

"What is more, circumstances are changing: more and more African countries are openly acknowledging their need to co-operate with SA, while this country itself is moving towards a social and political order based on the consent of all population groups."

Evans believes Western Europe and SA should work together to develop the resources of the region. "On the one hand, SA is laying the groundwork for a new order at home and the normalisation of relations with the rest of the continent. On the other hand, responsible opinion in Western Europe is concerned over the retrogression of a region whose close economic and other bonds with Europe remain significant." ■

north-west of Jakarta, killing at least 45 people  
and injuring 20.

*CAT Times 12/12/89 (50)*

### **R28m anti-apartheid fund**

JOHANNESBURG. — The Kagiso Trust — an extra-parliamentary fund sponsored by the European Commission and foreign governments — yesterday said it would make available R28 million for educating “victims of apartheid”.

# Education in crisis

EDUCATION in South Africa is in crisis. Universities, technikons and schools are staggering under the burden of large cuts in government subsidies which never come close to matching the annual inflation rate.

To avoid stagnation, fees have shot up and demands for financial support from parents have spiralled alarmingly.

Staff reporters HELENA PATTEN, JACQUELYN SWARTZ and STEWART ALCOCK examine the situation.



## 'How to maintain standards while resources dwindle'

THE harsh cuts to university state subsidies in recent years has given institutions of higher learning painful cause to examine every aspect of their functioning and *raison d'être*.

How do they continue to maintain and improve high standards of research and teaching while resources dwindle further each year? How can they avoid being elitist when they are forced to increase student fees far out of the reach of poorer families?

A survey of the Western Cape's universities gives an insight into the considerable challenges they face and how they are reacting.

A new formula for state funding of universities was implemented in 1984 — "a vast improvement over the old one in that it allocates funds objectively and "rewards" excellence," said a spokesman for UCT — but universities have never enjoyed its full benefits.

And the shortfall — the gap between the formula subsidy and the amount the universities actually get — is growing.

The state has cut back by some 25 percent on its targeted funding; per capita income to universities is increasing at only half the inflation rate.

In the past five years, UCT's subsidy has declined by around 22 percent in real terms. Next year, it expects to be 27,3 percent under the formula amount.

UCT cited the combination of a 60 percent surcharge on imports and the dramatic devaluation of the rand as having a major im-

act on the cost of imported equipment, library materials, subscriptions and teaching materials.

A recent report from the University of Stellenbosch says: "A matter that is causing us grave concern is the funding of the university library. We are finding it increasingly difficult to maintain high standards in the face of the soaring costs of books and periodicals.

"The rise in costs has taken place in spite of a decrease in the number of the periodicals to which the library subscribes: no new titles have been added during the past three years and 176 titles have been cancelled."

The universities have reacted in several ways to the financial vice in which they find themselves.

Fees have shot up — students are now bearing a much higher proportion of the total cost of their education.

Student numbers and staff posts have been frozen or reduced. Faculties and departments have been phased out or merged — some degrees have been scrapped.

And appeals to the private sector for increased support have spiralled.

At UCT, the student's share of the cost of his education now amounts to 28,8 percent, compared with 18 percent in 1985.

At Stellenbosch, a similar picture emerges. Tuition fees have been increasing on an ever-steepening curve — by 14 percent at the end of 1984 and by 18 percent at the end of 1989. The student's contribution has increased from

17 percent in 1984 to 22 percent in 1990.

A first year B Comm student will now pay R2 770 towards the total R12 590 it costs to teach him during one year.

A recent article co-authored by UCT vice-chancellor Dr Stuart Saunders says: "The costs of a year of study at a residential metropolitan university exceed even the minimum annual wage levels negotiated by strong trade unions with more enlightened employers."

But the institutions have not merely been passing the buck — they are tightening their belts in most areas of their operations.

### UNIVERSITIES

At UCT, the most significant area of saving has been in staffing costs which accounts for 66 percent of the total operating budget. Professor David Woods, UCT's deputy-registrar (research) said, "It has been estimated that university educators need salary increases of at least 35 percent to bring them to the level of their earnings 15 years ago."

He said the situation was particularly serious in professional areas like accounting, engineering and law. It was not uncommon for a newly qualified CA to earn as much as a professor.

Research has been another area hard-hit by subsidy cuts and rising costs.

Professor Woods said: "Post-

graduate and research programmes at UCT are not only affected by the university's budget constraints, but also by the decreasing budgets of the research councils. UCT's research budget was increased by six percent and all the research councils by only four percent."

The University of Stellenbosch has been forced to merge or phase out several of its departments. Pharmacy is no longer taught at the university, and other departments will be earmarked for extinction in the future.

Universities polled are adamant that against all the odds, standards have not been sacrificed, but some conceded they would be seriously threatened if finances did not improve.

The appeal to the private sector for increased aid has not gone unheard, but the increased aid has not been sufficient to solve the crisis.

A Stellenbosch spokesman said many research projects would never get off the ground without private sector assistance. Private companies now often sponsored a specific piece of equipment or project or individual students, ensuring a controlled supply of the relevant trained manpower for a specific field.

While bursary-carrying students had increased from 1 718 in 1982 to 3 140 in 1989, the trend was for more and more students to take out bank loans for the duration of their studies. Students completing their courses thus often started

working life with a debt of between R15 000 and R50 000.

A spokesman for the University of the Western Cape said that because the subsidy formula was based on student enrolments and pass rates, the university was badly affected because of the schools and general unrest in 1985.

Enrolment had decreased in 1986 to 6 772, but by 1988 had shot up to 10 592. The decrease had meant UWC getting R1 530 000 less in 1988 than in 1987.

To make matters worse, the state cut the university's subsidy by 52 percent this year because the growth experienced was ignored and limited to six percent over the 1988 figure. Next year's subsidy would be cut by 36 percent.

Cost-cutting has been going on for some years, but because of UWC's very conservative financial policy it was able to survive the 52 percent cut in 1989. Frugal spending will be continued next year.

The university has created some new staff posts for next year, but stresses that the growth in staff numbers has not kept up with the growth in student numbers — an area of particular concern to UWC.

"The heavy demands on staff, because of UWC being unable to appoint additional people due to the lack of funding, will in the end affect the morale of even the most committed persons," the spokesman said.

## 'Thrown into dire straits by government subsidy cuts'

Cuts in government subsidies to technikons have had an equally serious effect on their functioning, according to spokesmen for the Cape's two such institutions.

Mr Vernon van der Linde, head of financial administration at the Peninsula Technikon, says his institution has been thrown into dire straits by these reductions.

He explained that for the past three years the government has been providing only a percentage of the subsidies for which technicians qualified.

These qualifications, known as the subsidy formula, are based on student numbers, subjects done, and end-of-year results.

"What has happened for the past two years is that the state was un-

able to fully finance the subsidy that the formula is generating.

"This year it was only up to 61 percent, and for 1990 they have indicated that they would only subsidise 48 percent of the total subsidy generated by the subsidy formula."

Mr van der Linde said cut subsidies only worsened the problem which the Peninsula Technikon had with the subsidy system as a whole.

He also pointed out that because many of the students were from a deprived community they were unable to make a large financial contribution for their studies.

"Another factor which affects us is the fact that our technikon has

experienced phenomenal growth over the years. Unfortunately, in the allocation of the subsidy over the last two years, they have ignored that growth factor completely."

"Because of this lack of funding, the Peninsula Technikon is facing a serious liquidity problem, as its expenditure by far outweighs its income.

### TECHNIKONS

"We have had to cut back on the replacement of equipment, which means that the technikon is becoming technologically deprived, and this may have an impact on the teaching future. I would not necessarily say the standard will

drop, but it will have a great impact on the lecturers. We can't employ sufficient lecturers because of the subsidy cuts, which also has a detrimental effect because classes are bigger."

A further problem facing the technikon is the government's announcement that technikons and universities would be responsible for determining their own salary increases for staff.

Despite all these problems, however, Mr van der Linde said the Peninsula Technikon would not try to solve them by hitching student fees. The Cape Technikon, although not in as serious a position, has also had to make several important cutbacks because of the cuts in subsidies over the past

three years.

"Last year our subsidy was cut by 40 percent, and this year it was cut by 16 percent to 84 percent — that's more than R6-million down the drain," says registrar Mr Jacques van Zyl.

Cutbacks by the technikon have thus far been made with regard to library books, equipment and staff.

"Our staff has to do a longer shift and put in more by working longer hours and teaching larger classes. They are therefore overworked and less teaching staff means repercussions."

Mr van Zyl said that in order to combat this problem, the Cape Technikon's administration would have to ensure that the students paid more in the way of fees.

## Costs rapidly climbing beyond the means of parents

THE cost of learning, even at school level, is rapidly climbing beyond the means of many parents.

Because of government cutbacks in education spending, schools are having to depend increasingly on what are essentially voluntary contributions from parents, simply to maintain present standards.

And as the cost of living and inflation rate continues to rise, the incidence of non-payment of even basic fees is likely to increase.

Headmaster of Westerford High School in Newlands Dr John Gibbon said in an interview that there had been a growing number of parents unable to pay the full fees over the last few years.

This raises crucial questions — are schools cutting back on the services offered, and if so, in what areas? And more importantly, is the standard of education offered in South African schools dropping?

The answer would seem to depend on a number of factors.

Mr John Gardener, principal of Diocesan College (Bishops), says that with the current setbacks other schools are only now experiencing what independent schools have had to deal with on a daily basis.

"Our battle to maintain our standards has always in a sense been a struggle, so there may not be that many changes in the immediate future," he said.

"But because of the increasing financial strain in almost every sphere of life, all independent schools such as this one are very conscious of the need to economise. This may involve trimming some of the activities offered at the school in order to economise its running," he added.

The message from government schools was more pessimistic.

Mr Nugent Field, principal of Cape Town High, said there was already a very heavy financial burden placed on parents.

"Parents, teachers and even pupils are having to spend more and more time in raising funds and or-

ganising fundraising activities. Inevitably, this means that less teaching gets done," he said.

"We now have to pay for all our water and electricity, and so cannot afford to maintain our sports fields. We are also struggling to maintain our audio-visual equipment and our buses."

Mr Field said he was sure factors such as the geographical area of schools and the affluence of the students' parents made it easier for some schools to survive.

### SCHOOLS

Mr Ivan Carr, principal of Kensington High School, said he was experiencing similar problems of survival.

"Our library allocation, for example, has been cut from R2 000 to just R400, which translates to just 10 new books a year," he said.

Because of the government cutbacks, schools are having to use their own scarce funds to maintain their facilities. Many principals see as necessary either an in-

crease in school fees or a rise in general taxes from which schools will directly benefit. Both moves may prove to be unpopular.

An increase in school fees, or an addition to the tariff, or "donation" that many parents are already asked to pay, will mean that the cost of maintaining schools is placed squarely in the hands of the parents of the pupils.

With many parents struggling to pay present fees, this may backfire if parents refuse to pay what could be seen as unacceptably high contributions towards maintaining schools that their children will only be attending for a few years.

Any rise in taxes will mean that everyone will have to pay towards the maintenance of school education, a move likely to raise more substantial funds, but may encounter resistance from the taxpayer who feels that they are paying for something only some people will benefit from.

Mr Louis Chaplin, chairman of Plumstead High school committee, believes the only way to deal

with the problems are to attack them on a community level.

"A subsidy cut was on the cards for a long time, so we are not exactly surprised," he said.

"It is up to each community to decide for itself whether it cares enough for the standards of their schools to be maintained," he added.

Mr Chaplin believed that parents had to be encouraged to pay for the facilities their children used. "We have been making ourselves quite unpopular here in encouraging them to pay what we see as an overdue donation," he said.

The answer to the problem would seem to lie in the direction of making the public aware that a good school education is the only way to ensure the betterment of society in general.

Ever higher standards of education are needed to fight the very problems that are hindering the raising of these standards.

● TOMORROW: Call on government for a better funding policy.

# The unpretentious prodigy

By ROSE WATERHOUSE

Ruth Lawrence, the mathematics prodigy who became Oxford University's youngest doctor of philosophy at the age of 18, was not sure whether she would be treated as a celebrity or a curiosity when she took up her research fellowship at Harvard recently.

After years in the limelight when she first went up to Oxford at the age of 11, accompanied by her father, Ruth eventually shook off the hordes of journalists who wanted to interview her every time she passed an exam.

But before leaving the cloistered existence at Oxford to embark on a year's research at Harvard, Ruth mentally prepared herself for the return of reporters asking whether she felt she had missed out on a "normal life" and speculating on whether or not she is a genius.

"I have been asked that question many times before", she said, "and I think the answer is no. I'm not quite sure what the definition of a genius is, but I don't think I am one."

She has a very simple explanation for how she passed O-level mathematics at nine, gained a grade A at A-level and a scholarship to St Hugh's College Oxford at 10, how she obtained a first class honours degree in maths in two years



Ruth Lawrence . . . celebrity or curiosity?

and another in physics in one year, and finally how last month she became Dr Ruth Lawrence, having been awarded a DPhil — Oxford's equivalent of a PhD in maths.

## Something magical

"I have got to the position I have by having good teachers and by working hard, rather than having something magical inside me which somehow has landed me in this position."

Ruth has just taken up residence in Boston, accompanied by her ever-present father Harry, a former computer consultant from Huddersfield, who

taught her from early childhood and who, since separating from his wife, has acted as mother, father, tutor and minder ever since.

Apart from giving a lecture course for graduates, Ruth will concentrate on her research, which she says involves the "cross fertilisation" of theoretical physics and pure maths.

She quickly loses patience with frivolous questions about her private or social life. "I have very much enjoyed Oxford, but no, I didn't take much part in student life. I came to Oxford to learn about maths and physics so that's what I've been doing. I enjoy classical music, and am interested in what goes on around us and in current affairs. I was once accused of being very right wing but that's not quite fair.

"I do not see there is a big division between work and non-work. I don't say to myself 'I will sit down and do some work' and then 'I will stop work now.' I don't think of it as work."

After Harvard, Ruth plans to take up a research fellowship at Trinity College, Oxford. Asked of her immediate and long-term ambitions she said: "I don't have any specific ambitions other than my research and trying to understand more things in mathematics." — The Independent News Service.

14/12/89  
Stew

EDUCATION IN CRISIS

# Government must find a sensible funding policy, says the DP

**WHAT can be done to solve the deepening financial crisis at South Africa's universities, technikons and schools?**

Argus political correspondent TOS WENTZEL approached government and opposition parliamentarians for an answer.



**T**HE government will quickly have to come up with a sensible funding policy for tertiary education institutions or only the wealthy will be able to afford to go to universities or technikons, according to Mr Roger Burrows MP, the Democratic Party's spokesman on education.

According to him a crisis already exists.

He was speaking against the background of sharply increased fees for universities and technikons which have just been announced.

The government's attitude is that, especially under the present economic conditions, it cannot allocate higher subsidies to universities.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, pointed out that the subsidies were granted to universities without specifications about how these institutions should then allocate them.

Decisions about higher fees were therefore taken by the universities themselves, although such decisions were obviously affected by the amounts received from the State.

### Formula

In 1987 the government introduced a formula funding scheme for universities and technikons.

This formula took account of factors such as staff, student totals, growth and research capability.

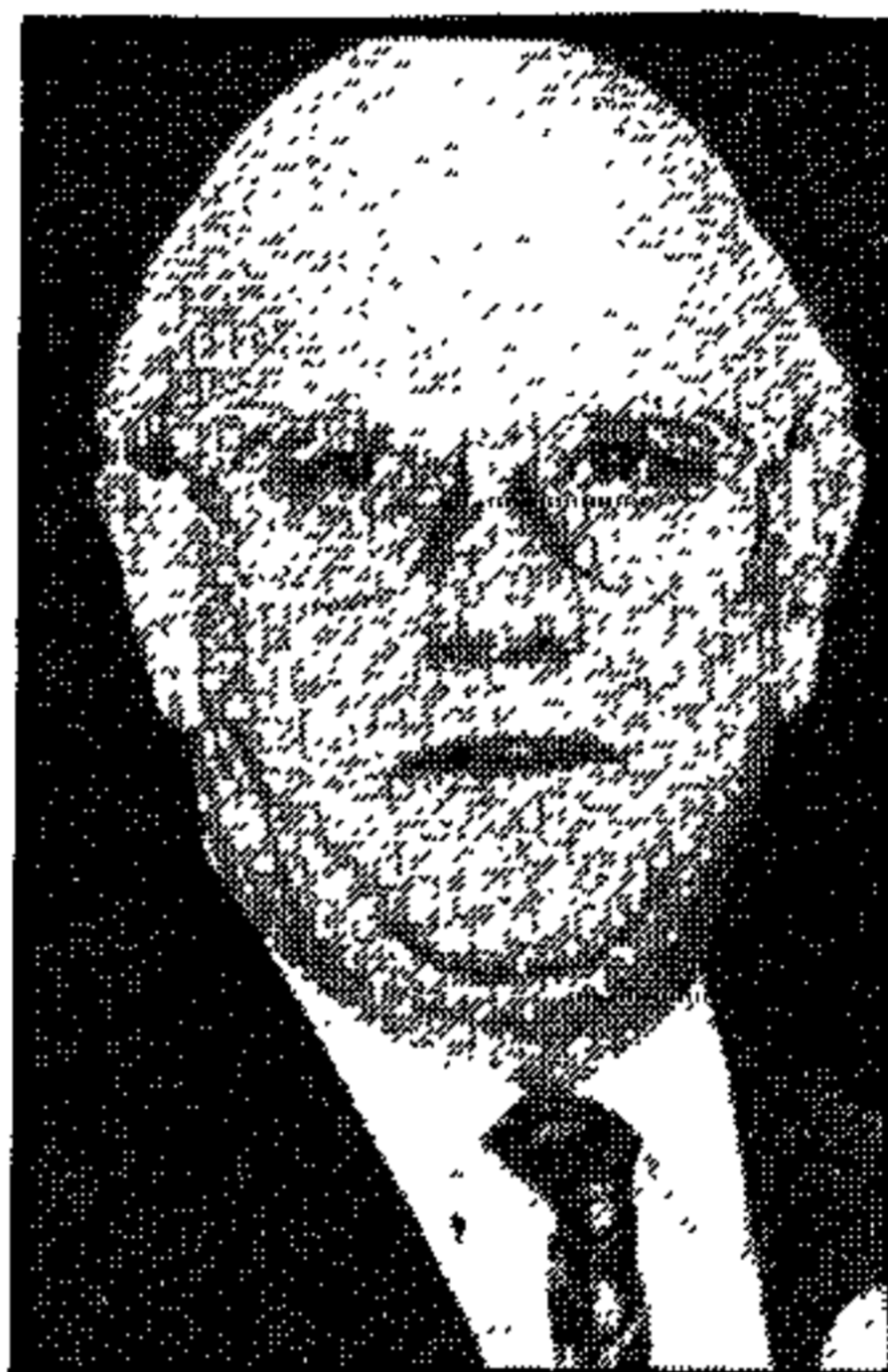
The control mechanism on this formula is the so-called "A value".

With this value taken as 1 the subsidies granted to universities show that the full subsidies allocated have never been paid to universities since 1987.

From answers to questions to the then Minister of Na-



Mr Roger Burrows ... "It is the government that has not played fair."



Mr De Klerk ... "Constraints imposed by factors beyond our control."



Mr Piet Clase ... Greater cost-effective management had to be applied.

tional Education, Mr F W de Klerk, in parliament in February this year it emerged that the subsidies fell short of the original allocation.

Thus the University of Cape Town got 0,725 of the original allocation granted in 1988, down from 0,833 in 1987. The University of Stellenbosch got 0,807, down from 0,833 in 1987. The University of the Western Cape got 0,990 in 1988, up from 0,834 in 1987.

### Management

Mr Clase acknowledged that subsidies for higher education institutions had not been fully funded because under the present economic circumstances and with other needs the government did not have enough funds at its disposal.

Under the circumstances universities and technikons would have to try greater cost-effective management, greater efficiency and rationalisation. He pointed out that there was no area where there was not inflation and increases in the cost of living.

When he spoke in Parliament in April Mr De Klerk

also referred to "constraints imposed by factors beyond our control", a reference to the limited funds available.

He said he was proud of what had been achieved within this framework and he rejected accusations of failure.

Mr Burrows said this week that each year since 1987 the government had reduced the A-value for higher education institutions. This had sometimes meant cuts of 20 per cent or more for them.

"The universities and technikons have been playing their part. They have set higher entrance standards, they have curtailed spending, they have — to the detriment of South Africa — cut back on the number of students they admit.

### Adjustment

"It is the government that has not played fair with the universities and the technikons. They have no rational policy on these institutions, rather an ad hoc adjustment each year of the funds required.

"To keep going and to remain viable the institutions

have raised money. They have called on donors and convocation members, they have called on staff members to take lower salaries but they have also had to set higher fees.

"Let there be no doubt about it — the government will have to come up quickly with a sensible funding policy for these tertiary education bodies or only the very wealthy will be able to attend them.

### Scholarships

"The government is also not providing anything like all the kinds of assistance such as scholarships, bursaries and loans which would allow South Africa's brightest to gain admission. The paucity of the State's contribution to aiding worthwhile students is widely known.

"The state of government funding of technikons and universities is going from bad to worse and needs an extraordinary swift turnabout to prevent a total collapse from occurring", Mr Burrows said.



# DET follows up Weekly Mail marking probe

Last week's Weekly Mail revelations about lax procedures at matric marking centres brought an immediate reaction from the authorities.  
**PHIL MOLEFE reports**

THE Department of Education and Training this week admitted there were irregularities in the marking of black matric scripts following an exposé in last week's *Weekly Mail*.

The DET announced improved measures at marking centres and a "number of unsuitable" markers were dismissed this week.

"Mr Philip Molefe's exposé in the *Weekly Mail* is a clear indication that further tightening of control measures may be necessary," DET director-general Dr Bernhard Louw said in a statement.

"Considering the magnitude of the operation, the department has little choice but to place its trust in the integrity and professionalism of the marking teams in the assumption of their enormous responsibility towards the candidates," he said.

The response follows investigations I undertook into how black matric scripts are handled and why there is wide spread belief that black matric results are inaccurate.

The result of my investigations? No security at marking centres; matric students whose papers were being marked were appointed to calculate marks and enter them on to mark

## NECC meets to discuss 'education for all'

THE National Education Crisis Committee conference opens today in Cape Town and will end on Sunday.

The theme of the conference, at the University of the Western Cape, will be "Consolidate and Advance to People's Education" with "Literacy and Numeracy for All" as the sub-theme.

Said NECC chairman Vusi Khanyile: "Implicit in the sub-theme is the belief that education should be available to all."

The conference will address a wide range of significant issues that have been brought up from time to time and the general crisis that is prevalent in black education in particular. It will also seek to find a broad way forward for the education movement.

This year alone has seen mass expulsion and exclusion of students from schools for a number of reasons.

According to the NECC the reasons given for exclusion or expulsion of students included overcrowding, political activism, repeated failure and age restrictions.

sheets; white university students were appointed to mark scripts, sometimes judging scripts in subjects they are not themselves studying; examiners marking for up to 12 hours a day and then taking home up to 250 scripts, only to return hours later with them all completed.

"Mr Molefe's allegations are indeed alarming. Measures have already been taken to correct any damage that may have been caused and to prevent

By PHIL MOLEFE.

Research conducted by the Wits University Education Policy Unit indicates that a minimum of 13 000 pupils have been excluded from the PWV secondary schools alone, while the Natal University Education Policy Unit study has concluded that in Natal more than a million children of the age group 6 to 20 years are not able to attend school.

The Departments of Education and Training (DET), Education and Culture (DEC) and National Education (DNE) have announced a high number of teacher retrenchments despite a class room and teacher shortage, coupled with overcrowding in most black schools.

The DEC this year announced the closure of at least 192 white schools.

"We want to focus on such issues as the closure of white schools while children in the townships have no schools because of overcrowding," said Khanyile.

the recurrence of such irregularities," said the DET.

It was difficult to assess the measures this week as most of the markers were returning home after the marking had been completed.

Marking was set down for 13 days and ended on Wednesday.

DET has stepped up security at the entrance to the marking centres.

When I went to the Transvaal College of Education again this week, it

White schools were closed because of dwindling numbers of pupils.

NECC said discussions conducted with school principals, teachers, parents and student leaders indicate that a crisis of major proportions is set to occur at the beginning of the year and is likely to cause a major disruption of schooling, the effects of which were last seen in 1984/85.

"In this respect, we believe that we have no option but to address this crisis in order to seek a normalisation of schooling. It is noteworthy that it is for this very reason that many of us had spent a significant part of the last four years in detention," said the NECC.

The past three months have seen a National Education Consultation, as well as regional conferences of the education movement which have discussed this crucial matter and several other matters directly related to the education crisis and a decision was taken to set up this week-end's conference.

was not as easy to gain access to the marking areas as I had found it on my first visit last week.

The security personnel at the gates asked for personal particulars and took down the registration number of the vehicle I was driving before suggesting they should call one of the supervisors to check whether I should be allowed in.

Corrie Rademeyer of the DET public relations division declined to elaborate what responsibilities officials had or how many have been dismissed. He said an announcement would be made later.

Concerned parents and teachers hailed the exposé saying DET should address the issue more seriously.

"The whole system must be changed and we must have one education department because it is only then that our children will be treated fairly.

"The same examination paper for all matriculants, irrespective of race, and marked at the same centre by properly appointed examiners is the only answer, because no one can distinguish the difference between a black or white student's script," said an Orlando West parent whose daughter wrote matric this year.

The DET said the results will be valid and reliable.

"On the strength of the extensive system of checks and re-checks, the department gives its unqualified assurance that no matric candidates will be disadvantaged as a result of the limited and isolated instances of irregularities," said Louw.

Johan Muller of the Wits University Education Policy Unit said just one badly set and badly marked paper could mean the difference between passing or failing for a student. He said it was well-known that reputable universities pay very little attention to DET matric marks as a result

# Black education 'can't wait until end of apartheid'

CAPE TOWN — <sup>start 12/89 (50)</sup> Black South Africans cannot leave the education of their children until after apartheid has ended, the African National Congress leader Mr Walter Sisulu has warned.

In a message to the National Education Co-ordinating Committee (NECC) conference at the University of the Western Cape over the weekend, Mr Sisulu said he regretted being unable to attend.

The conference, he said, had come at a time when the country was experiencing "the most serious crisis in the history of education".

"Today we have over a dozen educational systems. The education structure in the country is in a virtual state of collapse.

"The Department of Education and Training is in a mess. Corruption is the order of the day.

"Thousands of black children roam the streets and schools are in such a chaotic state that our young people are unable to pursue meaningful studies.

"What is more," he added, "there is no incentive to study. Even if they do go to school, what do they get after matriculating?

"There are no jobs and there is no future."

While praising the role the youth had played in changing the system and the struggle for freedom, Mr Sisulu criticised what he called the "children's negative attitude" to education.

"On the one hand, our young people must, as they have done, continue to participate in the struggle for liberation.

## 'EQUIP YOURSELVES'

"But, at the same time, it is also very important we learn to read and write so that we equip ourselves for the South Africa of tomorrow."

The NECC, previously called the National Education Crisis Committee and renamed during the conference, has launched a "Back to School" campaign.

In view of the crisis in education and the expectation that this will get worse, the NECC called on every parent to register their children at the schools of their choice.

The NECC also resolved to re-establish democratically elected and accountable student representative councils and parents/teachers/students associations as the basis for resolving the crisis and to demand a halt to teacher retrenchments.

A commission of inquiry is to be set up to investigate crime, gangsterism and drug abuse.

The NECC decided to set up a structural relationship with the National Sports Congress and the South African Tertiary Institutions Sports Congress, and to work towards the establishment of the National Schools Sports Congress. — Sapa-Own Correspondent.



# School campaign to be 'non-confrontationist'

Staff Reporter

(50)  
CAPT TIPS 20/12/89  
A CALL by the National Education Co-ordinating Committee (NECC) in its "Back to School" campaign for parents to register pupils at schools of their choice did not mean that there would be a march to "invade" or "burn down" schools.

Attention would however be drawn to the fact that large numbers of children were unable to go to school while there were facilities which were unused and under-utilised, Mr Graeme Bloch, vice-chairman of the

NECC in the Western Cape, said yesterday.

Mr Bloch said the campaign was "non-confrontationist".

In the Western Cape 26 white schools have already voted to go open while there are 10 000 open places in white schools. Recently Cape Town High has voted to go open to because dwindling pupil numbers may force it to close.

The campaign would also attempt to undermine racist sport and encourage sport between schools under the departments of Education and Training and Edu-

cation and Culture.

"This is something we will negotiate with the parents and pupils. We've got to take the initiative into our hands to make apartheid education unfeasible."

The NECC in the Eastern Cape is involved in rebuilding schools which had been destroyed in unrest and had already approached the private sector and the Urban Foundation.

The NECC was also promoting teacher unity with the eventual establishment of one teacher organisation, Mr Bloch said.



# DET follows up Weekly Mail marking probe

Last week's Weekly Mail revelations about lax procedures at matric marking centres brought an immediate reaction from the authorities.  
**PHIL MOLEFE reports**

THE Department of Education and Training this week admitted there were irregularities in the marking of black matric scripts following an av

## NECC meets to discuss 'education for all'

THE National Education Crisis Committee conference opens today in Cape Town and will end on Sunday.

The theme of the conference, at the University of the Western Cape, will be "Consolidate and Advance to People's Education" with "Literacy and Numeracy for All" as the sub-theme. Said NECC chairman Vusi Khanyile:

By PHIL MOLEFE.

Research conducted by the Wits University Education Policy Unit indicates that a minimum of 13 000 pupils have been excluded from the PWV secondary schools alone, while the Natal University Education Policy Unit study has concluded that in Natal

While schools were closed because of dwindling numbers of pupils.

NECC said discussions conducted with school principals, teachers, parents and student leaders indicate that a crisis of major proportions is set to occur at the beginning of the year and is likely to cause a major disruption of schooling, which were last seen in

orate what responsibilities officials had or how many have been dismissed. He said an announcement would be made later.

Concerned parents and teachers hailed the exposé saying DET should address the issue more seriously.

"The whole system must be changed and we must have one education department because it is only then that our children will be treated

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Generations of children had lost out as a result of unrest in schools, said Mr L M Taunyane.

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 29/12/89  
 Return to school to work, black pupils advised

The vice-president of the African Teachers Association of South Africa (Atasa), Mr L M Taunyane, has called on black children to return to school and involve themselves in "meaningful education".

In a statement released in Johannesburg yesterday, he said generations of black children had "lost out" educationally as a result of unrest in schools.

Mr Taunyane said a situation had arisen in which children either did not attend school, or did attend but learnt little or nothing because of agitation or intimidation of a political nature by those who wished to create chaos in black education.



"The validity of the liberation struggle is not in question. However, that liberation also requires the newly liberated to be equipped with knowledge and skills which will elevate their standing and quality of life as responsible workers in, and members of, an equal and open society."

Mr Taunyane said it could not be denied that black youth, even in the best circumstances, were disadvantaged emotionally and in many other ways. Nevertheless, education was available to them and it was their responsibility to avail themselves of it.

He said Atasa fully supported the call of ANC leader Mr Walter Sisulu that education in black communities should go on, that schools should return to normal, and that children should go back to school and devote themselves to their studies.

HOSTILITY

"Teachers have found it increasingly difficult to co-operate in a climate of disinterest and sometimes open hostility. Many have become disillusioned and have left the profession," he said.

Others who were prospective teachers were not prepared to face the difficulties involved and opted for other professions.

"The undermining of teachers does not augur well for African education and the time has come for pupils to co-operate with the teaching corps in recreating a sound and productive educational process."

Mr Taunyane said preparation for the post-apartheid era should "begin here and now". — Sapa.

By BARRY STREEK  
Political Staff

SEGREGATED education, now under the guise of 'own affairs' education, remains a key aspect of government policy, despite the emergence of some flexibility and strong indications that increasing numbers of whites support open schools.

And, as a recent study by the South African Institute of Race Relations shows, the goal of equality remains a long way off.

Various Cabinet ministers, ranging from Mr F W de Klerk, while still Minister of National Education, to Dr Gerrit Viljoen and the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, have repeatedly stressed that, in terms of the controversial 'own affairs' policy, government schools will remain segregated.

Indeed, the Democratic Party's spokesman on national education, Mr Roger Burrows, said in a recent review of developments in education that his party was "drawn to the inescapable conclusion that with regard to education, 'reform' and change is mere verbiage and that in details and structure, the National Party does not have the courage or vision to see what must come about".

The DP had, however, taken note with appreciation of certain recent changes in some aspects of education in South Africa.

Mr Clase had, for instance, issued a statement on the possibility of opening state schools to all races in free settlement areas and the residences at the Universities of Pretoria and Stellenbosch had been opened to all races.

After Mr Burrows' statement was issued, it

# Segregation stays a cornerstone of Nat school policy

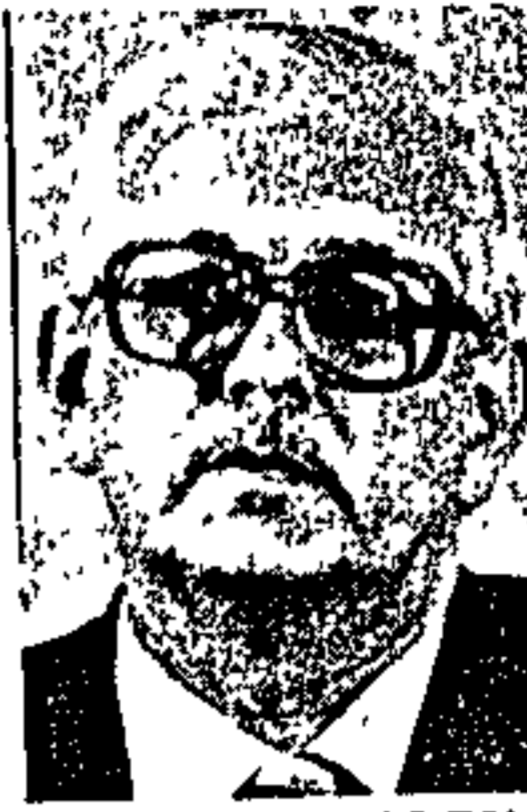
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ROGER BURROWS: Govt lacks courage for education reform.



PETER HENDRICKSE: Viewed effects of education policy.



GERRIT VILJOEN: Schools will remain segregated.

was announced that the white Johannesburg School for Girls, which was to have closed because of dwindling numbers and government refusal to open it to all races, would now re-open as the private, non-racial Barnato Park High School next year.

### Survey results

The government's commitment to racially segregated education in state schools even when there is overwhelming support for open schools by parents is surprising, given the evidence of changing white opinion on the issue and the critical shortage of facilities in black areas.

Ms Monica Bot of the SA Institute of Race Relations and Professor Lawrence Schlemmer of the University of the Witwatersrand Business School wrote in the latest issue of Indicator SA that only one out of five whites supported strict segregation in all schools. One out of six whites wanted all schools to be opened to pupils in an area.

They added that surveys conducted between 1981 and 1987 showed the percentage of white respondents wanting segregation of schools or residential areas had declined.

"There is a higher degree of acceptance of some partial or selective integration process, regardless of language or political affiliation."

Their findings directly conflict claims by government spokesmen that integration would be irresponsible and would not solve black educational problems.

Government spokesmen have also maintained that white resistance to integration was powerful. In May this year, for instance, Mr Clase said the own affairs policy in education was based on the wishes of the overall majority of white voters.

"What these survey

trends show is that there certainly seem to be no grounds for the government to insist that there is an 'overwhelming majority' of white voters who reject open schools, under all circumstances," Ms Bot and Professor Schlemmer said.

Worse still are the consequences for the education of black pupils through this commitment to education apartheid.

### Statistics

The Labour Party MP for Addo, Mr Peter Hendrickse, says two white primary schools in his constituency have closed down because of declining numbers, and handed over to the local commando and the police force. In a third town "coloured" pupils are bused at a cost of over R20 000 a year in spite of the fact they live next door to a one-third full white school, which has just 57 pupils.

This issue has been underlined in the latest issue of Update, published by the SA Institute of Race Relations, which quoted government statistics indicating that 196 primary and seven secondary white government schools had been closed since 1979.

Update also said government spending on black education rose substantially over the past year, but racial equality in education was now an even more distant goal.

"If education for Africans were to be made compulsory in the near future — a goal to which the government has committed itself — provision would have to be made for at least one million more pupils, and the backlog would be increased enormously," Update said.

In his review, Mr Burrows said the government's policy on education had already had disastrous results in South Africa.

The DP warned that constant delays in achieving parity in funding the schooling of all South African children would "inevitably bring all education, including white education, to a disastrous crisis level of funding."

"Any further delay will mean that one day a massive redistribution must occur — and the National Party will have brought that about."

### Farcical

"This type of thinking, and development of a backlog in education, the most vital area of concern for all South Africans, was not reform, nor was it helping towards a 'new' South Africa."

"The total lack of co-ordinated planning for education amongst all the peoples of South Africa is becoming increasingly farcical," Mr Burrows said.

One of the most serious problems is the lack of overall planning in the supply of teachers for education in South Africa.

"Departments such as the Natal Education Department have rigid quotas for recruitment of teachers and admission to its three colleges of education — simply because it is permitted, only to consider the supply of teachers into white schools in Natal," Mr Burrows said.

"Two results of this thinking are immediately apparent — facilities which could be used to train teachers for all South African schools are under-utilised or closed and secondly, many thousands of well-qualified persons who wish to become teachers are turned away from education as a result of the over-supply in white schools."

"So, whilst blacks need to have many more teachers, and quickly, teachers and prospective teachers are not being employed."



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# Schools crisis: 5 000 teachers in city march

CAPE TOWN 29/5/90

By NORMAN PATTERTON  
and PETER DENNEHY

AT LEAST 5 000 people, the vast majority of them teachers, marched around the eastern part of the city yesterday in support of demands for a non-racial, non-sexist and democratic education system.

The march left 14 black secondary schools in townships in and around Cape Town deserted by both pupils and teachers.

Yesterday was the first time this year that curricular activities had been interrupted, DET assistant director Mr Archibald Ndamase said.

Mid-year exams were written at most coloured schools, a spokesman said. Many teachers had adjudicated exams until 11am and then joined the march.

Before the legal march began, a delegation of National Teachers' Unity Forum leaders had been

turned away by a posse of policemen from the steps of the H F Verwoerd Building which houses the office of Mr Gene Louw, Minister of National Education.

He had cancelled his scheduled meeting with the delegation, and said he would go through with it only if the march was called off.

However, march leader Mr Poobie Naicker of Natal told the crowd gathered below the City Hall balcony that the delegation's meeting with Mr Louw had been rescheduled for June 5. Mr Louw's office did not confirm this yesterday.

Several senior Cosatu office-bearers, including general secretary Mr Jay Naidoo, were in the front line of the march. Other leaders included Mr Ihron Rensburg of the National Education Crisis Committee and Mr Randall van den Heever of the Cape

Teachers' Professional Association.

Speaking from the City Hall, Mr Rensburg said the government had recently unveiled an "education renewal strategy" in which 20 sub-committees had been formed "to address the crisis".

However, he said, problems "would not be resolved by the National Party and its cronies, but by the people".

The last six months of this year would be devoted to "disciplined mass action for an education system which is legitimate, based on democratic principles, and in which curriculae, syllabi and textbooks are written by the people", Mr Rensburg said.

A teacher, Ms Celeste Perez, poured scorn on the official pupil-to-teacher ratios of 26,9-to-one in coloured schools and 40,1-to-one in African schools, saying the figures were really much higher.

# education system

## 7 steps to a single

THERE have been many calls for a genuinely non-racial, unified and decentralised education system. When the call comes from the National Education Coordinating Committee it is angry and impatient. When it comes from the Private Sector Council on Education it is more polite, but not any less insistent.

Although there is a great deal of support for a single education system, nobody has told us how to create it. How, precisely, can our highly fragmented and racially divided education systems be unified?

We need guidelines for the process of unification, instead of a blueprint of the single system that is required. We need to hasten slowly, but without dragging our feet.

There are seven steps that can be taken. Although I'll state them as prescriptions, they are, of course, proposals that can be negotiated, revised and replaced by better ones.

### One

The Government should pass an Act that requires the Department of National Education (DNE) to create structures and processes that would give us a genuinely non-racial, unified and decentralised education system within three years.

This Act would allow the DNE to suspend all current laws on education that are an obstacle to the creation of a single system.

### Two

The DNE, as a symbol of its sincerity, should require all the departments and institutions that report to it to put the same logo on their letterheads, as well as a statement that declares their commitment to help create one education system for all our children within three years.

This symbolic act would tell everyone, including the rest of the world, that the DNE was irreversibly committed to abolishing apartheid within education.

### Three

The DNE, in consultation with the heads of all the teacher associations, colleges of education, technikons and universities, should divide the system into a number of regions, each of which would be administered nonracially.

KwaZulu, Natal and QwaQwa could be administered as one region and so could the Free State, Gazankulu, KaNgwane, KwaNdebele, Lebowa and the Transvaal could be divided into a southern and a northern region. The Cape Province could be divided into western/eastern regions.

These six regions, or something like them, are geographical areas with an identity. They have a history of regional administration that began before the country was carved into "homelands" and "a



**JAMES MOULDER**

Dr Moulder is Professor of Philosophy at the University of Natal, Maritzburg. He is a Research Fellow at the Education Foundation and a member of the Private Sector Council on Education.

common area". They should become the units into which the education system is decentralised and administered nonracially.

### Four

The DNE should establish six regional and one national "transitional planning committees" (TPCs) to direct and manage the transition from a fragmented to an integrated education system.

Each regional TPC would represent all the education departments that function in the region, as well as all the technical colleges, colleges of education, technikons and universities. The teacher associations, commerce, industry and labour would also be represented.

Each regional TPC would elect four of its members to serve on the national body.

### Five

The DNE should bind each regional TPC to "the 11 principles for the provision of education in the RSA" that were hammered out during the 1980 Human Sciences Research Council investigation into the provision of education. Professor Pieter de Lange played a major part in drafting these principles. They are sane and strong.

They are strong enough to guarantee that the TPCs will create a genuinely non-racial and unified education system in each of the regions. They are sane enough to guarantee that parents will have the right to choose the language in which their children are educated, as well as the values and customs to which they are exposed.

In addition to binding each TPC to these 11 principles, the DNE should give it two years in which to take two steps to unify its slice of the system.

In the first year each TPC would take two partial steps towards unifying education in its region. It would merge the education departments that are controlled by the Assembly, the Delegates and the Representatives. And it would merge what is controlled by the DET and the homelands in that region.

In the second year each TPC

would complete the process and create a single education system for its region.

The proposal to unify a region's education system in two steps is a plea for pragmatism.

The departments controlled by the DET and by the homelands are so much bigger than the others. They have nearly 75 percent of all the pupils who are at school.

And they have problems that the other departments don't have. In what language should children be educated in the junior primary school? And how can the region provide the teachers and buildings that are required to eliminate backlogs and shortages?

In spite of these good reasons for taking two steps to unity instead of one, the ghost of apartheid, and the suspicion that it creates, would haunt this plea for pragmatism.

This is why, right from the start, the departments and institutions that report to the DNE should have letterheads that declare their commitment to a genuinely non-racial and unified education system. This is why each region should have a TPC that represents all the departments in the region, as well as all the stakeholders. This is why the DNE should bind each of the TPCs to the 11 principles for the provision of education.

On their own and together these three things guarantee that the first, partial, step which a TPC takes towards unity must be followed by the second.

### Six

The DNE should mandate the national TPC to guide, monitor and co-ordinate the steps that the regional committees take towards a non-racial and unified education system in their regions. It should also be mandated to begin drafting a new education Act.

Instead of being a blueprint that was created by and for a bureaucracy, the new Act would be the product of intense debate, planning and research that starts at a regional level and embodies a wide range of stakeholders.

### Seven

Finally, in the third year of this process the DNE should decide which national and regional evaluators should be appointed by the DNE. In each region they should be nominated and elected by the teachers and the parents.

Teachers have to make the new system work. Parents have to be convinced that the new system is legitimate and appropriate. This is why they should elect the evaluators.

It will take time, money and energy to evaluate what the TPCs have achieved. But apartheid's ghost will be exorcised only if credible evaluators are satisfied that a genuinely non-racial and unified system has been created.

It's impossible, as well as undesirable, for one person to define the process that will give us one education system. But somebody had to start the debate on how to create it.

TYRONE SEALE, Weekend Argus Reporter, writes that the issue of education for a post-apartheid South Africa is becoming a hotbed of contrasting views as official and community-based educationists cast the options for a single school system into a visionary crucible.

# Educationists take up cudgels

W/E ARG 19/5/90

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**E**DUCATION for a post-apartheid South Africa is becoming a visionary hotbed as official and community-based educationists thrash out options for a single school system.

Education Deputy Minister Mr Piet Marais fuelled discussion this week when he predicted a future where a single education department would plan policies, syllabi and finance.

In an SABC-TV interview he said the government was prepared to sit down and talk about such a system.

He also disclosed that under-utilised white schools would be bought for black pupils to stem overcrowding in black schools.

At the same time the Human Sciences Research Council released the results of an opinion poll showing that 52 percent of whites "strongly" or "predominantly" favoured racially-open schools, if standards and admission requirements were maintained.

About 41 percent of the 1 856 respondents surveyed were against open schools.

This week's developments came a few weeks short of the June 15 deadline by which statutory advisory bodies should submit comment on a plan by Education and Culture Minister Piet Clase for a restructuring of white education.

Under this plan State schools could be given the option of going private and admitting pupils of any race but paying more for upkeep, or they could remain under State control, admitting pupils of any race but under stricter conditions.

In both cases, the government would seek approval from a high percentage of parents — possibly as high as 90 percent.

Depending on approval, the State could implement one, or both, of these options by next January.

Officially there is no advance on Mr Clase's March announcement, according to a spokesman in the minister's office.

But beyond the parliamentary arena educationists are casting options into a visionary crucible from which they hope an education system by, for and about all South Africans will emerge.

**T**WO important organisations, the Open Schools Association (OSA) and the National Education Co-ordinating Committee (NECC), are already moving from principles to practises to lay the foundation for post-apartheid education.

The OSA, established by some of South Africa's best-known and oldest white schools to fight for non-discriminatory admission to schools, met last weekend to discuss the challenges facing educationists.

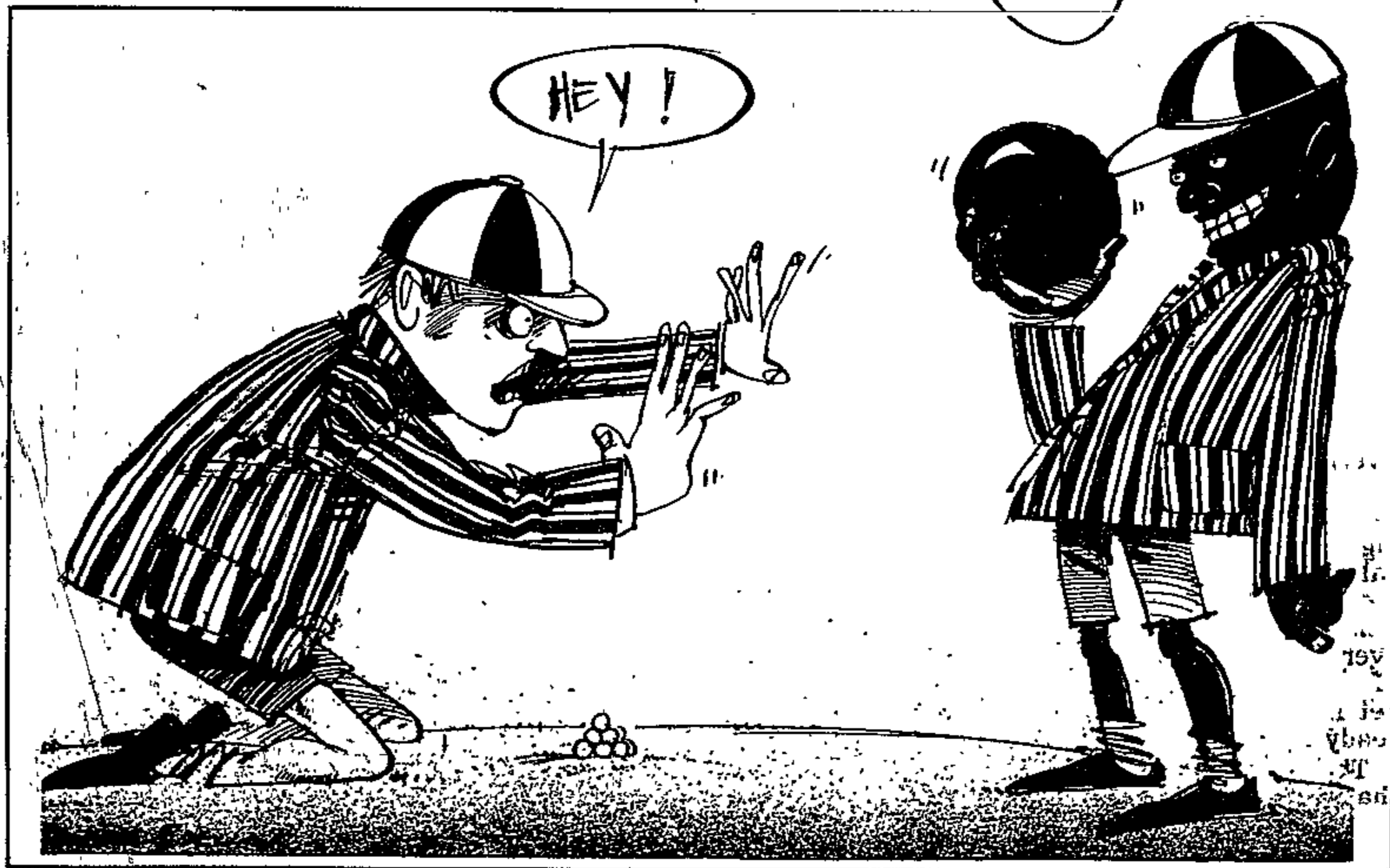
A senior OSA official, who asked not to be named for professional reasons, said: "We looked at the issue of non-racial schooling in the short term, which will involve only white schools.

"We tried to address issues like language, religion and culture, about which parents, pupils and teachers are asking questions and expressing fears.

"Based on this, we will prepare for schools a package of guidelines about issues concerning non-racialism.

"Many of the issues are universal, but some relate specifically to the short-term opening of white schools and point out the challenges and richnesses that will come with that.

"There is no doubt that there are prejudices, fears and myths — this is true of all sides — because of the history of this country. This can only be overcome by education and getting to know the people you ask questions about. We hope our guidelines will help our members and, hopefully, black schools as well."



## Conflicting views on education for new SA

This package will be released towards the middle of next month.

While the conference produced a concrete, short-term package that was much-needed in white education, the OSA remained committed to working for a non-racial system that would reshape and revitalise all education departments, the spokesman said.

"We have always advocated that the ultimate education system should be totally non-racial. There should be no discrimination.

"Only as an interim measure should white schools be allowed to elect whether enrolment should be non-racial or not.

"We are very happy to see the existence of private schools and the minister's plans for more private schools.

"We have no objection to the setting up of new private schools, but we do have a problem with the conversion of State schools into private schools. The State system is created for the ordinary person and everyone should have access to that system."

**O**N the funding of post-apartheid education, he said: "We believe there should be an equitable policy for the funding of education.

"This does not mean equal funds — it might happen that for certain historical or geographical reasons it may be necessary to pay more for the provision of education in certain areas and aspects of education than would be necessary in others.

"This should be developed on non-racial grounds and must be based on educationally defensible reasons. At the same time alternative funding sources have to be found.

"As it is, the State is probably spending as much as it can afford for quality education, but the distribution has to be redressed."

The spokesman said the scrapping of the Group Areas Act was a key issue in the workability of non-racial education.

"The school has a community role and if it's an all-white community by law, it's going to be as close to a white school as possible, unless one employs artificial means, like bussing, to integrate schools.

"Education is going to be a key factor in the new South Africa and if it is neglected, the possibility of harmony is nil."

The NECC has welcomed official gravitation towards open schools and universities, but expressed reservation about Mr Clase's "top-down" formulation of his two models.

"We believe that the open schools initiative is a necessary step to embark on and one that should be supported, which is why we have also supported the Open Schools Association," regional NECC chairman Mr Monde Tulwana said this week.

"But we need to make it clear that we don't see the opening of schools as a matter of white schools providing tokenism to a group of stranded black children.

"To us it is a question of the opening of all doors of learning, in line with the Freedom Charter. We see it as the upgrading of and provision of all basic necessary resources needed in black schools especially.

"At the moment we can foresee black pupils moving into white schools, leaving a majority of blacks stranded.

"We tie the opening of schools to the scrapping of the Group Areas Act and other fundamental laws governing the country and this is how the State should see it too.

"This will demand certain changes in the curriculum. Our education is not yet serving the needs of the country. White education suffers the same difficulty.

"The opening of schools should go hand in hand with steps to serve the interests of the country as a whole. We need to provide basic teaching to allay the resentment that has built up among various communities over the years."

**O**N Minister Clase's option of privatised education, Mr Tulwana said: "We believe that privatisation is not an answer in resolving the crisis in education.

"We still believe very strongly that education is the State's responsibility."

"We don't accept models that will be thrown at people after they've been left out of discussion on the matter. Why were we not consulted on the opening of white schools to us?"

"This kind of 'top-down' decision-making is a great problem for us."



# Education must aid change

**S**Ocially, South Africa has become a dangerously divided country with much underlying bitterness in which the hurts, fears and misunderstandings go very deep.

For years, policies and practices in education — as in other areas of national life — have emphasised these differences and divisions.

What is needed now, as the people of South Africa increasingly have to learn to work together, is rather to emphasise the common factors in our society — a common sense of belonging and commitment to South Africa.

Narrow and parochial tribal and ethnic cultural considerations must take second place to wider South Africanism.

Apartheid education has separated white children from black. It also has had an overall effect of conditioning generations of white children to privilege; to accepting separation as a natural order.

They have not been given a fair chance to learn to understand, work and live with black South Africans to find out that they have much in common.

Instead, they have had to fall back on stereotypes of their fellow citizens.

South Africa is in a state of transition from apartheid to a normal society, where the main consideration of human beings will be their humanity and not their colour.

We need to take a series of definite steps in order to create the type of education that will be suitable for a post-apartheid society.

There are two major challenges in Southern Africa: ■ Learning to live together in peace through the elimi-

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collective goals

must be a new South

Africa. University of

Zululand Department

of Education

academic Dr

MANDLAKAYISE

MNCWABE argues for

urgent educational

reform if we are to

realise this new



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nation of inhumanity, prejudice and self-interest; and

■ Learning to cope with our everyday economic needs through the elimination of food shortages, poverty and unemployment.

Both these challenges will be adequately met if South Africa's education enables individuals, black and white, to make the most of their abilities and qualities; if it encourages them to keep learning throughout their lives and if it prepares them to "live themselves out" in society and to contribute to its wellbeing.

South Africa's education, therefore, must have a primary concern for the kind of people who will emerge from the formal schooling process.

The purpose of South Africa's education must be concerned with the kind of new society in which South African people have to live and work, in which education systems and processes have to work, and for which education should prepare young South Africans.

Education, more than ever is a "futures" activity and must make its contributions towards change in society, rather than being used — as at present — as a policy instrument to maintain the status quo.

The aims and purposes of South Africa's education should be concerned, first and foremost, with South Africa's people, with their relationships, with others in society and with liberation of their human spirit as individuals and in the family, work and worship.

These are among the fundamental issues in education which underline all the discussions and decisions about policy, structures, finance, teacher education, curricula and syllabi — all the things that should characterise a post-apartheid education system.

It is my belief that educational reform should not wait until post-apartheid society emerges. I am quite aware that education does not operate in a vacuum but always in a particular social, economic, political and constitutional context.

Therefore, there are those who would argue that it is meaningless to seek reform in education without radical and fundamental change in society and its political and economic systems.

The process of education itself, certainly at its best, is creative and can prepare people for change; can work as a change instrument within society.

Everybody must accept the justice of the matter that the available financial cake will have to be shared

equally.

That is the price whites must pay for living in Africa where people share and even drink out of the same pot. In terms of their culture, they fear it will be endangered or diluted or obliterated.

A new education system must promote this common South African culture and common patriotism.

If it is declared tomorrow that all schools are non-racial many will remain predominantly white and others completely black, simply because of history and location.

Others will still remain English-medium or Afrikaans-medium because of language or religion, but there will be no law prescribing who may go to which school.

There should be no fear of swamping at all. The fact of the matter is that all schools must change and adapt to a new situation of post-apartheid society.

Prejudice, racism and discrimination are the consequent results of South Africa's failure to realise fully the potential, wealth and worth that lies in diversity.

Equality of opportunity comes from self-respect and respect for others where groups are invited to join in the mainstream of a nation's life and culture.

The bottom line is not whether or not this is going to work, the truth is that we have no alternative. It must be made to work.

The only way for us to face the future of a new South Africa in education, as in other spheres of life, is togetherness. Unless we do that the future will be bleak for us all.

All financial resources should be used to finance equal education for all.

Photograph: STEPHEN DAVIMES.

execution had been granted.

# Soweto education summit

DELEGATES to tomorrow's education summit in Soweto face the daunting task of trying to formulate some programme to combat the crisis which has hamstrung black education since the 1970s.

But in the end it is the Department of Education and Training (DET) which shoulders the entire burden for the future of black education. Its response to tomorrow's meeting will be crucial in determining that future.

The socio-economic conditions in the townships, the lack of facilities, of qualified teachers and the general credibility crisis of black schools are burning issues for which urgent and practical solutions must be found.

Already the DET is seen as morally and politically bankrupt by many groups, but the fact remains it is still responsible for education in the townships. How the department responds to pro-

posals at the meeting and the extent to which it is seen to listen to the demands of pupils, parents and teachers will be critical.

Educationalists have predicted that, because of the high failure rate in this year's matric exams, some 40 000 students face the possibility of being excluded from the education system when schools re-open this year.

They have also warned that this could lead to an escalation of the already prevalent gangsterism in the townships and emphasised the need for short-term solutions to address the needs of students who failed matric and who will, therefore, not be readmitted to school.

The education officer at the South African Council of Churches, Ms Sheila Sisulu, has said all financial and other assistance should be regarded as an interim measure because education was ultimately the Government's responsibility.

She added, however, that students should start taking the responsibility for learning upon themselves and that a new

*SA 8/11/90*  
**All eyes on how DET faces crisis**

**SUE VALENTINE**  
Education Reporter

relationship should develop between pupils and their teachers.

Getting pupils back to schools is a priority of the National Education Crisis Committee and how to stimulate education will be high on Sunday's agenda.

It is hoped that at the weekend summit the extent of community organisation and resources will be evaluated and decisions taken as to how to proceed.

Responding to the anticipated flood of applicants for places in high schools next week, regional director of the DET in

Johannesburg Mr Peet Struwig said arrangements were being made to use under-utilised primary schools.

"Secondary schools can only accommodate so many pupils — otherwise there is overcrowding and an unacceptably high teacher-pupil ratio," Mr Struwig said. There was no lack of teachers, but space was a problem.

He said it was up to each area to explore the use of finishing schools, a scheme which has been roundly condemned by the community, but which the DET looks set to implement once again.

At a press conference yesterday Azanian Students' Movement president Mr Brister Xolani Kalaote said the DET should accept responsibility for the crisis, but that the whole black community should address itself to solving the situation.

He said two regions which needed particular attention were Soweto and Natal. AZASM called on the United Democratic Front and Inkatha to settle their differences, if only to create an environment in which pupils could attend to their education.

tion.

Mr Kalaote described the 1985-87 slogan "Liberation now, education later" as "misguided" and said since 1987, AZASM had called on students to return to school and to reassess the boycott.

"We call on everyone who will attend the weekend's meeting to bear in mind that any attempt at solving the crisis in education can only be achieved when all sectors of the black community come together to address themselves to the problem," he said.

The high failure rate (in Soweto only 27 percent of DET matric candidates passed their exam this year, in 1988 it was 36 percent) has been seen by AZASM as indicative of what they believe to be a "quota system" practised by the DET which determines how many black matric students would pass in any year.

The DET has rejected any such allegations but, until it is seen to apply itself earnestly to the crisis, the poor success rate and generally impoverished education standards are likely to speak louder than any denials.

N... ..

# School figures bode ill for skills supply

no 7 slow

THE annual report on education of the Research Institute for Education Planning (Riep) highlights the skills shortage facing SA.

The graph shows that in 1988 slightly more than 9-million pupils were enrolled in SA schools — including the homelands. About 7-million were black, 935 000 white, 832 000 coloured and 233 000 Asian.

Three disturbing statistics concerning black educa-

tion emerge from the report

First, of the total number of pupils, only 2,7% of blacks were in matric compared with 7,7% in white, 2,7% in coloured and 5,8% in Asian schools

A total of 16,2% black pupils left after Grade 1 and did not return to school, 8,2% after Std 3, 10,3% after Std 6, 10,4% after Std 8 and 12,4% after Std 9

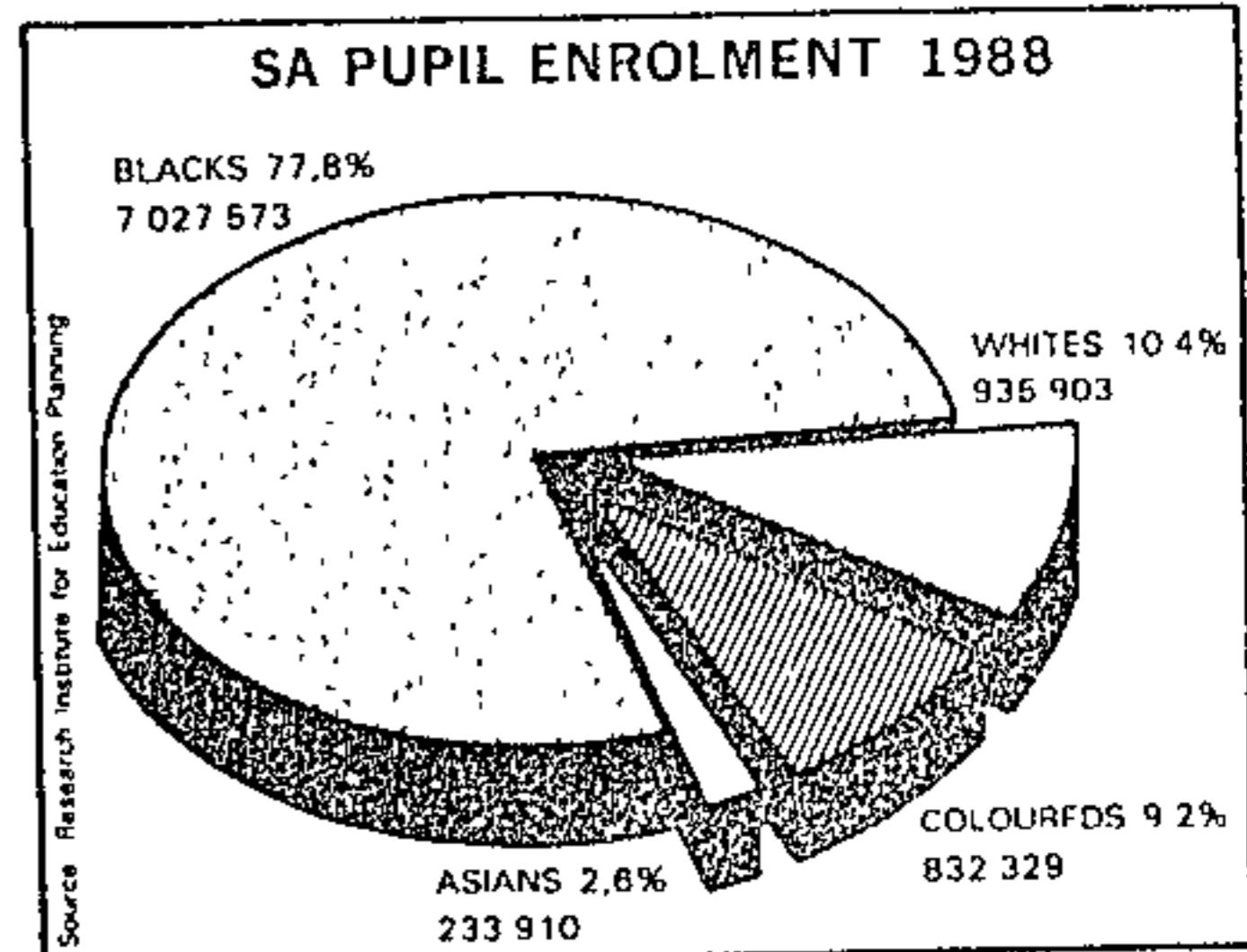
Second is the pupil-teacher ratio. For blacks, the number of pupils per teacher was almost 40, for coloureds 23,3 and for Asians 20,7. No figure is

given for whites

Almost 100% of teachers at white schools were professionally qualified in 1988 — they had at least Std 10 and higher qualifications

At black schools, more than 20% of teachers at primary level and almost 15% at secondary level were professionally unqualified. In coloured schools, the figures were about 6% and 20% respectively

The third cause for concern was the percentage of black Std 10 pupils enrolled in various subjects in 1988. A total of 88,1% took biology, 35,1% geog-



raphy and 41,3% history. In comparison, a mere 0,4% enrolled in technical subjects, 30,2% in mathematics, 17,1% in physical science, 8,6% in accountancy, 15,4% in business economics and 8,9% in economics.

In light of the fact that numerous experts have stressed the need for more emphasis to be given to technical and scientific subjects, these statistics are disturbing. There is also a huge shortage of skills in business

West Driefontein, a large r  
km south west of

Tradition means giving votes to the most obscure of all classes - our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about - Gilbert Chesterton, English novelist, critic and writer.

# FOCUS

**T**HE year was barely a week old when the tremors caused by the black matric pass rate sent journalists searching for superlatives fit enough to denounce the apparent rot that had set in at school level of a community already beleaguered by setbacks and persecution because of its colour.

Ask a teenager from this community where Bucharest is and chances are you will face a blank expression.

The editor of a higher opinion journal in America last year wrote in his columns of the crisis in American education that in that country at least 70 million people are unable to read their state's Constitution or a complicated menu and about the high school girl who thought that the Holocaust was a Jewish holiday.

And they don't have apartheid education in that country..

What then does Foreign Minister Pik Botha's detente dance in the East Bloc mean to the average high school pupil? Let Mr Botha answer that question

The immediate crisis does not need a political rally, or a march or T-shirts and flyers.

If the dictum that schools serve the wishes and expectations of the society they belong holds, and if society cares more about the race and creed of its people than the ability to reason and critique within the brain of the scholar, then society has sunk, and is waiting to drown.

The dying of a nation cannot be stopped if it attempts to reach for a higher being without securing a firm foothold. However much, the Government talks to foreign governments, this will not get rid of the rot that has set in.

Perhaps it is a strategy. There are no complaints from white parents and white children seem to be doing well at school.

By ISMAIL LAGARDIEN

And what about the new god, His Greatness FW de Klerk. Wasn't it he who created integrated universities and segregated schools? Oh no, His Lordship has reported that he has no sleepless nights - he went to a white school, so did his children...

## Storm

Scribes have for weeks prophesied that His Greatness was going to lead us from the storm of iniquity to a land and time of justice for all

In the meantime the rot had settled so deeply among black people it would take the passing of a generation plus radical action (immediately) before we can see black

# SA fiddles as black education rots away

Sowetan 5/1/90

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structural and mechanical engineers, surgeons, scientists, computer and systems engineers that will emerge from the black community to lead the infrastructure.

But then again maybe the present government does not want to see black people advance

They sure would love for the rich and famous to be able to spend winter in Budapest, East Berlin and Bucharest

And what is the Left going to do. Hold a rally, print a few T-shirts, a few flyers or posters, go and see the ANC, rename the streets of Soweto?

## Sham

In an essay on Rudyard Kipling, George Orwell once wrote "All Left-wing parties in the highly industrialised countries are at bottom a sham, because they make it their business to fight against something which they do not wish to destroy.

"They have internationalist aims and at the same time they struggle to keep up a standard of life with which those aims are incompatible

"We all live by robbing Asiatic coolies, and those of us who are 'enlightened' all



Foreign Minister Pik Botha has been busy making friends in the east.

maintain that those coolies ought to be set free, but our standard of living, and hence our 'enlightenment' demands that the robbery shall continue."

Apartheid and its effects have become an industry, those fighting it would not be able to maintain their position of "enlightenment" and

standard of life if it was to die tomorrow

The leadership in all the liberation movements have either got an adequate education (otherwise the podium would be vacant) or are past school-going age with ossified dogmas that do not include educational progress at grassroots but "removing the shackles of slavery".

South Africa today is moribund: down below, on the ground, earthworms have eaten society away while above they're dancing the Negotiation Shuffle, singing the Funeral March of Apartheid, arranging a march or two and securing diplomatic relations with an obscure democracy - to hell with the children.

# Call for national school uniform

Own Correspondent

DURBAN. — The South African Co-ordinating Consumer Council has appealed to parent-school associations throughout the country to try to put pressure on the government to create a national school uniform.

More outfitters should be allowed to stock school uniforms as this would lead to greater competition between stores and lower prices, they said.

The Council said in a statement that the biggest problem facing parents was that "the solitary supplier of school clothing possesses the monopoly and as such can easily charge exorbitant prices".

"Schools should concentrate on the creation of school clothes banks (second-hand shops).

"Often pupils only attend a school for a single term or year, after which their clothes could be allocated to the clothing bank for a nominal amount and could then be resold at reasonable prices, which could, in turn, be allocated to the school funds.

"Parents should insist on national uniformity in order to keep the cost factor as low as possible. Differentiation could be achieved by using school badges," the statement said.

# Black schools' crisis — no room left

CMT trials 9/1/90

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The Argus Correspondent

JOHANNESBURG. — About 500 000 schoolchildren return to Transvaal Education Department (TED) schools today while in the townships yesterday black pupils were being turned away from overcrowded schools.

Nine white schools were closed last year, according to the TED. In Soweto, desperate parents and children were being turned away from school after school by principals who had no room left.

The first day of the back-to-school campaign launched at the education summit in Soweto on Sunday began quietly with only a trickle of pupils and concerned parents at schools to register for the new school year which begins tomorrow.

## Overcrowding

At the Soweto education summit on Sunday, the overcrowding at black schools was discussed at length and parents, teachers, pupils and community leaders resolved to flood Department of Education and Training (DET) schools with children who want to register.

Preliminary figures released by the TED show a decrease in the total enrolment compared to last year. About 514 000 white pupils are expected to enroll this year. Last year 518 037 enrolled.

One of the decisions taken at the summit, was that empty white schools be turned over to the DET.

There were about 2 130 000 pupils registered at DET schools nationwide last year, a marked increase on the figure of two million in 1988.

Media liaison officer at the DET, Mr Richard Chernis, said there had been an "explosion" in secondary school numbers due to an increase in the population and a trend for black schoolchildren to continue on to high school.

The Argus Correspondent reports from Durban that the Natal branch of the Department of Education and Training would do "everything in its power" to accommodate pupils trying

to be re-admitted to matriculation classes, the DET's acting regional director in Natal, Dr Edward Ndaba pledged yesterday.

He was speaking in the wake of plans in Natal to launch a similar "back to school" campaign as the one launched in Soweto at the weekend by anti-apartheid activists who are bent on ensuring that black pupils are re-admitted to schools.

As pupils started registering at the 34 secondary schools administered by the DET in Natal yesterday, Dr Ndaba said he was expecting "many" applications for re-enrolment from matric pupils who failed last year's exams.

This follows the shocking results country-wide of pupils who wrote the DET examinations. The 42 percent pass-rate showed a 12 percent drop from last year's results. In Natal 59,72 percent of those who wrote, failed their matriculation examinations, while 40,28 percent passed.

SOWETO. — Elvis Mnisi has spent his youth watching his chance of an education slip away.

Last month the 20-year-old student was stunned to learn he had failed his school-leaving matriculation examination for the third time.

He believes he will continue to fail unless South Africa's racially segregated education system is overhauled and black schools are no longer beset by violence, boycotts, overcrowding, shortage of text books and worsening facilities.

"I am devastated. No matter how hard I tried, everything seems to be against me," Mnisi said. "This spells disaster for my future and that of thousands others around the country."

Mnisi is one of 105 000 blacks who failed to matriculate in 1989. Of the 196 000 who sat for the examinations, only about 91 000 passed — one of the lowest black pass rates in recent years — and only 17 000 did well enough to gain university entrance.

In Soweto nine out of 10 students failed the exam. In some Soweto schools three out of four pupils failed.

News of the pass rate caused widespread dismay.

"Unless something drastic is done about the quality of black education South Africa is heading for a disastrous future," said Soweto community leader Nthato Motlana.

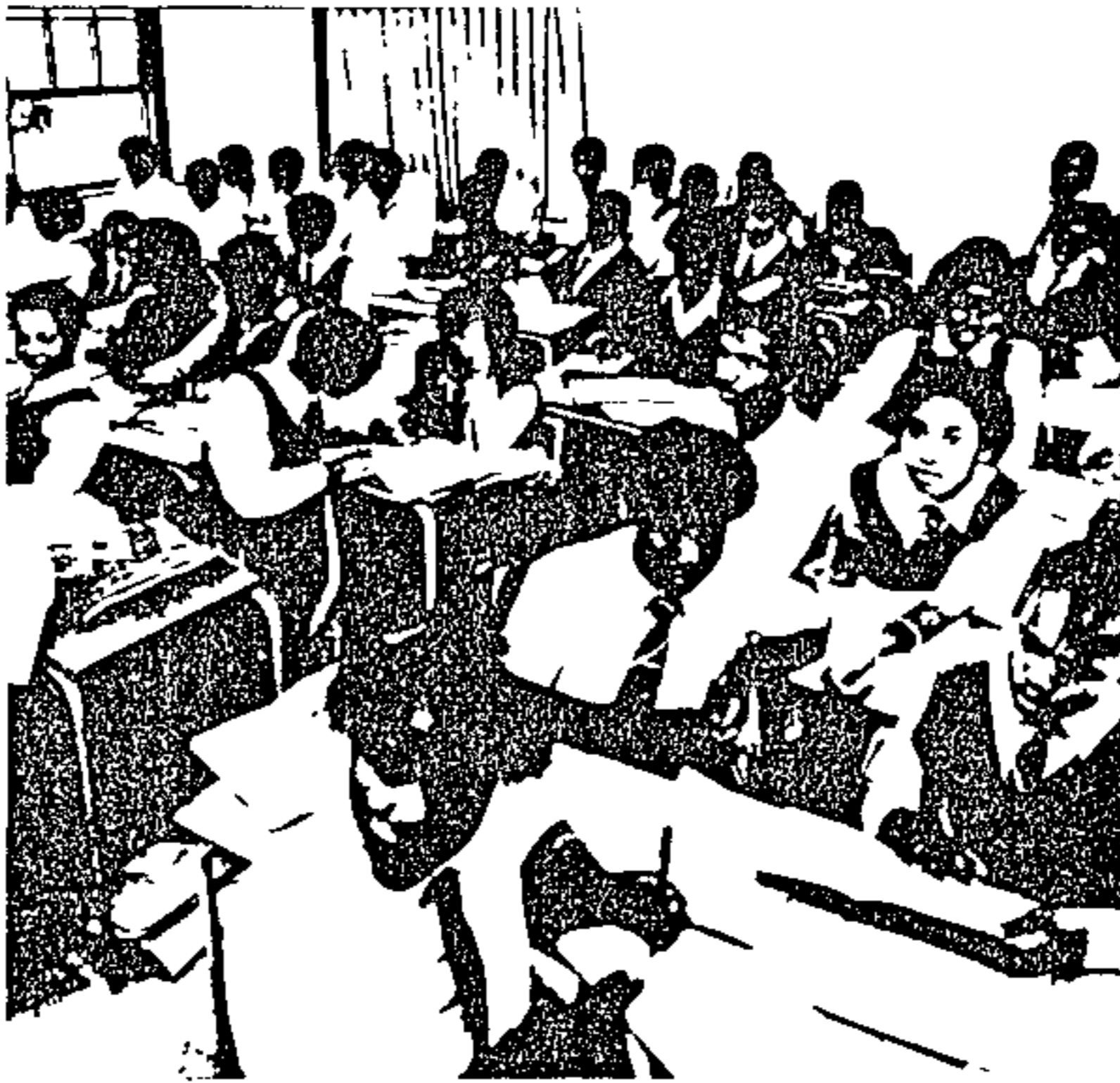
"Imagine a country with a generation of uneducated people."

### Severe shortage

Anti-government educationists say the high failure rate is explained by the fact that Pretoria spends more per head on educating the white minority than the black majority.

# Inadequate black education crisis for SA

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DISASTER FOR SA ... Falling standards in black education need to be addressed as fast as possible.

A severe shortage of classrooms, equipment and books also plays a role — the South African Institute of Race Relations estimates that one million black children have no schools to go to.

Pretoria spends R2 000 a year to educate a white child against R500 on a black child.

Bernard Louw from the government ministry responsible for black education said the high failure rate was caused by the rapid growth in the number of students and the prolonged disruption at many schools over the years which made teaching and preparation for examinations difficult.

difficult.

The SAIRR reported recently that 196 white schools had been closed in the past 10 years because of the declining white birthrate, and that remaining white schools had more than 250 000 vacant places.

A lack of sufficient resources means that black education is inferior to that for whites, Indians and coloureds. Examinations are set and marked by different departments and boards.

Blacks believe their education is designed to prepare them for an inferior position in society.

But inequalities in schools are not the only stumbling blocks to black education.

Since widespread unrest and demonstrations against white rule in 1976, black students have been at the forefront of political protest. School boycotts and police detentions of hundreds of teenagers and children have caused enormous disruption in black education.

Since widespread unrest and demonstrations against white rule in 1976, black students have been at the forefront of political protest. School boycotts and police detentions of hundreds of teenagers and children have caused enormous disruption in black education.

### Have to share

Pretoria deployed troops in school premises and issued identity cards to keep out perceived troublemakers.

At Mnisi's school in Soweto he and about 1 200 of his schoolmates have to share their 15 classrooms with another school which lacks premises adequate for its 800 pupils.

"The other school shares four of our classrooms with some of their junior pupils ... There is chaos and noise the entire day. How can we be expected to concentrate?"

"Our school has no library or laboratory and we have to travel to another school to share such facilities."

Educationists say the high percentage of under-qualified or unqualified teachers also contributes to the high failure rate.

More than seven out of 10 teachers in black schools have not matriculated and do not have university teaching degrees.

"Issues which needed to be addressed included the socio-economic conditions in the townships, lack of facilities, lack of qualified teachers and the general credibility crisis of black schools," said educationist Franz Auerbach. — Sapa-Reuter

# Black matrices can 're-enrol'

CAPE TIMES 10/1/90

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JTB

## Staff Reporter

BLACK pupils who failed matric will be allowed to enrol at their old school today to repeat matric if they can be accommodated, a spokesman for the Department of Education and Training (DET) said yesterday.

This follows a statement by Mr Stoffel van der Merwe, Minister of Education and Development Aid, that an urgent investigation into last year's 42% pass rate among black matriculants has been ordered.

## Registration

At a meeting in Guguletu last Sunday, parents, teachers and pupils called for a remarking of all scripts and resolved that all students who had failed matric should be able to enrol at a school of their choice.

They have set up a parents-teachers committee to monitor registration at schools when they open today.

Mr Bill Staude, regional chief director of DET, said matriculants who wanted to reregister today will not be turned away.

It had been the custom in the Cape that when a child failed matric a first time, he would be allowed to re-enrol at his old school for a second attempt.

Problems arose, however, when pupils who failed matric a second

## Open doors to all, NECC urges schools

JOHANNESBURG. — The National Education Co-ordinating Committee (NECC) yesterday called on white schools to open their doors to all children to ensure there are no under-used education facilities.

The NECC also called on the Department of Education and Training (DET) to allow schools to continue the registration process beyond today — the final date for registration.

"We further note that in terms of DET exclusion rules and special instructions to schools, tens of thousands of school pupils will be excluded from schools when they open on January 10."

The statement said parents, teachers, pupils and principals would defy these rules. — Sapa

time wanted to re-enrol for a third time.

Mr Staude said he remained "eternally optimistic" that there would not be problems and said parents wanted pupils to go to school and use the opportunity to be educated.

The department did not lack "good faith" and parents who

experienced problems could approach the circuit inspector, he said.

Two new schools will open in Khayelitsha this year and the "platooning system" — morning and afternoon sessions — would be introduced there to accommodate the large number of pupils and matrices, he said.

Mr Richard Chernis, a spokesman for the DET in Pretoria, said the DET head office did not control the reregistration of black students.

It depended on the placement committee, consisting of principals, inspectors, management council chairmen and parent representatives. A child could return to school if the school would have them, he said.

## Cram colleges

If a pupil failed one, two or three subjects, there was no need to return to school because pupils could rewrite the subject between May and June this year.

He said that most schools would not be able to accommodate the increased number of matriculants. Some pupils will have to fall back on cram colleges and adult education classes.

Mr Chernis said most of the registration in Soweto had almost been completed and no problems had been experienced.



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Capital expenditure voted by the Board at 31 December 1989.

Amounted to R38 269 000 at

T. L. GIBBS  
L. C. POUROULIS *Directors*

### REPORT OF THE DIRECTORS FOR THE QUARTER ENDED 31 DECEMBER 1989

#### DEBT

In 1989 the company had interest payable of R2 243 000.

Disrupted by labour unrest, which continued in December 1989.

L. C. POUROULIS  
J. B. McGRATH *Directors*

## 'Co-operation key to solving school crisis'

By Gerald Reilly

PRETORIA — Community co-operation — not funding — was the vital factor in alleviating problems hampering progress in black education, Education and Development Aid Minister Stoffel van der Merwe said yesterday.

Responding to problems highlighted at the weekend Soweto meeting of teachers, parents and pupils, Van der Merwe said the problems were known and had been acknowledged in the past.

But the recent disappointing matric results had again brought the issue to the fore. Government would continue its efforts to find short- and long-term solutions, he said.

Asked whether lack of adequate funds was not the basic problem, Van der Merwe said finance was a problem throughout the government sector, but also specifically in the field of education. However, community co-operation was the factor most vital to alleviating problems.

### Facilities

The Minister said he would invite the Soweto Committee of 10 to a meeting to discuss problems.

Sapa reports that the National Education Co-ordinating Committee (NECC) yesterday called on white schools to open their doors to all children to ensure there were no underutilised education facilities.

The NECC also called on the Department of Education and Training (DET) to allow schools to continue the registration process beyond today — the official deadline — to ensure all pupils were registered, as it was "physically impossible" to meet the deadline.

It also urged that certain exclusion rules preventing "tens of thousands" of pupils from registering be dropped.

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# Commonality in education the new watchword

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Political Staff

MINISTER of National Education Dr Gerrit Viljoen has signalled a key change in government thinking on school education, emphasising what South Africans have in common, rather than their differences.

Group differences would "probably" always exist and could not be ignored by education, but a process of "integration" among different cultural groups in South Africa had produced "an indisputable unity and commonality", Dr Viljoen said.

In a second key statement, he said "Eurocentric or white-orientated" syllabuses would be revised to reflect the values and aspirations of all groups.

In a speech which seems to reflect a move away from traditional National Party thinking on rigidly separate education for each group, Dr Viljoen told an Education Association of South Africa conference in Cape Town last night that "everyone contributes towards the outputs of an integrated economy (and that) by virtue of this commonality of interests the different groups clearly share a common destiny".

## DIFFERENCES OVER-EMPHASISED

He continued: "It is this commonality, rather than the differences, that should increasingly be our point of departure in our thinking and planning for the future.

"It is possible that we have neglected this commonality and overemphasised the differences in the past. Let us now redress the balance without going to the opposite extreme."

He qualified his remarks by saying that the curriculum had to provide for the commonality, while still "leaving enough room to accommodate specific needs and demands".

"The balance between prescriptiveness and flexibility must be such that present educational standards can be maintained and improved in an educational system characterised by a commitment to equal opportunities and equal standards."

## SINGLE NATIONAL POLICY

Revision of education would take place within the framework of the "own" and "general" affairs Constitution Act, Dr Viljoen said.

However, the government would continue with a process of creating a single national education policy.

"It is essential that the experience, ideals, values and aspirations of all communities find a true reflection in our learning programmes.

It was essential that all further curriculum developments "be undertaken as a task involving the best educationists and subject experts from all population groups."

Star 11/11/90

(50)

## Viljoen announces policy shift

# School syllabuses to cut white bias

### Political Staff

CAPE TOWN — School syllabuses in South Africa are to be revised to remove their bias towards white interests and perceptions.

This major change in Government education policy was announced in Cape Town last night by National Education Minister Dr Gerrit Viljoen when opening the annual congress of the Education Society of SA.

He said the syllabuses would be revised to reflect the values and aspirations of all groups.

Mr Viljoen signalled a key change in Government thinking — emphasising what South Africans have in common, rather than their differences.

Group differences would “probably” always exist and could not be ignored by education, but a process of “integration” among different cultural groups in South Africa had produced “an indisputable unity and commonality”, Dr Viljoen said.

In his speech, he dealt at length with the need to revise syllabuses, not only to ensure they were geared to the “relevant” needs of the job market and economy, but also to move away from the “predominantly Eurocentric or

white-orientated content of existing syllabuses”.

Urgent revision was necessary, he said. “It is essential that the experience, ideals, values and aspirations of all communities within South Africa find a true reflection in our learning programmes.”

Urgent attention “should now be given to a procedure whereby revision and innovation of the existing programmes can be handled in a prompt and orderly way”.

Whatever changes were made in education would have to be based on “sound and proven educational principles”, he added.

There was also a socio-political reason for urgent revision of existing syllabuses or learning programmes.

He said he had often had occasion to plead and emphasise this in his previous capacity as Minister responsible for education to black communities.

● Left and right-wing extremists were systematically trying to make a political football of education, the State President, Mr F W de Klerk, said in Pretoria last night. Addressing the Federal Teachers' Council, Mr de Klerk said one of the challenges of education was “to keep it out of politics”.

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# BUSINESS

THE National African Federated Chambers of Commerce and the Foundation for African Business and Consumer Services this week came out in support of the back-to-school campaign launched by community organisations at a meeting in Soweto at the weekend.

According to the organisation, last year's matric results would have a detrimental effect on the economy and drastic action was needed to remedy the situation.

The organisations said they were prepared to be part of any delegation of recognised community leaders and organisations wanting to have an urgent meeting with officials of the Department of Education and Training in the wake of the high matric failure rate in black schools last year.

## Disaster

However, Nafcoc's national executive was to meet at the end of the month and may initiate the meeting between community leaders and DET.

Nafcoc's public affairs manager, Mr Gabriel Mokgoko, said that the matric results were disastrous.

"We express our anger and disgust at a system of education aimed at our subjugation and which has become the pivotal point the Government uses to retard our political and economic advancement," he said.

He said despite the fact that black schools

## Business

# SOWETO supports (50) 11/1/90 schools

## campaign

By JOSHUA RABOROKO

were not proportionate to the black community, control was also in the hands of the ruling class and it did not have the interests of blacks at heart.

Fabcos general secretary and spokesperson, Mr Joas Mogale, said blacks needed to do "something drastic" for the education of the community. There was a lot to be done and "our education needs to be revamped".

He called on pupils to return to school because the black community needed skilled industrialists and professionals.

"We need a strong lobby to urge the government to scrap the evil sys-

tem of education, which wants to keep us subservient. Time is crucial now and we must empower ourselves economically and politically. Without education we are all sunk," he said.

## Opposed

Black Management Forum executive director Mr Moeketsi Shai said "they totally disagreed with the system of black education".

He said the BMF was prepared to work with other organisations at eradicating the present system of education in South Africa.

# Standardisation of uniforms not possible

Pretoria Correspondent

School uniforms will not be standardised, but the Department of Education and Culture in the House of Assembly has made recommendations to try to keep the cost of school uniforms as low as possible.

The superintendent-general of the Department of Education and Culture, Mr J D V Terblanche, said the department could not enforce the standardisation of school uniforms because the final decision relating to uniforms was left to parents.

A recent survey among 4 512 parents country-wide revealed that 75 percent of the parents were in favour of their school's present uniform, providing that certain economising measures were taken.

About 50 percent of the respondents considered the cost of uniforms reasonable, said Mr Terblanche.

In conjunction with the South African Bureau of Standards, the department has forwarded certain guidelines to school principals.

## PRIME CONSIDERATION

Mr Terblanche said the financial means of the parents should be the prime consideration when school uniforms were prescribed.

The prescribed uniform should be limited to items worn by all pupils and exclusive garments should not be prescribed for matric pupils, first teams and prefects, and expensive items such as blazers should be optional.

Warmer items should be added to the uniform during winter, instead of changing the whole uniform, said Mr Terblanche.

It would be more cost effective if new pupils could wear the uniforms from their previous school until it needed replacing and school clothing should be durable and practical.

Mr Terblanche said parents should exercise their rights if they wanted more cost effective uniforms.

S 1989 crawled to a close, the *Sowetan* published disturbing reports about the devastation at schools in black townships: the complete collapse of discipline, teachers' loss of confidence and the helplessness of parents.

We expected an outcry. We thought people would be writing in and suggesting solutions to the problem.

Dead silence and the series whimpered to a close.

Now the disastrous matric results have galvanised the nation into some action.

The education summit in Soweto at the weekend was a glimmer of light: parents, teachers and pupils were concerned enough to pack the small Funda Centre hall and face the problem.

It emerged from the discussions at the meeting that the problem is multifaceted, so we need clear thinking on it if we are to avoid being overwhelmed into impotence by its size.

Obviously, there is the problem of the South African education system having Europe as its centre: what is white is right, the best resources must go to whites. It is a system devised to establish and maintain white *baasskap*.

This is one, in fact the core, problem.

Then there are problems we created ourselves. For years we told our children that Bantu Education was bad. We told them it was poison concocted by Verwoerd and his disciples. But we took the same children by hand and marched them to the very source of the poison and expected them to drink heartily.

# PERSPECTIVE



We did nothing to help them resolve the conflict this created in them. We watched them torn between their desire to learn and their hatred for the poison they were being fed.

That is the second problem and it has contributed to the collapse of discipline. The June 16 1976 uprising was the pupils' way of resolving the conflict. They revolted against Bantu Education.

But nobody reckoned with the side-effects of that historic explosion and nobody has grappled with them. The children felt their power and realised that their parents and teachers were just

afford the high fees and the few who can get through aptitude tests that cream off the best in our society.

These few are being assimilated into a white world. The bulk remains in the township morass and the problem remains untouched.

Do we want the proliferation of private schools, many with doubtful credentials? Many a man has made a fast buck by opening a "school" in Johannesburg's city centre, and the problem is merely compounded.

I've been reading and writing about this subject for a while now and I believe our needs boil down to three: We need a system of education that is non-racial, that is, one that will not breed racists, that will educate the young for a truly democratic South Africa.

What do we really want now?

Do we want our children to attend "multiracial schools" in "white areas"? This has been the dubious benefit of the revolution in black education: the children have managed to break the apartheid walls in education and increasing numbers are now attending white schools and universities.

But this is a small elite group, the few who can

# More thought needed on education crisis

And that cannot be achieved with the present allocation of resources - schools, teachers, books, equipment, the lot.

We need teachers who will inspire their charges to learn and to climb on their parents' shoulders to heights not reached by society before.

We need parents who will be the major support of this structure.

\* It will take time to dismantle the present education system, but the job has to start now.

**Campaign**

We need teachers and other people involved in education to do a detailed study of the present syllabuses of the 17 education departments and to help us decide what should be weeded out and what should be retained.

We need a sustained campaign to fight the

present system, but we should not be the victims of that campaign. We have flagellated ourselves enough.

But above all, it is a fight that should be fought by parents and teachers, with the support of the students, not with the students and pupils as the cannon fodder.

\* We need a campaign to restore discipline at schools. I'm not advocating an authoritarian education system where the teacher flogs whoever challenges his word, but rather a school where there will be self-discipline.

\* We need a campaign to restore the teacher's self-confidence. After all, education happens only when the teacher provides the big vision and inspires the students to excellence.

\* Finally, it will be the parents who will have to

The resolutions and declarations of the Funda Centre meeting address these issues, but in a cluttered fashion that is likely to create confusion rather than get results.

We get tangled as we try to weave our way through the short term and the long term objectives in the Soweto Declaration on Education and the resolutions.

The meeting resolved

● To page 8

Prescribed

P.T.O

## Building awareness

STUDENTS should realise that they have a social responsibility and moral obligation towards the development and progress of the community, the University of Western Cape Students' Community Programme was told this week. (50) (50)

This was said by one of the students taking part in the four-day function organised by the UWCSCP which was held in Eldorado Park, Johannesburg.

The programme which started on Monday ended yesterday. Sowetan 12/1/90

Sowetan's Nation Building campaign donated R500 towards the function.

The students said the programme was aimed at functioning on an annual basis during the vacations and would specifically support the objectives of Nation Building.

CAP- Times 12/1/90

# No desegregation of govt schools — Stoffel

JOHANNESBURG. — Government schools will never be desegregated under the current system, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Sudden desegregation, he said, would create havoc.

The government was, however, trying to move away from a system based on race to improve the situation, he told a press conference at the Department of Education and Training (DET) regional offices here, called in response to Sunday's demands from the Soweto education summit.

He said a survey indicated that integration of schools would solve less than 20% of South Africa's educational problems.

Asked if schools would be desegregated if the Group Areas Act were scrapped, he said it was unnecessary, as people would still want to go to their own schools.

On Wednesday, the Minister of Constitutional Development and National Education, Dr Gerrit Viljoen, said there was a socio-political reason for urgent revision of existing syllabuses or learning programmes.

Opening the annual congress of the

Education Society in Cape Town, he said he had often had to plead and emphasise this in his previous capacity as minister responsible for education to black communities.

"This reason is to found in the predominantly Eurocentric and white-oriented content of existing syllabuses, due to the initiative and leadership of white educationists thus far in the development of curricula and syllabuses.

"It is essential that the experience, ideals, values and aspirations of all communities within the South African nation find a true reflection in our learning programmes. To this end it is essential that all further curriculum development be undertaken as a task involving the best educationists and experts from all population groups and communities."

Dr Viljoen said it was for these reasons that his predecessor — President F W de Klerk — had already requested that after the initial formulation of general policy or learning programmes in pre-tertiary education, urgent attention should now be given to a procedure and programme whereby revision and innovation of the existing programmes could be handled in "a prompt and orderly way". — Sapa



# Black education crisis: no time for slogans . . .

50  
Star 13/11/90

**F**OR years now, we have heard the refrain. It comes as soon as the results for black matriculants are announced — from late December into about the middle of February. It has been described as the education crisis, the tragedy of South Africa and other disasters. This year was no different.

At the start of each year, there have been crisis meetings. The problem is after about March the matter is quietly shelved, there to remain until December to be retrieved, dusted up, and the same clichés repeated.

I must say right at the beginning it is only right and proper people should be concerned about what is happening in black education. It is only right and proper the matter be raised to a level of consciousness among all concerned, the

**Write On!**

JOE LATAKGOMO



better for people to understand the implications of this disastrous education scenario. The pupils, too, have to be aware of these developments, to prepare themselves for the future.

But, and this is the tragedy, once all the debates have gone their way, the problem is relegated to the back-burner. It is, of course, right to blame the educational system. It is right to blame the Government and its policy of separate education. For it is there, at the doorstep of the Government, that the problem lies. And the Government itself has not quite endeared itself to the people in trying to explain just what goes wrong when black children sit for examinations. Nobody in power seems to understand the tragic consequences of this education policy.

Now, after all the deliberations, what next?

On the ground, teachers (scapegoats for all our past disasters) are still faced with classes of 50 or more pupils. They still have to go through each school day, every period being occupied with teaching. Then there are extra-mural activities, meetings, courses, and a whole variety of other activities which take up their time. Then, they have to find time somewhere to mark classwork, tests — and then prepare for the next day's lessons. How can they be expected to cope? What reward is there for them? Attacks by pupils on the one hand, and criticism by the DET on the other? It's enough to drive our teachers to drink!

## Weapons

Of course, we have told our children that the struggle for liberation is in their hands. Except, we did not tell them that education is probably one of the most powerful weapons one can have against a repressive regime. We have just, it seems, emerged from this dream, to tell our children to go back to school. Of course, they will go back to school, but that is not all that is required. We must also tell them that they must not only go back, but also commit themselves to learning. What a day of joy that would be for those beleaguered teachers when that happens.

For, while we have been singing freedom songs and toying, white children, and Indian children, have been going to school. They are producing the doctors, the lawyers, the technicians. We have been producing an abundance of hewers of wood — and yet we tell ourselves we are preparing for a post-apartheid South Africa.

Unless the concern is sustained, we will be singing the same refrain this time next year. Action is needed to save us from a tragedy which is reaching alarming proportions. Not slogans.

# Education vital for liberation

BY DESMOND BLOW

APRES 14/11-90  
~~DEP~~ SO

The ANC had never advocated "liberation before education", Walter Sisulu told John Berks on Radio 702 this week.

On the contrary the ANC believed education was vital for the liberation of the people of South Africa, he said.

The slogan "Education brings Liberation" was necessary to try and make sure a clear perspective was given to the younger people.

Sisulu said the slogan "Liberation before Education" had been coined during the "People's War" by over-enthusiastic young activists.

"It was not a slogan given the stamp of approval as a policy statement by the national executive of the ANC.

"It was a statement based on what young activists were feeling at the time."

A caller named Theresa asked Sisulu whether he thought the government of State President FW de Klerk was only making minor changes like opening beaches to all races, instead of tackling top priorities like education.

Said Theresa: "What worries me is education for blacks. We don't need open beaches at the moment, we need education. Less than 40 percent of black students passed and only a few got exemptions.

"What do you think about that Mr Sisulu? Don't you think you should pressure the government into making real change for us because we need education, we need equality.

Sisulu answered: "I fully agree with you. Education is vital for the liberation of our people."

He said the South African government made one of its biggest blunders when it threw into jail members of the National Education Crisis Committee - which was set up to try to solve the education crisis.

"The DET says one of the major reasons for the poor results in 1989 was because of school boycotts, but the boycott was more intense the previous year when the pass rate was 12 percent higher.

"There is something wrong with the education system, principally because it is discriminatory. Unless that is solved and the department works with the people to find a solution, we are not going to get anywhere."

See Page 10



Soweto students headed back at schools this week — to continue facing crowded classrooms and massive teacher shortages. Pic: BONGANI MNGUNI

# Natal braces itself for crisis summit

25/50  
c/press  
14/1/90

By S'BU MNGADI

A MAJOR education crisis summit is scheduled for next Sunday in Durban.

Organisers told *City Press* they were negotiating for a venue to accommodate the hundreds of delegates expected to attend.

The Department of Education and Training's (DET) order that a biology higher grade paper be rewritten in the Durban area because of an alleged leak has worsened the crisis.

In a letter to Dr Oscar Dhlomo's KwaZulu Department of Education and Culture this week, Umlazi headmasters condemned DET's decision.

This prompted Dhlomo to dissociate his department from DET's action.

Dhlomo reassured those affected that his department would explore all possible avenues to influence DET to change its decision.

Duncan Hindle, secretary of the National Education Union of SA, said the rewriting of biology had become a burning issue.

On Wednesday, matriculants decided at a meeting convened by the Umlazi Students' Congress and the Umlazi Youth League not to rewrite biology. They demanded their results be released immediately.

The meeting resolved to take a list of demands to a meeting scheduled for yesterday in Umlazi, where they were expected to enlist the support of parents and teachers.

The pupils said DET

should take responsibility for the mistakes and irregularities.

Local teachers have indicated they would support the pupils.

Dozens of other meetings were scheduled for this weekend in areas as far afield as Stanger and Port Shepstone. Resolutions taken at the local meetings will be forwarded to the summit.

As DET schools reopened this week educationists said it was still too early for a real picture of the crisis to emerge.

In a survey last year the Natal University-based Education Projects Unit predicted that about 1,3-million pupils in Natal would not be at school this year.

AT a rally in Port Eliz-

abeth this week, the Eastern Cape chairman of the SA National Students' Congress, Mthwabo Ndube, called on failed matriculants to return to their schools in defiance of a DET order.

DET had ordered that the matriculants go to "finishing schools".

He said the National Co-ordinating Committee's conference held last Sunday resolved to urge DET to rebuild and repair damaged schools.

The delegates said the education crisis was caused by:

- The expulsion of students;
- The retrenchment of teachers;
- The destruction of Students' Representative Councils; and



Dr Oscar Dhlomo

■ Corruption in the Department of Education.

Raymond Mhlaba and Govan Mbeki, both former Robben Island prisoners, were at the rally. — Pen

Open 14/1/90. (50)

# Seven awarded training grants

By SELLO SERIPE



**Es'kia Mphahlele**

COUNCIL for Black Education and Research (CBER) fellowship grants have been awarded to seven black students and academics – three for R4 800 each a month for nine months and four for R5 200 each over a year –

Director Es'kia Mphahlele said although those granted fellowships could negotiate other topics with CBER, his organisation was interested in real-life issues "which are meant to stimulate us to explore power politics in SA, race relations, education and other human activity involving the

empowerment of blacks across group area boundaries".

The CBER, established 10 years ago, also begins its usual four seven-week non-formal education sessions from February 17. Each will have a different theme.

All interested in attending – on Saturdays 10am to 12 noon – can register at the CBER offices at Funda Centre in Diepkloof Zone Six, Soweto, before the first session starts on February 17.

Registration fee is R3 – or R2 for students – for any seven-week course.

# Keep politics out

By SOPHIE TEMA

So

14/11/90

THE nation will have to separate politics from education to overcome the present imbalance in education.

This is a national priority, says DET's chief director of the Johannesburg region Peet Struwig.

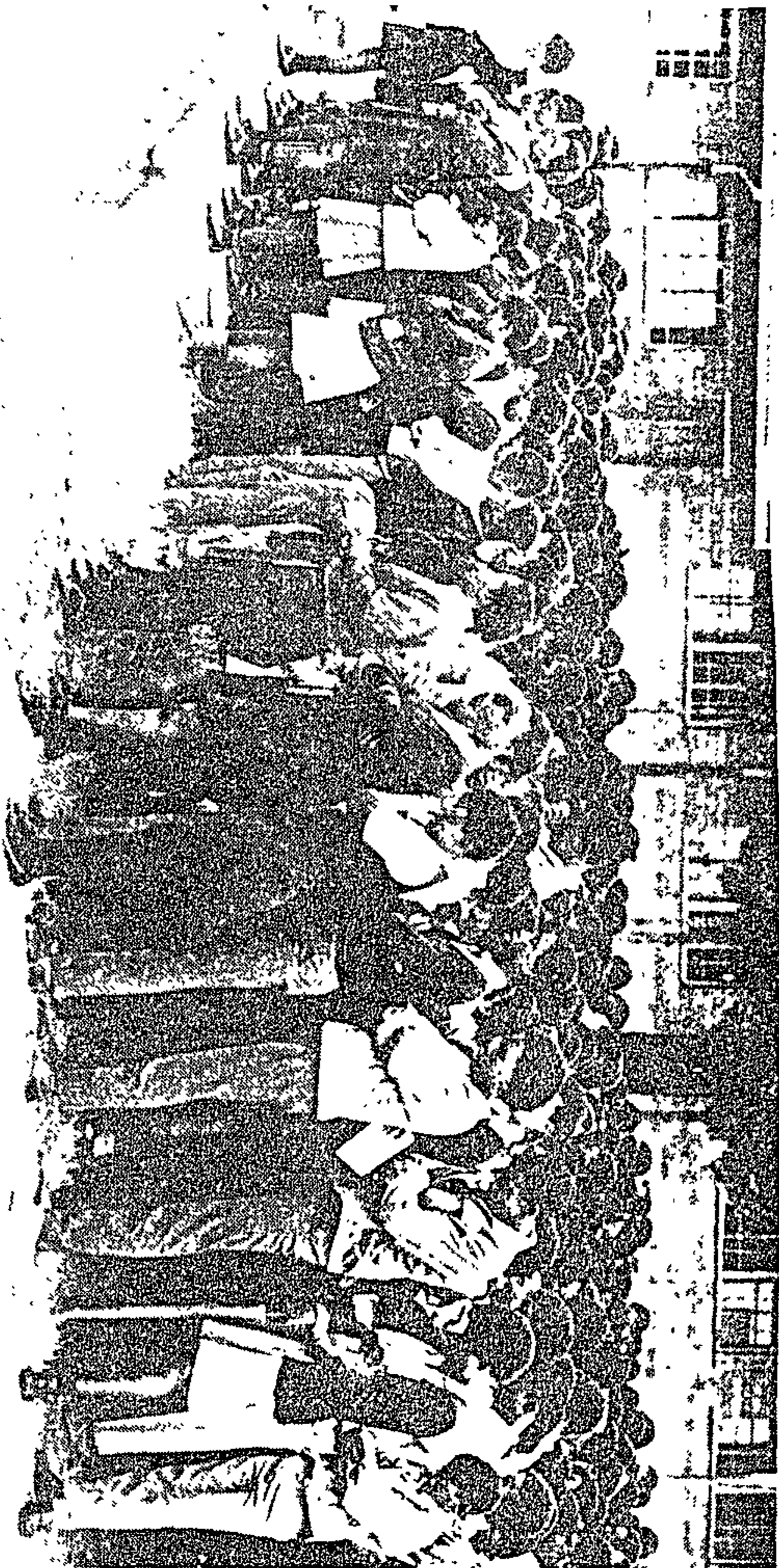
After a tour of Soweto schools led by Soweto mayor Sam Mkhwanazi this week, Struwig said that in an attempt to normalise black schooling several dormant buildings would be used by the DET to accommodate the overflow of high school students.

Under-utilised buildings such as those formerly used as the Vista University in Moroka would be used for high school students who had failed matric exams. Struwig was shocked at the amount of vandalism on what was once a R3 million fully-equipped school - The Fontanus Comprehensive School in Emdeni.

He also said educational facilities should not be vandalised.

He said the department had spent an average of R6,6 million a year building new schools in Soweto and between 1987 and 1989 had spent an average of R3,6 million a year on repairs to vandalised schools.

Damage included burnt classrooms, toilets and offices.



Soweto pupils gather at morning assembly as thousands went back to school this week in the face of an ongoing education crisis. What does the future hold for them?

2828  
544  
84

# School is not for changes, claims expert

Apr 14/1990  
By ZB MOLEFE

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**S**CHOOL is not the place to start economic, political and social change, a University of Zululand academic argues.

"The school as a social sub-system stands or falls by its task of developing people in its charge," adds Mandlakayise Mncwabe in his forthcoming book *Teacher Neutrality and Education in Crisis: The Black Teacher's Dilemma in South Africa*.

Mncwabe says school reflects the goals of society "and cannot greatly alter them".

He points out schools reflect society through curriculum content, teaching techniques, structuring and organisation of school as an organisational unit and through student activities and involvement in the community.

"Curricular offerings should be reminders of the realities of life in South Africa," he says.

Mncwabe, senior lecturer in the university's Department of Philosophy of Education, continues: "Our goals for education should not be to turn out cogwheels, but to help each student develop a set of values."

But there are problems. Schools and universities in South Africa preach about freedom, responsibility, equality and ethical behaviour.

Yet there is no evidence that values which revolve around personal welfare – such as a decent standard of living, opportunities for children, and better educational facilities – build up to these ideals.

Mncwabe, who read for a doctorate of education at his university, makes the point that education will lead to better job opportunities.

But he warns that "the system provides no assurance that once they obtain the proper education for that job, they will in actual fact be allowed to have that job".

Meeting the changing needs of the black community calls for an education which will ensure increased black participation in political, economic, social and educational affairs. This kind of education will enable black children not only to survive but contribute "to the heritage".

The writer then makes the challenge: "What have young black teachers got when they graduate from our colleges of education and universities, to make these dreams come true?"

Black teachers are faced with the demand from their communities that education should remedy its past inefficiencies and inadequacies, but in seeking remedies these teachers have found themselves on soft, muddy ground.

■ *Teacher Neutrality and Education in Crisis: The Black Teacher's Dilemma in South Africa* will be published by Skotaville next month.

# Minister is urged to quit over crisis in education

By Jovial Rantao

An education crisis meeting held in Alexandra Township yesterday called for the resignation of the Minister of Education and Development Aid, Dr Stoffel van der Merwe.

Mr Job Sithole of the Alexandra Students' Congress said the Minister should quit because he and the Government had created an education system to suit their apartheid policies.

"The Government has done nothing to improve the quality of education and we therefore demand their immediate resignation," Mr Sithole said.

He also called for the parents who were part of the Department of Education and Training (DET) management councils to quit. The councils, Mr Sithole said, were "dummy committees" formed to serve the interest of the DET and not those of the pupils and community.

Community members were also urged to join democratic structures such as the Parents' Teachers' Students' Associations (PTSA). Mr J J Morobane of the Alexandra Youth Congress called on pupils to join structures which would rectify the wrongs in the education system.

Deputy chairman of the Alexandra Civic Association Mrs Thobejane stressed the need to strive for an education system controlled by the people.

Speakers at the meeting said the DET, by introducing strict registration and admission measures, was denying the youth in Alexandra a much-needed chance to learn.

Speakers concurred that the blame for the high matric failure rate did not lie with the DET alone. Parents, teachers and the pupils themselves were also to blame, they said.

# Poor study skills blamed

THE high failure rate at schools can be attributed to the lack of reading and study skills among many teachers and pupils.

Mrs Edna Freinkel, principal of the privately run Rebecca Ostrowiak School of Reading, which offers basic reading and study skills in English, said the education crisis "stretched far beyond the education field."

She has degrees in education and psychology from the University of South Africa.

Freinkel's school, which was started by her late mother Rebecca

By **KENOSI MODISANE**

Ostrowiak 50 years ago, has regular literacy classes to help adults and children who have problems with reading, writing and study skills.

She said: "We need to harness the huge resources we have in South Africa and create a nation of thinking and effective people who will increase productivity and harmony in the workplace.

"It is our only hope for the future economy and industrial harmony of this country."

*Sowetan 15/1/90*  
When asked what she thought her school could do to help solve the schools' crisis, she said: "I would like to help students and teachers with reading and study skills but would at the moment not be able to because of the large numbers involved."

**Echoed**

Her sentiments were echoed by a leading educationist specialising in career and subject matters in the Department

of Education and Training, who does not want to be identified.

The educationist said the major problem facing black education is a lack of special reading and study subjects which are not available at colleges.

She also said that teachers tried to improve on the inadequate training they received at colleges.

This takes up a lot of teachers' teaching time at schools, thus robbing pupils of proper attention.



# 'No' to integration dismays students

THE Pan Africanist Students' Organisation of Azania is dismayed at Education Minister Stoffel van der Merwe's statement that schools will not be forcibly integrated.

A Paso statement yesterday said integration should be part of the education system.

"The country is reeling under a shortage of skills due to the fact that Africans are not given access to such," it claimed.

Meanwhile, mayors of various townships in the PWV area called on Van der Merwe to discuss the quality of education in black schools.

A United Municipalities of South Africa spokesman said 15 mayors from the PWV-area and their deputies met on Friday in Tsakane, near Brakpan.

"They resolved to seek an urgent meeting with the Minister to discuss ways of improving education in black schools," the spokesman said.

He said the mayors also decided that the squatter issue needed to be addressed soon without leading the squatters into a serious confrontation with the Government. - Sapa.

15/11/90  
30 of 30

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...together in a united way to show management exactly how we feel. Worker action to show solidarity does not always have to involve mass business strikes, work stoppages or violent demonstrations such as this which act as a warning to bosses that workers are serious and united around their demands.

Workers at Table Bay Spinners, a factory in Bellville, demonstrating during the work stoppage in support of their sick fund wage and other demands.

# Zenzelani - Do it Yourself!

**CLOTHING made by workers for workers. That is what the Zenzelani Clothing Project is all about. It is the SACTWU-owned clothing factory in Jacobs, Durban, where union members make workwear, t-shirts, track suits and blanket jackets. They are going to start making skirts soon.**

The idea to start the factory grew out of the need for workers to try to do something about the massive retrenchments that took place at Framac CCC in 1988. Although union negotiations around the proposed retrenchments succeeded in cutting the number of workers to be retrenched and improved the severance package, this still left the question of what would happen to all the members who would be without jobs. What about work? You can't live on severance pay forever.

## PRODUCTION STARTS

The decision to start the Zenzelani Project was taken by the former ACTWUSA NEC in September 1988. In further negotiations with Framac, the company was persuaded to give the union about R2.5 million to help finance the project. Actual production at the factory started just a few months later - in April 1989.

All workers were given three weeks' basic training in sewing skills and machinists had 10 weeks' training. Besides comrades who are involved in production, there are also eight members working as security guards.

When the first members started work at the factory, they were given a tour of the factory.



factory or other comrades fighting amongst comrades will not be allowed. Comrades must not drink alcohol during work time. Attendance at work is important for the fairness of equal effort.

- Comrades must not smoke in production areas.

Workers at Zenzelani have also elected shop stewards to represent them at all levels of the union and within the factory. Today there are 305 people working at the factory.

## MANAGING AFFAIRS

The factory is managed by a board of directors. The board is also a Board of Directors. The board is also a Board of Directors.

shop stewards from Zenzelani, Comrades Norreen Dhadia and Mabel Ngubane and Glen Cormack. Since we have merged to form SACTWU, the NEC will have to appoint new union representatives to these structures.

## GAINS AND PROBLEMS

Since production started to really get off the ground - in July - efficiency has increased a lot. The factory is now working at 55% efficiency and Zenzelani Clothing has managed to capture some important customers, such as Romatex and Framac in our own industry. Then there are also some other companies in other sectors who buy Zenzelani overalls.

But although the factory itself is operating very well and workers are doing their best to make it succeed, absenteeism is less than 1% a month - there are some problems. There have been problems with Framac not meeting all its commitments regarding the factory. There have also been some delays in the delivery of cloth.

Framac said it had no intention of retrenching again and that was why it did not see why it should give the rest of the promised money (R1 million). This could make it very difficult for the factory to continue working properly. The company's refusal to hand over the rest of the money is unacceptable to SACTWU. And the union is now discussing the issue with members through the Finance Group to work out a way to get the money.

Glen Cormack was employed to manage the factory and Stephanie Miller was employed to deal with marketing the clothes made. Glen was formerly employed as a manager by Tiger Oats.

Both are under the control of a labour board of trustees. The board on this board are:

- Enoch Gwala (Senior shop steward at Wentex).
- Elias Banda (SACTWU Acting National Organiser).
- Ebrahim Parel (SACTWU Acting National Education Officer).
- Jabu Gwala (SACTWU Eastern Cape Regional Secretary) and
- Kob Lagrange (SACTWU Transvaal Regional Secretary).

The board is also a Board of Directors. The board is also a Board of Directors.

Continued

4

# 'Education designed so ensure blacks illiterate'

BLACK education has been deliberately designed by the Government to have thousands of illiterate black people who should be unemployed or retrenched at any time.

This was said by the Dr Abe Nkomo, chairman of the Atteridgeville/Saulsville Residents Organisation at a public meeting at the Anglican Church in Atteridgeville yesterday to discuss the crisis in black schools.

Speakers at the meeting called on the Government to allow blacks to determine their own system of education and to spend an equal amount of money on all pupils.

## Spent

A speaker from the local Interim Education Crisis Committee said the Government spent R146 a year on a black pupil and R1 211 on a white child.

Another speaker from the AECC, Mr Kennedy Zobane, provided statistics of matric results from several local high schools.

A total of 164 pupils set for examinations at the Hofmeyer High School and only 52 passed.

Seven obtained university exemptions.

At Dr WF Nkomo School, 221 pupil wrote

By MONK  
NKOMO

exams, 90 passed and 31 obtained exemptions.

A total of 119 sat for examinations at the DH Peta School. Only 60 passed and 10 obtained exemptions.

Seventy-seven pupils out of 121 passed examinations at the Saulridge High School where 31 pupils obtained exemptions.

A total of 104 set for examinations at the Flavius Mareka School. Only 55 passed and 27 obtained university entrance passes.

## Good

The only good results were from the Holy Trinity High School where 61 out of 64 pupils passed and 40 obtained university exemptions.

Speakers at the meeting called on the Government to allow failed matric pupils to go back to school.

They also urged the Government to build more schools for blacks to ease overcrowding.

# Education chaos by year 2000 <sup>50</sup>

14,5-m <sup>Sept 11/90</sup>  
will need  
schooling

By the turn of the century the number of South African children of all race groups needing schooling would have more than doubled, exacerbating the ever-worsening education crisis. LOUISE BURGERS reports.

There are 7,3 million children in South Africa at school, according to preliminary statistics released by the Department of Education (DET). By the year 2000 South Africa will have to find schooling for about 14,5 million children of all races.

Pupil enrolment at primary and secondary schools, forecast by the Research Institute for Education and Planning (Riep) at the University of Bloemfontein, show that 12,3 million black children, 932 200 white, 992 300 coloured and 249 400 Asian children will need schooling in 10 years.

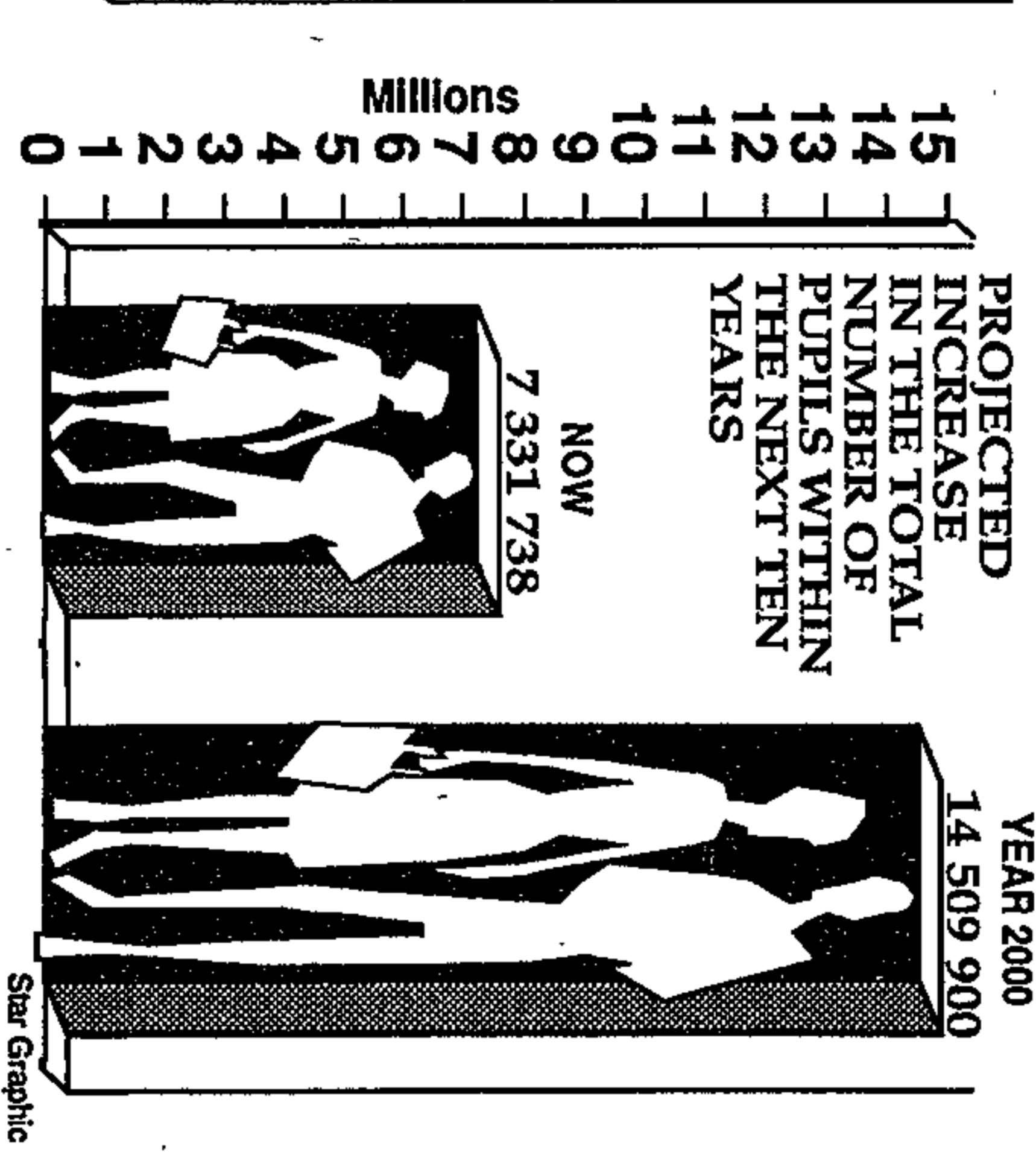
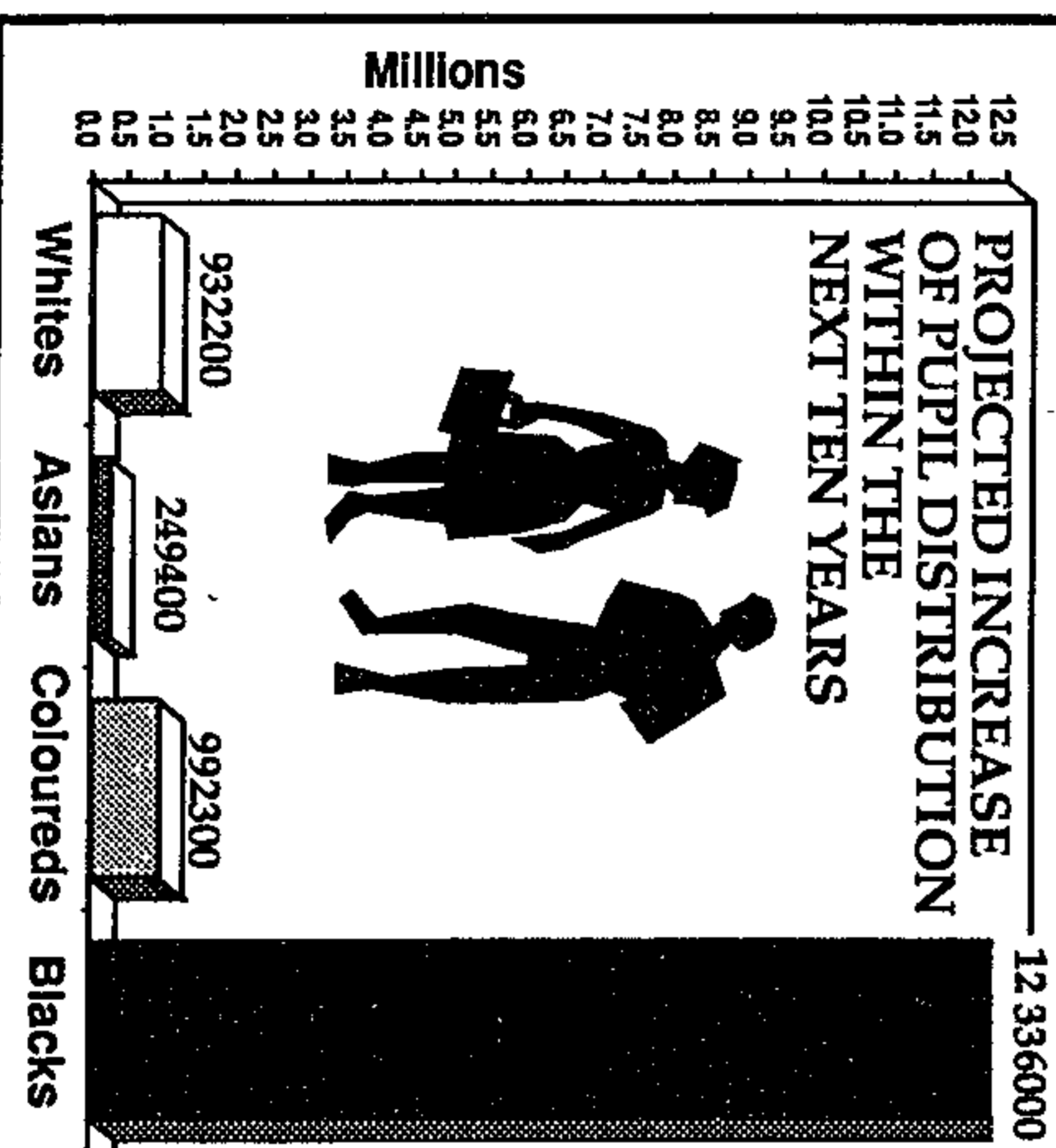
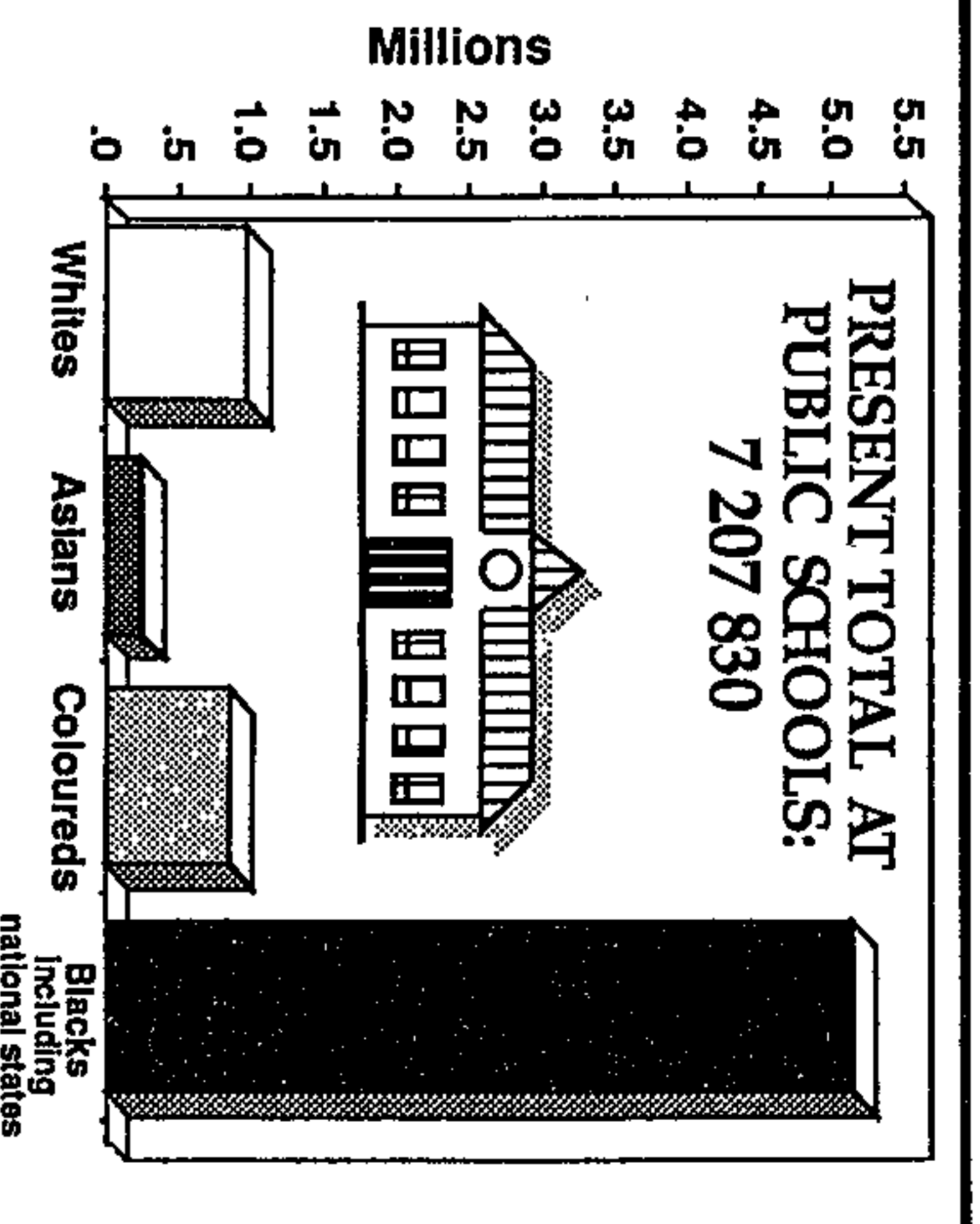
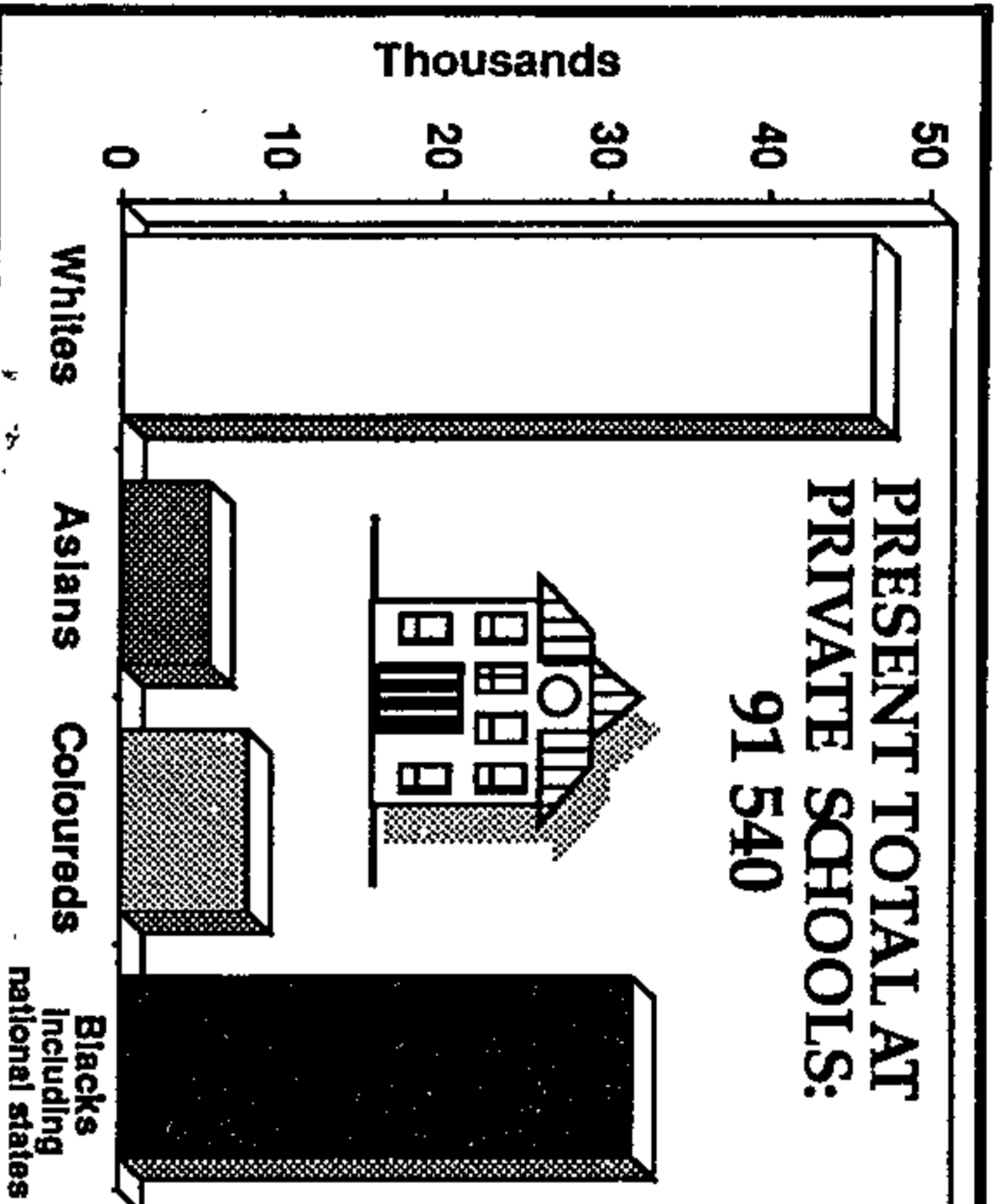
The school year began with black pupils being turned away from overcrowded DET schools while white children attend half-full schools in some areas. Nine white schools were closed last year.

## Pressurise Govt

The black community has stepped in to try to find solutions to the crisis in black education and pressurise the Government to take action.

Educationalists told The Star drastic measures have to be implemented immediately to enable the country to cope in 10 years time.

Last week National Education Minister Dr Gerrit Viljoen proposed that existing learning programmes be revised in a bid to move away from the



predominantly white-oriented content of existing syllabuses, while Minister of Education and Development Aid, Dr Stoffel van der Merwe said a law would never be passed de-segregating all schools while the National Party was in power.

"I firmly believe the Government will not arrive at a solution for the education crisis in this country until such time as we get rid of the multiplicity of education authorities in this country," Professor Peter

Tyson, acting vice-chancellor and vice-principal of the University of the Witwatersrand said.

"This is blatantly inefficient, we see the results in the latest matric examinations. Underutilised facilities in white areas must be used," Professor Tyson said.

"We need to move rapidly towards a situation where communities become involved more directly in planning and management of the school system. We need one education de-

partment, desegregation on non-racial lines — that is the ideal."

Professor Tyson said too few black students applied for places at university, the result of an inferior education system.

Mr Allan Graham, the headmaster of one of South Africa's first multiracial schools, Woodmead, believes education standards would only be improved with one education system.

"The Government must call on all available teaching re-

sources in the country to try alleviate the problem."

"My belief is that as a starting point, South Africans must stop hoping that the Government is going to solve all problems. As a nation, if people are serious about getting a good standard of education, private organisations, the community and private enterprise have to get involved.

"There is no way South Africa has the resources to cope by the turn of the century. The responsibility for education

must move away from central Government and secondly, Government must stop trying to control us all.

"Communities must take control of their own educational needs. In my opinion the parent is ultimately responsible for the child's education and Government should supply the resources.

"Given the capital expenditure on educational facilities, it is criminal when the doors are closed because there are not enough white children to fill the schools."

Mr Michael Cork, chairman of the Southern African Association of Independent Schools (SAAIS) and chairman of the Independent Examinations Board, says the first step is for the privileged white community to share the problem with the oppressed black community.

"We must stop thinking of black and white education. Only when resources are located equitably, will the problem become real for those in government that wield the power.

"Local communities must run the schools. State functions should be limited to providing resources and in particular, paying the salaries of teachers and other things professionals need. But it must be up to the local community to determine what is taught in the schools and how it is taught."

## Conducive climate

Mrs Sheila Sisulu, education officer for the South African Council of Churches and a member of the Soweto Education Co-ordinating Committee (SECC), hopes that by the year 2000 there will be a government in power that treats children as children and not black and white.

The first priority of the SECC, formed a week ago at the education crisis summit in Soweto, is to get children back into school and create a climate conducive to learning. She hopes the DET will not stand "in their way".

# DP campaign to let blacks fill vacancies

Cape Times 16/1/90

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## Political Staff

A CAMPAIGN to open white schools, which have an estimated 270 000 empty places, has been launched by the Democratic Party youth wing in the Western Cape.

The chairman of the DP youth in the region, Mr Colin Douglas, said the tragedy of the National Party education policy was the immoral system that left 270 000 vacancies in white schools while a million black schoolchildren had no school to go to.

The system also caused 500 teachers a year to be retrenched from white schools while black schools were disastrously understaffed.

Mr Douglas told a group of Pinelands High School pupils who are to run a campaign to open Pinelands schools that open education was an issue that first and foremost affected pupils.

"Pupils from schools all around the Western Cape have responded positively to the DP Youth's Open Education Campaign and we have agreed to run joint projects around our campaign with PUPA (Pupils United for Peace and Awareness), a dynamic organisation with members at schools right across the Peninsula, from Wynberg to Camps Bay."

The DP Youth will co-operate with the Pinelands pupil group in calling for the opening of schools in Pinelands, which were operating far under capacity while thousands of black pupils are deprived of a decent education.

Mr Douglas said if the government failed to open schools and training colleges "there will be no doubt that the NP has not scrapped apartheid, only modernised it".

## Most SA adults 'illiterate'

Star 17/11/90  
More than half of South Africa's adult population was illiterate, compared to one percent in Japan and 13 percent in the United States, Professor Karl Hofmeyer of Unisa's School of Business Leadership said. Speaking at a graduation ceremony for 29 students who received Joint Management Development Programme (JMDP) diplomas, he said fewer than 10 black and fewer than 20 coloured pupils out of every 100 matriculated. — Staff Reporter. (50)



Staw 18/11/90

# 14½-m<sup>50</sup> pupils in SA by ~~1992~~ year 2000

**BLOEMFONTEIN** — The total number of school pupils in South Africa is expected to be 14 509 900 by the turn of the century, according to enrolment forecasts made by the Research Institute for Education Planning (Riep).

Riep was established in 1974 as a research unit in the Department of Comparative Education at the University of the Orange Free State. Since January 1988 it has functioned on a more independent basis as an institute within the Faculty of Education.

In a brochure compiled to give a concise picture of formal school education in Southern Africa, Riep reveals that in 1988 3½ times as many black pupils attended schools in South Africa, Transkei, Bophuthatswana, Venda and Ciskei than all the white, coloured and Asian pupils together.

The largest percentage of black pupils attended schools in the self-governing states of South Africa (Gazankulu, kaNgwane, KwaNdebele, kwaZulu, Lebowa and QwaQwa), while those in Transkei, Bophuthatswana, Venda and Ciskei represented slightly more than a fifth of the total number of black pupils.

## REPEATING

Just more than half the total number of black pupils were enrolled in the junior primary phase of Sub A to Std 2.

The percentage of black pupils in Sub A was 16,6 percent of the total enrolment compared to 2,7 percent in Std 10.

This was ascribed, in part, to the large number of pupils who repeat a standard, and to pupils who leave and then return to school.

While there were fewer white children in the senior primary standards

than in the junior secondary standards, pupils were distributed more evenly from Sub A (8,9 percent) to Std 10 (7,7 percent).

The higher percentage in the junior secondary phase could be attributed, among other things, to a lower birth rate since 1977.

Among coloureds the number of pupils in the senior secondary phase still represented a small percentage of enrolment in 1988.

About 13 percent were registered in Sub A and only 2,7 percent in Std 10.

There was an equal distribution from Sub A to Std 8 among asian pupils in 1988, but from Std 8 to 10 a considerable decline was observed.

## HIGHEST

The junior primary phase represented 34 percent of total registrations, while only 13,2 percent was in the senior secondary phase.

The average growth rate of black registered pupils per annum from 1983 to 1988 was the highest of all population groups (4,8 percent).

The growth rate for coloureds was 1,8 percent and for Asians 0,6 percent, while white registrations declined in the period by an average of 0,8 percent.

The report predicts that 12 336 000 black pupils will attend school in the year 2000, compared to about 7 336 500 in 1989.

The present growth rate for coloureds will be maintained for the foreseeable future but might decline towards the end of the century, although an overall increase of 17,07 percent from 847 600 (1989) to 992 300 (2000) could occur.

There is a projected annual decrease in the numbers of white pupils from 916 900 in 1989 to 874 100 in 1994.

It is forecast that white enrolment will then rise to 909 100 by 1998 and be about 932 200 in 2000.

Asian enrolment is expected to decrease from 233 100 in 1989 to 230 100 in 1992 and then increase annually to be 249 400 in 2000. — Sapa.

Stw 18/11/90

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Managers 'must be aware of realities'

# SA's high illiteracy rate under spotlight

whatever small way they could.

Professor Hofmeyer said that in South Africa it was not sufficient for managers to look after only their own interests - the environment demanded that people should take an interest in the realities around them.

The challenge of being a manager in South Africa in the 1990s was to be aware of what was happening in the broader environment; to be willing to become involved in some of the South African issues and not stay aloof from them; to be prepared to take a stand on political issues and to speak out against inequities and discrimination.

A spokesman for the JMDP said that last year saw the first graduates of the programme. The second group had taken the number so far to 53. This year there would be a new intake of 43 participants to add to the 159 who had enrolled since inception.

By Montshiwa Meroke  
More than half of South Africa's adult population is illiterate compared with 1 percent in Japan and 13 percent in the United States, says Professor Karl Hofmeyer of the School of Business Leadership at Unisa.  
"He was speaking at the graduation of a multiracial group of 29 people who received Joint Management Development Programme diplomas in Johannesburg this week.  
The JMDP is a three-year accelerated-training and development programme from France, started five years ago, aimed at producing competent middle managers.  
It is a joint venture of the Urban Foundation, the Black Management Forum, the National African Chamber of Commerce and Industries, the Paris Chamber of Commerce and Industry and 40 South African-based companies.

1 000 rebels killed in push



City / Round the world in a



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SOUTH

20-12-18-1/90

## Major tasks for adult education

By SHIRLEY WALTERS

ADULT education needs to move out of the shadows in the 1990s.

The majority of South Africans are very poorly educated. Between 6 and 9-million people over the age of 20 have either no schooling or less than six years of schooling.

Now that negotiations on South Africa's future are being widely discussed, people in the democratic movement are projecting themselves into potential positions of leadership in the country.

As part of this, a new slogan for the 1990s has emerged: preparing to govern. This has direct and wide-ranging implications for adult education.

If people are preparing to govern, there are major tasks ahead for adult education.

This would include mass adult literacy and numeracy programmes and school equivalency education for adults.

At present only 0,4 percent of South Africa's illiterates are effectively helped.

To provide for the educational needs of the majority of adults, new structures and policies will have to be developed.

Adult education occurs in all social, economic, cultural and political institutions in one form or another.

It occurs in churches and mosques, in civic and sports clubs, at cultural events and mass rallies, during strikes and boycotts, through media and in the running of organisations.

But it is largely invisible. It happens casually by some form of osmosis. Adult education must become more explicit.

During heightened social transformation, as different groups try to influence mass thinking, adult education usually becomes intensified.

In the last few decades, trade unions and community organisations have been in the process of destroying the apartheid state. Now the notion of preparing to govern means that people in the democratic movement may be inheriting this country.

What are the implications of this?

Previously the running of the country was "their problem" and our job was to make their job as difficult as possible.

This shift in thinking at the edge of the decade of the 80s poses practical challenges for the 90s.

It matters that the population is getting younger, poorer and less educated.

The notion of constructing a new society "in the womb of the old" is part of preparing to govern.

There are high levels of ignorance on different issues such as ecology, health, employment, where adult education faces two tasks — raising people's awareness and developing skills and insights to tackle the problems.

The training of adult educators becomes crucial in the process of making adult education a conscious activity.

In preparing to govern, it is important to make information widely available, enabling critical engagement and empowering people for action.

The idea of developing leadership has been part of organisation; the challenge for the next decade is to expand and make our organisations more effective.

This means the development of democratic management, technical skills and participatory educational practices.

(Shirley Walters is professor at the Centre for Adult and Continuing Studies at the University of the Western Cape)

By GAIL REAGON

THE 1990s pose an incredible challenge to the progressive education movement.

Its task in the next decade is complex, involving not only the ending of apartheid education, but also the building of a new, alternative education system.

It is also faced with the immediate task of resolving the current education crisis.

The issues which characterised the latter part of the 1980s seem set to continue in the coming year: the mass expulsions and exclusion of students; the banning of progressive organisations and "organs of people's power" (SRC's and PTSA's); the retrenchment of teachers; the breakdown in effective schooling and authority relations.

Intensive state repression certainly succeeded in debilitating educational organisations and their efforts to resolve the education crisis.

But the 1980s also showed the remarkable resilience and creativity of progressive education forces.

Despite the bannings, detentions, deaths and other disorganising strategies of the state, the education movement was not totally smashed. Instead, there was a regeneration.

As in all other spheres of the democratic movement, the defiance campaign provided an impetus to the education sector which is set to carry it into the next decade.

And the National Education Co-ordinating Committee (NECC) has clearly again gained centre stage in the education arena.

### Revival

Formerly the National Education Crisis Committee, its revival and restructuring at its conference at the University of the Western Cape last weekend have been a vital development.

The NECC, which regards itself also as the education movement of the Mass Democratic Movement, managed during the mass defiance this year to provide political direction to a broad range of anti-apartheid educationalists, institutions and organisations.

At the same time it managed to consolidate some of the gains made during the defiance campaign.

Its revival occurs at a time when it is charged with the three-pronged task of ending apartheid education while transforming the present and laying the foundations and framework for the future education sys-

# Education movement to build on ashes of old

tem.

As much as the last year has been a period of intense resistance, it has been coupled with an increasing maturity and sense of responsibility within the NECC.

This is reflected not only by the NECC's willingness to take stock of its internal organisational and political shortcomings, but also its willingness to go beyond a crisis response.

In its deliberations at various education conferences, including a national one this month, the NECC refined its programme of action and developed new strategies for implementing it.

Essentially NECC's work will revolve around stabilising education, strengthening its affiliates and regions, researching and defining alternative educational structures and building people's education.

### Concern

The ongoing crisis in high schools and tertiary institutions is an immediate concern. In most parts of the country effective tuition has virtually ground to a halt.

Thousands of students excluded from state schools are finding their way into the growing number of "street academies" and squatter schools, most of which are not able to maintain reasonable academic standards.

For the NECC, such initiatives provide an entry point for developing progressive curricula and alternative teaching methods. Already the NECC has started the process of democratising some of these schools and using them as pilot programmes for a People's Education Department.

Another challenge for the 1990s is to intensify the demand for the desegregation of schools and tertiary institutions. To do this, the NECC must increase efforts to establish itself at the epicentre of a broad alliance of anti-apartheid educational forces.

The NECC plans to form a working relationship with the Johannesburg All Schools For All People Campaign launched this year.

The NECC regards it a primary responsibility of the state to provide quality education for all. It disagrees with the state's strategy to privatise schools; it sees the move not only as an attempt by the state to relinquish its responsibilities, but also as being against the interests of education for all.

The urgent need to repair and rebuild damaged schools is an added concern.

### Crucial

It is crucial for the NECC to draw upon a range of human, technical and intellectual resources to implement people's education in the coming years.

The sectoral affiliates and regions of the NECC, too, have to be strengthened in the 1990s.

The progress of the teacher-unity process and the ultimate establishment of a single national teacher organisation remain a priority.

The beginning of the next decade will also witness the creation of a single high school student organisation similar to the banned Congress of South African Students (Cosas).

The South African Students Congress (Sansco) and its white

counterparts, the National Union of South African Students (Nusas), have already committed themselves to work towards establishing a single non-racial student organisation at tertiary level.

While progressive academics have formed a single organisation, the Union of Democratic University Staff Associations (Udusa), college lecturers and students by and large have not yet followed suit.

The parent constituency, integral to the development of a new education system, is an area which demands urgent attention, particularly in the creation of working class participation in the building of PTSA's and in the NECC itself.

### Non-racial

The NECC plans to give attention to the development of a non-racial sports movement at schools, colleges and universities in the new year. It has resolved to align itself with the National Sports Congress and plans to work towards a National Schools Sports Congress (NSSC).

Another matter of critical concern is the incredibly high number of people who are illiterate and innumerate. Attention must be given in the 1990s to the development of a literacy, numeracy and human resources skills campaign by the education movement, aided by Cosatu and other progressive sectors.

The complexity of the demands and tasks in the next decade require of the education movement a boldness and creativity which it has only begun to tap.

(Gail Reagon works on *Learning Roots*, a student publication published by Grassroots Publications)

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By REHANA ROSSOUW

IF every pupil's dreams are built around a crisp white shirt, a place in a class and a satchel filled with new books, then the first day at school was a nightmare for thousands of schoolchildren in the black townships.

Long queues of pupils waiting to register in already crowded schools bore silent testimony to the mess that is black education. Every year black schools nationwide are torn apart by recurring crises — and already 1990 looks set to be no different.

As the new academic year got off to a shaky and bitter start, disillusioned pupils discovered that many of their friends would not be joining them in the classroom.

Instead, they would be out on the streets, fighting for the right to be admitted to school.

Nosipho Mxomo counts herself lucky to have been accepted back at Fezeka High School this year after being one of the 829 who failed the DET administered exams last year.

But Nosipho is concerned about the fate of many of her former classmates, who are on waiting lists at most of the schools.

Nosipho believes that she is one of those students whose marks were misrepresented because of DET marking irregularities. Unfortunately, her parents cannot afford to pay R33 to have her three failed papers re-marked.

Vuyo Nyembe, 19, who is on the waiting list for acceptance at three schools, has no idea what he will do if he fails to gain admission.

"What kind of work will I find?" he despairs.

A total of 195 960 black students wrote the Department of Education and Training (DET) matric examination in 1989.

Only 42 percent passed the examinations overall, with only 10 percent obtaining matriculation exemption.

# Back to school - back to chaos

**The crisis in African high-school education - underlined by the shocking 1989 matric failure rate - has fuelled calls for the scrapping of segregated education and the introduction of an equitable, non-racial system. Meanwhile, ineffective teaching methods and poor facilities are shattering students' dreams of making it to university:**

partment.

The National Education Co-ordinating Committee (NECC) has claimed that the "dismal" matric results are indicative of the failure of the DET system.

The NECC national executive committee said the DET had consistently failed to create a school environment conducive to effective teaching and learning, had failed to administer the matric examinations and was rampant with administrative corruption.

The organisation called on the DET to be sensitive to community feelings, to heed the call to re-mark scripts and to announce the date on which the re-marking would commence.

The NECC has also called on state schools outside the African townships to open their doors to all children so that there will not be under-utilised facilities while black students roam the streets.

But a week after black schools opened, there is still no effective teaching at most high schools. Teachers and students alike milled around aimlessly while administrators battled to sort out the registration of hundreds of students.

On Wednesday, long lines of anxious children were still trying to register in a bid to find empty desks at the eight high schools in the Peninsula.

though the children might have returned to school, effective teaching will not take place because of conditions there.

The biggest hurdle in effective teaching and learning at black schools is the overcrowding in the classrooms. At most schools, classrooms are jammed with up to 50 students in each classroom.

This means that there is little or no chance of individual attention being given to pupils and it places an extra burden on teachers who face the daunting task of teaching 50 such pupils each week.

Teachers and pupils complain about the disrepair of school buildings, especially at primary schools.

Stationery is not provided at primary schools and parents who already face high rents, unemployment and a spiralling cost of living, have to provide expensive books for their children.

School libraries in many cases are not properly equipped and are also not used effectively as a place of quiet study and research in after-school hours.

Library facilities are invaluable for those children who cannot study in their crowded homes.

"We have to ask for special permission to use the school after hours and last year we had many incidents of

implement teaching methods learned at a white university.

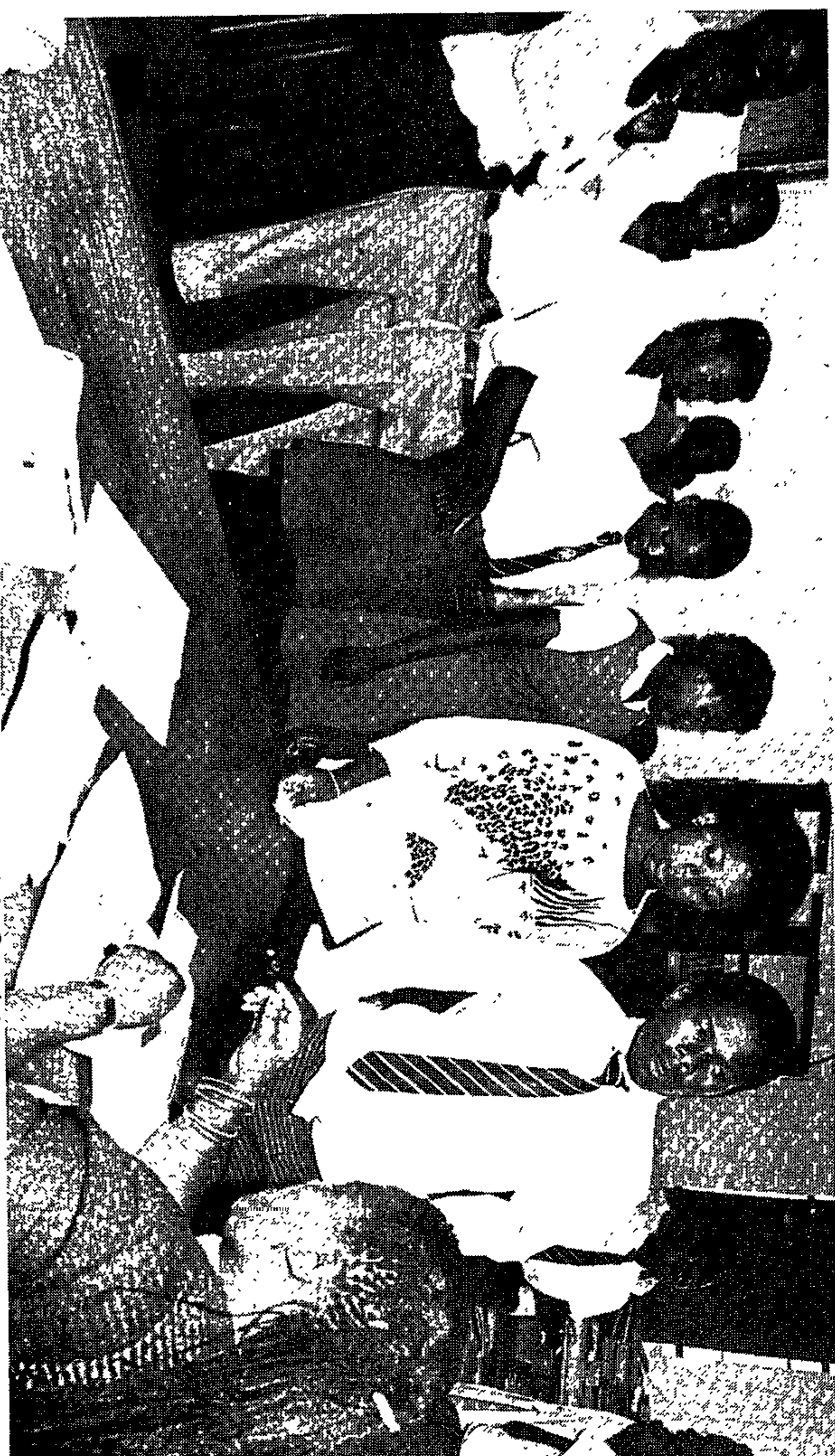
"The history we teach is still the biased history of the white man, even though our students learn their own history in their homes and in their organisations.

"But for the purposes of the exams, the students have to eat the poison we feed them in the classroom.

"There are no structures through which teachers can criticise the curriculum or the syllabus."

For those pupils who fail to gain re-admission to school, the options are bleak.

Gangsterism, a scourge which has plagued black schools recently, has to be understood in the proper context, say teachers.



Students queue to register for classes at ID Mkhize High in Guguletu

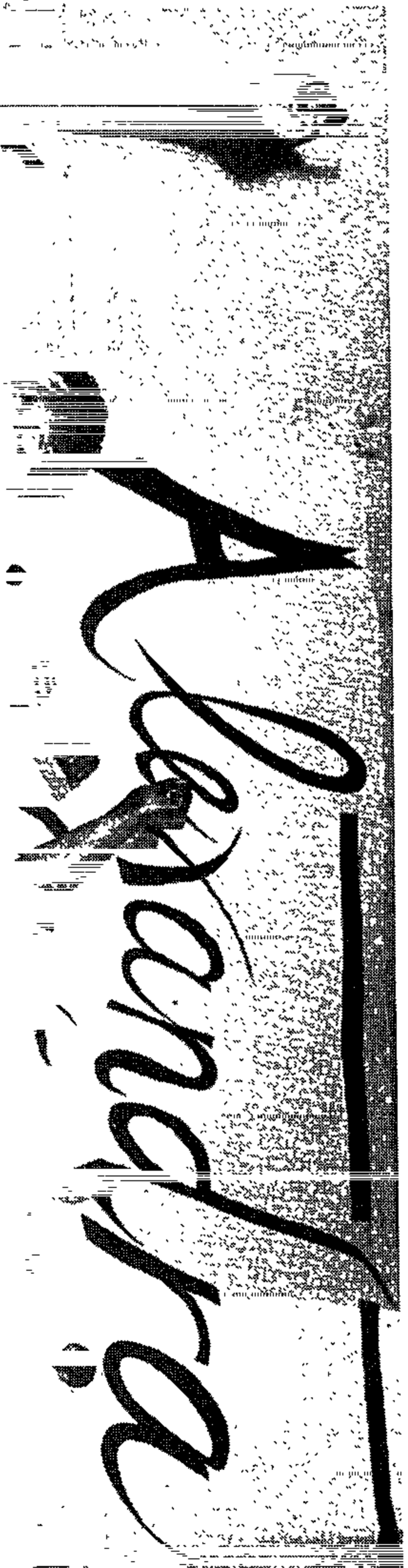
PICTURES by YUNUS MOHAMED

## Integration is key to education crisis

By PIPPA GREEN

THE worsening crisis in African high-school education was underscored by the poor examination results obtained by high-school leavers at the end of last year.

Only 42 percent passed, and less than 10 percent of the 195 000 candidates who wrote the exams passed with exemption, the minimum qualification for university entrance



ment.

"However, the persistent pursuit of such unrealistic expectations by a large number of pupils on our schools continues to militate against acceptable results."

But critics of government policy refute this argument, citing rising unemployment especially among young school leavers.

"With a Senior Certificate (a matric), you can't get even an ordinary working-class job," said National Education Co-ordinating Committee spokesperson Saleem Mowzer.

In the Western Cape, only 181 out of 671 students passed — a failure rate of 75 percent.

The DET has acknowledged that exam scripts were marked by students and lower primary school teachers. The students and teachers were allowed to take scripts from the marking centres to their homes, mark it and return them the following day.

Parents, teachers and students have accused the DET of failing to administer their children's education properly and have alleged wholesale corruption and mismanagement in the de-

## Registration row: Principal 'missing'

**FROM OUPA MPEKULA**  
**COLLEBERG.** — The principal of Collesberg's Umsio High School has disappeared after delaying student registration for several days.

The principal, a Mr Phandle, disappeared after a dispute with the students over the registration fees. Students claim Phandle refused to negotiate over the fee and failed to attend a meeting he called himself to discuss the issue.

Umsio is the only high school in the small northern Cape town. Late last year the school announced that registration fees would increase from R30 to R40.

Students and parents have called for the fee to be decreased, with

## Pupils turned away from full schools

**GRAHAMSTOWN.** — More than 1 500 standard six pupils in Grahamstown cannot be placed in high schools because there is no room for them.

This was revealed at a meeting with community and student organisations, teachers, ministers and parents this week.

The meeting was called to discuss the accommodation crisis caused by the influx of the new Standard 6

have responded to the community's call to return to school, but I doubt that we have place for all of them," said a spokesperson for the Democratic Teachers' Union (Detu).

Besides trying to accommodate all the returnees, teachers are also caught up in administrative tasks such as handing out books and stationery.

"We will probably lose four weeks of the teaching year just trying to sort out this mess," said the Detu spokesperson.

Meanwhile, teachers and the community are voicing concern that al-

only some of it to be paid at the registration. Unemployment in the small town is high and many of those employed work as domestic workers.

When students went to register on Monday, they found a Mr Oosthuizen working as the acting principal.

Oosthuizen refused to allow the students to register without paying. Students finally agreed to pay an initial R10 fee and the balance later.

Oosthuizen has denied any misunderstanding between himself and the students. He said Phandle had difficulty with students.

It is still not known where Phandle is.

and farm school pupils. At the meeting a committee was elected to try and solve the immediate problems facing the schools.

The committee was mandated to approach the churches for temporary accommodation and to ask retired teachers to volunteer to teach the children for one term.

An official of the DET, Mr Brian Podesta, said he could not comment at this stage. — AVA

strat on last year, 1 544 pupils did not gain entry to schools — a figure which escalated this year.

"These pupils formed gangs or joined existing gangs and returned to school on their old territory — the schoolyards," a teacher said.

Teachers complain that they "have no option" but to teach the poor syllabus in the time allowed by the DET. They say teaching methods expected by the DET do not allow creativity and self-thought by students.

"All they have to do is listen, there is no chance for self-discovery," complained a teacher, who struggled to

provision all the time."

Teacher, student, education and community structures are determined to solve the problems in black education this decade.

"The only way to solve these problems is to take power from the authorities and to start being in control of our education," the Detu spokesperson said.

Educationists feel that the poor results will both reinforce the racially disproportionate populations at universities, as well as hamper black progress in tertiary education.

According to Professor Jakes Gerwel, vice-chancellor and rector of the University of the Western Cape, there are currently about 29 out of every 1 000 whites at university, compared with about four out of every 1 000 "coloured" people, and only two out of 1 000 Africans, who form more than 70 percent of the population.

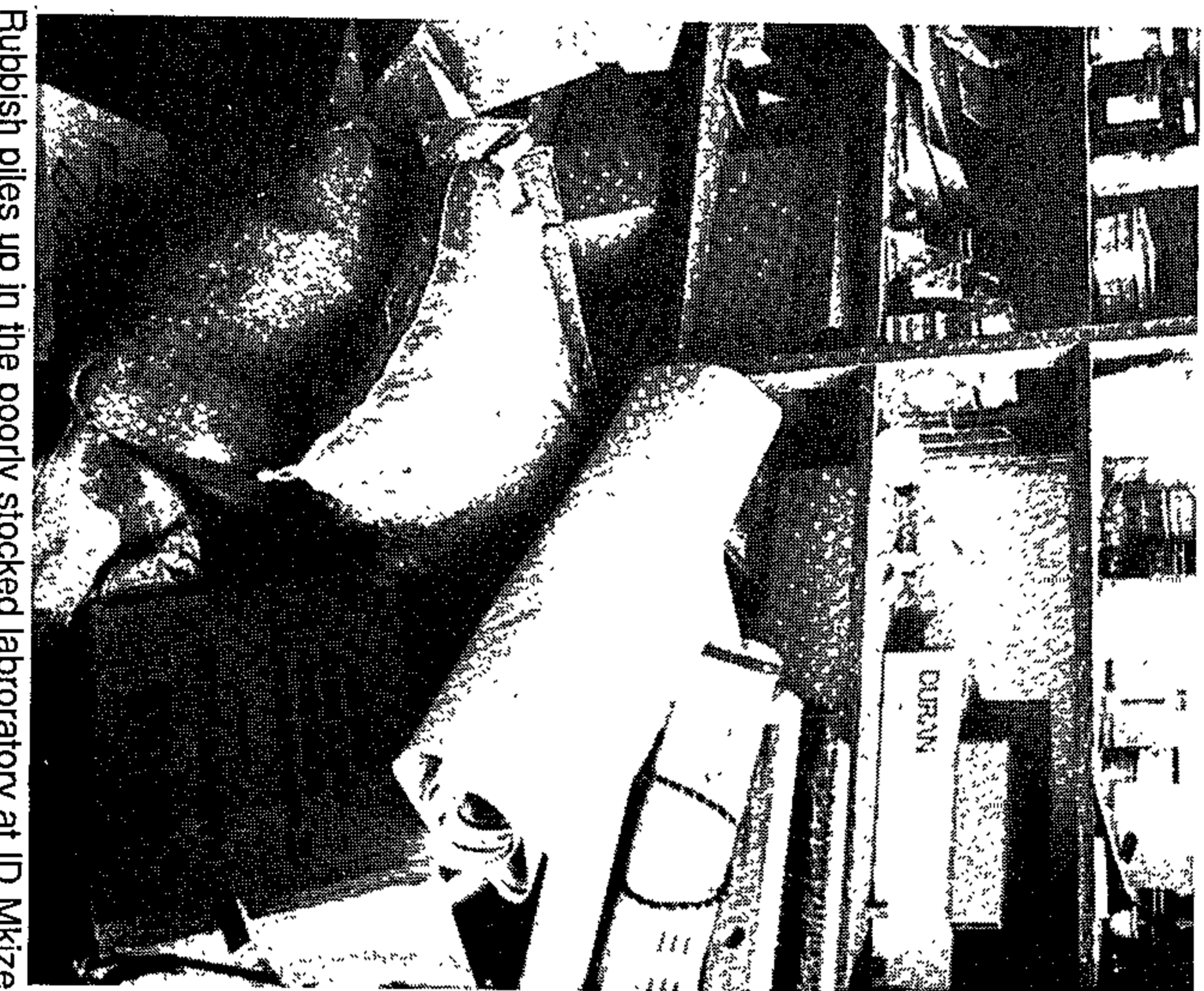
"This is obviously going to retard the move towards fully representative placement of students in universities," commented Professor Douglas Young, head of the School of Education at the University of Cape Town.

Even those black students who got matric exemption will have difficulty coping with the academic standards at university, because of the exceptionally low quality of black schooling, say critics of government education policy.

Now anti-apartheid bodies and educationists are trying to take matters into their own hands, both to upgrade black secondary education and to facilitate the entry of black students into universities.

Several university educationists and political pressure groups argue that the only solution to what the UWC rector, Professor Jakes Gerwel, has described as a "national crisis" is to scrap segregated education and institute one non-racial system.

They argue that the only solution is



Rubbish piles up in the poorly stocked laboratory at ID Mkize

In 1988, 28.7 percent of the 171 000 students who wrote DET school-leaving exams qualified for university entrance, while about 54 percent passed.

The DET results look even more shameful compared with those of white and "coloured" scholars. Last year, 95 percent of white students and 75 percent of "coloured" students passed their final-year exams.

## Black progress

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to scrap segregated education and to institute one non-racial and equitable system.

## Alexandra township students toy-toy after a meeting called by the community to discuss the education crisis

Moreover, she says, DET matric results do not correlate with students' first year college results, whereas the university's tests show a strong correlation.

"We are seeking ways of overturning matric," says Yeld. "All our analysis so far shows that the people we consider 'good bees' is a better guess than the DET's."

The University of the Western Cape, the country's fastest growing university and one which has probably shown the clearest commitment to expanding university education beyond the rank of the elite, has opted for an open admissions policy, rather than one that discriminates in favour of students who do better in their matric subjects.

Eighty percent of students who have the statutory matric exemption will be admitted to UWC in a random "hicky dip" selection, with the other 20 percent being examined for "corrective" marks, "to ensure that the policy doesn't have unforeseen social consequences as regards race and gender relationship," said Gerwel.

The problem is thought that there are only a handful of African students, relatively speaking, who have the statutory requirement to enter university.

"A university faces particular problems in view of the poor examination results, as we are statutorily bound to these departmental school-leaving exams for admission of

students," commented Professor Gerwel.

"The University of the Western Cape is committed in all its workings to the affirmation of the majority character of South African society. We shall study the DET results in greater detail in order to determine how our growth pattern is affected by it and how we shall deal with that situation."

But whatever universities do to assist disadvantaged students, there is likely to be some time to be thousands of black students who will hanker in vain after a university education.

The DET Director General, Dr Bernard Louw, noted that one reason for the high matric failure rate was that 90 percent of African students entered for the university entrance package, as compared with only 50 percent of pupils in white schools.

"One has appreciation for the idealism this reflects," he said in a statement.

However, proponents of a non-racial education system, including the Committee of University Principals, are using the black matric results to give weight to their argument that until there is an integrated education system, as Gerwel puts it, "there is no other way of dealing with the demands and problems of present-day education in South Africa."

## Natal pupils face battles on all sides

**DURBAN.** — African schoolchildren in Natal are facing a double blow in their efforts to get an education.

According to Natal National Education Co-ordinating Committee (NECC) spokesperson Sipho Cele, the education crisis in the province is being compounded by the interethnic violence.

"Our children in Natal, especially KwaMashu, Pietermaritzburg and Estcourt, are under daily threat of assault by gangsters on going to and from school," said Cele.

"Our children have to put up with this fear dimension in addition to the

serious problems such as overcrowding in classrooms, shortage of books and other educational facilities, and poorly-trained teachers."

Meanwhile, several community and progressive educational organisations in Natal are engaged in meetings to evaluate and discuss ways out of the current crisis in African education.

The organisations taking the leading role are the regional branches of the NECC and the National Educational Union of South Africa (Neusa).

The meetings are a forerunner to a major education crisis summit to be held in Durban this weekend.

In addition to the poor matriculation

education, so they have to write matric on the higher (university entrance) grade."

So far, the government has shown no indication that it will accede to the demand for racially integrated and equal education.

The DET issued a statement last week, saying it will not comment further on the poor matric results until and "in-depth analysis" has been conducted, while the Minister of Education, Stoffel van der Merwe, was asked whether empty white schools could be used by blacks, said.

"It's not as simple as all that." "The schools are not situated in the right places. There is no use in opening up schools that are not in the right vicinity."

However, proponents of a non-racial education system, including the Committee of University Principals, are using the black matric results to give weight to their argument that until there is an integrated education system, as Gerwel puts it, "there is no other way of dealing with the demands and problems of present-day education in South Africa."

results, students and community leaders in Natal are also furious at the failure of the authorities to release the matric biology examination results of 243 students.

The DET is demanding that the pupils re-write the paper because of an alleged leak of the questions. Results have already been posted to students minus the biology mark, making some of them eligible for school-leaving certificates but not matric exemptions.

The student organisations have refused to re-write the paper and instead have called on the DET to investigate the alleged leak rather than point a finger at students. — Press Trust of SA



# Bury differences – Minister

By Jovial Rantao

Many of the problems experienced in South Africa's education system would disappear if everyone in the community contributed to the furtherance of discipline and knowledge, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday when opening the new Vista University campus in Soweto.

Addressing academics, community leaders and mayors from various cities, Dr van der Merwe said discipline and knowledge formed the corner stones of any ordered community.

"Discipline is the integral part of the educational process. In the house, nursery, school, university, between colleagues, everything depends on discipline. Discipline is a corner stone for progress and orderly community life," he said.

Dr van der Merwe called on members of the community to bury their differences and to unite to solve the education crisis.

"I'm aware that we have ideological differences but let us not allow the differences to prevent us from giving the people the kind of education they so dearly need.

"We want to bring the best education possible to the black people which will be to the advantage of South Africa," the Minister said. "Without self-discipline, there would be chaos."

Before moving to the new campus last year, the university was accommodated in prefabricated structures in Senaoane township, Soweto.

Since its opening in 1982, Vista has awarded 1 193 bachelor, three honours, 20 masters and 16 doctoral degrees and over 12 000 education certificates and diplomas.

## Ministers' wounds described

STW 19/1/90 The Star's Africa News Service

MASERU — A Lesotho police officer yesterday described at an inquest hearing the wounds he found on the bodies of the two former Lesotho Cabinet Ministers and their wives who were shot dead in the Maluti mountains more than three years ago.

### EXAMINED

Mr Desmond Sixishe, former Minister of Information and Mr Vincent Makhele, former Minister of Foreign Affairs, were killed with their wives on Bushman's Pass on November 16 1986.

They had been members of the Cabi-

net of former Prime Minister Leabua Jonathan, who was overthrown by the military earlier that year.

Detective Lance Sergeant Nolutshungu told the inquest he took the bodies of the Ministers and their wives to the Maseru mortuary, where he examined them.

He found a bullet wound in Mr Makhele's stomach and another on his upper arm; seven bullet wounds at various places on the body of Mrs Makhele; Mrs Sixishe had a broken leg and a broken hand; and she and Mr Sixishe each had a bullet wound on the left side of the chest.

The hearing continues.

W/Mail 19/1/90 - 25/1/90

## ENROLMENT AT WHITE SCHOOLS

(50)

The number of pupils who enrolled at 43 white Johannesburg government primary and senior schools dropped by an average of at least 36,7 percent over the past five years.

Figures released by the Transvaal Education Department show that the total has fallen from 19 801 in 1985 to 12 554 at the beginning of 1989 — a drop of 7 247. Further enrolment drops are expected at the beginning of next year.

The pupil shortage seems to be far more severe in primary schools than in high schools. At the following primary schools enrolment dropped by 50 percent or more: Goedehoop Primary (321 to 57); Joubert Park Primary (428 to 203); Roseneath Primary (473 to 227); IH Harris Primary (378 to 190); Observatory East Primary (350 to 173); Bramley Primary (406 to 168) and Fairmont Primary (466 to 228).

These schools face the prospect of being closed at the end of the year. The enrolment at Johannesburg Girls High fell from 505 to 237.

In addition to the above schools, a further 28 schools in the Johannesburg area have already experienced a 25 percent drop in enrolment figures.

According to the South African Institute of Race Relations a total of 196 white primary and secondary schools have been closed over the past 10 years. These had a combined capacity of 15 238 pupils.

The situation in white schools is paralleled by a dramatic rise in the enrolment figures at black schools, leading to a situation of severe classroom overcrowding.

According to figures released in parliament last year the pupil-teacher ratio in African primary schools was 29,5 to one. Twenty-one percent of the potential schoolgoing population between ages seven and 16 were not attending school.

The Minister of Education and Culture in the House of Assembly, Piet Clase, has made it clear that it is against government policy to allow black pupils to attend white government schools.

W/Mail 19/1/90 - 25/1/90

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# City schools plunged into crisis

w/ ARGUS

20/11/90

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By SHARON SOROUR  
Weekend Argus Reporter

**DECLINING** white enrolment has plunged three city schools into crisis and may force their closure if they are not allowed to open to all races.

All three schools — Mountain Road Primary and Queens Park High in Woodstock and Observatory Junior — fall within the white group area, but as the racial character of the suburbs has changed with whites moving out and people of colour moving in, enrolment at the whites-only schools has dwindled.

Woodstock's only white primary school, Mountain Road Primary, is now less than 30 percent full.

## "Bursting at their seams"

Although only 150 pupils were expected to enrol, most other schools in the area are "bursting at their seams" and children could be accommodated.

Last year the school — which was built for 700 pupils and recently refurbished at a cost of R1-million — only had 195 pupils.

Parents trying to enrol their children at Mountain Road Primary on Monday were turned away because they were not white.

According to ex-principal Mr Johan van Helden who retired at the end of last year, the school would "die and go down the drain" if something was not done soon.

In November last year the school committee backed by the teachers and more than 80 percent of the parents decided to apply to Mr Piet Clase, the Minister of Education and Culture in the House of Assembly, to accord the school "private status".

However, Cape Education Department (CED) spokesman Dr Orland Firmani said the department had not received an application from Mountain Road Primary to become a private school.

Mr Van Helden, principal for 19 years, confirmed "nothing has been done yet" and said: "The future of the school is not good and I cannot see it staying open for more than two to three years due to the depopulation of whites in the area.

"According to the Cape Provincial Administration the school has to cater for people in the area and we are not doing that. Something will have to be done but nobody in the government has the guts to make any decisions."

Privatising the school would be difficult but if the CED was prepared to pay the teachers, the transition phase would run smoothly, he said.

New principal Mr Peter Mey received over 10 enquiries on Monday from parents who were not white but he could "not allow them to come to the school" unless the CED gave the go-ahead.

"It's rather sad that I've had to turn people away but we will look into the matter," he said.

Woodstock Residents Against Group Areas (Woraga), an organisation committed to fighting racism in Woodstock, distributed a letter to parents in the area encouraging them to send their children to the school of their choice.

According to Woraga spokesman Mr Paul Theron, more than 800 pamphlets were distributed and there had been a steady response from parents.

"The whole school is united in opening its doors to all races and no child should be turned away from a school because of the colour of their skin.

"We would oppose an attempt to privatise the school because that would not solve the problem as the people in the area would not be able to afford school fees. The school must be opened to all, that is the only solution," he said.

One of the Democratic Party's education spokesmen, Gardens MP Mr Ken Andrew, said it was "ridiculous and disgraceful" that the school could not open to all races.

"Economic necessity of fully utilising all educational resources and facilities should be obvious to anyone and allowing children of all races to attend the school would conform with the traditionally multi-racial neighbourhood, not be in conflict with it," Mr Andrew said.

However, the Minister of Education and Development, Dr Stoffel van der Merwe, announced last week that government schools would never be desegregated under the present system as sudden desegregation would "create havoc".

Observatory Junior School, the only white primary school in Observatory, is in the same boat, according to principal Mr Johan van Doesburgh.

"Our plight may even be worse," he said, "as our problems are compounded by the number of students and nurses who have moved into the area — both groups produce no children and occupy houses which would otherwise be occupied by families — as well as encroaching small industries."

Last year there were 124 pupils at the school and Mr Van Doesburgh expected 1990 enrolment figures to be slightly lower but the decline would not be as dramatic as previous years.

Observatory Junior School could accommodate over 500 pupils and "had wonderful facilities that many primary schools lack", he said.

## Privatisation

"The solution is to allow residents in the area to send their children to the school of their choice.

Mr Alan Clarke, principal of Queens Park High, said the school, which had 200 pupils and could accommodate a maximum of 250 pupils, "faced decreasing numbers as most other CED schools" as the Woodstock community was a changing one.

The city councillor for the area, Ms Annamie van den Heever, said problems facing the schools could not be solved by privatisation but only by a "non-racial, integrated education system under one ministry".



**SHOCKING** results in black schools are the most obvious sign of the rottenness of our school system. What else is wrong?

First, inequality of funding. Second, a system which does nothing to prepare pupils to live together in one country. Third, conformity and intellectual timidity.

These problems cannot be cured by flinging money at the existing system. Nor can they be cured by a mere method or recipe for teaching.

Not even a supply of good teachers can, on its own, solve the problem. There are good teachers, but a rotten system eats at good teachers and destroys them.

The system is over-controlled, over-centralised, and unequal. How can it be set right? How can we introduce experiment, variety, professionalism and quality to the system?

The oldest principle of management is that you should reward the behaviour you want.

This means being clear about the desired behaviour and consistent in rewarding it. What we want of schools is that they produce literate, numerate and socially aware students.

### **Stagnation**

To assess how effective our schools are, we should test the end product rigorously. To allow them to do their job, we should give them the freedom to discover their own methods, to experiment, to develop professional pride.

When we want high-quality products of any kind, we rely on free competition and feedback from the market.

If schools are rewarded according to their product and are free to experiment with their own methods, we can expect to see an era of rapid innovation in education.

If we prescribe methods to schools, we can expect continued educational stagnation. To prescribe methods to schools is exactly like prescribing methods to any industry. Mediocrity follows.

There is no science or method of innovation. The best we can do is to allow people to beg, borrow or steal methods which solve their problems. They will do this if it pays dividends.

Educational espionage will be as common as industrial espionage if teachers are rewarded for teaching well.

Let me now get down to nuts and bolts. How do I expect this to happen?

The first step is to create a single department of education in

# Whole schools system must be rejigged

**Peter du Preez**

*professor of psychology at the University of Cape Town, suggests a different approach to education*

South Africa. As long as there are racially segregated departments, we will have political conflict.

The second step is to specify the product which schools must produce. The usual way is to set a variety of examinations, such as university entrance, technical, trade and commercial exams.

The important thing is that these exams should be common to all South Africans and that there should be a variety. Not all students wish to go to university.

The third step is to free all schools to run themselves as autonomous, state-subsidised institutions with their own management boards. For an initial take-off period, all would be subsidised according to a formula based largely on student numbers.

During this period, schools would have to prepare to be judged by product and assessed in public examinations — the same for all.

To allow for the fact that some schools have many pupils from illiterate homes, whereas others have pupils from well-educated homes, the take-off period can be extended for the disadvantaged schools.

The fourth step is to subsidise schools by results. Those that fail would have their subsidy reduced. Those that succeed would have

their subsidy increased.

Some schools would be very successful. Others would cease to exist. This would mean their teachers would be unemployed and would have to seek employment elsewhere, if good enough.

The buildings occupied by these schools could be taken over by more successful enterprises.

The question that immediately comes to mind is: What about children who are not academically promising? Won't schools be loath to take them?

The child's right to an education will be protected by the rule that each child shall have the right to attend the nearest school in the district. Thus, children may not be excluded because schools are recruiting star pupils.

Then, what about the fact that some schools will be penalised relative to others by being in poor catchment areas?

Such schools, which have a more difficult educational task than schools in better catchment areas, may be compensated by a longer take-off period and by a relatively greater subsidy than those given to schools with an easier task.

Thus, schools for the poor may get larger subsidies than schools for the rich.

*S Times*  
**Crucial** 2/11/90

This is a mere sketch for an educational system which will allow us to take off in the 21st Century. Education will be more varied, more adventurous, more skilled.

The professional pride of teachers will be enhanced. Those who are really good at their jobs could expect to be paid well above the average, since schools will attempt to attract outstanding teachers.

It is absolutely crucial that in thinking about reforming black education, we do not think of it as a "cognitive" problem or as a problem of "learning".

It is a problem of systems design. The design of the system must match the problem, which is how to get people to respect quality and equality.

An additional bonus of the proposed system is that the bureaucracies of the various departments of education could be considerably reduced.

What I have attempted to sketch is an approach to our educational crisis. The details would have to be negotiated with utmost care.

But what is urgently needed today is a debate on this vexing problem.

# Registration deadline for black pupils extended

CARL TIGHE 22/1/90

Own Correspondent

JOHANNESBURG. — The deadline for pupils to register at black schools has been extended to Friday following a meeting between a National Education Co-ordinating Committee (NECC)-led delegation, Education and Development Aid Minister Dr Stoffel van der Merwe and other government officials at the Rand Afrikaans University on Saturday.

## Old deadline tomorrow

Tomorrow was to have been the last day of the 10 days usually allowed for registration at black schools.

NECC general secretary Mr Ihron Rensburg called on pupils who had been refused entry at schools but still wished to register to do so at NECC regional offices where waiting lists would be compiled.

Dr Van der Merwe said the Department of Education and Training (DET) would do its utmost with limited resources to accommodate as many on the waiting lists as possible.

Mr Rensburg said thousands of pupils had been turned away from DET schools and some principals had posted notices saying registration was closed and there were no waiting lists.

He said the NECC had made it clear that if Dr Van der Merwe was truly concerned about the education crisis, he should ensure that the more than 270 000 vacant places in white schools be made available to black pupils.

He said Dr Van der Merwe said this was a political decision which he could not take without other government departments. He said the matter would be investigated.

## National initiative

Meanwhile, a national initiative spearheaded by the NECC was launched at the weekend.

Its short-term aim is to ensure that pupils return to a school system they can control, and the long-term aim to create a united and non-racial education department under one minister.

# US girls barred from city school

CAH  
TMS  
26/1/90

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By DI CAELERS

TWO black American children this week found themselves at the centre of a full-blown racial row after they were refused admission to a prestige government school for girls in Rondebosch.

The children's father, computer auditor Dr Andrew Chirwa, is determined to fight the refusal and has engaged the services of leading civil rights attorney Mr Essa Moosa.

The girls, Titani, 11, and Kondwani, 6, have already missed out on their first 10 days of school.

Dr Chirwa, who is employed by Shell SA and lives in a company house in Rondebosch, explained at a press conference yesterday that the girls had attended a private school since their arrival in the country at the end of 1987. However, rocketing school fees and a spiralling inflation rate found him facing financial problems and he attempted to enrol his daughters at Rustenburg Junior School.

"If they were any other Americans, just not black, I wouldn't be having a problem. Every morning my kids want to know why they are not going to school. How do I tell a six year old that she cannot go to school because she is black?"

Dr Chirwa's children were born in the US, hold US passports and only speak English.

He claimed his children's admission applications were refused despite the support of the US Embassy, the headmistress of the school and the school committee. None of these could be reached for comment last night.

In a letter of reply yesterday to Mr Moosa's call for a withdrawal of the refusal, Minister of Education and Culture Mr Piet Clase said he had not refused to grant permission to enrol the girls at "a primary school of the Cape Education Department".

"I merely attempted to convey the fact that the statutory provisions relating to the admission of pupils to such schools prohibit the admission of children who are not white."

AMK  
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26/1/70

# Bethlehem students sjambokked

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[scribbles]

BETHLEHEM. — Two policemen's homes were damaged by stone-throwers here after police used sjamboks and tearsmoke to disperse protesting students last night.

In an unprecedented move, all Bethlehem township schools started boycotting classes on Wednesday in support of demands that all expelled students be readmitted to comprehensive secondary schools.

All major township roads were blocked yesterday, with burning barricades leaving scores of bus and taxi commuters stranded.

In a petition sent to the principal of the Comprehensive Secondary School, Mr P de Villiers, the students demanded readmission of all failed pupils, removal of police from the school's premises and recognition of their SRC. — Sapa

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# The sixty seconds that turned peace into mayhem

**GAYE DAVIS** on the education protest that turned into a bloody mêlée

FIRST, metre upon metre of razor wire were unrolled, effectively penning more than 5 000 people into the area around St George's Cathedral. Then a police water-cannon drew up.

The marshalls managed to quieten the by now uneasy crowd. Mostly schoolchildren, but including teachers and parents, they had gathered to march less than two kilometres to the offices of the Department of Education and Training on Tuesday to protest the parlous state of education.

A group spoke to a police colonel, who said the march was illegal — and that if it went ahead, police would stop it.

Dullah Omar, an executive member of the United Democratic Front in the Western Cape, was one of those mandated to negotiate with police.

Then, suddenly, the colonel was called away. "Just give me a minute," said the colonel. "I was under the impression that someone had instructed (the police) to withdraw," said Omar.

"The colonel had spoken to us about people being allowed five minutes to disperse but we thought, well, he wants a minute, so let's give him a minute."

Before those 60 seconds were up, Omar and the other negotiators were sent reeling by a blast of water from a police water cannon. No warning from police preceded the action.

By this stage, the street was packed with people who had started moving along the planned route. The effect of powerful jets of water blasted at people with nowhere to run resulted in a blind stampede as the crowd surged forward, only to come up hard against another cordon of razor-wire at the street's other end.

Panicking, people turned and forged their way back, trampling those who had fallen in the initial rush.

In the tumult, first an elderly white man, then a young black child, were knocked into the twists of wire.

"You bastards, look what you've done!" someone shouted as the child was untangled and carried, bleeding, away.

Beyond the wire a group of youngsters toyed with and taunted police. Volleys of



Entangled in the violence ... a woman pours water over her baby to ease the sting of teargas. They were caught in the teargas fired at a train carrying Sats workers to Khayelitsha. Picture: BENNY GOOL, Afrapix

rubber bullets sounded from a nearby unmarked police car. Stones flew back in reply.

Scattered by police, youngsters fled through the city, leaving in their wake motor cars with slashed tyres and smashed windcreens.

Half-bricks hurled at shop windows whistled past the heads of bewildered shoppers. To the sound of smashing glass was added the cacophony of shattered crockery as outdoor coffee-shop tables were overturned.

More damage was wreaked at Cape Town's main railway station where hundreds of fleeing youngsters leapt over turnstiles to evade police and board township-bound trains.

In District Six, on the outskirts of the city, more cars were damaged and a police teargas grenade sparked a veld fire.

At a nearby building site, workers sheltered youngsters injured by police gunshot fire before activists could ferry them to doctors.

Perhaps predictably, local newspaper headlines focused on the violence perpetrated by the demonstrators — on the fear felt by city workers and shoppers who felt the consequences but did not see the origins of the clash between the

demonstrators and police.

The commissioner of police, General Johan van der Merwe, has said police did everything in their power to get the marchers to disperse peacefully.

But an operation which resulted in several injuries and thousands of rands' damage can hardly be rated a success.

And as Professor Hennie Kotze, head of political science at Stellenbosch University, noted, the actions of the rampaging schoolchildren succeeded only in alienating people who might otherwise have supported their demands.

In a welter of recrimination, essential issues easily become obscured.

What prompted the police to behave the way they did?

Their action echoed that taken last Friday at Jan Smuts Airport against demonstrators awaiting the arrival of the rebel English cricket team.

In both instances, police have defended their action by saying they were compelled to act because the protests were against the law.

But as Professor Nico Steytler, of the Department of Public Law at the University of the Western Cape, points out, police have exercised their discretion in the past and refrained from acting.

## ... and another education march

BY VUSI GUNENE

FOLLOWING a massive march on Sunday by more than 10 000 Soshanguve residents to protest against irregularities within the Department of Education and Training (DET), all the high schools and teachers have rallied to organise themselves this week.

Both students and teachers in the township have heeded a call made to the local police station last Sunday that the "DET dismantle school committees, currently nicknamed management committees and that they should immediately discuss all educational problems in the community with our democratically elected SRCs and the parents-teacher students associations".

In response, thousands of students from eight high schools have elected Student Representative Councils, while their teachers have flocked to a series of meetings of the newly formed Soshanguve Teachers Union.

The Soshanguve Education Forum — a formation of representatives from different community organisations in the township, has already met

with the Principals Council and have had "fruitful talks" according to a representative of the Forum.

The formations of the SRC and the teachers union will, in the next few weeks, become the Parents-Teachers-Students Associations to deal with a broad range of educational issues in the township.

A representative of the Education Forum told the *Weekly Mail* that it was busy seeking a meeting with the DET to discuss some of the educational problems in the community, but could not confirm a date for the meeting. The community resolved at the meeting last weekend that all students who wanted to further their studies as full-time candidates be "admitted without any further delay and that last year's matriculation examination scripts be remarked under the direct supervision of the National Education Co-ordination Committee (NECC)".

### HEALTH CENTRE

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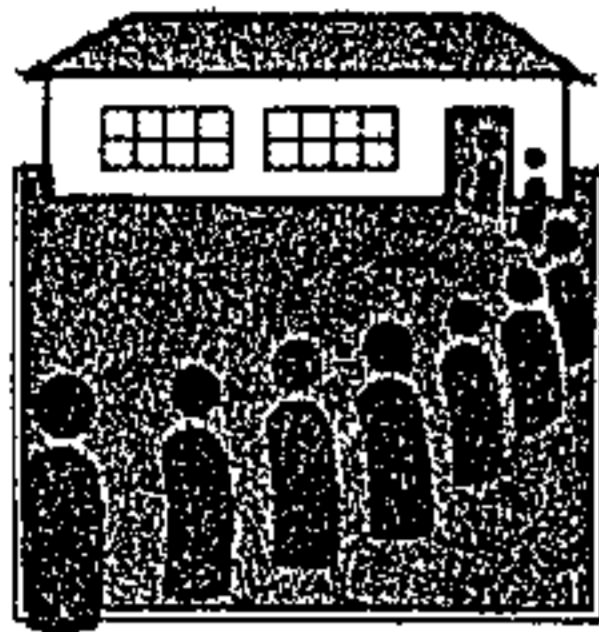
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CRISIS IN EDUCATION

# Get going, Stoffel!

■ The problem isn't insurmountable: it needs bold and creative management



It was in 1953 that Hendrik Verwoerd set out to reform black education — so that “the natives will be taught from childhood to realise that equality with Europeans is not for them.” More than

three decades later leftwing revolutionaries seduced or intimidated black children into classroom boycotts with variations of the slogan: No education before liberation.

Both crusades were futile and are now discredited. Never mind who should be blamed. The education crisis that we face in consequence is serious, it is patently going to get worse and unless it is *managed*, the economy will decay steadily until we reach permanent Third-World status.

Anglo American guru Clem Sunter puts it succinctly: “As night follows day, the most educated countries grow the fastest. In Japan 95% of high school children actually finish at the age of 18.” From Italy and West Germany to Taiwan and Korea, economically successful countries have invested heavily in education. Almost without exception, failed economies coincide with poor education systems.

No one has the answer to our education crisis — hardly surprising, when you consider some of the facts (research by University of the Orange Free State):

- Of all pupils in SA (including homelands and the TBVC countries) in 1988, 78% were black and 10% white. More than half the blacks were in Standard Two or below;
- Black pupil registrations grew by nearly 5% every year between 1983 and 1988. White pupil numbers declined by about 1% each year in that period;
- There are now just over 9m pupils at school. In less than a decade that will increase by an estimated 5,5m — nearly all of them black;
- There are more children at school in Bophuthatswana now than there are white pupils in Transvaal State schools;
- According to the Department of Education & Training, black pupils are increasing by 250 000 every year, demanding 300 new schools and 8 000 new teachers every year. In the next decade the white pupil total is expected to rise by only 16 000;
- The average teacher-pupil ratio in black schools is over 1:40, and there are primary schools where the ratio is 1:80;

- 16% of black pupils enrolled for the first time drop out annually from Grade One (Sub A). — 190 000 last year; and
- White, Indian and coloured pupil numbers will be almost stable for the next decade: already those groups cannot provide enough skilled manpower for the economy.

If you think those figures seem nightmarish, there is worse to come. Most children (of all races) who do matriculate or get reasonably far still cannot provide what the country needs — technical skills. In 1988, according to Eskom's John Maree, there were 38 000 unemployed matriculants — in an era of desperate skills shortage.

In 1987, the number of students of all races at universities was more than double the number at technical colleges and technicians put together; three-quarters of white graduates were trained in non-technical fields, and the same was true of 95% of black graduates. Less than 1% of black school pupils are studying technical subjects and only 30% are doing mathematics at any level.

There are powerful historical reasons for the resistance to technical training. Whites have been brought up to believe that manual labour is for other races and that they will be guaranteed jobs as clerks, bureaucrats and supervisors. Blacks are determined to be “professionals” rather than “workers,” and their role models — clerics and lawyers, for instance — reinforce this. Trade union leaders tend to be bureaucrats and ideolo-

gues. Some role models are in prison.

Verwoerd justified his downgrading of black education by asking: “What is the use of teaching a Bantu child mathematics when he cannot use it in practice?” Now that the country badly needs black children who can do maths, they are not interested in it or there are not enough teachers who even understand it.

The point is not that we want thousands of mathematicians. It has been found that maths is an excellent indication of potential ability and a trained mind. Research by the Wits University medical faculty has revealed that students who have passed in maths and science at school are unlikely to fail later on. In addition, the one factor that strongly favours whites, Indians and coloureds over blacks in getting accepted for medicine at Wits is a good matric pass in maths.

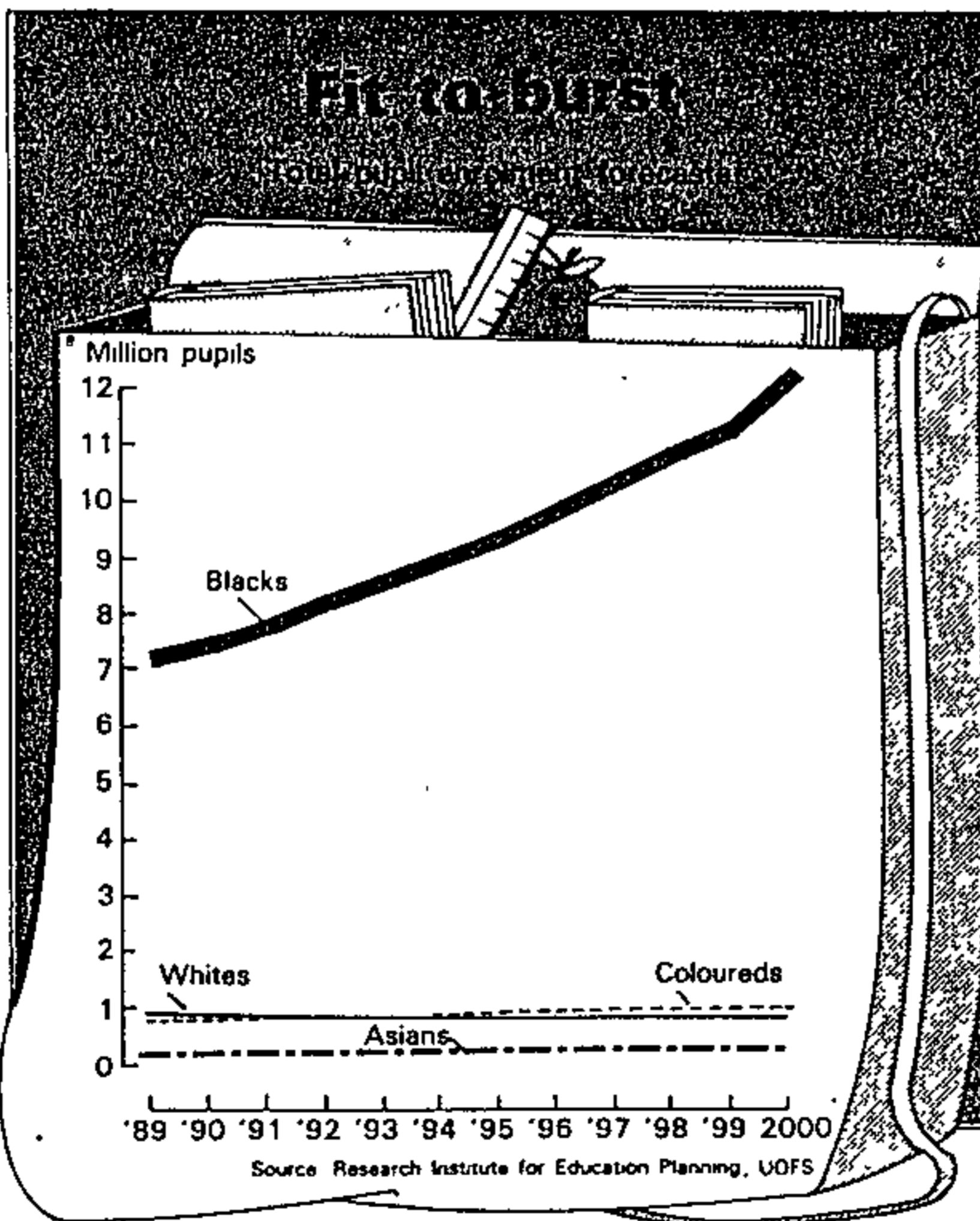
This is what makes that 42% black matric pass rate so terrifying: they may have a piece of paper, but what's it worth? About 12 000 white students pass higher grade maths each year; in 1987, 464 blacks did so and in 1988, 734.

But there is some comfort in the Wits research. The medical faculty also discovered, in studying the correlation between matric results and first-year results, that the students best qualified to do medicine were those who had written matric under the JMB, the Cape Education Department and the black DET. The numbers may seem overwhelming — but perhaps there is something on which to build.

So what is to be done, apart from building thousands of classrooms (which is possible) and forcing children to take maths (not so easy)?

Separate is not equal and never can be. This is not to say that schools must all be forcibly integrated but an immediate start can be made by opening white teacher training colleges to all — many of them standing half-empty or facing closure. More than 16% of black teachers at all levels are simply not qualified to do the job (the comparable figure for whites is less than 1%).

Reducing the colour bar in education would also streamline the bureaucracy. Obviously, systems serving 9m children need clerks — but consider the number of largely autonomous education departments: four white provincial, four in the TBVC states, six in the other homelands, one each for Indians and coloureds, and the DET itself. A grand total of 17 — with no fewer than 15 ministers of education responsible for them!



# 'A currency without borders'

San Antonio-based United Services' Gold Fund concentrates on SA gold shares and has achieved some spectacular gains since the October 13 1989 mini-Crash. Portfolio manager Edmund Serfaty — interviewed by the New York-based magazine *Asset International* — was bullish on prospects for the price. Serfaty, who joined United Services while at the University of Texas nine years ago, has managed the fund since 1987.

**What were the major factors behind the recent rise in gold prices?**

**Serfaty:** You can almost pinpoint the start of the big move to the first Monday after the mini-Crash of October 13. A lot of things took place then that prompted a change. One was the inability of UAL to get new junk bond financing and another was the Compeau crisis, which is still with us. These precipitated a junk bond crisis.

Then there was the uncertainty in eastern Europe and the positive news coming out of SA. And the news that Russia wants to be accepted into the international financial community — which might have big consequences if it were to tie its currency to gold.

Another is the weaker dollar. We felt that the Federal Reserve Board would have to ease monetary policy, and that would cause selling of the dollar by foreign investors. Also, I'm not a technician, but most gold bear markets tend to go for 24-month cycles. The last one started in October 1987.

**With few exceptions, the stocks that propelled and have benefited from this gold rally are all South African. Why such a heavy slant?**

In a rising market the South Africans tend to lead the pack and eventually the others tend to catch up. But I think it's proven that people know what they're getting in South African gold mining shares. That's because they have a discount associated with them. When you're coming on a bear market, they were always the ones that came down the hardest, so there was always that added appreciation potential. They come up faster and go back down faster.

Also, they were coming off some pretty low levels last year, which made them look good even at the beginning. There was just a lot of room for appreciation in those shares.

But the political situation is a huge factor in why these shares have outperformed the gold mining companies of other countries. The new president is taking a lot of steps to reform the political system, to try to liberalise the laws down there.

Nelson Mandela's release may finally happen next month. And the laws of apartheid are relaxing. It's just a whole different attitude down there. Instead of 'this is how it's going to be,' and shut out the rest of the world, it's 'let's talk and see how we do.'

The genie's already out as far as political

reform goes. They're going to have to continue changing their ways. And that's being perceived positively by the global investment community.

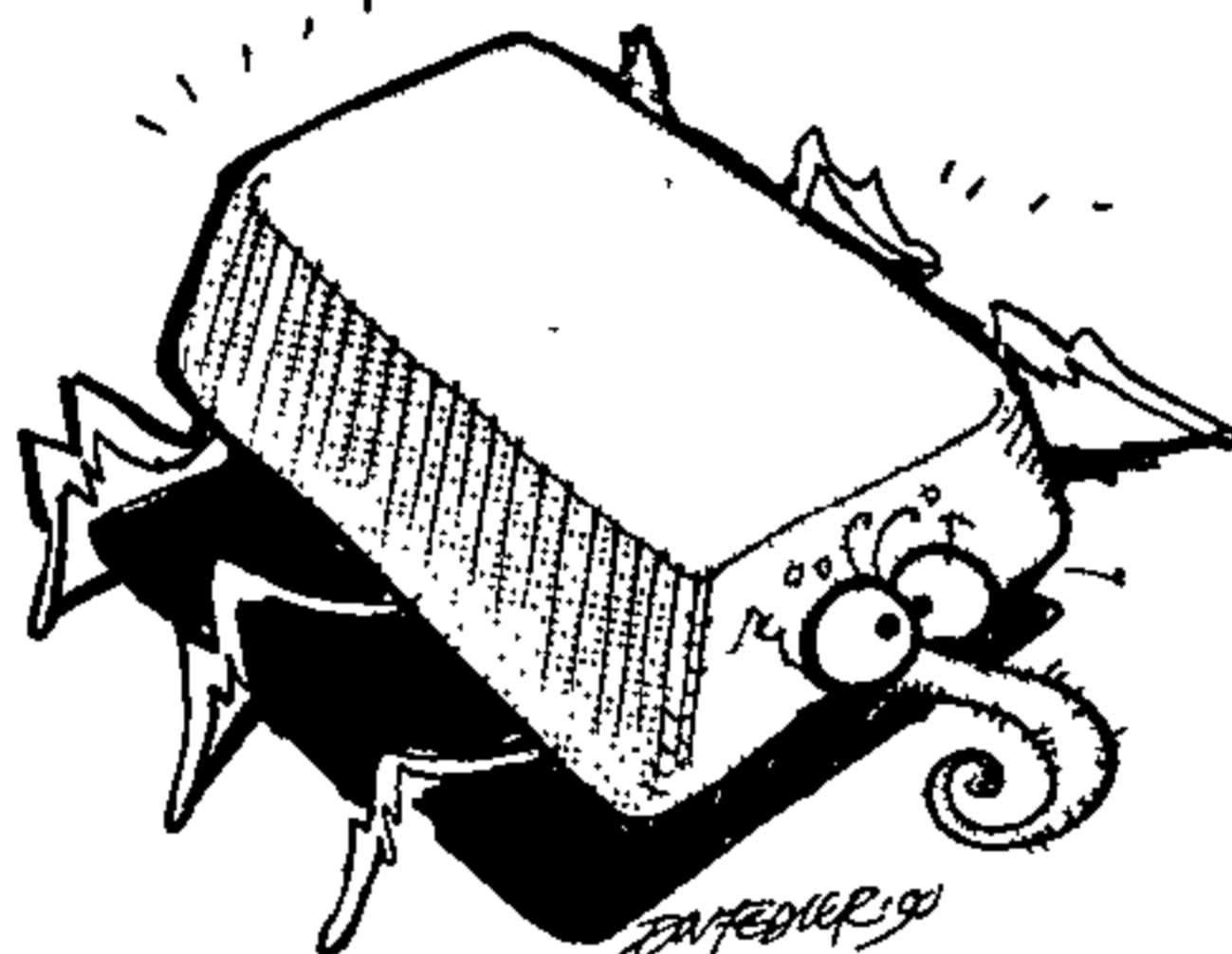
**Who are the big performers?**

In my opinion, most of the move in the last six months has come from what we call the marginal, higher-cost shares, because of the leverage. But I feel that the blue-chip companies, which we concentrate in, also have plenty of appreciation potential. We're up 65% on the year, but you have some stocks that literally doubled in that year.

Driefontein Consolidated Mines, which is a blue-chip and is in the middle of the pack, is up 70% for the year. Another one is Hartbeestfontein Gold Mining Co, and this is the low range, up 55%. At the high end there's Beatrix Mines. That one's up 176% on the year. And Deelkraal Mining Co is up 109%. So there's quite a range of appreciation.

**You maintain about 14% of your portfolio in SA platinum shares. How have these performed?**

These have done very well. Recently, the



price of platinum has had very volatile swings up and down. In December 1988, Ford Motor Co came out with a catalytic converter that did not require platinum. That sent the price of platinum tumbling after toying with US\$500 — it came down \$100 in a single week.

We took that as an opportunity to buy platinum shares. In our opinion, this catalytic converter was not a proven technology, and it would be many years before it went into production. The European Community, meanwhile, is requiring US-style catalytic converters in all new European cars now. That's a brand new market that wasn't there before. And Japanese car sales are still going strong.

Since then, the platinum price has recovered (to \$494 an ounce). The shares have doubled their price of one year ago and are at all-time highs. And if you want to invest in platinum mining shares the only place to do it is in SA mining shares. There's no place else with any significant platinum mining.

The real blue-chip platinum company is Rustenburg Platinum Holdings. Another is Impala Platinum Holdings. And another platinum play — it's an investment company really, but it holds shares in platinum issues — is Lydenburg Platinum Mining. Impala and Rustenburg are at all-time highs and Lydenburg is at a (52-week) high. **Getting back to gold, another much-noted aspect of the current surge is that the buyers have tended to be European rather than American. Why the comparative lack of interest over here?**

There has also been some buying out of the Far East. But we have seen a lot of buying recently out of Europe and traditionally Europeans have always held gold in their portfolios, or some form of gold holdings. And I think in the Eighties they might have reached lower levels than they were comfortable with. So it was time to buy.

I think investors in the US have a strategy that they buy when it's time to buy and sell when it's time to sell. They're not big hoarders of the metal. We're looking for a weaker dollar scenario in 1990, though, and that'll be positive for the price of gold. So if that takes place, we may see some hoarding in the States.

**Some analysts predict that gold may go much higher, this time around, before the cycle ends. Has a fundamental change of some kind taken place?**

With the political uncertainty that's taken hold in eastern Europe, people tend to want to have gold. I think in the Nineties gold is going to take back its traditional role of being a currency rather than a commodity, as it was in the Eighties. Gold is a currency without borders, and if you don't like what's happening in your currency, you want to have gold to take the risk out.

There also may be something to be said for the psychology of the change of the decades, that we're coming off a very prosperous decade of paper profits, in the stock markets and in the bond markets. Now it's going to be more of a hard asset story.

**Along with all the positive signs, are there any danger signs investors should keep in mind?**

As you know, the shares have come up quite a bit faster than price and volume, so I guess the biggest concern on everybody's mind is that gold had better keep on going up. If that rise doesn't come, then the shares will have to come back down. Something's going to have to give.

The biggest concern is that there wouldn't be a follow-through with the price of gold. But I can't believe that will happen. I can't believe that we won't see price and volume follow through this year. I see too many positive factors in the Nineties.

We're forecasting \$500 an ounce by year's end and that might prove to be a low estimate.

4D 50

It is a mistake to think — as the radicals seem to — that all problems will disappear if apartheid is abolished. But none of them will be solved if it is not.

However, the minister responsible, Stoffel van der Merwe, says schooling will not be desegregated — “it’s not the same as beaches.” He has also de-

fended the decentralisation of education, citing the 26 education departments in Switzerland and the 3 000 school boards in the US. Which sounds like the doublespeak we expected from John Vorster: of course decentralisation is acceptable but, if it be based on race, it offers no solution.

One stumbling block is the powerful conservative interests in State education; the Transvaal Education Department, for instance, is said by insiders to be a hotbed of CP support. To look to it for a solution would be to entrench inertia.

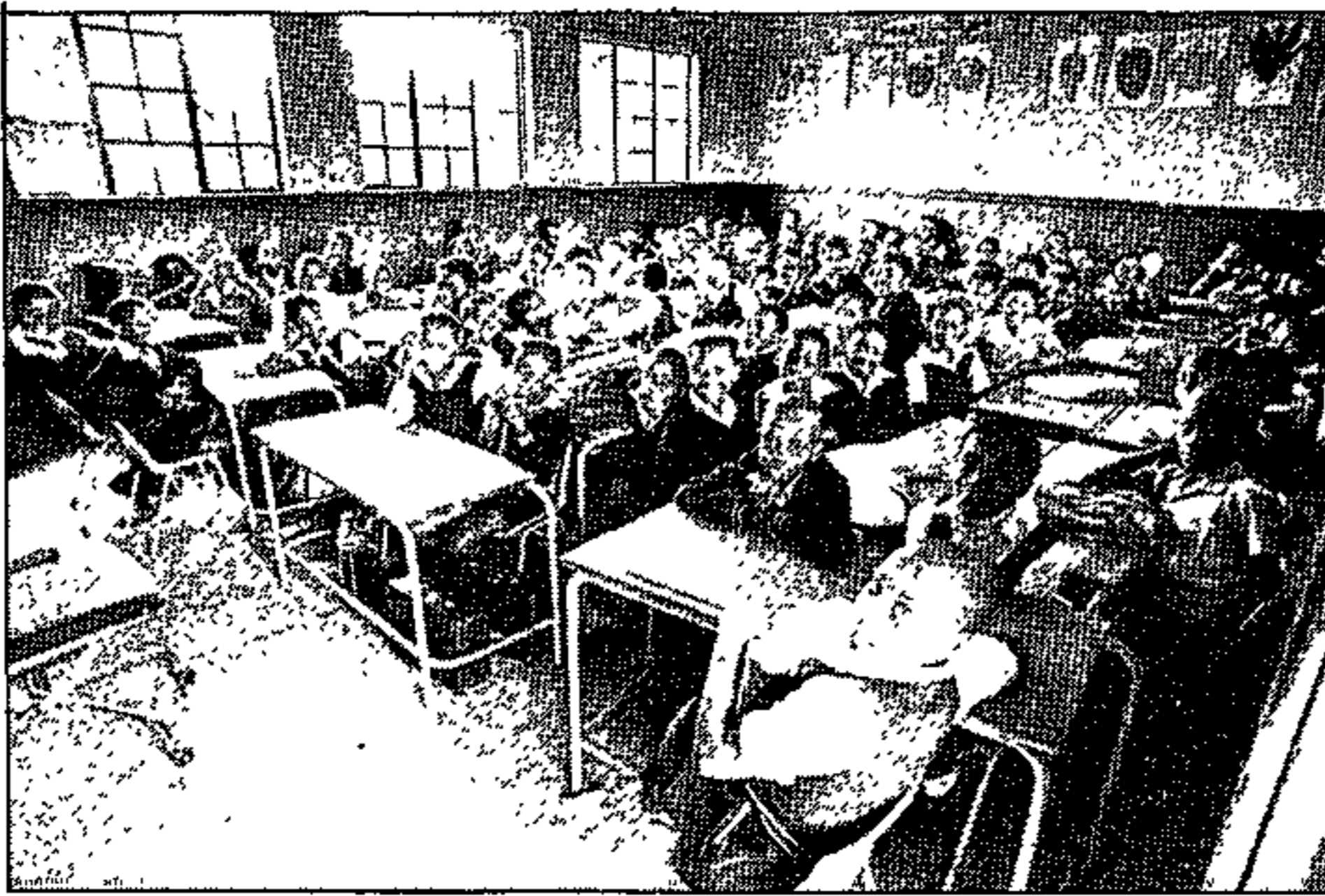
Van der Merwe may have left the door slightly open. He remarked recently that there would be no “forced integration.” As he well knows, several leading government schools wish to go nonracial. They should be encouraged to do so. The private schools have achieved much in a few years and their experience can be drawn on.

There should be no more cynical hiding behind the absurdity of “own affairs” when the next white school is due to be closed because numbers are dropping. More than 200 000 places are vacant at white schools — it is clear that something can be done right now to help.

Everyone agrees that black communities should be more involved with the schools which are supposed to serve them. But “involvement” should mean more than occasional meetings with speeches and exhortations: government needs to make the schools accountable to their communities, not Pretoria.

There is certainly little accountability at present. From the headmaster down, everything is blamed on the “system” (often wrongly); corruption and inefficiency flourish. What is needed is an extension of the system that applies at present to white government schools: the State provides the buildings and textbooks and pays the teachers’ salaries. Everything else, from swimming pools and cricket kit to choir gowns, is up to the parents to provide. In most schools, the key figure is the principal, and that is where far more responsibility should be devolved.

There is no doubt that the country needs talented and dedicated teachers whose position in the community is respected. If their salaries are paid by local communities — and not dictated to government by reaction-



**Class of the Nineties ... 82 pupils, bleak prospects**

ary trade unions — parents will get the skills they believe are needed for their children’s well being. If, for instance, a maths teacher is needed, a premium will be forthcoming.

Even the better white schools are feeling the pinch of the brain drain — especially in the vital maths and science departments. As Wits professor of education Peter Randall points out: “Look at the way a society treats its teachers and you will see how it views its future.”

What of privatisation? Only the most prosperous communities could afford to support a privatised white State school at its present level of affluence, especially in sporting facilities. Barnato Park, Johannesburg, has been effectively rescued by JCI but there are limits to what private-sector white knights can do. Besides, a core role of government is to provide the basic investment in the future of the country. And that means every bit of value needs to be squeezed out of every public cent so spent.

And what of technology and TV, often hailed as the solution to the numbers crisis? Research at Wits’ Education Policy Unit indicates that educational TV can aid only good teachers: it cannot buttress weak ones. More importantly, massive financial, technical and logistical resources are needed. In any case, 80% of black schools are without electricity.

However, hi-tech equipment could be put to good use in training teachers at central venues.

If the crisis is to be managed, let alone solved, the following measures are both essential and realistic:

- Open all colleges of education to all races;
- Establish one education ministry and one national matric examination;
- Allow white schools to go nonracial if they wish, particularly those with declining numbers — but do not force any school to become nonracial;
- Devolve more responsibility to schools, reducing bureaucracy and making communities more accountable, exploring a privatisation option where it is practicable ;
- Pay teachers according to the demand for their skills and spend less on unnecessary technology;
- Devote special attention to primary school pupil-teacher ratios; and
- Begin modifying the syllabus to be more

FIM 26/1/90

technical.

What is encouraging now is the realism among black community leaders. But there must be a clear undertaking not to allow political issues to interfere with teaching and to restore discipline and respect property. It would also help if absurdly unrealistic demands were dropped. It was a silly diversion, for example, to demand that all 1989 matric exam papers be remarked and that any pupil who applies for a place in school must be admitted — even those with a record of political intimidation and those who are 20 and older.

A common reaction to the crisis among whites — and not least hard-headed businessmen — is impatience and resentment at the burning of schools and facilities and general opposition to discipline. But sorting out the education crisis is not a matter of bleeding-heart charity; it is a question of economic survival.

If education is inadequate, there will be no skills; without skills the economy cannot grow adequately and, as a result, the provision of the basic necessities of life will become increasingly more difficult for growing numbers of people.

There are many sensible ways to tackle the problem, and many talented people available. Money may be short, but what is there can be used more efficiently.

What appears to be lacking is not so much the absence of resources, but of energetic and creative leadership and clear evidence of the political will to eschew the warped ideologies of both Verwoerd and the intimidating comrades. ■

## OUR ANGLOVAAL SLIP



**Hersov**

**Menell**

The two elegant executives on the FM’s cover last week, the partners in Anglovaal, are among the best-known businessmen in the country. Unfortunately, on page 32 of that edition, because of the intricacies of colour printing, our works department mixed them up: Clive Menell’s picture appeared as Basil Hersov and vice versa. We apologise to our readers and to the businessmen concerned for this error and regret any embarrassment it might have caused. This is how the pictures should have appeared.



# Pupils' protests 'warranted'

Staff Reporter

CONDITIONS in black education warranted pupils taking part in protest marches during school hours, educationists and spokespeople for teaching bodies said yesterday.

Department of Education and Training (DET) acting regional chief director Mr Pierre du Toit said yesterday that principals did not have the authority to allow pupils to take part in protest marches.

Democratic Teachers' Union (Detu) spokesman Mr Andile Jonas said it would not be "normal routine" for pupils to take part in

protest marches as teachers and students "realise the importance of education in a post-apartheid South Africa", but current conditions warranted protest.

Pupils who had taken part in last week's SATS protest march in the city had done so to express their solidarity with the workers, among whom were parents of pupils, he added.

Mr Du Toit said a black principal would be in danger if he tried to prevent pupils from taking part in a march.

He added that some Khayelitsha parents — armed with knobkerries — had tried to prevent their children from taking part in

Tuesday's march because they knew there would be problems.

Mr Franklin Sonn, Cape Professional Teachers' Association president, said any criticism of the behaviour of pupils on Tuesday "must be viewed against the ravaging effects of Bantu education".

"Of course, one is always concerned when vital teaching time is lost, but this should spur all of us on to remove apartheid from education.

"If we do not do our share, we must not be surprised if the children do it themselves," Mr Sonn said.

Cape Times 27/11/90

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White schools open  
to all after hours?

PRETORIA. — Government was looking at the possibility of opening white schools to black pupils — if only after hours, the Minister of Education and of Development Aid, Dr Stoffel van der Merwe, said in Pretoria yesterday.

Following a meeting with the Council of Education and Training (CET), Mr Van der Merwe said the move could help alleviate the problems in black education.

He added that opening the schools may not be economically viable.

The Department of Education and Training (DET) was considering an offer by the House of Representatives to make available coloured schools to black pupils.

He said he discussed a wide range of issues yesterday with the CET, ranging from "immediate" problems such as poor examination results and school attendance figures to such long-range issues as "credibility" questions. — Sapa

Syfrets Cape Times

eft), apparently frustrated by the police release  
ch, turned their anger on the old mining town. sma

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Syfrets Cape Times

(50)

**DEAR STUDENT**  
WHAT programme of self-education am I proposing?

You should read a newspaper every day, for example *Sowetan*, *The Star*, *Saturday Star*, *Weekly Mail* or *New Nation*, as often as they appear.

If you find more than one a rather costly habit, particularly as newspapers are continually raising their prices, ask grown-

# Use papers, magazines in self-education

ups whom you know to give you what they have already read.

There are just too many used newspapers and magazines that end

up in the trash bins before they have been adequately used.

Then, of course, there are books to read, too.

My heart goes out to those students who live in rural or semi-rural areas where there are no newspapers being sold, still less libraries.

I would suggest that they confront their principals with a request that, even where there is no library, their schools subscribe for weeklies and monthlies.

He or she could keep the papers in his or her office.

Every day one classroom can be used as a reading room, after which the papers are returned to the principal.

It's rough, I know. But again, through a community leader and/or a teacher who shows interest you can ask for free unsold copies of dailies, weekly and monthly periodicals from editors; no matter how old such reading material is.

Reading is the big thing. I think too few teachers and students exploit the value of the press as education media.

I seldom see newspaper and magazine articles pasted or pinned on the walls right round in the classroom.

Those of you in the rural areas whose parents work in urban



**Educationist Professor Es'kia Mphahlele continues with his letters to students in response to our series on the crisis in black education. Today he focuses on a self-education programme.**

centres may ask them to collect any used books their employers wish to discard.

Whatever they are, as long as they are not mere picture books, eat them up, so to speak.

In time you will be able to tell enriching texts from trash.

Let me return to that matter of HD and AD.

HD may often find itself in trouble with AD.

Because basically they make very bad roommates.

Each wants to

from your sense of decency and self-respect.

For those who love to be dominated, to be commanded, to be punished by authority for their failures and errors, who are helpless without authority hovering over them, cannot love themselves.

They hate and despise themselves.

Self-respect or self-esteem is at zero level.

The very manner in which HD confronts AD will either increase



**SCHOOLS  
CRISIS**

smother the other, for different reasons.

AD cannot tolerate HD because the latter condemns actions that arise from arrogant authority, its accompanying use of fear and intimidation.

The constructive use of self-discipline and the sense of order it creates in you is proof that you love yourself.

Not a selfish love that exaggerates your own importance, but self-love that comes

the former's energy or deflate it.

I'm faced with an authority I hate because it tries to humiliate me, even dehumanise me.

If I discipline myself successfully I shall measure the distance, so to speak,

that I have to cover in a hunger strike, try to calculate the odds, the response of the power I am challenging, and so on.

You don't just embark on a line of action in order to pump more air into your own ego, in short, to indulge yourself.

Again, if I'm highly disciplined from within, I shall be constantly mindful of examples that history offers of the kind of action I am planning.

If it is authority outside the State that I must pit myself against, self-discipline will also help me survive it, for example in business, industry, organisations and community institutions.

HD lies in the very act of calculating and estimating the reach of authority and the possible consequences of my action.

Political activists have to make decisions concerned with the extent to which their family and other next-of-kin are likely to suffer as a result of long-term detention, prison sentence, even possible death.

This is for me one of most terrifying decisions.

There are no straight answers to such questions, no rules of conduct.

All we know is that the moment of decision presents the most excruciating test of one's humanistic conscience or discipline in response to the AD.

*Sincerely*

*Es'kia Mphahlele*

Call-7/12/90 30/1/90

## Probe into provision of education

(50)  
PROBLEMS experienced in the provision of education in South Africa are being investigated and this could result in policy adjustments, according to the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

The investigation, which was instituted at the end of last year, was progressing satisfactorily, he said.

"As one of the state departments

responsible for the provision of education in South Africa, my department and I are thoroughly aware of the problems experienced in this regard."

He had directed the investigation into the provision of education by his department "to make a further relevant contribution".

This investigation "could lead to a policy adjustment regarding the provision of education" by his department, Mr Clase said.

# Workshop on education



A GROUP of primary school teachers from Bophuthatwana, Gazankulu and Venda attended a five-day remedial education workshop at the Wits University's Division of Specialised Education this week. The workshop is a joint project of the division and the Southern African Association for Learning and Educational Disabilities.

*Sowetan 30/1/90*

Its aim is to attempt to address some of the critical needs in education today, as well as give teachers insights into how children learn and why some children have difficulty in doing so. It also provides teaching strategies to overcome some of these difficulties in the classroom. More of these programmes are planned for the future.



# Far north calls for unitary education

Sowetan 30/11/90

50

**CALLS** for a single department of education for all South African students were made on Sunday at a meeting attended by over 200 people at Jane Furse in the far northern Transvaal.

Dr Aaron Motsoaledi, chairman of the Sekhukhune Interim Committee on the Education Crisis, appealed to all 22 regions of Sekhukhuneland to

heed the go-back-to-school call made by recently released ANC leaders.

"History tells us that Bantu education has been wrong since its inception in 1964 and this led to the ANC forming alternative educational structures which were later banned by the Government," he said.

Mr K P Masha (69), a former Robben Island prisoner for PAC



activities, said students should stop gambling at shops during school hours - in so doing, they were delaying liberation.

It was resolved that is-

such as poor matric results, overcrowding at schools and lack of adequately qualified teachers would be discussed at a mass rally next Sunday.

Teachers, students and parents also pointed to the need for democratic associations to deal with educational matters in the area. - Sapa.

# Schools' ally posts first class results

SO  
30/11/90

**FROM** humble beginnings the Do It With Diepkloof Association has had remarkable achievements since it was formed four years ago.

The association was initiated by a group of principals in the area in conjunction with three private companies, as well as the READ (Read, Educate and Develop) organisation.

Today the association has assisted, in one way or another, all the 35 schools (primary and

secondary) in the area, despite the ongoing crisis in black education.

Mr Peter Mokele, the treasurer of the association said the objective of the organisation was to provide schools with those needs that the Department of Education and Training as well as parents could not automatically contribute or make available.

He said the association's dream, at inception, was to see all schools in Diepkloof being equipped with educational needs in subjects such as mathe-

matics and science in order to make the learning of these subjects easy. They also wanted to see that teachers are kept abreast on the latest teaching methods through courses.

## Science kits

Mokele listed the following as some of this association's achievements: providing all primaries with maths and science kits worth about R15 000 and R10 000 respectively; providing high schools with teaching aids for science sub-

jects (R11 000); had maths teachers undergo training course to use kits effectively; providing primaries with logo kits which are used for basic identification of colours, shapes and other things; managed to re-install school's telephones that were disconnected because of lack of funds; granting R20 subsidy to each school towards payment of telephones.

Acquiring a typewriter which is used by all schools for preparing examination stencils and writing official letters; acquiring a photo-copier plus a duplicating machine for exam papers; and paying the costs for servicing and repairing office machines owned by individual schools.

## Reading

In addition, the association has also assisted some of the schools to acquire Read box libraries - to improve the reading skills of pupils.

As the first project for 1990, the association last weekend took 150 pupils (10 from each primary in the area), plus 15 teachers



**PETER MOKELE**

to a Speak English Course at Wits University. The course will run for five Saturdays. Those who attend have to share what they learned with their colleagues.

"I believe everybody can see that we are doing a sterling job. For these kind of projects we need a lot of money or equipment. We invite those who would like to sponsor some of our programmes to come to our meetings," Mokele said.

Mr Mokele can be contacted at 985-1041 (office hours) or 938-3497 (home). Alternatively, contact Mr John Thompson (chairman) at 462-2105 (office hours).



**DEAR STUDENT**  
YOU'RE probably thinking this is "jive talk" I'm giving you about self-discipline; about its role in a variety of circumstances outside your career as a student.

What has it to do with me as a student? You may well ask.

I'm confident though, that you know deep inside what I mean by disciplining yourself in your studies, whether or not the desired final reward is a certificate. For you do not live a student's career 24 hours of the day.

You are a social animal and must interact with people.

What I'm trying to do is counsel you in a way that should make you see yourself in this light.

You have to put aside a day in the week when you can engage in some form of community development.

### Demands

Several times some form of political activity will make demands on your time which you cannot ignore.

We are not all inclined to platform or activist politics. Some of us are mainly doers, others mainly thinkers, others again combine in our natures the two persons in adequate proportions.

The nature of our lives dictates our decision to go with the majority flow at certain times.

Always, however, you have to return to that private little corner of yourself.

Here you talk to yourself, experience your inner self, study, meditate.

There is time to pray, time to meditate. The two experiences of the soul are not one and the same thing.

In other words you

# Set aside time for community development

**Educationist Professor Es'kia Mphahlele continues with his letters to students in response to our series on the crisis in black education. Today he focuses on self-discipline outside your studies.**



actively share your fellow-humans' anxieties, the joys, sufferings, courage, failures, victories.

You communicate yourself to them as they do to you. Then you draw into yourself and feel the silence of your soul, listen to it.

Studies pull you into this silence where you enrich you intellect by putting it to work through reading and making notes and thinking.

Your spirit flows into the community, which in turn flows into yours.

All this is the function of self-discipline (HD), so that you can maintain sanity even in the midst of torment and turmoil.

Sanity is mental balance. You appreciate it best in a state of mental tranquility. Tranquility is a state of calm that

goes deeper than mere silence, or absence of noise.

Your HD must stay in control, to help you space out your activities in self-development, allocate the proper time for each, the proper emphasis.

Your self-discipline expresses you and not the wishes of an outside authority.

I have said that you have to be committed to learning to be able to cultivate humanistic discipline (HD) or self-discipline.

Likewise, you have to be committed to



your community to be able to cultivate HD in your relations with the same community.

You join a soccer club. You find rules that govern it. The self-discipline in you tells you that the rules have to be obeyed if you want to continue membership in it.

You surrender some of your own HD if you do not consider that the rules are damaging to it.

On the soccer field, too, you the player have to play by a set of rules that govern the sport.

You cultivate the self-discipline required for you to appreciate the rules of the game and even protect them against violation by other persons.

As long as everybody in the team thinks the way you do at this given moment, there will be harmony and cheer on the field and at club meetings.

If you lose on the field you maintain a clear head on your shoulders. If you lack HD you dribble the ball, gyrate and prance about to the applause and excited yelling from the crowds.

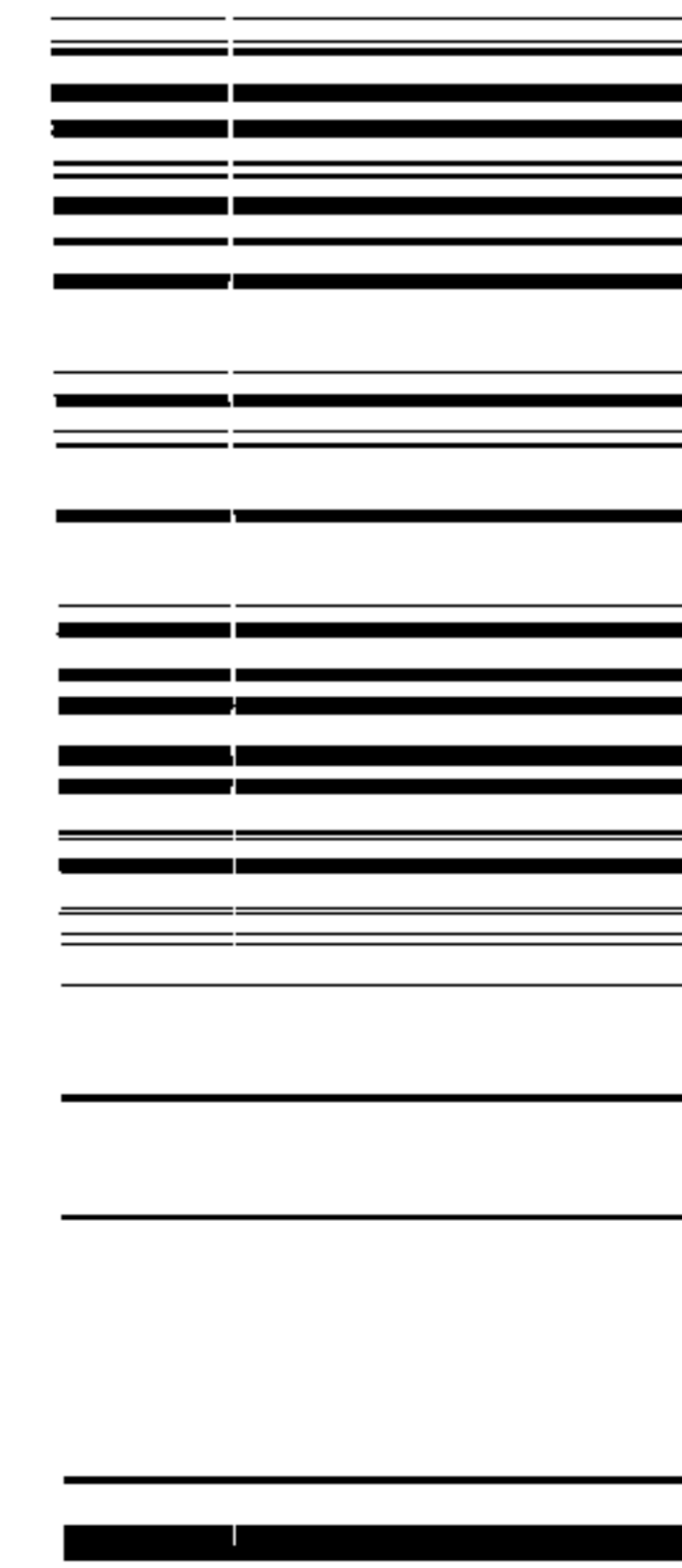
Talk to you next time. 9

*Sincerely*

*Es'kia Mphahlele*



There is more to life than studying. You have to set aside some time to get involved in community development.



Star 31/1/90

(50)

Pretoria Correspondent

A new council which could change the face of education in South Africa will be constituted soon.

Financing, curricula standards, examinations, teacher training and co-operation between South Africa's myriad education authorities are among the aspects which will receive the attention of the new South African Council for Education.

The council will be chaired by Professor P "Flip" Smit, vice-rector of the University of Pretoria, a former vice-president of the HSRC, and a member of the De Lange commission of inquiry

# Hope for change in SA education system

into education in the early 1980s. Professor Smit said he was "very excited" by the enormous challenge facing the council, and would not waste time in tackling the job once the other members had been named.

At the same time, Professor JP de Lange, former rector of RAU and the chairman of the commission, has been named chairman of the council's new sister body, the Council for Uni-

versities and Technikon.

Representatives of education authorities and experts in various fields of education are expected to be drawn into the two councils which will report directly to the Minister of National Education, Dr Gerrit Viljoen.

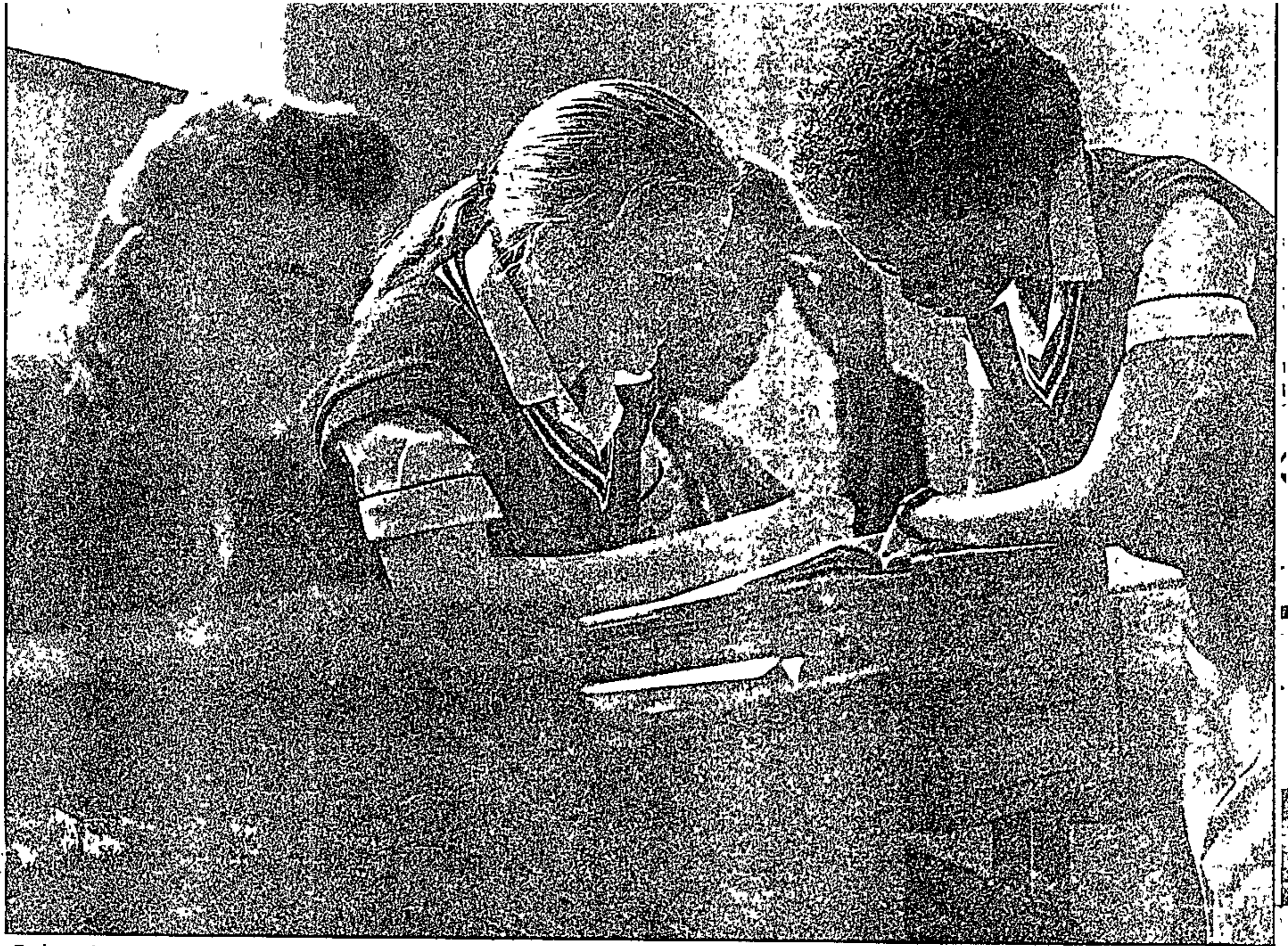
A similar committee was proposed by the De Lange commission, but nothing materialised.

It is believed one of the major

tasks of the new Education Council will be to "standardise" education and create equal quality school education for all children in South Africa, and in this it could refer back to other recommendations of the De Lange commission.

This comes against the background of a speech earlier this year in which Dr Viljoen said while group differences could not be ignored by education, everyone contributed towards the economy and therefore different groups shared a common destiny.

One of the questions still to be answered is how much power the Education Council will have.



Today, Argus Group newspapers salute children who will take South Africa into the new decade, pupils like (from left) Bernice Chang-Kue (17), Liza Saayman (17), Tumi Kgomo (18) and Maria Phalime (17) who could benefit from the R1 million educational trust launched to thank thousands of readers for more than 100 years of support. ● Picture by John Hogg.

## Argus donates R1-m to education

Argus Newspapers is about to give R1 million to young people of all races who will help build a new South Africa.

Instead of splurging on a nation-wide "bash" to celebrate the corporation's 100 years in newspapers, Argus Newspapers intends to mark its recent centenary by donating R1 million to private-initiative education.

The money will be used to capitalise on the efforts of The Star and our readers — and of all Argus newspapers — who have invested in TEACH.

TEACH built classrooms when there was no place in school for many new pupils and, over a decade of shortages, it provided accommodation for about a quarter of a million children.

Today, in a new era,



Argus chairman Mr Hal Miller ... 'Repaying some of our dues.'

and to mark the beginning of its second century of commitment to South Africa, Argus Newspapers announces that it is to create a R1-million educational trust.

The money is for all young South Africans, irrespective of race, colour or creed. It will promote education across the

whole spectrum of the community served by Argus newspapers.

These newspapers include The Star, Saturday Star and Sunday Star; the Argus and Weekend Argus; The Daily News, Sunday Tribune, Natal Mercury and Post Natal; Sowetan; Pretoria News; and the Diamond Fields Advertiser.

Trustees will allocate money according to the greatest need of any particular community.

The newspaper education trust may give bursaries or build schools; buy needed equipment and books or make an outright donation to a school, technikon or university.

The only test will be: Is that the best way to help the cause of education?

Announcing the creation of the trust, Argus

chairman Mr Hal Miller said.

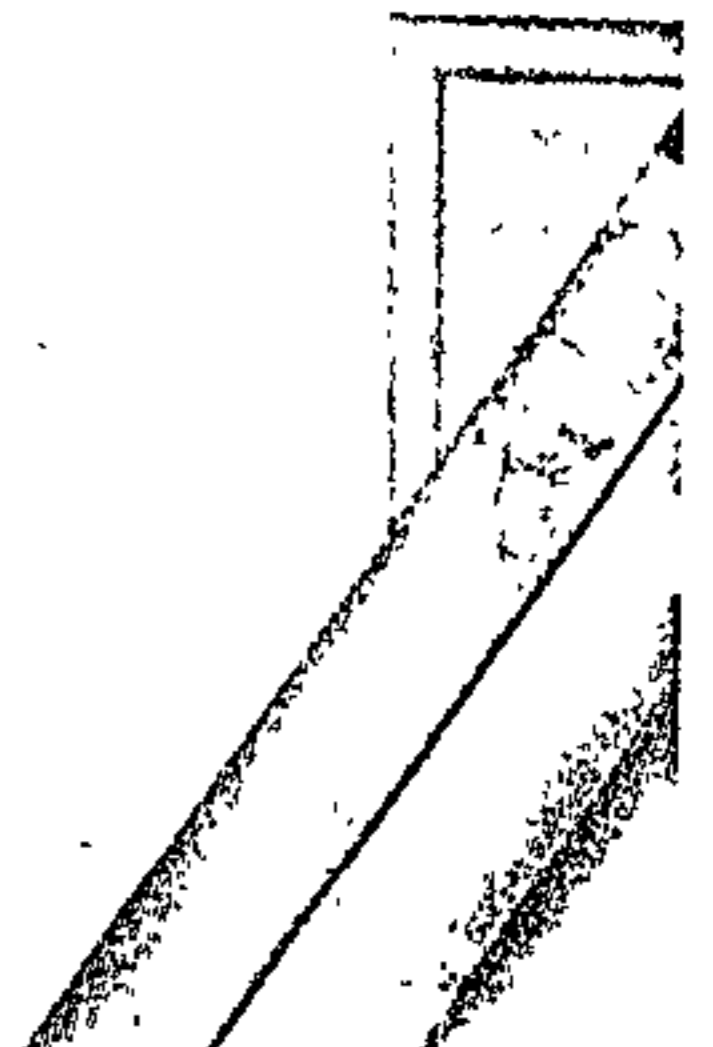
"Our newspapers have thrived over the past 100 years because of the role of the printed word in informing and entertaining our readers. In the process, I like to think, we have contributed to the enlightenment and enrichment of the communities we have served.

### PRINTED WORD

"Through the Argus Educational Trust I hope we can repay some of the dues we owe society for the support it has given our newspapers and, at the same time, foster education — the one essential dimension that will protect the printed word in future."

The trust will be formally established in the near future.

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## Conference on language

DANIEL FELDMAN

A ONE-DAY public conference entitled Planning for the Future: Language in SA will be held tomorrow at Wits University.

The university's linguistics department and the Institute for the Study of Man in Africa are joint sponsors of the event. *B1 Day 11/21/90*

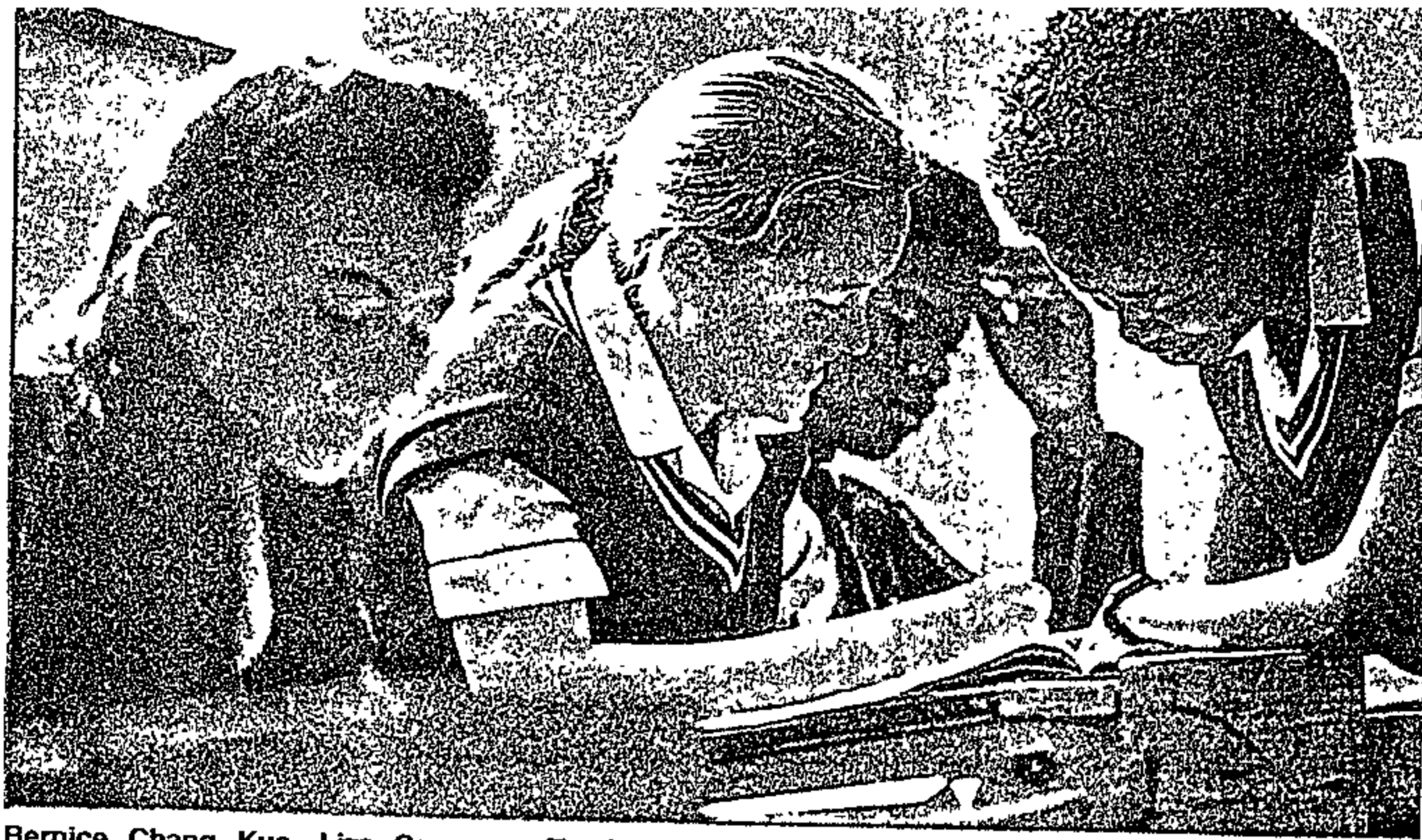
The conference forms part of the International Symposium on Sociolinguistics in Africa.

It will feature formal presentations by noted linguistics experts, including Carol Eastman of the University of Washington, Neville Alexander of the National Language Project, Douglas Young of the University of Cape Town, Keith Chick of the University of Natal, Kumbirai Mkanganwi of the University of Zimbabwe, and David Brown of the University of Natal.

The presentations include such subjects as language and social history in SA and the role of English in post-apartheid SA. Following the addresses will be two panel discussions.

Organisers said one reason for the conference was that "language barriers must be broken down".

A statement said: "In a complex multilingual country such as SA, research on language use and behaviour has a direct relevance to planning for the future."



Bernice Chang Kue, Liza Saayman, Tumi Kgomo and Maria Phaline welcome the Argus Company's announcement that it is to spend R1 million on education.

Sowetan - 1/2/90

# Boost for pupils

● From page 1

Announcing the creation of the Argus Education Trust yesterday, Mr Hal Miller, chairman of the company, said Trustees would allocate the money according to the greatest need of any particular community.

He said the Trust may give bursaries or build new schools, buy equipment or books or make an outright donation to a school, technikon or university.

Miller said: "Our newspapers have thrived over the past 100 years because of the role of the printed word in informing and entertaining our readers.

"In the process, I would like to think, we have contributed to the enlightenment and enrichment of the communities we have served.

"Through the Argus Education Trust I hope we can repay some of the dues we owe society for the support it has given our newspapers and, at the same time, foster education - the one essential dimension that will protect the printed word in future," Miller said.

The money will also be used to capitalise on the efforts of Sowetan and The Star.

The Star's TEACH programme built classrooms to help alleviate overcrowding in many black schools.

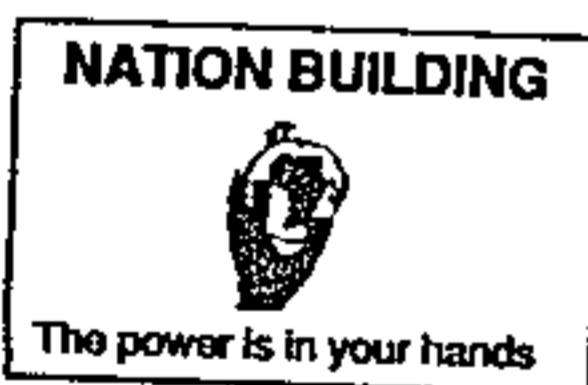
The BP-Sowetan Rewrite School at Wits University is a special school that caters for matric pupils who have to rewrite their exams.

It was started as part of the Nation Building concept.

# Boost for pupils

Sowetan 1/2/90

Argus is to spend R1-m on education



THE Argus Company, owner of Sowetan, is to give R1 million to young South Africans of all races this year to mark its 100 years of

existence as the country's leading publishing company.

The money will be used to promote education across the whole spectrum of the community served by the company's newspapers.

The newspapers are Sowetan, The Star, Saturday Star, Sunday Star, the Argus, Weekend Argus, Daily News, Sunday Tribune, Natal Mercury, Post Natal, Pretoria News and the Diamond Fields Advertiser.

● To page 2

24 die in Lesotho floods — Page 4

Youth dies in police cell — Page 6

Sowetan Business is on pages 12, 13, 16 and 17

By NKOPANE  
MAKOBANE

# Stecc talks at Wits

ANOTHER major conference on the ongoing crisis in black education will take place at the University of the Witwatersrand on Saturday.

The conference is organised by the Southern Transvaal Education Coordinating Committee (Stecc), an affiliate of the National Education Coordinating Committee.

Addressing a media conference in Johannesburg yesterday, Mr Amon Msane, convener of Stecc, said the decision to call this conference was taken at a regional educa-

tional consultation by various local education coordinating committees in Johannesburg last Friday.

He said the NECC and local committees have since last December addressed problems related to the education crisis in



SCHOOLS  
CRISIS

black schools and made representations to the Department of Education and Training as a result.

Some of the problems, he said, included: the provision of adequate educational facilities; halting the retrenchment of teachers; stopping the exclusion of pupils on the basis of their political involvement; dropping of age restrictions to admissions; and creation of the right climate for quality teaching and learning.

The conference is open to all education coordinating committees, teachers, parents, students, academics, service organisations, workers and people concerned with education. It will be held at Wits Great Hall and starts at 9am. For further information contact Mr Msane at (011) 339-7371.

# Educationists to decide on school crisis

By CASSANDRA MOODLEY

A REGIONAL education conference will be held in response to the government's failure to heed calls made by the National Education Crisis Committee at its national conference in December.

The conference, to be held tomorrow at Wits University, will be attended by education co-ordinating committees, teachers and service organisations from around the Transvaal.

The NECC conference held in Cape Town last year noted the deepening education crisis and planned to launch a "back to school campaign". It called on the Department of Education and Training to provide adequate educational facilities, to stop the retrenchments of teachers, to drop all age restrictions to admission and create the right climate for quality teaching and learning.

Representatives of the various education co-ordinating committees formed to implement the back to school campaign said at a press conference this week that the government was not responding to the challenge and was addressing the crisis only in areas like Soweto where people were actively challenging them on the issues.

Resolutions taken at the conference tomorrow "will be submitted to the DET to highlight awareness of their delaying tactics". The NECC is determined to expose the government's "negligence", especially if admission of all students is not met.

Representative Curtis Nkondo said that while 42 white schools in Johannesburg had been closed because of an insufficient number of pupils, the "doors of learning were completely closed to black children".

Black children, he said, are excluded from schools because of overcrowding and "political involvement".

He added that many black teachers who have degrees and diplomas are retrenched because they are "not qualified" and then white teachers are brought in to replace them. "Black teachers are also dismissed because they allegedly motivate students to form student representative councils."

While the government refused to address problems like overcrowding and exclusion of students in black schools, many idle, frustrated black children have resorted to mugging and hanging around shebeens.

The content of education — what is to be taught — is also an issue that will be given much consideration at the education conference tomorrow.

# 'Speak English' puts fun into school

<sup>STK 3/2/90</sup>  
NOMSIKALELA ("mother of blessings") is totally committed to improving the lagging standards in black education.

She is Jennifer Shames, the principal of the "Speak English" school, an innovative educational venture held on Saturdays at the University of the Witwatersrand.

Opened in 1988 in conjunction with the South African Guild of Speech and Drama Teachers, "Speak English" uses drama — and incorporates public speaking, communication, poetry writing and appreciation, movement, and story telling — to teach black children how to speak English correctly and confidently.

About 40 teachers, all members the Guild, are involved. And the project has been expanded to include the services of a Wits lectur-

**SUE OLSWANG**

50

er who addresses black primary school teachers on communicative teaching methods.

"The need is for a start from the grassroots level and because so many black teachers are under-qualified, we thought it would be helpful to introduce classes for them as well," Mrs Shames said.

The teacher programme, conducted by Mrs Helen de Wet, a methodology lecturer in Wits University's Department of Curriculum Studies, consists of nine lectures.

She conducts the "core" lectures which are then expanded upon by communications teachers attached to the "Speak English" school. The lectures will provide about 200 black primary school teachers

with 42 lesson plans which encourage student creativity.

"This an extremely exciting way of teaching," Mrs Shames said. "It takes the teacher away from behind her desk, and her classes become vital and interesting as she becomes more involved."

While the teacher programme was initially geared towards black primary school teachers only, Mrs Shames said it generated a great deal of interest among white primary school teachers who are now allowed to attend the programme.

Mrs Shames said official recognition of the work being done at "Speak English" classes has come from the Department of Education and Training (DET) and the Johannesburg College of Education (JCE).



# Language 'an issue' in new SA

DANIEL FELDMAN

THE ANC had identified language as one of the issues in a post-apartheid SA, University of Washington Prof Carol Eastman told an international conference on sociolinguistics in Johannesburg on Friday.

Titled "Planning for the Future: Language in South Africa", the conference was the highlight of a four-day symposium on Sociolinguistics in Africa, sponsored by the Wits Linguistics Department and the Institute for the Study of Man in Africa.

Eastman proposed that since "English appears to have become the language with the most status and prestige in SA, I echo the plea of K B Hartshorne for the state to give urgent and immediate attention to an English-medium education system for all children".

She said in a future SA there could be a policy in which everyone would be educated to be literate and learned in English while being encouraged to maintain their home language.

The symposium focused on the fact that in a complex, multilingual country such as SA, sociolinguistics would play a critical role in planning for the future.

A media release recalled the "ostensible cause of the 1976 Soweto riots was a language issue" and noted that attitudes towards language should be accommodated in development and planning models.

Several speakers concentrated on how a post-apartheid government could promote national unity without suppressing individual and group identities.

In contrast to Eastman's views, Neville Alexander of the National Language Project suggested all languages should be encouraged, promoted, and allowed to flourish.

University of Cape Town's Douglas Young noted a Human Sciences Research Council survey of 1 200 blacks which found that 64% favored English as the medium of instruction, opposed to 24% that favoured the current existing policy, 18% who wanted their mother tongue taught, and only 6% who wanted Afrikaans.

Wits Linguistics Prof Robert Herbert, the main organiser of the conference, said he was satisfied with the results.

B/D am 5/2/90

# Education for blacks a priority — Stoffel

Star 6/2/90

Political Staff (50)

CAPE TOWN — Black education was one of the highest priorities of the Government and would receive extra money as it became available, the Minister of Education and of Development Aid, Dr Stoffel van der Merwe, said yesterday.

Addressing a press briefing at Parliament, Dr van der Merwe pointed out that the budget for black education had risen from R143 million in 1978 to R1 952 million in 1989.

In 1978 there were 10 000 black pupils in matric, while in 1988 there were 132 000.

In the same years the number of Std 1 pupils had increased from 460 000 to 580 000.

In 1976 the number of school-leaving certificates issued were: whites 35 000, blacks 2 000, coloureds 1 000 and Indians 2 000. In 1988 the figures were whites 67 000, blacks 86 000, coloureds 14 000 and Indians 13 000.

## SHIFT IN EMPHASIS

The budget increase for black education over the past few years "was not as dramatic as one would have liked to see, because the economy could not afford it".

Dr van der Merwe pointed out that the Government had shifted its emphasis from defence spending to social spending, but this would take a little time to be reflected.

Dr Wim de Villiers, Minister of Administration and Privatisation, said South Africa had to create employment opportunities for the rapidly expanding population in industry, agriculture, mining and construction.

Announcements about this would be made in the Budget.

## EQUAL OPPORTUNITIES

At the same time, equal economic opportunity for all had to be created.

Dr de Villiers said sanctions had the effect of not allowing the country to create employment opportunities.

If sanctions were removed, the growth rate would be three to four times the average 1,4 percent growth since 1981.

Dr de Villiers saw privatisation as a way of allowing free market forces to operate and create employment opportunities.

He said 63,7 percent of the fixed investment in the past 15 years had come from the Government.

The first step in privatising parastatals was commercialising them, Dr de Villiers said, meaning that they had to become used to working on a return-on-capital, profit-and-loss basis.

# Dismal picture painted of tertiary engineering training

Tertiary engineering education has reached a crisis in South Africa and if allowed to continue will lead to deteriorating standards and an inability to meet the growing challenges in a world of high-technology manufacture, says Professor Roy Marcus, vice-president, SA Engineering Association (Savi).

Professor Marcus spoke at a function to award plaques to seven top companies which helped launch the association and are financially supporting it.

They are Gencor Development Trust, Eskom, Volkswagen SA, Iscor, AECI, Malbak and Mercedes Benz.

He said: "The recent report from the engineering education and training committee paints a dismal picture.

"Not only are we behind in terms of the supply of suitably

qualified manpower but the situation in terms of the quality of students wishing to take up engineering as a career is depressing.

"We have no real hope of being able to man the new manufacturing facilities. The staffing crisis is serious with universities and technikons have a number of vacancies and being forced to fill posts with inadequately qualified people.

"The situation in maths and science teaching in secondary schools is even more alarming."

There is no national engineering education strategy and, while engineering education falls under the Department of National Education, there is little hope of rectifying the problems.

Again, he says, there is no national industrial strategy on which industry can base any

medium term planning. On top of that, there are strong indications of declining capital investment, while factories were getting older and less competitive.

All was not gloom and doom. The engineering profession had a vital role to play in the future and Savi had activated a major thrust in addressing some of the real issues.

"Gone are the days when South Africa could afford a fragmented engineering industry; gone are the days when we only talked about professional engineers instead of the whole engineering team; and gone are the days when the role of the engineer was ignored."

Savi is the umbrella body of the South African engineering profession and embraces all the engineering disciplines, representing 13 institutes and associations.

# GO's R280-m Mossgas project nears completion

STX 6/2/90 (50)

The roll-up at the end of last month of the final frame on the Mossgas FA jacket, or support structure, which is being erected by Genrec Offshore at Saldanha Bay, has brought major assembly work close to completion.

With only four pile guides and the flotation tanks still to be welded to the structure, work is ahead of schedule and almost 90 percent complete.

The jacket will be loaded on to a barge in September and moved to the oil field off Mossel Bay on October 1.

The R280 million project to build the 14 600-ton structure is one of the largest single contracts undertaken in South Africa.

Components were made using special property Iscor steel in the PWV area, Durban, Port Elizabeth and Britain.

Before the first components arrived on site the workforce, which was 600 at its peak, was engaged in fabricating and erecting more than 5 000 tons of temporary steelwork for the assembly and load-out of the structure.

Genrec Offshore (GO) established its own welding upgrading school on site to qualify experienced welders to the 6GR and other standards necessary for the jacket work.

GO worked closely with the East and West Cape training centres in order to provide maximum opportunity to all available locally qualified workers.

"But it was still necessary to import qualified artisans as the requirements for the total project countrywide exceeded the specific skills which could be provided by local resources," says Mr Ian Colepeper, chief executive, Genrec.



# Black schools crisis: DET action urged

AR 645  
6/2/90

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266

By JOHN YELD  
Education Reporter

URGENT attempts are being made in Cape Town this week to resolve the crisis in black education in the Western Cape.

A series of meetings will be held in townships to discuss action aimed at forcing the Department of Education and Training (DET) to respond to the education demands of the community. This was stated at a Press conference called by the Western Cape Education Co-ordinating Committee.

One of the causes of the crisis was the quota system imposed at DET schools, the committee said. This meant a large number of students could not be accommodated, especially those who had failed matric last year.

However, there were schools which had empty classrooms

— such as Guguletu Comprehensive with 10 empty classrooms and Sebenza Secondary in Crossroads with 20.

There was also "endless conflict" which sometimes resulted in physical confrontation between black pupils and white teachers — "and in particular the white principals who do not want to accommodate the needs of the community as portrayed by the students", said committee spokesman Dr Mzobz Mboya.

The committee said that on January 23 — the day of the ill-fated march through the streets of Cape Town — a list of demands, formulated in consultation with different community organisations, student groups and school principals, had been delivered to the DET, with a request for a response by January 26. No answer had been received.

Dr Mboya said other prob-

lems contributing to the black schools crisis included:

- The lack of proper educational facilities, such as poorly equipped laboratories.
- Teachers on study leave not being replaced as the DET had no funds.
- Teachers being retrenched with the DET "unwilling" to employ new teachers to fill vacant positions.
- Ill-timed renovations of buildings creating an unstable learning environment.
- The introduction of a "platoon" or double-shift system which caused children to be on the streets during school hours.
- An inadequate supply of teaching-learning resources, such as stationery and teaching equipment.
- The high teacher-student ratio of about 1:45.
- The "appalling" matric results of 1989.

# Black schooling: for parity, read R21-bn

5000 6/2/90. (50) (47)  
An estimated R21 billion is required in order to attain parity between white and black education, according to a paper compiled by the EPU.

It would require an increase of between two and three times the present total education budget, which, in 1988/9, was R9 billion for primary, secondary and tertiary education (black and white). This showed a nominal increase of 15,5 per cent from the previous year.

During 1988/9, more than R4,096 million was spent on black, R3 727 million on white, R1,103 million on coloured and R404 million on Indian education.

These figures show an increase in total expenditure on black education over the years. In 1969, R46,9 million was spent on black education, compared to R314 million on white education.

The per capita expenditure for blacks of R12 in 1960/1 compared to R595 in 1987/8, and for whites R158 and R2 796 respectively.

The increase in per capiture expenditure for black education in the Eighties signals a certain intent on the part of the State to boost expenditure on black education, the study says. Nevertheless, the disparity between black and white spending is decreasing minimally: from 5,8 times as much for

Although steps have been taken to improve the level of education for black students in the past decade, a paper compiled by the Education Policy Unit (EPU) at the University of the Witwatersrand reveals the Government has not gone far enough. Education reporter **JANET HEARD** reports.

whites in 1980/81, to 4,7 times as much in 1987/88.

The pupil teacher ratios for black children in 1988 was 1:40, compared to whites, which had 1:16. In homeland primary schools in 1988, the ratio was 1:45.

Comparatively, in 1980, there were 49 pupils per teacher at black schools, and in white schools there were 25.

The authors point out that the white pupil-teacher ratio was decreasing because of decreasing white enrolments.

The authors warned that if the declining trend of white pupil enrolment continued, about a quarter of all white Johannesburg schools would be at risk of closure within five years.

Since 1979, at least 203 white schools closed due to low white enrolment, and in 1988 there were 270 000 vacancies in white schools across the country.

In Johannesburg last year, there were 13 150 vacancies in white schools. This figure was growing by about 1 600 vacancies each year, says the report.

Pupils

*CAT  
Trips*

damage

*9/2/90*

*50*

4 schools

**WELKOM.** — Pupils broke windows at four schools in Thabong near Welkom yesterday morning, and at one school staff vehicles were also badly damaged.

A spokesman for the Department of Education and Training (DET) said in Welkom the violence followed the department's refusal of a request by the pupils that their own Pupils' Council Constitution be recognised by the DET.

He said the demand was made by the pupils of Leseding Technical School at a meeting on Wednesday.

The pupils met at the school for a second time yesterday morning and afterwards marched through the town. — Sapa

# Education the key to unlocking

50 S/Tues 11/2/90

Professor Nasser, of the University of SA School of Business Leadership, is visiting Professor at the Snider Entrepreneurial Centre of the Wharton Business School in the US.

Findings reflected in this series of surveys was completed. Ever since the Carnegie-Mellon report on American education in 1980, attention has been focused on the high level of functional illiteracy in both the school-going and working populations.

Added to this are the recent findings of the Council for Education Research. Its report shows that fewer blacks are going on to higher education while the reverse is true for their white counterparts.

Traditionally, the US has prided itself on providing the basics in the three Rs — reading, riting and rithmetic. But the survey discloses that two key skills — reading and writing — are no better in the school-going population today than they were

five years ago when the first in this series of surveys was completed. The Carnegie-Mellon report also drew attention to the low emphasis given to mathematics and science in favour of the arts and miscellaneous subjects, and the impending consequences for the nation if that were not reversed.

Cost of education, higher entrance demands and earlier school drop-outs are given as some of the reasons for this state of affairs.

The high level of concern revolves around the impact of this poor educational prod-

uct on the market-place. The question is whether the US can remain competitive in the global market, given the problems in education. Education, and particularly vocationally relevant education, has long been recognised as a prime factor in a nation's productivity.

Although the Americans reflect relatively low levels of education, their major competitors — Japan and the Pacific Rim countries — have a highly literate and well-educated workforce.

The message for SA is significant. There are many parallels — low levels of functional literacy, subject mixes which often do nothing for preparing the individual for the world of work, too few blacks going into higher level education and a low level of

understanding of the principles of business. Furthermore, SA's trading partners and competitors, including the Europeans, project educational profiles that are vastly different. No wonder productivity and competitiveness have become a major issue of SA.

American businesses are not sitting by and watching as their markets become more and more threatened. In a major thrust to establish American global competitiveness, big business is pouring billions of dollars into education, re-education and training.

Attention to the quality of teachers, facilities and curricula are all part of the agenda. But in particular, business is pushing for a reform of the curricula.

The emphasis is on moving away from straight academic towards a more vocationally oriented type of education. Young Americans must be better prepared for immediate job entry, rather than concerned with theoretical sciences.

Business in SA needs to understand the implications of the parallel realities on this sub-continent.

It has to become involved not only in re-education of its own personnel and financing of alternative education, but in asserting itself by demanding greater vocational relevance at public schools.

One of the major causes of the shortage of skills, society demands school leavers who are as job-ready as possible.

As trade patterns continue to globalise, the message becomes clear: unless SA can start to match and outpace them, the nations of Southern Africa and their neighbours will continue to lag behind and eventually be ejected from world markets.

# markets

TOR MARTIN NASSER





STAN 13/2/90 (50)

## Schools in Soweto close

Soweto schools will be unofficially closed for the second day today as pupils and members of staff celebrate the return of ANC leader Mr Nelson Mandela.

Principals and teachers said yesterday it was unlikely that anybody would be at school.

Schools in Soweto and Alexandra were deserted yesterday, said the regional director of the DET, Mr Peet Struwig.

In Soshanguve, Pretoria, thousands of pupils marched through the streets yesterday. Several vehicles were hijacked.

oil concluded its consideration of the report on 17 November 1989 and its comments have recently been received and I have requested the National Energy Council to evaluate all comments during its meeting of 13 February 1990 and to make recommendations to me as soon as possible for consideration and submission to the Cabinet.

- (2) No. The report contains classified information in terms of the Petroleum Products Act, 1977 (Act 120 of 1977) which makes general distribution impossible. After the report has been considered by Cabinet, the decisions will be implemented and naturally announced. A full summary of the report which will not contain classified information will also be released.

**Presidential Guard in the Comores: financing**

\*10. Mr C W EGLIN asked the Minister of Foreign Affairs:

Whether any funds of the South African Government were used to finance the so-called Presidential Guard in the Comores; if so, in respect of such funds, (a) over what period of time were they used, (b) what did they amount to in total, (c) to whom were they paid, (d) what conditions were attached to the payment thereof and (e) what control did the South African Government have over their disbursement?

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B11E

**The MINISTER OF FOREIGN AFFAIRS:**

All funds that were placed at the disposal of the Comores by the Department of Foreign Affairs, were at the request of the late President Abdullah and as far as the Department of Foreign Affairs is concerned, account was given of such funds. If the Honourable Member should require more information I am prepared to provide this to him. At this stage, however, I do not consider it in the interest of relations between South Africa and the Comores to reply to this question more fully in public.

**Black townships: public swimming pools**

\*11. Mr K M ANDREW asked the Minister of Planning and Provincial Affairs:  
~~Handwritten~~ 13/2/90

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- (1) Whether there are any public swimming pools in Black townships in the Cape Peninsula; if not, why not; if so, (a) how many and (b) in which townships;

- (2) whether these swimming pools were open throughout the summer months of the past three years, if so, what total number of persons used these swimming pools; if not, (a) why not, (b) when were they closed and (c) what is being done to ensure that these swimming pools remain open?

B12E

**The MINISTER OF PLANNING AND PROVINCIAL AFFAIRS:**

- (1) (a) Yes, 3.

- (b) Langa 1.

Guguletu 2.

- (2) (a) and (b) Yes, the three swimming pools were open throughout the seven summer months, except the Langa swimming pool which was closed during February 1989, and one of the pools in Guguletu which was closed for two weeks during December 1989 for reparations. The total number of persons who used these swimming pools in the past three years is 806 000.

- (c) No problems are experienced in keeping the swimming pools open.

**Black schoolchildren: expenditure**

\*12. Mr K M ANDREW asked the Minister of Education:

What was the expenditure *per capita* on Black schoolchildren at State schools in the 1988-89 financial year (a) including and (b) excluding expenditure of a capital nature?

~~Handwritten~~ 13/2/90 SO B13E

**The MINISTER OF EDUCATION:**

- (a) R764,73.

- (b) R655,96.

**McNally Committee: recommendations**

\*13. Dr D J WORRALL asked the Minister of Justice:  
~~Handwritten~~ 13/2/90

~~Handwritten~~

Whether the McNally Committee recommended the appointment of a judicial commission to investigate allegations regarding the activities of so-called death squads in South Africa; if so, with what result?

~~Handwritten~~ 13/2/90 B16E

**The MINISTER OF JUSTICE:**

No. The Honourable Member is, however, aware that the State President has appointed a Commission of Inquiry on 2 February 1990 to investigate and report on, *inter alia*, the alleged incidence of murders and other unlawful acts of violence committed in the Republic of South Africa (including the self-governing territories) in order to achieve, effect or promote constitutional or political aims in the Republic of South Africa. The full terms of reference was published in the *Government Gazette* (No. 12286) of 2 February 1990. The Honourable Member is also referred to my speech during the Joint Meeting on Wednesday 7 February 1990.

**McNally Committee: report**

\*14. Dr D J WORRALL asked the Minister of Justice:

Whether the report and recommendations of the McNally Committee will be made public; if so, (a) when and (b) by whom; if not, why not?

B17E

**The MINISTER OF JUSTICE:**

No, not at this stage. The findings of the report may form part of evidence on which a court of law will have to make a judicial decision. The Attorneys-General concerned have informed me that it would therefore not be in the interest of justice to subject the report to public scrutiny. I share this view and any responsible person who wants the administration of justice to follow its course, will endorse this view.

**McNally Committee: SAP contact with publication**

\*15. Mr S S VAN DER MERWE asked the Minister of Law and Order:

Whether a lieutenant-general in the South African Police, in his capacity as a member of the McNally Committee, made any contact with editorial staff members of a certain publication, the name of which has been furnished to the Police for the purpose of the Minister's reply; if so, (a) with whom, (b) when, (c) for what purpose, (d) with what result and (e) what is the name of this publication; if not, why not?

~~Handwritten~~ 13/2/90 B18E

**The MINISTER OF LAW AND ORDER:**

No.

- (a) to (e) Fall away.

The committee was instructed to investigate the allegations of a condemned prisoner and not the allegations which later appeared in the publication concerned.

**Military service: cuts**

\*16. Mr D J DALLING asked the Minister of Defence:

How will the cuts in military service announced by him affect (a) conscientious objectors, (b) religious objectors and (c) persons placed in alternative service who are (i) currently serving and (ii) due to begin their service in February 1990?

~~Handwritten~~ 13/2/90 B19E

**The MINISTER OF DEFENCE:**

- (a) (i) and (ii)

The sentence for all persons refusing to render military service, remains unchanged. The Minister of Justice has, however, acceded to a request to amend the Prison Service's release policy for these persons in order that they can, as other prisoners, be considered for remission of their sentence on grounds of good conduct.

- (b) (i) and (ii)

Religious objectors who, on 1 February 1990, have already completed half the total number of days community service which they were obliged to render, were exempted from the remaining period. Religious objectors who, after 1 February 1990, complete 50% of their service, will be exempted with effect from the date on which the half-way mark has been reached. The period of community service is continuously considered in relation to the period of national service.

If service can be rendered, we do not elevate it above the principle of own education.

I am pleased that at least once he has deviated from that. However, in terms of what statutory provision have these children been admitted? That is what we would like to know.

*Hansen 13/2/90*

In general terms, we wish to request once again that the hon the Minister do the sensible thing and allow schools that wish to do so to admit children of all races. I want to mention just some of the good reasons. Firstly, it prepares children for the new South Africa; secondly, it is in accordance with their own party's new policy of freedom of association; thirdly, it is symbolically important for Black education—that is, putting education before apartheid and reducing some pressures and frustration. Fourthly, economically we cannot afford duplication and underutilisation and finally, it is going to happen anyway. Why then does the hon Minister not do it now, like the hon the State President who has had some courage? Do it now, and then the hon the Minister will get the credit. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, let me assure the hon member for Brits at once that no member of the Government has dragged me in a specific direction in the past year.

For the past five years I have been responsible for the education of the White community on the basis of the Constitution and on the basis of specific policies of the Government. I carry this out according to my convictions, in the interests not only of the education of the Whites, but in my opinion and that of this side of the House, in the interests of the education of everyone in this country. Let us therefore have no illusions about this.

The hon member has now referred to specific decisions and specific publications. I can add to this that the hon member must take a look at the five-point plan in terms of which we fought the election. In that five-point plan which I assume the hon member and other hon members studied carefully, it is stated very clearly that the Government still insists on own education. There is no doubt about that. It is stated in several different places

The hon member is entitled to ask me what is going to happen in the future. Let me tell the hon member at once that in the future, as is apparent

from the present, we will still be convinced that this is the best basis. *Hansen 13/2/90*

I want to refer the hon member to a statement which I made in the House of Assembly on Friday. In it I said that we were neither deaf nor blind to specific problems in respect of the provision of education, and we are engaged, particularly in respect of parental choice in order to bring it into line with other policies, in investigating the admission of children of colour to schools. [Time expired.]

\*Mr A GERBER: Mr Speaker, I get the impression that the hon the Minister has not yet fully grasped the direction in which the hon the State President is moving with White education in the new South Africa. He is hoping that by making a minor adjustment here and there, by admitting a few Blacks here and there, he will still be able to maintain group-specific and culturally-orientated education.

With all due respect I want to tell the hon the Minister that if this is what he is trying to hoodwink his department and the White parent communities in South Africa into believing he is either not being honest with himself and with them—I would not like to believe this of the hon the Minister—or he does not yet realise what the implications of the NP's new South Africa are for White education. Did the hon the Minister not take cognisance of what the hon the Minister of National Education, who determines the education policy, said last week in connection with the Population Registration Act? [Interjections.] He said that in a new constitutional dispensation that Act would have to be abolished. Does the hon the Minister realise what that means?

\*Mr J H VAN DER MERWE: Piet does not know yet!

\*Mr A GERBER: It means that own affairs will have to fall away. It also means that own schools will have to fall away. It will no longer be possible to differentiate between White education on the one hand and education for the other population groups on the other. It is as simple as that. If the State no longer differentiates officially on the basis of race or nationality, own schools will no longer be feasible. [Interjections.] I am asking again whether the hon the Minister understands that. Do hon members of the NP understand it when it is announced that all remnants of apartheid are going to be abol-

*Confused*

ished? The admission of a few Black pupils to White schools is not going to satisfy the hoists in the new South Africa. The existence of an own White education department will be a thing of the past. There will be no work for the hon the Minister of Education and Culture in the new dispensation. His ministerial post will fall away. [Interjections.] I do not care about that, but I am seriously concerned about the fact that his department will also fall away and that the good, justifiable educational principles of cultural-orientated and group-specific education will also fall away.

The hon the Minister has now admitted a few Blacks to White state schools. I submit today that this is a prelude to the handing over of the Afrikaner and the White to total integration in education. The Government must realise that this is one matter which stirs up emotions among our people. If they tamper with education, they are looking for serious trouble.

\*The MINISTER OF CULTURE AND EDUCATION: Mr Speaker, I do not want to ask the hon member whether he understands. He understands absolutely nothing about the entire matter. [Interjections.] It is not the hon the State President who is leading us to integration. The hon member must simply catch up. We have had a typical example of the hon member chasing up a number of hares in connection with his inferences. Usually these are incorrect inferences in connection with what we have said and what has been written in documents. He then starts attacking us on the strength of these. The irony is that this attack, which is based on incorrect inferences, is proclaimed as the truth to the public at large. I have frequently asked hon members to refrain from doing this.

I want to come back to the question the hon member for Cape Town Gardens put. I think it is only fair for the hon member to ask me on what basis we took this decision. We would like to handle education and the needs of White education in the light of specific circumstances. It is true that this is the first time we have had a deviation. Because I considered the merits of these specific circumstances, it was decided to admit the Chirwa children in this specific case. This is true, but the fact of the matter is that I did so on the basis of the service principle contained in paragraph 14 of the Schedule, and the Minister surely has specific discretionary powers. I think it was in the interests of education and of

those children. When the entire set-up and the circumstances concerned are reviewed, and also in the light of the fact that we are engaged in specific investigations... [Time expired.] Debate concluded *Hansen 13/2/90*

QUESTIONS

+Indicates translated version  
For oral reply. *Hansen 13/2/90*

Own Affairs

Groot Constantia Estate: services contract  
\*1. Mr R R HULLEY asked the Minister of Agricultural Development.

- (1) Whether a proposed contract of employment, a copy of which has been furnished to the Minister's Department for the purpose of his reply, has been submitted for signature to farm workers at Groot Constantia Estate; if so.
- (2) whether he will make a statement on the proposals contained in this document? B10E

\*The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT (for the Minister of Agricultural Development):

- (1) No
  - (2) A provisional contract which was not prepared by the Department or the Groot Constantia Control Board, was distributed to all farm workers during November 1989 to serve as a draft document for discussion. The farm workers were given the opportunity to discuss any uncertainties or proposed changes with their democratically elected farm committee.
- The document concerned is in many respects not acceptable to me or the Groot Constantia Control Board. It is presently being reviewed and adapted on completion of which it will be presented to the Control Board for approval.

White schoolchildren: expenditure 50

\*2 Mr K M ANDREW asked the Minister of Education and Culture: *Hansen 13/2/90*

What was the expenditure *per capita* on White schoolchildren at State schools in the 1988-89 financial year (a) including and (b) excluding expenditure of a capital nature?

BIJE  
The MINISTER OF EDUCATION AND CULTURE:

- (a) R3 082
- (b) R2 882

\*3 Mr K M ANDREW asked the Minister of Education and Culture:

Whether any teachers in his Department were retrenched or made redundant in or at the end of 1989, if so, (a) how many, (b) what compensation is offered to such teachers and (c) what was the total cost of the compensation paid to these teachers?

†The MINISTER OF EDUCATION AND CULTURE:

Yes.

- (a) 223.
- (b) pension benefits in terms of the relevant pension laws.
- (c) pension matters are administered by the Department of National Health and Population Development.

\*Mr Speaker, I should, however, like to add the following particulars as additional information for hon members.

The number of teachers declared redundant at the end of 1989 amounts to 179 in the Cape, two in Natal, one in the Orange Free State and 41 in the Transvaal. This gives us a total of 223. Although a total of 392 posts were redundant. These 392 posts declared redundant can be analysed as follows. 179 of the occupants of these 392 posts retired from service voluntarily and with increased pension benefits, and the other 213 teachers occupying some of those 392 posts were employed elsewhere in teaching posts.

In addition, teachers who became redundant as a result of the discontinuance of posts, were transferred with the same salary to other teaching posts or to the permanent relief staff. In cases where they could not be suitably employed

elsewhere, approval was granted, at their own request, for their retirement with full pension-benefits as defined in the regulations promulgated in terms of the particular legislation. These persons receive pension benefits calculated according to a set formula, whereby additional services included to a maximum of five years, as well as a gratification and also accumulated leave, which may be remunerated ~~pr~~ applicable cases Handwritten 13/2/90

The figures I have furnished apply only to teachers in permanent posts and not to teachers whose temporary appointments have expired.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I ask him whether the compensation paid to these teachers does not come out of his education budget?

†The MINISTER: Mr Speaker, as I indicated, it is handled by the particular department and I would appreciate it if the hon member would put that question to the department concerned which deals with pension. They have the figures.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask this straight question again. Does the money come out of the Department of Education and Culture budget? I accept that another department administered it, but I would like to know whether the money comes out of the budget of the Department of Education and Culture or out of the budget of the Department of National Health and Population Development?

†The MINISTER: It is a portion of the amount for pensions which naturally goes via my department to that specific department for the eventual paying out of the pensions.

Mr K M ANDREW: Further arising out of the hon the Minister's reply, given the fact that the money comes out of his department in due course, and presuming that he has planned his budget, how is it that he does not know what the amount that is going to be debited to his budget is before he makes decisions as to whether to retrench and make people redundant?

†The MINISTER: Mr Speaker, I did not say that I do not know. In reply to the question of the hon member I told him which department administers it, and if he wishes to put further questions

directly to my department, the hon member must phrase his question correctly; then we will reply.

For written reply: Handwritten 13/2/90  
General Affairs:

1989 matriculation examination results

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

The MINISTER OF EDUCATION:

(1)	(a)		(b)		(c)		(d)		(e)		(f)		(g)	
	A	B	C	D	E	EE	F	Z	E	EE	F	Z	E	EE
Orange Free State	—	6	24	144	306	587	1 123	1 790	—	—	—	—	—	—
Cape	—	1	26	240	315	705	1 254	2 840	—	—	—	—	—	—
Natal	—	9	63	181	208	368	694	1 768	—	—	—	—	—	—
Northern Transvaal	—	7	97	522	784	1 281	1 779	1 945	—	—	—	—	—	—
Orange Vaal	—	6	34	295	451	857	1 367	1 700	—	—	—	—	—	—
Johannesburg	—	—	24	160	235	510	981	3 472	—	—	—	—	—	—
Highveld	—	3	34	401	607	1 228	2 484	6 025	—	—	—	—	—	—
Diamond Fields	—	2	17	155	238	471	792	952	—	—	—	—	—	—

(2)(a) (i) PASSED (ii) FAILED (iii) MATRICULATION EXEMPTION

(b)	WROTE	
	(i) PASSED	(ii) FAILED
Orange Free State	3 980	2 387
Cape	5 381	3 485
Natal	3 291	2 095
Northern Transvaal	6 415	2 841
Orange Vaal	4 710	2 280
Johannesburg	5 382	3 909
Highveld	10 782	6 908
Diamond Fields	2 627	1 381

(1) How many pupils at schools falling under his Department obtained (a) A, (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in the 1989 matriculation examinations in respect of each departmental region: Handwritten 13/2/90

(2) how many of these pupils (a) (i) passed, (ii) failed and (iii) obtained matriculation exemption and (b) wrote his Department's matriculation examinations at the end of 1989? Handwritten 13/2/90

# Clase explains why blacks attend white school

STATK 14/2/90 (50) (SAPA)  
It was in the interests of education that the Department of Education and Culture had granted permission for three black American children to be admitted to white schools, the Minister of Education and Culture, Mr Piet Clase, said in the House of Assembly yesterday.

Replying in an interpellation debate on a question from Mr Andrew Gerber (CP Brits), Mr Clase said it was the first time an exception to the rule had been made. He had used his discretion on the merits of the case.

## GROUP RIGHTS

Mr Brits, referring to the admission of the children who were not members of the diplomatic corps, said it was a flagrant violation of the National Party's election promises of group rights being protected.

"Is the Minister guilty of political dishonesty?"

"What moral right does he have now to prohibit children of South African coloureds or blacks from admission to white schools?"

"It is comical, but also tragic, how the Minister has been wrestled, shocked and beaten into drinking the water of the so-called new South Africa.

"Now that his head is under water, he still refuses to drink."

Mr Gerber asked whether Mr Clase was aware of the consequences of the new South Africa.

He said if the Population Registration Act was to be repealed, it would not be possible to distinguish the race of applicants to white schools.

"The admission of a few blacks to white schools will not be sufficient. Once this act goes, there will be only one education department which means the department will disappear, as will the Minister's job.

"I predict the handing over of Afrikaner whites to the masses, and that will be looking for serious problems."

Mr Clase said his department wanted to handle education in the light of specific circumstances.

"According to the five-point plan set out before the election, it is clear that the Government's standpoint is still on the basis of own education and is still convinced this is the best basis from which to work.

"We are, however, not deaf or blind and are working in the direction of parental choice."

"This was the first time an exception had been made and I used my discretion on the merits of the application. I did so in the interests of education and of the children." — Sapa.

# Try a career change

**A CAREER** suggests a long term path towards a rather decided goal, which hopefully will not easily change.

A job on the other hand is somewhat short-term and could lead to the realisation of the goals of a particular career in some cases. At times it takes more than one job to achieve the ultimate goal of a career.

Career choice invariably involves decision making. This decision is in fact informed by the individual or for that matter societal values right from the beginning. The general saying that you cannot change horses in mid-stream, has somehow proved to be a fallacy when it comes to the subject of mid career change. From time to time individuals and organisations have to cope with mid career changes.

Central to this subject is a question of motivation. Some motivational theorists contend that job satisfaction is based on among other things, human needs and motivational factors such as intrinsic challenge, recognition, rewards and self actualisation.

Mid-career change is a general problem involving both men and women. In both instances there are numerous reasons to be cited as causes, for example, marital status, racial and sex discrimination, lack of promotional prospects, poor remuneration and others.

It is usually in their early twenties that people acquire certain professional qualifications rather than settle into jobs or careers. It would seem that it is only in their twenties and thirties that most people find the opportunity to gain experience in the field of their choice. Career crisis usually occurs in the late thirties onwards.

It is not unusual for some professionals such as accountants, lawyers and doctors to leave their initial employment in order to set up practices. In very rare cases some professionals such as nurses, social workers and teachers do make a horizontal move towards other professions in the social service sector.

Those professionals who are motivated by monetary rewards, find industry and commerce more attractive, to the extent that they may leave the social service sector. A very small percentage of professionals may, due to other considerations, leave industry and commerce for social services.

The Careers Centre is perceived as catering for the needs of the youth, either at school or preparing for tertiary education and employment. Approximately five percent of the people we see are clients who come for advice on alternative careers.

Through our professional counselling service, provision is made to assist individual clients to cope with the mid career crisis. In essence this means that individuals are assisted to identify the problem and alternative opportunities available in order to make informed career decisions.

Mid career change in itself is not a step backwards but may instead be the advent of new career prospects. Career guidance and counselling service is intended to take place at any stage of one's life.

Societal norms and cultural practices to a large extent determine the influence of parents on their children's education and career choice. It is well known that in more enlightened societies children have more say in the running of their lives and hence in their career choice as well. In less enlightened societies parents seem to dominate career decisions which may add to later mid-career crises.

To ensure that children make the right choices that also satisfy them, parents should:

- \* Make a conscious effort to take an interest in their children's education.
- \* Take an active interest in their children's abilities and interests.
- \* Be in regular contact with their children's teachers.
- \* Seek professional career guidance advice from careers centres.
- \* Refrain from pressuring children into their (parents) preferred choice.
- \* Insist on proper subject streaming towards a specific field of study.
- \* Encourage children to visit the Career Centre for professional career guidance and counselling.
- \* Involve themselves and their children in career exploration, well before the children reach high school.

Most women at one time or another experience frustration in their jobs during mid-career. Some go to the extent of leaving otherwise very satisfactory jobs for new ones. Director of Careers Centre Dan Monyemore explains the signs and symptoms of a mid-career crisis.



Director of Careers Centre Dan Monyemore



South African Cricket Union managing director Dr Ali Bacher (left) announces the curtailment of the rebel cricket tour at a press conference in Johannesburg. With him are David Graveney, player-manager of the English team, and captain Mike Gatting.

SMK 14/490 (50)

## Mandela and Molefe differ on black school attendance

By Esmaré van der Merwe and Peter Fabricius

Conflicting calls have been made by African National Congress leader Mr Nelson Mandela and United Democratic Front general secretary Mr Popo Molefe on black attendance at schools.

Mr Molefe told all teachers at black schools to join a march in Johannesburg today against inferior black education.

Mr Molefe told the Soweto rally shortly after Mr Mandela's speech: "No teacher must go to school tomorrow."

He told a cheering crowd that teachers were to meet in front of the main library in Johannesburg for a march to the offices of the Department of Education and Training.

Shortly before the announcement, Mr Mandela delivered an impassioned return-to-school plea to black students.

Noting that the education crisis in black schools was a political crisis, he

said: "All students must return to school and learn."

Education needed the united attention of all students, parents, teachers and community organisations, he said.

The Government has welcomed Mr Mandela's call on black children to go back to school.

Dr Stoffel van der Merwe, Minister of Education and Development Aid, was responding today to the call made by Mr Mandela at the giant rally at the FNB stadium.

Dr van der Merwe also criticised Mr Molefe's call for teachers and pupils to stay away from school today to take part in a protest march in Johannesburg against inferior education.

Dr van der Merwe said black matric results this year had shown the detrimental effect of boycotts and protests.

● Full text of Mr Mandela's speech on Page 15.

## 'Gap in education spending growing'

STATE  
15/1/90 Political Staff (50) (17)

Government spending on white education is four times higher than on black education, according to the Democratic Party spokesman on black education, Gardens MP Mr Ken Andrew

This "massive and growing gap" emerged from the latest figures, he said in a statement.

He said an average of R3 082 was spent on every white child, while only R764,73 was spent on every black child.

"Per capita expenditure on every white child grew by R360, while that of every black child by only R169 ..."



# Funding gap in education

15/2/90 Own Correspondent 50

GOVERNMENT spending on white education is four times higher than on black education, according to Democratic Party spokesman on black education, Gardens MP Mr Ken Andrew.

This "massive and growing gap" emerged from the latest figures, he said.

"Black education is in a crisis. The Government needs to recognise this and provide crisis funding as well as to improve matters."

He said an average of R3 082 was spent on every white child, while only R764,73 was spent on a black child.

"What is equally disturbing is that in monetary terms the gap is growing bigger.

"Per capita expenditure on every white child grew this year by R360 and that of every black child by only R169. In other words, the gap grew by an additional R191 in one year."



# EDUCATION FILE

BY NKOPANE  
MAKOBANE



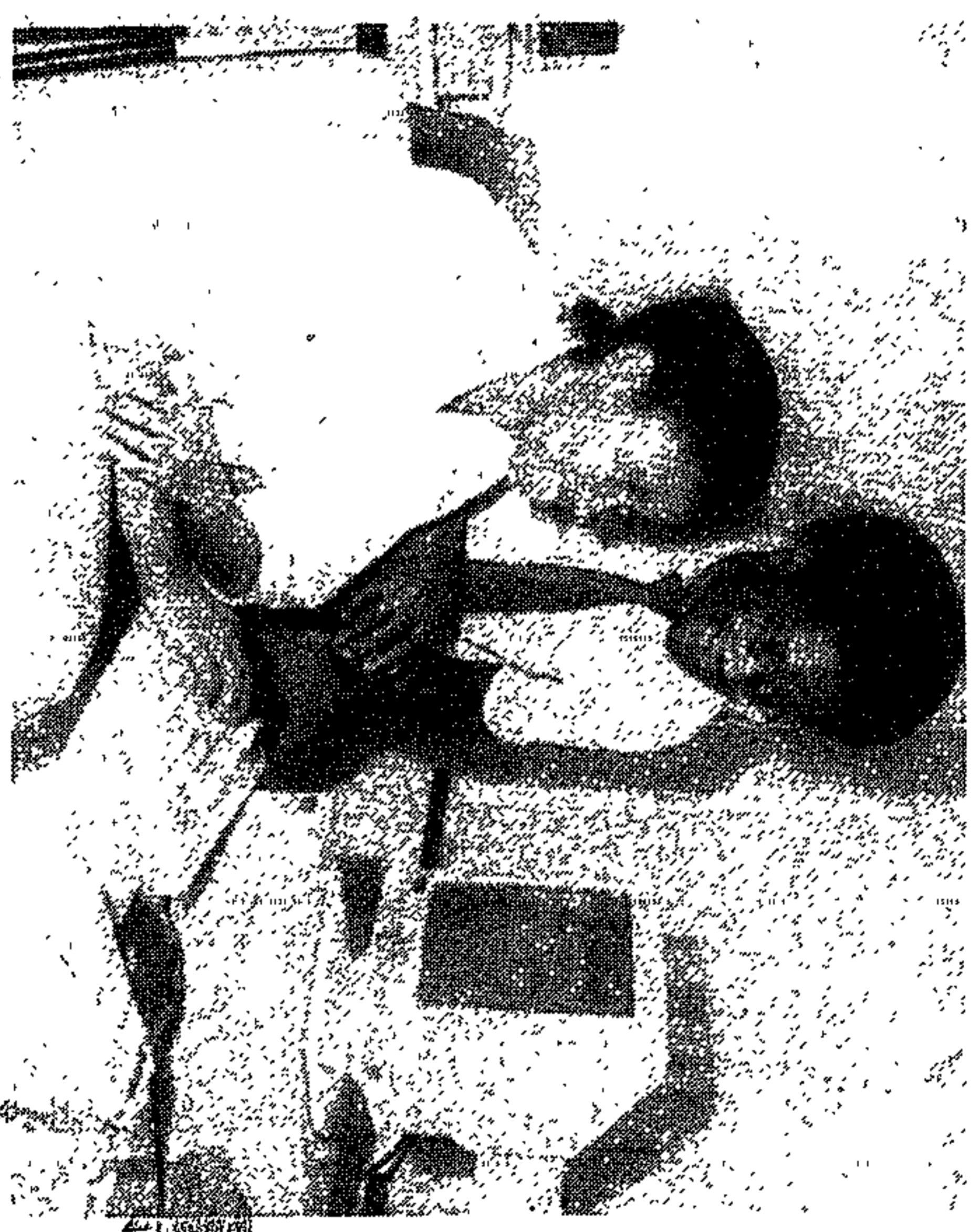
## Free State <sup>Soweto</sup> <sup>16/2/90</sup> <sup>50</sup> education conference

A CONFERENCE on "development needs" organised by the Urban Foundation is to be held at the University of the Orange Free State on February 21.

Mr J Wessels, the foundation's regional director, said the conference promises to be a unique event. He said not only will it share up to date information about the educational situation in that province, but some most interesting results of small town studies will also be made public.

In the workshops, four themes will be dealt with: educate needs in the OFS, teacher development needs, education policy and the role of small towns in addressing development needs. The first three themes coincide with what, to the Urban Foundation, are its most important areas in education.

"We would like to discuss in depth with all concerned their views on these matters, not the least because we intend to incorporate such opinion in our future planning," Wessels said.



Dr Gordon Sibiba, director of Seasa, working on a personal computer with his former pupil, Morongwe Malebye (18) of Soweto. Morongwe was a standard 10 pupil at Woodmead School in Sandton last year. She joined Seasa at the beginning of 1989 and attended Seasa's Saturday Science Tuition Programme at Wits University. She obtained a first class pass in Joint Matriculation Board, with a B symbol in mathematics and a C symbol in additional mathematics. Seasa helped Morongwe get a scholarship to study for a Bachelor of Science degree in electrical engineering at the University of Cape Town this year.

## Extra matric classes at Bara

WITS university students residing at Glyn Thomas House at Baragwanath Hospital in Soweto are to start with their Saturday School for Std 9 and 10 pupils on March 3.

Mr William Senoamadi, one of the organisers of the school, said registration will take place at Glyn Thomas on February 18 and 24. The school offers classes on all DET teaching subjects.

"Our tutoring scheme is a non-profit making. Students volunteer their services freely without any remuneration. However, pupils who intend to attend are requested to contribute an amount of R8 for stationery and reading material," he said.

For more information contact Senoamadi at Glyn Thomas House or alternatively telephone 933-1640/4 (after hours) or 716-3039 (office hours).

# One education department is the persistent cry

— is considerably worse off than the minority in DET schools, even if the state of DET schools is not the best. To show the difference, I can only quote two matters. One is the method of financing school buildings. While the non-black education departments and the DET build schools from their general budget funds, in the homelands communities have to collect all the funds for building new schools.

After the building has been completed they can claim back half the building costs from their education department — but it sometimes takes two to three years to get it back. That's why in September 1989 I saw a kwazulu primary school in which 1 600 pupils shared 26 classrooms and two toilets, and why at present, in an independent homeland, there is a Std 4 class with 109 pupils taught by four teachers in one classroom. (Since 1979 the DET has accepted financial responsibility for building all schools in its area; homeland governments have not.)

Then I wish to quote the difference in per capita spending. This is a rough indicator of things like pupil-teacher ratios, the provision of textbooks and other school sup-

Educationist **FRANZ AUERBACH** examines a few issues to highlight how unequal present education provisions are for different groups, under separate education departments.

plies, the availability of classrooms and of facilities like libraries, laboratories, sportsfields etc. In 1985/6 the DET figure was R387 per pupil (14,1 percent of the figure per white pupil in the same year), but the averaged figure for the 10 homelands was R243 (8,8 percent). Taking all pupils into account, I carefully calculated that the overall figure per black pupil in 1985/86 was R285 (10,4 percent).

Secondly, we must study pupil-teacher ratios (PTRs). These are averages that include all teaching staff employed by education departments: the actual number of pupils is always higher than these statistical averages. So while we know that the "white" PTR of 16 in 1988 is lower than the number of pupils in most classrooms, this applies equally to the figures for other departments: Indian 20, coloured 25 and black (DET) 41.



Black teachers on the Witwatersrand protested against their working conditions with a march in Johannesburg this week, but the position of teachers, and schools, in the TBVC states is even worse.

(Eight of the homelands have a lower PTR than the DET, but the figure for both kwazulu and Transkei, which educate 58,2 percent of all "homeland" pupils, is 54). In other words, on average there are five pupils in every (DET) classroom for every two in a white one. Yet the De Lange Report recom-

ended that the PTR figure should be standardised at 30 for all education departments in South Africa. So the "white" figure should be rising towards 30, not dropping to 16. In 1989 30 English-medium primary schools in Johannesburg with enrolments below 300 had a total of 268 teachers, excluding principals, giving an actual average number of 21 pupils per teacher. So the perception is that only a single education authority could begin to equalise this shocking misallocation of human "resources" (teachers).

Inequality shows in many other ways. In January a colleague consulted me at home about a post-graduate thesis she was preparing. She teaches at a Soweto high school that is still without electricity. And I know that some 75 percent of Soweto's 280 primary schools have no electricity either. That's the position in Soweto, so it is likely that most African schools around the country also still lack this basic facility.

Are there any white schools without electricity? Textbooks are another example of inadequate provision. It is still not standard practice to allocate the required textbooks on the basis of one for each pupil. How can junior pupils practice reading at home when they cannot individually take their reading books home — or study "Machbeth" at matric level if, as The Star reported recently, the books are taken back by the teacher after each English lesson?

First, black education figures are often given as those applying to the Department of Education and Training (DET), omitting pupils in the 10 homelands. But of the 6,6 million black pupils at school in 1988, only 1,9 million, or 29 percent, were in DET schools, while 2,8 million, or 42 percent, were in schools run by the education departments of the six non-independent "black states" and a further 1,9 million in the schools of the TBVC states. (The figures have been rounded off; there were 55 000 more pupils in TBVC than in DET schools.)

Now this majority of black pupils — 4,7 million, 71 percent of the total

# 5 000 angry teachers take to the streets

ABOUT 5 000 teachers took to the streets of Johannesburg this week in protest against the current crisis in black education.

Teachers presented a memorandum to the Department of Education and Training, detailing the problems facing educational institutions in Soweto and Alexandra.

A meeting was held between teachers, represented by the National Education Union of South Africa (Neusa), and the DET, but it was inconclusive. They did, however, agree to meet regularly to resolve problems.

The protest reflected a new and confident mood towards mass protest since the release of Nelson Mandela and the unbanning of the African National Congress.

In his address at the Soccer City rally this week, Mandela echoed the views of teachers, saying the crisis in education that exists in South Africa demands special attention.

He said the education crisis is a po-

W/Mand 16/2 - 22/2/90  
By THANDEKA GQUBULE

litical crisis in black schools arose from the fact that black people have no vote and thus cannot make the government of the day responsive to their needs.

Mandela said: "It has been the policy of the ANC that though the school and the entire education system is a site of struggle, the actual process of learning must take place in the schools."

Mandela continued: "I want to add my voice therefore to the call made at the beginning of the year that all students must return to school and learn. We must continue our struggle for people's education within the school system and use its resources to achieve our goals."

Teachers demanded that the Department of Education collapse all its 14 departments into one and give equal pay to all teachers. They also demanded an end to separate education

and the opening of all schools, particularly empty white schools, to all children. (SO) (S)

Asked whether the Department of Education and Training would consider this, Piet Truwig, head of the DET's Witwatersrand division, unwittingly confirmed Mandela's statements and said opening schools to all was a political matter. He also said he did not wish to express opinions on political issues.

There are indications that the crisis in education is going to receive concerted attention from the resistance movement. Teachers, anti-apartheid educationalists and students will continue to wage their struggle against separate education.

There have been repeated demands that students should return to the classrooms. "If I could I would drive anything in Soweto that barely looks like a child right into the classroom," said Curtis Nkondo, national president of Neusa.

1984  
Sowetan 16/2/90  
**Mistrust a setback**

(111) 24737C  
50

DISCUSSIONS with organisations active in black education, like the National Education Co-ordinating Committee, should be intensified to reach a political understanding between the community and the government, Education Minister Dr Stoffel van der Merwe said yesterday.

# Pupil population

## 82 pc black by 2000

Sta. 19/2/90  
By Janet Heard (50)

In 10 years' time, 82 percent of the total school-going population will be black, while the number of white school-going children will not have changed in 15 years, according to a leading researcher in education.

Dr. Schalk Engelbrecht, the head of the Human Sciences Research Council's Institute of Education Research, emphasised the need to rectify the disparity in spending between black and white children.

He said approximately five times as much is spent on white pupils as on their black counterparts.

Addressing a conference of the Transvaal English-Medium Parents' Association (Tempa) recently, Dr Engelbrecht said one of the solutions was to open schools.

19/2/90 (50)  
**9 white schools close**

**Education Reporter**

Nine white Government schools were closed in the Transvaal last year due to declining pupil enrolment.

They were the Johannesburg High School for Girls, in Berea and the Westgate Primary School, on the West Rand; Laerskool Lehau, north-western Transvaal; Doornbult, western Transvaal; Laerskool Denneoord, Brakpan; Mayfair Goedehoop, Mayfair; Peacehaven, in Vereeniging; Perdekop, near Volksrust, and Pienaarsrivier, north of Pretoria.

Two new schools opened this year: Rooihuiskraal south-west of Pretoria, and Hoerskool Kriel, eastern Transvaal.

# Repair of schools defended

CAPE TOWN — Black pupils who merited it and who wanted to study could not be made to suffer because of the actions of other people who damaged their schools, Education Minister Stoffel van der Merwe said yesterday. *Day 2/7/90*

He was replying in the Additional Appropriation Bill debate to Schalk Pienaar (CP Potgietersrus) who asked if it was government policy to use surplus funds at the end of each year to repair black schools damaged by revolutionaries.

Van der Merwe said this type of last-minute spending did happen in departments, although government tried to combat it.

He said it did not matter who damaged a school, it had to be repaired and government had tried to involve the community in repairs. *(S)*

Damage was probably done by small groups of people who had no connection with the schools, he said. — Sapa.



# Education crisis mounts as pupils return to school

By CHARLENE SMITH

THE effects of years of boycotts, disruption, vandalism and violence are evident as black children go back to school in response to calls by ANC leaders.

Not all pupils are back or schools functioning but, where they are, the crush has highlighted the inadequacies with which government and political and education organisations are trying to deal.

The problems are enormous. Last year 120 000 students failed matric. The annual black matric population is increasing by around 20%. There are eight-million schoolchildren and 150 000 teachers, of whom 70% are underqualified. Government says there is a shortage of 6 000 classrooms and that it plans to eradicate backlogs in black education.

The National Education Co-ordinating Committee (NECC) estimates that at least 300 000 more black teachers are needed to meet the present crisis. But there are insufficient

teacher training colleges for black students and white colleges which are closing down or below capacity will not admit blacks.

A University of Natal Education Policy Unit report two years ago said 40% or 1.1-million black children of school-going age (between six and 20-years-old) were not in school.

Those who attend school sit in overcrowded classrooms, with an average pupil-teacher ratio of 1:60, and as high as 1:90. Discipline is all but impossible, textbooks are often shared and libraries and science laboratories are poorly equipped or non-existent.

## Teachers

One primary school in Thokozana near Alberton, for example, has 12 classrooms that hold 2 000 children. There are 30 teachers, no playing grounds and a single water tap. Alexandra, a township of more

than 45 000 people, has three high schools. The newest has a pupil to teacher ratio of around 1:80; a visit found classrooms with no doorhandles while some lacked doors. A water pipe had burst, toilets were devoid of seats and the recreation area was a small courtyard.

There are exceptions to the dismal failure rate. Huhudi, a strongly politicised township near Vryburg, achieved a 77% pass rate, the highest in the country. It defied the conventional logic that the excessive politicisation of the young had led to the chaos in black schools.

A member of the Huhudi Civic Association, Khotso Cutse, said two factors could have contributed to their success: career guidance and greater community cohesiveness between adults and youth.

"Years ago when we began addressing the problems of poor education, we asked the youth what their problems were. One was that the only career guidance they were given at school was about careers in the SADF or SAP. We contacted the SA Council for Higher Education, which gave career guidance workshops to our youth.

"We also involved the community in education. The young were in turn expected to fulfil their community obligation by returning after university or technical training to work for a time in the community."

## Resistance

The lack of effective career guidance is a concern of the NECC and community groups.

NECC secretary general, Ihron Rensburg, points out that in the next 10 years, SA will have a serious skills problem. The Lusaka-based head of the ANC youth department and a

national executive committee member, Jackie Selibi, said the ANC was concerned about the resistance to skills training.

"It relates back to Bantu Education, where the youth felt that if they did not get a university degree, they would slot into the roles that Bantu Education demanded of them."

"We have to change those concepts and make the youth realise that it is important for the technical progress of the country that they receive skills training."

The lack of discipline is another major complaint voiced by teachers, who say that in large classrooms, it is difficult to control pupils.

Rensburg also noted that while education, which had a 95% matric pass rate, was allocated R2 756 for each child last year, while R576 was allocated for each black child.

"As long as that situation exists, it will be impossible to begin to rectify the crisis," he said.

The names appearing in the credits of that film have not been traced here in the records. It was a clever plot to enter South Africa and to deceive South Africa in an underhand way.

Hon members will concede that if a person enters the country with such deliberate, deceitful intentions, it is extremely difficult for the immigration staff to identify these people. We are dealing here with fraud. When Peter Hain signed his arrival and departure forms, he signed as P G Weston-Hain. What did he do when he returned to England? He wrote a letter to the Ambassador and signed it "Peter Hain". He typed this letter and signed it in a completely different handwriting. He did the same on 2 January of this year. He wrote to the Ambassador:

I am writing to ask whether I can now visit South Africa as a normal British subject without the necessity to apply for a visa.

The point is that he does not even want to apply. He wants the Government to lift his visa restriction. The hon member for Green Point is wrong. He came here and made a film in which St James was compared with Khayelitsha, in which he compared the sports fields of Pretoria Boys High with those in Guguletu, and in which he said that only R1 out of every R1 000 was being utilised for Black sporting facilities. Is that too little? These are the factors that must be taken into consideration when we consider whether such a man should be allowed to come to South Africa and whether his presence can be to the benefit of sport in South Africa. [Interjections.] [Time expired.]

\*The CHAIRMAN OF THE HOUSE: Order! The hon member for Green Point!

\*Mr F J LE ROUX: Mr Chairman, everything the hon the Minister has now said confirms our suspicions about the behaviour of the Government with regard to the illegal entry of Peter Hain.

The hon the Minister himself has said what a scoundrel this man was and is. We are therefore surprised that at the beginning of January the hon the Minister made an announcement in which he said that this matter would be investigated by the Department of Home Affairs and that a decision would be taken on the matter. It is now 20 February, and we know nothing more

than what appeared in the newspapers on 3 and 4 January 1990.

The strange thing about this situation is that when we first approached the hon the Minister of Foreign Affairs about this matter, he knew nothing about it. He is usually the man who is first on the scene and dramatically announces that he has sent a note of protest to the British government, but we have not yet heard what the British government's reply is. We are forced to conclude that the Government was behind all this, because they already had it in mind to unban the SA Communist Party. [Interjections.]

The hon member for Green Point is correct—Peter Hain is going to be removed from that list, because he is now their friend. He is the man who recited the poetry at John Harris' funeral and swore not to rest until John Harris' death was avenged. Hon members know what John Harris, the station bomb murderer, was convicted of.

The Government is being condemned for not fulfilling its obligations.

\*Mr H D K VAN DER MERWE: Mr Chairman, the hon the Minister has in no way satisfactorily replied to our question. I want to tell the hon the Minister that he is unable to look after the interests and safety of South Africa and unable to control who enters South Africa.

It will be the likes of Peter Hain who will sit at the negotiating table with the hon the Minister in order to work out a constitution for the so-called new South Africa. I therefore want to tell the hon the Minister that the CP will be watching him more closely than ever before to see what he does and who he allows into South Africa.

\*The MINISTER OF HOME AFFAIRS: Mr Chairman, the hon member Mr H D K van der Merwe has no idea what is at issue. I could only find a single example of a person entering the country in this way in 1989. This is one out of 10 949 473 persons who entered the country. This is equal to 0,00001%. [Interjections.] Then the hon member says we have lost control! My department controls the entry and departure of 22,75 million people, and they must be checked against a stop list of 7 000.

It is a virtually impossible task, and they perform a wonderful service. Now the hon member for Brakpan says Peter Hain is our friend. Peter

Hain is no more our friend than he is the CP's friend. To tell the truth, the CP will make friends with him. [Interjections.] The only real reason for this stop list is to consider a person's motives in entering the country. Is he entering the country with an objective attitude or is he entering the country in order to denigrate it? This is the only way. *Hansard 20/2/90*

My department will therefore continue its task, as it has in the past, despite our extensive borders. Show me any country in the world which has a 3 000 km coastline and an 11 000 km border to control. It is an impossible task to perform, and that is why we will keep on perfecting the computerised system. There will always be mistakes, but we shall take all possible steps, and in fact such steps have already been taken, to nip such cases of deceitful behaviour in the bud. My department will, therefore, do everything in its power to rectify the stop list further and, if necessary, add more names to that list; and also to refine the computerised system as much as possible. [Time expired.]

Debate concluded.

#### Black children accommodated in schools

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

Whether the Department of Education and Training has taken steps to ensure that (a) all Black children wishing to attend school are accommodated and (b) the necessary books and equipment are available; if not, why not; if so, what steps? *Hansard 20/2/90* B215E.INT

The MINISTER OF EDUCATION: Mr Chairman, the final date for the registration of pupils at DET schools was postponed for three days to 26 January 1990 after discussions with the National Education Coordinating Committee. This resulted in waiting lists containing a total of 30 644 names.

In five of the eight regions all pupils on waiting lists have been accommodated. Approximately 3 000 pupils have not yet been accommodated.

Consideration must be given to the fact that this group includes pupils who are over 20 years of age, pupils who have repeated standards on two or three occasions, and mothers with small children.

For this category of learner ample opportunity and accommodation is provided in the department's centres for adult education. *(SO)*

The provision of books and equipment is determined by projecting the anticipated enrolment for the following year in March every year. When the actual enrolment is bigger than anticipated, the distribution of books and equipment is either redirected or shortages are supplemented. This exercise is presently under way, but has to be done within the budget of the department. *Hansard 20/2/90*

I wish to add the following: The number of Black pupils in Southern Africa has grown by an average of 6% per year over a period of 40 years. Over the past decade we have experienced an average annual pupil growth rate of 11,9% in DET secondary schools. This growth is by any standard phenomenal.

The 1990 enrolment of pupils was planned carefully and well in advance. Detailed enrolment procedures were discussed with management councils by principals.

Where it was found to be necessary, premises were acquired to relieve the pressure on the available schools. In one case three under-utilized primary schools have been rationalized in order to vacate one school to be utilized as a secondary school. Where no additional accommodation could be found, we had to introduce the platoon system, thereby utilizing one set of buildings to accommodate two schools.

During 1989, 27 new schools were completed. Extensive additions to 20 schools have also been effected. During 1990 an additional 1 192 classrooms will become available accommodating nearly 50 000 pupils.

The main point, therefore, is that the department has planned within its means to provide the necessary additional facilities. Due to a variety of factors, such as the bad Std 10 results, the present back-to-school campaign and the squatter problem, the preparations made in certain areas are inadequate. All told, however, I am satisfied that we have been successful in providing pupils with facilities. [Time expired.]

Mr K M ANDREW: Mr Chairman, in the latter part of his reply, the hon the Minister mentioned some of the things the department had done in recent and past years. A great deal has been

done, but I think that looking for the solution, one has to measure what has been done against what is needed to solve the problem, as opposed to looking at what has been done in isolation. It is rather like throwing a man who is drowning 100 metres from shore a rope that only goes 60 metres out, and saying "Well, it's longer than last year's rope." If it does not actually save the man, it may have been a commendable effort, but it does not solve the problem.

Education is paramount to the future of this country. It is an investment that has to be made if our future is not to be destroyed by a tidal wave of uneducated, unemployed and disillusioned young adults for whom gangsterism, anti-social behaviour and crime provide the only stimulation and sense of achievement.

An education system that excludes hundreds of thousands of children—there are many not at school who are not on waiting lists either—that often packs 60 to 80 or even 100 children into a classroom built for 40, and that is forever short of something—teachers, desks, textbooks, paper, chalk etc—is not acceptable.

The Government must accept that we do not simply have a problem in Black education. We have a major crisis with potentially long-term disastrous consequences.

In a crisis situation, we need crisis funding. If there is a flood, a drought or some other crisis in our country, the Government finds money to alleviate that crisis. That, I believe, is the least we are entitled to expect for Black education, and we expect it now.

Money is a major factor, but it is no good simply having money and throwing good money after bad. There are other key elements that need to be addressed—for example, the need to remove the alienation of the community from the education system provided, and the need to improve efficiency of administration.

The hon the Minister mentioned here today that in March of each year schools have to determine their requirements for the following year. If they get it wrong, they end up with shortages. He knows very well, however, that in many cases, firstly, the schools are not in the end entitled to decide how many they admit or do not admit. Secondly, the information available to them on which they have to base those decisions is minimal. The result is that when January comes,

their requirements are very different from what they had forecast the previous March. If we were to ask the hon the Minister next month how many children were going to be at primary and high schools in each region next year, even he would not know. [Time expired.]

\*Mr D S PIENNAAR: Mr Chairman, by way of a question put during an interpellation, the hon member for Cape Town Gardens and the hon member for Johannesburg North tried, in their customary fashion, to cast suspicion on Black education in South Africa. The fact is, however, that the policy which, as implemented, was essentially CP policy and not the new NP policy in regard to Black education, has proved that separate education for the various population groups produces the best results for each people. [Interjections.]

Why does the hon member not refer to the educational set-up in African countries to the north of us? He knows that if he referred to those countries and compared their position to that of Black education in South Africa, he would in fact be mortified.

The Government, in fact the hon the Minister in his reply too, made no reference to the position in the rest of Africa because he was trying to dodge the issue, knowing as he does that the political policy he is adopting is going to cause us to move towards the position in which African countries to the north of us find themselves. [Interjections.]

In the question put by the hon member for Johannesburg North he was very concerned about our ability to accommodate Black children at school. What percentage of pupils in the 11-year to 18-year age groups, Std 5 to approximately matric, are actually attending school in a country such as Tanzania? Three per cent. In Ethiopia the figure is 12%; in Kenya, 19%; in Nigeria, which is held up as a moral state, the figure is 29%; and in South Africa, 62%. Those are the actual facts. On the one side we have the DP, the real leftists who, true to their tradition, use this interpellation to act as spokesmen or champions of the Black people and their teachers. On the other side we have the Government, and we can also expect it of this hon Minister who has only recently become a leftist. They are still learning. They are learning quickly from the DP. [Time expired.]

**THE MINISTER OF EDUCATION:** Mr Chairman, it is unfortunately so that there are many other factors apart from just money which diminish the efficiency of Black education. The hon member for Cape Town Gardens has put his finger on one specific point, and that is the alienation between the community and the authorities in this regard. This is in fact one point where we are trying to apply our minds and our talents in order to eradicate that. Of course it takes two to tango also in this regard. We have tried as far as possible to accommodate the back-to-school campaign which was started by the NECC. On the other hand, as long as this campaign is used merely to embarrass the Government, then it serves no purpose. My appeal is that we should take the children out of politics, that we should deal with politics separately and keep the children in their schools and teach them.

\*I just want to come back to the hon member for Potgietersrus for a moment. He drew a comparison with the rest of Africa. It is wonderful to compare us with the rest of Africa, and I think we can be very proud of what we have achieved in relation to the rest of Africa. I want to ask the hon member please to call together a small group of Black children who cannot attend school and tell them they should be grateful for being better off than the children in the rest of Africa. Let us see how far one would get with that argument. The crux of the matter is that as long as we have untrained people in our midst—whatever their colour may be—they will be a burden to the State for as long as they live. If we could educate them and give them an opportunity to attend school in order to learn something, we could get somewhere. [Time expired.]

\*Mr J VAN ECK: Mr Chairman, the hon the Minister's first contribution this afternoon created the impression that there really was not any crisis in Black education. He spoke too soon. In *Die Burger* of 19 February we read what even the hon Minister's own Deputy Minister had to say: "Marais waarsku oor chaos in Swart skole." The situation is very critical. If the chaos that has been present in Black education for years now were to exist in White schools, White parents would probably long since be on the war-path heading for the hon Minister's office. They would not put up with it as Black parents have done. For the Government simply to go on saying that there is no more money for Black

education is not going to help matters either. In any event, the availability of money depends largely on one's priorities. My submission is that in recent years the Government's priorities have always been wrong. In my view the present crisis can only be resolved if we implement an emergency plan, a kind of "Marshall Plan", in terms of which the shortages and the deficiencies in Black education are substantively and immediately addressed. If that is not done, we run the risk of having the rage and frustration of Black students not only destroying the climate necessary for successful negotiation, but also tying the hands of Black leaders in the negotiating process. The hon the State President's reform initiatives will not succeed if the crisis in Black education is not addressed immediately.

I also want to tell the hon the Minister that he cannot separate the children from politics. Black youths are politically orientated. We cannot separate the two. If one tried to do so, it would not solve the problem in the schools.

Mr R M BURROWS: Mr Chairman, let us look at the reality of the situation. The hon the Minister's predecessor indicated last year that there were a million Black children who should have been in school if Black education was compulsory.

Secondly, let us look at the figures: In comparable statistics, excluding teachers' salaries, every White child gets R1 300, while every Black child gets R280. That was last year's figures. Let us look at books: Textbooks, setwork books and consumables. In the Transvaal last year R53,49 was spent per child. In Black education it is under R10.

The hon the Minister will be aware that there is not sufficient funding but this Government must also be aware that unless there is equity, unless that hon Minister and the hon the Minister of Education and Culture can stand together and say they are getting the same amount of money for things like textbooks, stationery and even chalk, this Government will be accused of racism.

**THE MINISTER OF EDUCATION:** Mr Chairman, the hon member for Pinetown is quoting and comparing *per capita* figures. He should know that just to compare *per capita* expenditure as such is not a correct measure in the sense that...

Mr R M BURROWS: Why? [Interjections]

The MINISTER: If hon members will give me a chance, I will try to explain. For instance, it is normally cheaper to have primary school children at school than it is to have secondary school children at school. Therefore if one just divides the whole sum into the number of children, one gets a distorted picture. [Interjections.]

I am not saying for one moment that we are spending the same amount on Black and White children. [Interjections.] I am not saying for one moment that the situation as it is is desirable. What I am stating is we are doing what we can within the limitations of overall expenditure. We are doing what we can for Black education and we will continue to do so. Over the past five years something like 13 000 classrooms have been built. [Interjections.] ... but the explosion of the classroom population by 6% per annum for over 40 years is something that would tax the best education department in the world and something that would sorely test on any budget. We are doing what we can in this regard.

\* At this stage I also want to pay tribute to the employees of the department who do a tremendous job under extremely difficult circumstances and extreme provocation, and do so with the limited means at their disposal. If the other side would play their part, they would use the available schools for the purposes for which they were intended. If they did not leave the schools standing empty so that they could go protesting in the streets, our final examination results would also improve. [Time expired]

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QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

†The MINISTER OF FOREIGN AFFAIRS: assistance

\* 1 Adv T LANGLEY asked the Minister of Foreign Affairs:†

Whether the Government of the Republic of South Africa rendered any non-financial assistance to the Presidential Guard in the Co-

mores; if so, (a) in which years, (b) what type of assistance, and (c) from the vote of which State department, in each case?†

†The MINISTER OF FOREIGN AFFAIRS:

The Department of Foreign Affairs did not render any non-financial assistance to the Presidential Guard in the Comores. (a), (b) and (c) fall away.

Soweto Town Council: bridging finance

\* 2. Mr P H DE LA REY asked the Minister of Planning and Provincial Affairs:†

- (1) What amount has the Transvaal Provincial Administration provided to the Town Council of Soweto as bridging finance since July 1986;
- (2) whether any arrangements have been made for the repayment of this amount; if so, (a) what arrangements and (b) what amount has been repaid?†

†The DEPUTY MINISTER OF PLANNING AND PROVINCIAL AFFAIRS.

(1) Since July 1986 the following amounts were allocated to the City Council of Soweto as bridging loans:

1986/87 — financial year	R69 989 500
1987/88 — financial year	R106 712 513
1988/89 — financial year	R136 801 226
1 April 1989 — 31 January 1990	R151 116 005
Total	R464 619 244

- (2) (a) All bridging loans are made available against a debt-obligation which makes provision for the loans to be repaid interest free, over a period of five years.
- (b) As a result of the present financial situation of the City Council of Soweto it has not yet been possible to pay back any instalments.

\* 3. Mr H J COETZEE asked the Minister of Defence:†

- (1) Whether any of the military personnel at the Munsieville military base, Transvaal, are Non-white, if so.

Munsieville military base: personnel

- (2) whether provision is made at this base for separate (a) sleeping quarters, (b) bathroom facilities and (c) toilets for the various population groups?†

†The DEPUTY MINISTER OF DEFENCE.

- (1) No, not at present.
- (2) The base referred to by the hon member is an operational base and the SA Defence Force's personnel policy, as contained in paragraph 54 of the Briefing Document on the Organisation and Functions of the SA Defence Force and the Armaments Corporation of South Africa, Limited, 1990, which was recently distributed to all Members of Parliament, is also applicable in this instance.

4. Dr W J Snyman + Transport. [†Question standing over.]

PE: name-board for airport

\* 5. Adv J J S PRINSLOO asked the Minister of Transport:†

Whether a name-board with the official name of the airport at Port Elizabeth has been put up at a conspicuous place at the airport terminal; if not, why not; if so, (a) where has this name-board been put up and (b) what is written on it?†

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

- (a) On the upper edge of the facade on the air-side of the terminal building; and
- (b) H F Verwoerd.

SAP/Roodepoort: renovation of single quarters

\* 6. Adv J J S Prinsloo asked the Minister of Law and Order:†

- (1) Whether it is the intention to renovate the single quarters of the South African Police at Roodepoort; if so, on what date will this renovation be commenced;
- (2) whether he will make a statement on the matter?†

B104E

†The MINISTER OF LAW AND ORDER:

(1) and (2) Negotiations for the restoration of the building have already been conducted with the Department of Public Works and Land Affairs. As an alternative, the rental of substitute accommodation is being considered. The matter could unfortunately not be finalized up until now, due to a lack of funds.†

†Mr J J S PRINSLOO. Mr Chairman, arising out of the hon the Minister's reply, is it correct that he confirmed during October 1988 that his department had already confirmed in July of that year that repairs to the single quarters were necessary?†

†The MINISTER: Mr Chairman, of course I do not have the detailed information here with me now, but I shall go into the matter and give the hon member a reply.

†Mr J J S PRINSLOO. Mr Chairman, further arising from the hon the Minister's reply, is the hon the Minister himself aware of the physical condition of the single quarters; that they are actually falling apart, and if not, what does he intend doing in order to bring himself up to date with the physical condition of these single quarters?†

†The MINISTER. Mr Chairman, I am aware of the fact that the condition of the accommodation is poor: that is why I told the hon member that we are negotiating at present to try to obtain substitute accommodation in the mean time. As I have also indicated, we cannot conclude the matter yet due to lack of funds.

†Mr J J S PRINSLOO. Mr Chairman, further arising out of the hon the Minister's reply, with respect to the substitute accommodation to which he is referring, can he indicate what substitute accommodation is being considered and, in respect of that, when is it envisaged to be put to possible use?†

†The MINISTER: Mr Chairman, we are looking for better accommodation for the young men, and we are giving priority to this matter, but we cannot indicate a date.

Munsieville military base: maintenance cost

\* 7. Mr J H VAN DER MERWE asked the Minister of Defence:†

- (1) What was the cost of maintaining a military base at Munsieville in the Transvaal

*Continued from p 86*

formed by the South African Transport Services that free trains would be made available to take participants in the protest home after the march;

(2) whether any members of the Police prevented protesters from boarding these trains at Cape Town station; if so, (a) why; and (b) what was the rank of the policeman in charge? *Hansard 20/2/90 B143E*

**THE MINISTER OF LAW AND ORDER:**

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

**Cape Peninsula high schools: textbooks**

\*29. Mr K M ANDREW asked the Minister of Education:

Whether high schools in the Cape Peninsula had received all the textbooks required to supply their full quota of pupils by the end of the third week of the 1990 school year; if not, (a) why not, (b) which schools had not received all their textbooks and (c) how many (i) pupils and (ii) textbooks were involved? *Hansard 20/2/90 B144E*

**THE MINISTER OF EDUCATION:**

Yes.

In explanation it is mentioned that shortages of text books do exist at some schools due to over-registration of pupils above approved quotas. Books have been provided according to projections of pupil numbers made by principals in February 1989.

In the Cape Peninsula books have been provided for approximately 300 pupils above the projected number.

Arrangements have been made to have this surplus stock placed at schools where shortages occur. All registered pupils in the Cape Peninsula can therefore be provided with textbooks, except those pupils who have lost their books. New books are not issued to these pupils. They will be able to purchase them from bookshops.

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

**Certain person: offences**

\*30. Mr A J LEON asked the Minister of Justice: Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, was at any time convicted of any offences; if so, (a) of which offences, (b) when was each conviction handed down, (c) what sentences were handed down in respect of each such conviction and (d) what is the name of this person? *Hansard 20/2/90 B146E*

**THE MINISTER OF JUSTICE:**

The following information was obtained from the record of previous convictions (SAP 69) of the person concerned.

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

(i) Theft of a motor vehicle: 8.11.54; 8 cuts with a cane and placed under the supervision of a probation officer.

(ii) Tamper with a motor vehicle without permission of owner: 10.11.54; Imposition of sentence postponed for 3 years on condition that accused is not found guilty of a similar offence or any offence of which dishonesty is an element.

(iii) Theft of a motor vehicle and theft of a rifle: 27.6.55. Sent to a reform school. Charges taken together for purpose of sentence.

(iv) Theft of a motor vehicle: 27.6.55; Sent to a reform school.

(v) Theft of a motor vehicle and attempted theft of a motor vehicle: 27.6.55; Sent to a reform school. Charges taken together for purpose of sentence.

(vi) Theft of a motor vehicle: 27.6.55; Sent to a reform school.

(vii) Theft of motor spares and theft of a suitcase with clothing: 28.11.60; Imprisonment for corrective training. Charges taken together for purpose of sentence.

(viii) Indecent assault (2 charges): 13.2.79; On each count sentenced to 3 years' imprisonment of which 1 year's imprisonment on each count is suspended.

*Continued p 89 ->*

*Hansard 20/2/90*

pending for 5 years on condition that the accused is not convicted of indecent assault or an attempt thereto committed during the period of suspension. *Hansard 20/2/90*

(d) Cornelius Gerhardus van Rooyen.

**Hillbrow: facilities for aged**

\*31. Mr L FUCHS asked the Minister of National Health and Population Development:

Whether his Department is responsible for any (a) accommodation, (b) feeding, (c) health and (d) recreation facilities for the aged in Hillbrow; if so, what facilities in each case; if not, why not? *Hansard 20/2/90 B148E*

**THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:**

(a) to (d) No.

the Department of National Health and Population Development is responsible for the planning, co-ordination and monitoring of national policy regarding health matters, population development and social welfare. Rendering of actual services to the public is not within the line function responsibilities of this Department.

**Hillbrow: facilities for street children**

\*32. Mr L FUCHS asked the Minister of National Health and Population Development:

Whether her Department is responsible for any (a) accommodation, (b) feeding, (c) health and (d) recreational facilities for street children in Hillbrow; if so, what facilities in each case; if not, why not? *Hansard 20/2/90 B149E*

**THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:**

(a) to (d) No. *Hansard 20/2/90*

the Department of National Health and Population Development is responsible for the planning, co-ordination and monitoring of national policy regarding health matters, population development and social welfare. Rendering of actual services to the public is not within the line function responsibilities of this Department.

**INTERPELLATIONS**

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

**Own Affairs:**

**Black teachers in White schools**

Mr K M ANDREW asked the Minister of Education and Culture: *Hansard 20/2/90 B208E.INT*

Whether his Department is giving consideration to allowing White State schools to employ Black teachers to teach African languages; if so, (a) what consideration and (b) when is a decision in this regard to be made; if not, why not? *Hansard 20/2/90 B208E.INT*

**THE MINISTER OF EDUCATION AND CULTURE:** Mr Chauman, the question is whether the Minister of Education and Culture is giving consideration to allowing White State schools to employ Black people to teach African languages.

In the first instance, Sir, I wish to inform the hon member that State schools do not employ teachers. The department employs teachers on the recommendation of the management council, and I have no intention of changing this policy to allow schools themselves to employ teachers. If the hon member wishes to enquire whether my department is contemplating the employment of Black teachers for the purpose of teaching African languages at schools under the jurisdiction of the Department of Education and Culture, my response is that every responsible department of State is continually assessing scenarios for the future and considering different options.

In assessing possible scenarios for educational provision my department is currently seeking to devise models which will take cognisance of the various educational needs as they arise. Obviously, any model relating to the provision of education must be all-embracing and include facets such as curriculum development, teacher training, financing, staffing and the provision of physical facilities, among other factors.

The options regarding the provision and utilisation of staff for various subjects also have to be considered. A decision in this regard will be made only when all options have been carefully considered.

*P 70 ->*

fully studied Any possible change which will come about, will be effected only after due consultation with, *inter alia*, the education councils, the Federation of Parents' Associations and the TFC.

Mr K M ANDREW: Mr Chairman, I should like to thank the hon the Minister for his clear and concise answer to my question. [Interjections.] I am sure that the hon the State President, in terms of what he is trying to do in the country, will be proud of that contribution [Interjections.]

Clearly, Sir, this matter, which we have raised over a number of years on a variety of occasions in this House, appears only now to be receiving some consideration, and I hope that we might look to some decision before the turn of the century. [Interjections.]

I would have thought it obvious from the hon the Minister's reply that the need for effective communication among people in South Africa was greater than ever. This can be enormously facilitated if people are able to understand each other's languages. It is also essential that we understand each other's cultures so that mutual respect and a spirit of live and let live can be fostered. The number of White children who receive worthwhile instruction in an African language is far too small. I believe that we need to make the teaching of an African language compulsory at all White schools. [Interjections.]

Practical and educational considerations will be needed to determine the level at which and for how many years such a language should be compulsory, but I think the principle that it is required should be accepted. In order best to convey African languages and culture to White schoolchildren we need Black teachers. A person who teaches his mother tongue will invariably do it better than a non-mother tongue speaker, and here I quote the hon the Minister himself.

We do it already, Mr Chairman, in a different context. We do it by having Afrikaans teachers in English-medium schools and vice versa, although we have an own-language education system. There is, therefore, no reason why we should not allow White schools to have Xhosa or Sotho or Zulu teachers, for example.

In addition, Sir, we already have student-teachers who are not White and who teach in

The CP stands and falls by ethnically separate education. This means *inter alia* two things to us—that we will not allow pupils of other races in our schools, and also that the staff who man our schools will be people from our own cultural background. They must have the same Christian convictions, and I want to add that they must also have the same Christian background as us. They must convey to our children a set of values which is unique to our people.

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the question asked by the hon member for Cape Town Gardens was very clearly whether Black teachers would be allowed to teach an African language in a White school. The hon member began his argument concerning the importance of White children also having to learn an African language.

I want to tell the hon member that that is the important aspect in this regard. I do not think we ought to make a political issue of this sort of thing. I wholeheartedly support the idea that it is undoubtedly in the interests of as many Afrikaans-speaking children and English-speaking children as possible to learn an African language. [Interjections.] Wait, give me a chance.

It is just as important that a Black man should also do everything in his power to try to learn English and Afrikaans. It cuts both ways.

It is not simply a question of our professing this; the question is, what are we doing about it? The hon member is making a great song and dance about our having to do this or that. The fact of the matter is that at present, depending on the province in which the school is situated, an African language is compulsory for all White pupils in Standards 3, 4 and 5. It is compulsory if there is a teacher available. There is only one province in which it is not offered from Std 3, but only in Standards 4 and 5. In the other provinces it is compulsory in Standards 3 to 5. We also have an opportunity in the secondary school system to make an African language an optional subject, if there are teachers available. This matter is, in fact, receiving our attention. It promotes better relations and it promotes language comprehension. We therefore do not have any doubts regarding the importance of learning such a language. [Time expired.]

Mr R M BURROUGHS: Mr Chairman, it has become the tendency for this hon Minister to issue after each significant announcement he makes, two or three days later, a clarifying statement. He did this about schools in free settlement areas and he did it two weeks ago on the entire question of considering admission to schools. No word in two days' time he will issue a clarifying statement on what he has said today. He is going to have to.

There are three points I want to raise very briefly. In the first place the hon the Minister dismissed in his opening sentence the concept of parent employment. The hon the Minister is well aware that parents employ teachers additional to staff in the schools of South Africa. That is happening. I want the hon the Minister to say yes or no as to whether his department will allow parents to employ Black teachers to teach a Black language in those schools.

Secondly, the hon the Minister will be aware that the TFC and the amendment to the National Education Policy Act registers all teachers that fall into the schools under that Minister's department, of whatever colour. There are teachers of colour registered by the TFC. They are quite willing to register and in fact insist on registering. That is not a problem.

Then we come to the reality of the situation in a province like Natal. The hon the Minister will be aware that the number of pupils in Std X at secondary level taking Zulu as a subject is abysmally low. The question we ask is: Why is it abysmally low?

It is not because the pupils lack enthusiasm for wanting to learn Zulu. I do not believe it is because the administration does not want the subject taught. It is because there are not enough teachers. The hon the Minister is saying that he is possibly considering allowing it. The TFC says they must register and are willing to register them. I am sure that in some schools there are parents who are willing to pay for them. The hon the Minister cannot on a racial basis be willing to keep them out. All we ask of him is to say yes or no that his department will permit such teachers to teach Black languages. [Interjections.]

Mr E K MOORCROFT: Mr Chairman, I put it to the hon the Minister that not to allow suitably qualified Black teachers to teach

Black languages at White schools is racism of the most blatant kind. [Interjections.] It is indefensible from any standpoint, most of all from the point of view of what is best for the child, which is or should be the teacher's first concern. What the policy is suggesting, is that in any other field of endeavour relating to Whites we can make use of Blacks but not in education. They can cook our food, clean our homes and work in our factories but they may not teach in our schools. I put it to the hon the Minister that the only reason for this is an outdated racist line of thought which refuses to accept that the Black man is capable of teaching the White man anything. [Interjections.] The White man must be regarded as the source of all wisdom, and for White children to experience a reversal of this ascribed status of Whites would be to undermine this particularly obnoxious bit of racist ideology.

Unless the hon the Minister can explain why schools will actively seek out Afrikaans-speaking people to teach Afrikaans and at English medium schools . . . [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Pinetown tried to be very clever in the House. He referred to the Teachers' Federal Council and to the fact that teachers must register with that body. That is not in dispute. I have made our standpoint regarding the importance of instruction in an African language very clear. If that hon member, as well as the other hon members on that side of the House, had listened closely to what I said in my speech, they would have known that at the moment the answer is no, a Black person is not allowed to teach an African language in a White school. Hon members know that. [Interjections.] Hon members must also take cognisance of the fact that we have said that we are continually looking into the problems regarding education. [Interjections.]

\*The CHAIRMAN OF THE HOUSE: Order!


\*The MINISTER: I indicated that in my speech. [Interjections.]

Allow me to come back to the hon member for Brits. [Interjections.] He will not be able to convince this House that the CP is more committed to the educational principles of mother-tongue education, cultural education

and Christian education. Throughout the years, we on this side of the House have felt ourselves committed to those principles and we shall continue to feel committed to them in the future. [Interjections.] Mother-tongue instruction and cultural education are recognised throughout the world. I want to say at once that this is not necessarily a formulation of culture based solely on the colour of one's skin, but cultural education is recognised throughout the world as an important matter which there is no getting away from. [Time expired.]

Debate concluded.

QUESTIONS

+Indicates translated version.  
For oral reply: Hansard 20/2/90  
Own Affairs: 

Hospitals: White nursing staff

\*1. Dr W J SNYMAN asked the Minister of Health Services, Welfare and Housing:†  
Whether there are any hospitals for Whites falling under his Department that make use of White nursing staff exclusively at present; if so, what hospitals?

B97E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

Yes, the following hospitals which fall under the Department of Health Services and Welfare of the Administration: House of Assembly make use of White nursing personnel exclusively at present:

Bernice Samuel, Delmas  
Bloemhof  
Brits  
Delareyville  
Dauwelskloof  
Elsie Ballot, Amersfoort  
Evander  
F H Odendaal, Nylstroom  
Generaal De la Rey, Lichtenburg  
Groblersdal  
H A Grove Hospital, Belfast  
Hendrik van der Bijl, Vanderbijlpark  
Kempton Park  
Paardekraal Hospital

Hansard 20/2/90  
Own p 96

Louis Trichardt	
Onidekkers, Roodepoort	
Phalaborwa	
Pretoria West	
Sannieshof	
Sybrand van Niekerk, Carletonville	
Van Velden Gedenk-hospitaal, Tzaneen	
Ventersdorp	
Voorrekkers, Potgietersrus	
Warmbad	
Waterfall Boven	
Willems Cruywagen, Germiston	
Voorrekkers Hospital, Kroonstad	
Bethlehem Hospital	
Jagerfontein Hospital	
Zastron Hospital	
Sasolburg Hospital	Hansard 20/2/90

Building of private hospitals

\*2. Mr M J ELLIS asked the Minister of Health Services, Welfare and Housing:  
Whether his Department has taken a decision not to allow the building or development of any further private hospitals; if so, why?

B137E

Hansard 20/2/90

†The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

No. In accordance with a recommendation made by the National Health Policy Council I instructed the Department to screen the erection of new private hospitals or the extension to existing private hospitals very strictly.

The Department of National Health and Population Development in collaboration with this Department and other health authorities, is in the process of developing a national health strategy whereby the further development of hospitals in South Africa can be evaluated.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him whether it does not clash with the Government's policy of deregulation to interfere with private hospitals by deregulating on grounds other than health standards?

†The MINISTER: Mr Chairman, this is a very wide-ranging subject. The fact of the matter is that we have to take many factors into account here, *inter alia* economic factors in the country, and I have no doubt that this Department does have a duty to have control over the building of private hospitals.

Education Affairs Act (5D)

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

- (1) Whether the Education Affairs Act (House of Assembly), No 70 of 1988, has come into operation; if not, why not; if so, on what date. Hansard 20/2/90
- (2) whether the regulations pertaining to the Act have been completed; if not, why not; if so, (a) which bodies or individuals were consulted before their completion and (b) when were they completed;
- (3) whether the present retirement age of White education personnel caused the commencement of this Act to be delayed; if not, what was the cause of the delay; if so, (a) which departments have caused this delay and (b) what progress has been made in removing this obstacle to the Act?

B138E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, it was attempted to coordinate the commencement of the Act with a uniform retirement age for CS educators;
- (2) yes,
  - (a) the four provincial education departments, the four provincial education councils, the Teachers' Federal Council, the Federation of Governing Bodies for Specialised Education, the SA National Council for the Deaf, the Federation of Parents' Associations of South Africa and the Treasury (Assembly);
  - (b) 15 February 1990;
- (3) yes,
  - (a) this matter affects personnel of the whole of the government sector and therefore extensive consultation was necessary;
  - (b) in order to implement the Act the draft regulations were adapted so that with the commencement of the Act the *status quo* in regard to the retirement age would be retained.

Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, is it not

Black languages at White schools is racism of the most blatant kind. [Interjections.] It is indefensible from any standpoint, most of all from the point of view of what is best for the child, which is or should be the teacher's first concern. What the policy is suggesting, is that in any other field of endeavour relating to Whites we can make use of Blacks but not in education. They can cook our food, clean our homes and work in our factories but they may not teach in our schools. I put it to the hon the Minister that the only reason for this is an outdated racist line of thought which refuses to accept that the Black man is capable of teaching the White man anything. [Interjections.] The White man must be regarded as the source of all wisdom, and for White children to experience a reversal of this ascribed status of Whites would be to undermine this particularly obnoxious bit of racist ideology.

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HOUSE OF ASSEMBLY

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Debate concluded.

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Evander  
F H Odendaal, Nylstroom  
Generaal De la Rey, Lichtenburg  
Groblersdal  
H A Grove Hospital, Belfast  
Hendrik van der Bijl, Vanderbijlpark  
Kempion Park  
Paardekraal Hospital

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Louis Trichardt  
Ontlekkers, Roodepoort  
Phalaborwa  
Pretoria West  
Sannieshof  
Sybrand van Niekerk, Carletonville  
Van Velden Gedenkhospitaal, Tzaneen  
Venterdorp  
Voortrekker, Potgietersrus  
Warmbad  
Waterval Boven  
Willem Cruywagen, Germiston  
Voortrekker Hospital, Kroonstad  
Bethlehem Hospital  
Jagerfontein Hospital  
Zastron Hospital  
Sasolburg Hospital

Building of private hospitals

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Whether his Department has taken a decision not to allow the building or development of any further private hospitals; if so, why?

B137E

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No. In accordance with a recommendation made by the National Health Policy Council I instructed the Department to screen the erection of new private hospitals or the extension to existing private hospitals very strictly.

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- (1) Whether the Education Affairs Act (House of Assembly), No 70 of 1988, has come into operation; if not, why not; if so, on what date: *Hansard 20/2/90*
- (2) whether the regulations pertaining to the Act have been completed; if not, why not; if so, (a) which bodies or individuals were consulted before their completion and (b) when were they completed;
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B138E

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No, it was attempted to coordinate the commencement of the Act with a uniform retirement age for CS educators;
- (2) yes,

(a) the four provincial education departments, the four provincial education councils, the Teachers' Federal Council, the Federation of Governing Bodies for Specialised Education, the SA National Council for the Deaf, the Federation of Parents' Associations of South Africa and the Treasury (Assembly),

- (b) 15 February 1990;
- (3) yes,
- (a) this matter affects personnel of the whole of the government sector and therefore extensive consultation was necessary,

(b) in order to implement the Act the draft regulations were adapted so that with the commencement of the Act the *status quo* in regard to the retirement age would be retained.

Mr R M BURROWS: Mr Chairman, arising out of the reply of the hon the Minister, is it not

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correct that the hon the Minister indicated in this House when the Bill came before this House in 1988 that there was such a degree of urgency that full consideration of representation could not be given, and that two years later the Act has still not come into operation? *(SO)*

*†*The MINISTER: Mr Chairman, the hon member is not listening, it seems to me that he has a problem with his hearing. The fact of the matter is that I have indicated all whom we have contacted. I indicated in the reply that it affects the whole Public Service as such and that various bodies had to be consulted, and that is the reason. So, I don't know why the hon member is putting this question.

Mr R M BURROWS: Mr Chairman, arising further out of the reply of the hon the Minister, it is obvious that he did not hear my question. My question was: Is it not correct that when he came before this House in 1988 with a Bill, he indicated at that time that there was such urgency to get the Bill passed that full consideration of representation could not be given. It had nothing to do with subsequent representation; it had to do with representation in 1988.

*†*The MINISTER: Mr Chairman, in 1988 we brought forward this Education Affairs Act, which, as the hon member very well knows, is a consolidation act. The hon member also knows that it is in the education interests of all four provinces that that Act comes into operation.

The hon member knows that the regulations also came before all these advisory bodies that I mentioned. All these education advisory bodies wished to see us reach uniformity in respect of retirement age. Then we started with the negotiations but we cannot get the Act to be promulgated before we have not reached consensus about the regulations. As this problem of the uniform retirement age was problematic, we tried with great frustration to reach consensus during the months — it lasted a year as the hon member knows. We did not succeed in this and now the argument is that we should rather have the Act promulgated, retaining the *status quo* for the present.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING: *Answered 20/2/90*

Uitenhage/Nelspruit: applications for hospitals

\*4 Mr M J ELLIS asked the Minister of Health Services, Welfare and Housing:

(1) Whether he has received any applications for hospitals to be built in (a) Uitenhage and (b) Nelspruit, if so.

(2) whether these applications were granted; if not, why not?

*Answered 20/2/90* B139E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:

- (1) (a) Yes;
- (b) yes.

The above information is for the period 1 January 1989 until 31 January 1990.

- (2) (a) No. The application is presently being considered.
- (b) Yes. Permission has been granted for the erection of a 55 bed/3 operating theatre private hospital.

Parow/Cape School Board areas: teachers retrenched/made redundant

\*5 Mr K M ANDREW asked the Minister of Education and Culture: *Answered 20/2/90*

Whether any teachers were retrenched or made redundant in the (a) Parow and (b) Cape School Board areas during the 1989 calendar year; if so, how many in each case?

*(SO)* B140E

The MINISTER OF EDUCATION AND CULTURE:

- (a) No,
- (b) yes, 13.

*Hillbrow: facilities for aged*

\*6 Mr L FUCHS asked the Minister of Health Services, Welfare and Housing: *Answered 20/2/90*

Whether his Department is responsible for any (a) accommodation, (b) feeding, (c) health and (d) recreation facilities for the aged in Hillbrow; if so, what facilities in each case; if not, why not?

*Continue p 101 →* B151E

The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING: *Answered 20/2/90*

(a) The welfare organisation that manages the El Kero Home for the Aged in Hillbrow is subsidised by the Department in respect of 80 sub-economic aged persons that they care for

(b) According to the Constitution Act of the Republic of SA (Act 110, 1983), this Department, as far as nutrition is concerned, is responsible for nutrition education only.

(c) The Department renders a multi-disciplinary home visit service to frail aged people in the Hillbrow community.

(d) No. The provision of recreation facilities is not the primary responsibility of this Department.

I would like to inform the honourable member that since there is concern about the circumstances of the elderly in Hillbrow, the Human Sciences Research Council has been approached by this Department to undertake a socio-economic investigation into the living conditions of the elderly in Hillbrow. This research is partially financed by the Department. The investigation has not yet been completed and should the results of the research show a need for any particular services, suitable steps will be taken.

Committee on Education Financing and Rationalisation *(SO)*

\*7 Mr R M BURROWS asked the Minister of Education and Culture: *Answered 20/2/90*

(1) Whether the Committee on Education Financing and Rationalisation under the chairmanship of Dr P H Bredekamp has reported; if not, why not; if so, (a) when and (b) what is the gravamen of the report;

- (2) (a) who are the members of this committee and (b) when did they meet;
- (3) whether he will make a statement on the matter?
- B152E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- continue → p 102*

(a) November 1989. *Answered 20/2/90*

(b) in the report various alternatives to rationalise and finance education are considered and certain recommendations are made.

(2) (a) Dr P H Bredekamp (Chairman)

- Dr K R Payne
- Mr J A de Jager
- Mr A H Stander
- Mr K Olivier
- Mr G F Heyns
- Mr C M Roos
- Mr B P Ferrera
- Mr J W Gordon
- Mr A J J Founte
- Dr L Sloop
- Dr A P Melck
- Dr R W Burton
- Mr J F Steyn,

- (b) 1989-05-24,
- 1989-06-21,
- 1989-07-26,
- 1989-09-01,
- 1989-09-19 and 1989-11-20;

(3) no.

\*8 Mr K M Andrew — Education and Culture. [Withdrawn.]

For written reply:

General Affairs: *Answered 20/2/90*

Crude oil: landed cost

4. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

What was the landed cost of imported crude oil at South African ports on (a) 30 June 1988, (b) 31 December 1988, (c) 30 June 1989 and (d) 31 December 1989?

B26E

	Rand	Dollar
(a)	38,5162	16,5692
(b)	35,3864	14,9232
(c)	47,3580	17,6415
(d)	49,5696	19,5222

# Social services in line for a boost in Budget

By Sven Lünsche

Spending outlays in the 1990/91 Budget will shift significantly to social services, like education and health services, Finance Minister Barend du Plessis said yesterday.

Delivering the key-note address at the Frankel Kruger Vinderine 1990 Investment Conference, Mr du Plessis said that substantial savings would be achieved in this year's Budget, which will be tabled in Parliament next month.

Apart from the reduction in defence spending, Mr du Plessis also indicated that expenditure on public works would be significantly curtailed.

"Even in sectors like education and health services, there will be a shift in spending to areas where it is more urgently required," he said in response to a question.

"For example, we will not build new hospitals for the white community, as on average only 51 percent of the beds are occupied.

"The education Budget will focus mainly on black education, where there is a desperate shortage of classrooms and qualified teachers, while white schools al-

ready have a more than adequate supply of staff and facilities," Mr du Plessis said.

"The pattern of government spending will in future reflect greater preference for developing our human resources in the form of education and training and the provision of essential socio-economic services."

The Government has already displayed its commitment to financial discipline and "our intention is to re-establish the Budget as a tool of economic management and to reduce the rate of increase in government spending and the deficit before borrowing," Mr du Plessis said.

"It is our aim ... to reduce the overall incidence of taxation of individuals, and in this way to promote saving, investment and economic growth.

"We are also according high priority at present to the question of tax reform. The tax changes we have in mind are being phased in over time and good progress has already been made in this direction."

Turning to monetary policy, Mr du Plessis said there was at present no need to consider any further tightening of the government's economic policy at this

juncture.

"Growth of the various components of total gross domestic expenditure (GDE), with the exception of private consumer spending, are moving in a downward direction.

"The authorities are keenly aware of the danger of overkill, but there are no indications that such a point has already been reached or is in the offing."

Providing a detailed breakdown of the level of domestic spending, Mr du Plessis said that GDE increased in real terms by 5 percent during 1988 and 3,5 percent in 1989.

"This indicates that economic activity has remained at a very high level.

"Investment in inventories — which declined sharply in the fourth quarter last year and was the main reason behind the sharp decline in total domestic expenditure during the quarter — can fluctuate widely and a rebuilding of inventories at this stage could consequently give rise to a resurgence in the level of spending."

Mr du Plessis added that the restrictive monetary and fiscal policies had allowed the authorities to no longer rely extensively on the exchange rate to realise a surplus on the current account.



CAP TITLES 21/2/70

# Blatant racism to disallow black teachers

Preface

A TIAKENI  
By-law

## Political Staff

THE government was considering allowing blacks to teach African languages at white schools, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Mr Clase said he agreed with Mr Ken Andrew (DP Gardens) that it was important that as many children as possible learnt an African language.

The teaching of an African language should be made compulsory at all white schools, Mr Andrew said.

Mr Errol Moorcroft (DP Albany) said that to disallow blacks from teaching African languages at white schools was "racism of the most blatant kind". The ban was based on an outdated principle that "the black man cannot teach the white man anything".

Mr Andrew said the need for effective communication between people

in South Africa was "greater than ever", and it could be facilitated if people were able to understand each other's languages.

It was also essential that people understood each other's cultures, "so that mutual respect could be fostered".

● White schoolchildren received a "Rolls Royce education" while black education was in a state of chaos, Mr Jan van Eck (DP Claremont) said.

"For a government to refuse to open white schools to all races, can only be described as white greed and an act of provocation to every person who is not white and who is denied the education whites receive," he said.

"Why should one section of the population just accept the lack of everything at their schools while across the way from them whites sit with an over-supply?"

## Hain sparks debate on <sup>stop 21/2/90</sup> sneak entries

The Government would try to prevent people from illegally entering South Africa as anti-apartheid activist, Mr Peter Hain, had done recently, the Minister of Home Affairs, Mr Gene Louw, said in the House of Assembly yesterday.

Speaking in an interpellation debate during question time, he said the entry of Mr Hain represented 0,0001 percent of all entries into South Africa.

A new computerised system, which should be operational by April this year, could be used to help prevent illegal entries.

Mr Hain, who was prevented from entering South Africa in 1969, recently slipped into the country under the name of Peter Gerald Weston-Hain.

Mr Tian van der Merwe (DP, Green Point) said if there was a way not to get South Africa back into international sport, it was to vilify people like Mr Hain. One had to be "bold and honest enough" to ask who had caused South Africa's isolation.

Dr Verwoerd and Mr Vorster and the rest of the NP and CP had to take the blame.

Mr Louw said a protest had been lodged with the British embassy, but Mr Frank le Roux (CP, Brakpan) said no result had yet been forthcoming. — Sapa.

## 'Marshall plan needed'

# Black education crisis debated

Education was paramount to the future of South Africa and the Government had to accept that there was a crisis in black education, Mr Ken Andrew (DP, Gardens) said in the House of Assembly yesterday.

Speaking in an interpellation debate, he said that not only was crisis funding required, it was also necessary to remove the alienation of the community from education.

The Minister of Education and Development Aid, Dr Stoffel van der Merwe, said the department had planned within its means to provide the necessary facilities.

The number of black pupils had grown over the past 40 years by an average of 6 percent a year.

Mr Schalk Pienaar (CP, Potgietersrus) said the fact remained that the CP policy of separate education for the different population groups was the best.

Dr Van der Merwe said the problem of the alienation of the community was being addressed.

Mr Jan van Eck (DP, Claremont) said that if the same chaos had existed in white schools, white parents would long ago have been on the war-path.

A Marshall plan was needed for black education, he said.

In the first reading debate on the Own Affairs Part Appropriation Mr Harry Schwarz (DP, Yeoville) said that whites had to ask themselves if they could continue to accept the disparities between black and white education.

He said that schools administered by the white own affairs education department had a "very attractive" pupil-teacher ratio of 17,2 to one.

In DET schools, however, the ratio was 37,6 to 1.

"The question we must ask ourselves is if we can continue on the basis of this disparity."

Mr Schwarz also said he hoped the funding formula for own affairs education departments would now finally be revealed.

It was almost a year since it had been finalised and five years since the opposition had begun asking about it. — Sapa.

# Black education not <sup>star</sup> geared to computers <sup>24290</sup> (50)

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South Africa is doing little to access the vast reservoir of blacks who could be trained to narrow the skills-shortage, says Mr Norman Arcus, managing director, SA Computer Faire.

The critical computer staff shortage is aggravated by socio-economic attitudes and policies and a lack of vision to address the problem.

He doubts whether the

necessary building blocks are being placed in the school education of blacks to make it possible for an overlay of information processing skills.

While the industry does not necessarily emphasise mathematics as strongly as it did in the past, it was still something to consider very seriously. This is despite the fact that there are very few blacks who gain university entrance with maths as a subject.

"We must get the industry to talk to the formal education system so that what the system is producing in terms of skills is more closely linked to what the marketplace requires."

"The present schooling system is unable to cope. Before we can address the problem in the supply of information systems staff in any meaningful way, we must change the education system."

SA Computer Faire's Career Centre, which was launched last year, is expected to become a major recruiting medium for computer professionals. Training and recruiting companies, as well as large corporations can, at the same as projecting their company image, publicise the opportunities available in their company, obtain referrals and attract people to the industry.

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LICENSING

# Pupils 'expel' more school principals

Own Correspondent

CAPE TOWN — Two more township secondary school principals and a deputy head have been "expelled" by pupils as the crisis in black education in Cape Town grows.

A Department of Education and Training (DET) spokesman has confirmed the "expulsion" of Gugulethu Comprehensive head Mr T Slabbert and his deputy, a Mr Veers.

He said they were ordered to leave last Thursday by angry pupils who accused them of racism.

He said the third, Ms VC January, a black principal of Malizo Secondary School in Site B, Khayelitsha, was "expelled" on Monday.

A pupil and a member of the Students' Representative Council at Malizo, who wished to remain anonymous, said the principal was expelled because of her "close association" with vigilantes.

The DET spokesman said a meeting to address the crisis would be held with the National Education Co-ordinating Commit-

tee today.

● It is reported from Grahamstown that the SA National Students' Congress (Sansco) is to embark on mass action next week to demand the immediate re-admission of students excluded and expelled on academic and political grounds from various colleges, technikons and universities around the country.

● Sapa reports that the Department of Education and Training has suspended classes for 10 days at 17 schools in the Free State following week-long boycotts by about 20 000 black pupils in two townships.

## Demands

Confirming the decision, the regional chief director for the DET in the Free State, Mr Nic Botha, said yesterday that the institutions were shut down in Thabong, near Welkom, and Meloding, near Virginia.

He said he could not agree to some of the demands behind the boycotts.

He had repeatedly asked for

firm accusations from pupils against teachers and principals, but these had not been forthcoming.

However, the general secretary of the Pan-Africanist Student Organisation (Paso), Mr Lawrence Nquandela, who is mobilising support for pupils in the area, said attempts to meet DET officials had been met with silence.

● About 72 000 pupils at Department of Education and Training secondary schools were involved almost every day in stayaways between January 24 and February 13, Deputy Minister of Education and Training and Development Aid, Mr Piet Marais, said in Pretoria yesterday.

This meant that about 15 per cent of pupils had had no teaching for three weeks or more.

At many schools there was a complete lack of discipline, he said.

Indications were that there were about 60 000 more secondary pupils this year than in 1989 — an increase of 14 per cent.

There was currently a backlog of 6 000 classrooms.

(50) B/DAJ 23/2/90

# NECC says cost of equal education 'R30bn annually'

GOVERNMENT will have to triple its annual education budget to at least R30bn to equalise black and white education, says NECC general secretary Ihron Rensburg.

Rensburg said in an interview this week an extra R21bn would be needed annually to bring resources and pupil-teacher ratios at black schools to parity with those at white schools.

The NECC estimates there are 14 million blacks of school-going age (age 6 to 20) in SA. Of these about 7,3 million attend schools while the remaining 6,7 million have either dropped out or have never attended a school at all.

Rensburg said the state had not made education compulsory because it realised the economic implications of accommodating the 40% of SA's black youngsters who were not attending school at present.

In addition about 60% of SA's black adult population could be classified il-

**TANIA LEVY**

literate and this would have to be addressed as a separate problem.

Last year about R650 was budgeted for each black pupil compared with more than R3 000 per white child.

Authorities believe education spending has reached a ceiling.

### Allocated

A National Education and Training Department spokesman said education's slice of the Budget is not expected to increase significantly this year.

The education budget already accounts for about 19% of SA's total Budget - a larger percentage than education allocations in many other countries.

The 1989/90 Budget allocated R11,89bn to education, including tertiary institutions.

Short-term strategies were being developed to address education inequal-

ities. Details could not be made public but would probably be outlined in National Education and Training and Development Aid Minister Stoffel van der Merwe's budget vote, the spokesman said.

DANIEL FELDMAN reports that National Education Union of SA (Neusa) leaders will be meeting Department of Education and Training (DET) officials today to discuss the list of grievances they presented last week.

Neusa vice-president Fred Skhakhane said yesterday.

DET regional director Peet Strewig agreed to the meeting after thousands of teachers marched to DET headquarters last week, demanding that all retrenched teachers be reinstated immediately, that more teachers be employed, and that all unrequested transfers be halted. It called also for a decrease in the number of periods taught per week, and an increase in salaries.

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# Students to take part in mass protests (50)

By Shehnaaz Bulbulia

Star 23/2/90

Tertiary students throughout the country plan to take mass action next week to protest against the crisis in black education.

This was announced jointly in Johannesburg yesterday by Mr James Maseko, general secretary of the South African National Students' Congress (Sanasco), and Ms Erica Elk, president of the National Union of South African Students (Nusas).

Mr Maseko said rallies by black and white students would take place countrywide to highlight the black education crisis. Rallies would be held coun-

trywide on February 27 and students had been called upon to march to the Department of Education and Training offices on February 28 to demand the readmission of all students, in line with the National Education Co-ordinating Committee's "back to school" campaign.

Mr Maseko said demands included:

- The establishment of democratic student bodies.
- An end to Government subsidy cuts in education.
- Free political activity on campuses.
- A single non-racial education department for all students.



# R100 000 fund set up for scholars

50

Governer  
23/7/90

By PHUMLA ROYI

A R100 000 scholarship endowment has been established at the St Barnabas College in memory of the late Ted Smale, previous managing director of African Explosive and Chemical Industries Limited and past member of the College Council.

The scholarship will enable deserving candidates from disadvantaged communities to obtain an education at St Barnabas. The fund is sponsored by the AECI Quality of Life budget and the cheque was presented to the headmaster, Mr Michael Corke, by Mrs Margaret Smale at the college's end-of-the-year ceremony recently.

AECI chairman Mr Gavin Relly said that the scholarship was one of the company's current 240 education and community development projects aimed at improving the quality of life in South Africa.

Mr Smale, was described by Relly as "a man who was widely respected for his integrity and business acumen".

## HOUSE OF ASSEMBLY

## QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Lanseria airport: average numbers

1. Mr D J DALLING asked the Minister of Transport: ~~Handwritten 26/2/90~~

(1) What, on average, is the number of aircraft (a) taking off from and (b) landing at Lanseria Airport on Saturdays and Sundays, respectively;

(2) what, on average, is the number of air traffic controllers on duty at this airport on Saturdays and Sundays, respectively;

(3) in respect of what period are these averages furnished? ~~B23E~~

The MINISTER OF TRANSPORT:

(1) (a) and (b) Saturdays: 197; and  
Sundays: 143

(2) Saturdays: 4  
Sundays: 4

(3) 1 June 1989 to 31 August 1989.

Educational institutions: contributions taxable

3. Mr J VAN ECK asked the Minister of Finance: ~~Handwritten 26/2/90~~

(1) At what categories of educational institutions at (a) primary, (b) secondary and (c) tertiary level are financial contributions by parents to the development or like funds of these institutions (i) tax deductible and (ii) not tax deductible;

(2) whether he envisages any changes in these two groupings, if so, (a) what changes and (b) when? ~~B25E~~

The MINISTER OF FINANCE:

(1) In terms of section 18A of the Income Tax Act donations to any university or college

~~Handwritten 26/2/90~~  
(i.e. tertiary institution) of educational fund established for schools providing secondary education beyond the sixth standard are deductible for tax purposes up to an amount of the greater of R500 or 2 per cent of taxable income in the case of individuals and 5 per cent in the case of companies. ~~(SO)~~

(2) The Margo Commission recommended that this concession be extended to donations to primary schools, subject, however, to tightening up control to eliminate abuse.

The Government's response is set out in paragraph 9.1.3 of the White Paper on the Report and reads as follows:

"The government is aware of the many abuses involving this concession: but it supports the principle that the private sector should make a larger contribution to the growing financial needs of educational institutions. The Government therefore accepts the Commission's recommendation, but as far as donations to schools are concerned the administration of the scheme will have to be improved before it will be extended to include primary schools."

The Department of National Education has recently held discussions with interested parties and that Department is now considering the proposals it received.

Teachers: outstanding salaries

18. Mr R M BURROWS asked the Minister of Education: ~~Handwritten 26/2/90~~

(1) Whether the salaries of any teachers employed by the Department of Education and Training have been outstanding for more than one month; if so, (a) how many teachers are involved and (b) for what reasons are these salaries outstanding;

(2) whether he will make a statement on the matter? ~~B43E~~

The MINISTER OF EDUCATION:

1. Yes.

(a) 317 teachers as at 13/2/90.

- (b) The backlog is due to the shortage of manpower.
- (c) 1 050

Transvaal

- (1) Yes

(a) In all areas of the Province of Transvaal outside the independent states and the self-governing territories, excluding land of which the South African Development Trust is the registered owner, land which is situated within a released area outside a self-governing territory and land of which a Black person is the registered owner or which is registered in the name of the Minister of Education and Development Aid in trust for a Black person, a Black tribe or a Black community. Although the Department of Development Aid is, according to law, responsible for the administration of social pensions for Blacks who reside there, the Transvaal Provincial Administration acts as agent for that Department. This includes the paying-out of pensions with the exception of the districts of Soshanguve and Moutse.

- (b) (i) Transvaal: Provincial Administration — 236 160
- (ii) Department of Development Aid — 16 171
- (2) No.
- (a) Falls away
- (b) Falls away
- (c) None.

Orange Free State

- (1) Yes

- (a) Orange Free State and Botshabelo
- (b) 89 405
- (2) No
- (a) Falls away
- (b) Falls away
- (c) 163

MR R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply can he give us an

HOUTSIEDE OF ASSEMBLY

Hansard

indication as to how soon the backlog which exists, particularly in the Natal area, will be abolished?

The MINISTER: Mr Speaker, we are handling this situation to the best of our ability. I do not think that the backlog of 1 000 is something to be too alarmed about, although we feel that we would like to assist these people to receive a pension as soon as possible. However, to appoint more people in order to perform this specific task at the stage where we are trying to cut State expenditure, is not worth it. We are trying to expedite the situation but I cannot tell the hon member that it will be done within a week or two. We hope to be in a better position within a period of three to four weeks.

Mr R M BURROWS: Mr Speaker, further arising out of the hon the Minister's reply it may not be a matter of urgent Government concern but for the 1 000 individuals concerned it is of immediate and very practical concern. Surely it is within the hon Minister's orbit to take on temporary staff for a very short period in order to eliminate this matter?

The MINISTER: Mr Speaker, it is unfortunately not that easy. It is not just a matter of taking people off the street and using them to evaluate pensions for a month or three. We have to make certain that people who receive pensions from the State do qualify for those pensions. We have to ensure that the moneys are paid to people who really need them. I can give the hon member the assurance that we have to have a balance between State expenditure and the services we render. We are doing our best to give urgent attention to this matter.

Mr P G SOAL: Mr Speaker, further arising out of the hon the Minister's reply I want to refer to the pay-out points he mentioned earlier on. Can he tell us whether progress has been made with regard to the number of pay-out points in the areas where Black people live? Has the number of those pay-out points been increased?

The MINISTER: Mr Speaker, the queues have been reduced dramatically over the past year.

One education department: implications

\* 3 Mr R M BURROWS asked the Minister of National Education.

- (1) Whether his Department has taken any action to consider the administrative.

Answered 27/2/90  
Centurion 151.

financial and educational implications of one education department for South Africa: if so, what action; if not, why not?

- (2) whether he will make a statement of the matter? B216E

THE MINISTER OF NATIONAL EDUCATION

- (1) No. The management model for education is linked to a specific constitutional dispensation. Considerations on the latter fall beyond the powers of the Department of National Education.
- (2) No.

Mr R M BURROWS: Mr Speaker, arising out of the reply of the hon the Minister, he will be aware that his department does have as one of its areas of responsibility the entire question of the financing of education. I would have thought that the consideration of a model that is likely to give rise to better savings in the South African context would have been one of the models that that department was looking at?

The MINISTER: Mr Speaker, it is not the function of that department to consider constitutional affairs, which in this case forms the basis of the question. Naturally the department is in constant communication with me about, for example, the replies to questions regarding this issue put also by outside bodies, but further, the question is answered as it was answered.

Mr R M BURROWS: Mr Speaker, further arising out of the hon Minister's reply, would the hon the Minister of National Education address a few words to the hon the Minister of Constitutional Development on this issue to find out whether that hon Minister is considering the model that has been referred to here?

The MINISTER: Mr Speaker, they are in constant and very intensive communication with each other. [Interjections.]

SADF: connection to a certain organisation

\* 4 Mr S S VAN DER MERWE asked the Minister of Defence: [Interjections.]

Whether the South African Defence Force is in any way connected to a certain organisation, the name of which has been furnished to the Defence Force for the purpose of the Minister's reply, if so, (a) what is the connection, (b)

what is the brief of this organisation, (c) what are the names of its members, (d) what is the operating structure of the organisation and (e) who is in charge of it? B217E

The DEPUTY MINISTER OF DEFENCE: I refer to my unedited Hansard of 26 February 1990 in the House of Assembly in which I outlined my position regarding the Civil Cooperation Bureau. I appealed to all those who are of the opinion that they can assist with official investigations, to make such information available to the official investigation mechanisms. I also announced that I will submit an affidavit to the Arms Commission. Consequently, neither I nor the SA Defence Force will react to any direct or indirect questions about the matter forthwith. I stand by this point of view because any direct or indirect questions can prejudice the proceedings of official investigations in this regard. (a) to (e) fall away.

Mr J H VAN DER MERWE: Mr Speaker, arising out of the hon the Deputy Minister's reply, I would like to ask him only one question. Was he, in his capacity as Deputy Minister of Defence, aware of the existence and activities of that organisation?

The DEPUTY MINISTER: Mr Speaker, the answer is no.

Mr S S VAN DER MERWE: Mr Speaker, further arising out of the reply of the hon the Deputy Minister and in view of the admission regarding the activities of the CCB that he made on behalf of the hon the Minister, can he explain the gross untruth that was contained in a letter, bearing the signature of the hon the Minister, addressed to Adv Jules Braude concerning the incident at Mr Brian Curran's house at the end of last year? In this letter he stated the following: The SA Defence Force has no mandate to investigate the affairs of private citizens. I ask the hon the Deputy Minister to explain this

The DEPUTY MINISTER: Mr Speaker, I have nothing to add to the reply I have already given.

Mr S S VAN DER MERWE: Mr Speaker, further arising out of the hon the Deputy Minister's reply, can he give an assurance on behalf of the hon the Minister that the men who were found in very suspicious circumstances at Mr Curran's house on that occasion were not members of the

HOUTSIEDE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

*Am Scd 27/2/90*  
School admissions policies; parental choice

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

Whether any individual, committee or other group is investigating the question of parental choice in respect of school admissions policies; if not, why not; if so, (a) what are the names of the persons investigating the matter, (b) what is their brief, (c) to whom are they to report and (d) when are they due to report?

*50* ~~\_\_\_\_\_~~ B235E  
The MINISTER OF EDUCATION AND CULTURE:

- (a) an internal task group of the Department under the guidance of the Superintendent General,
- (b) to investigate the provision of education by the Department with a view to a possible adjustment regarding the rendering of service. The investigation also includes school admission policy,
- (c) the Minister,
- (d) as soon as possible.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, could he give us an indication on the time frame he was talking about? He said as soon as possible and I accept that he cannot give a precise date, but does he think it is going to be a matter of weeks, months or years?

The MINISTER: Mr Speaker, I said on a previous occasion that I am in a hurry in this regard, and if I am in a hurry it can naturally not last for a year. I want to hope and trust that it can be within weeks or months. The hon member will understand that when we come forward with a possible model, it must also first be submitted to the advisory bodies. The result of the investigation and the possible submitting of a model must take place much faster than that.

School/tuition fees

\*2. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department is taking steps to make the collection of school and/or tuition fees compulsory; if so, what steps; if not, why not;
- (2) whether he will make a statement on the matter?

*Am Scd 27/2/90* B236E  
The MINISTER OF EDUCATION AND CULTURE:

- (1) No, the payment of school fees (school funds) is a voluntary contribution and the Department does not envisage making it compulsory. Regarding the levying of compulsory tuition fees various other alternatives for the generation of additional funds are also being investigated;
- (2) no.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, may I ask him whether he is preparing to make any aid available to those schools which are placed in considerable financial difficulty by parents who are either unwilling or unable to pay the voluntary contributions on which schools are now dependent?

The MINISTER: Mr Speaker, we have already discussed this same subject on various occasions. I took the trouble—I think the hon member also did this—to go and look at debates that we conducted about this. We then indicated very clearly that we naturally are aware thereof that the problem exists at specific schools because the school fees are not compulsory. We will however most certainly not be able to make an *ad hoc* specific grant to a certain school where particular problems are experienced because a large percentage of the parents do not want to contribute to the school fees. In respect of this we are indeed in a hurry, but the hon member will also know that the possible model of compulsory school fees is not the only model. Therefore we are looking whether there are not alternative methods to relieve the financial burden. Only when we have done this, can we come with a well considered solution in this regard.

*Conclude*

The direct reply to the hon member's question is therefore no. We cannot consider an additional grant in a particular way to a certain school.

Housing subsidies; overpayments

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

- (1) Whether any overpayments and/or errors in the payment of housing subsidies have occurred in his Department; if so, (a) what is the extent of the overpayment and/or error and (b) what action is he taking in this regard;
- (2) whether he will make a statement on the matter?

*Am Scd 27/2/90* B237E  
The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) \* 453 overpayments and/or errors to the value of R792 373,
- (b) adjustments are effected immediately and where applicable overpayments are recovered in terms of Treasury instructions; the officials concerned receive training on a continuous basis;
- (2) no.

The Cape Education Department does not keep these statistics.

I may perhaps tell the hon member as background information that the overpayments and/or mistakes can be greatly ascribed firstly to the fact that certain receivers of subsidies do not inform the department in time that the property concerned is being let or has been sold and secondly to the fact that the department is not always informed in time of changes in interest rates or bond amendments by the financial institutions, which inevitably contributes towards us making another particular overpayment and only receive the information thereafter and then have to make the correction.

I also wish to say that there are indeed a few cases that can be attributed to administrative computer errors and it is in that regard that we give continual instruction and training to the particular officials. I wish to say further that, depending on the extent of the overpayment per person, it is normally reclaimed over a period of

12 months so that it is made as easy as possible for the person who received the overpayment.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, may I ask whether any of the cases concerned involved overpayment brought about by incorrect interpretation of Commission for Administration circulars and, if so, whether in those cases of overpayment the officials who have been overpaid are now being requested to pay such moneys back themselves?

The MINISTER: Mr Speaker, I am not aware of it, but if the hon member has knowledge in this regard, he is most welcome to bring it to my attention. We will then look at it *Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

Agricultural credit committees—political affiliations

\*4. Mr A A BRUWER asked the Minister of Agricultural Development:

Whether the political affiliations of persons play any part in appointments to agricultural credit committees, water boards and other statutory boards falling under his Department; if so, to what extent?

*Am Scd 27/2/90* B247E  
The MINISTER OF AGRICULTURAL DEVELOPMENT:

No; Political affiliations of persons do not play any part.

For written reply:

General Affairs:

*Am Scd 27/2/90*  
Privatisation: statutory corporations/institutions referred

9. Mr J J WALSH asked the Minister for Administration and Privatisation:

- (1) (a) Which statutory corporations or institutions have been referred to his Department since its inception with a view to privatisation and (b) in respect of what period is this information furnished;
- (2) (a) which of these corporations or institutions (i) have been rejected as unsuitable for privatisation, (ii) are currently being

27/2/90 ~~House~~ 1.4 State-aided schools

1.5 Permanent classrooms used on a double basis (Platoon system)

- (aa) Falls away
- (bb) Falls away

Own Affairs:

Private school subsidies (50)

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

- (1) Whether private school subsidies for 1990 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;
- (2) whether any private schools (a) have not applied for and (b) have been refused

House 27/2/90

subsidies in 1990; if so, how many in each case;

- (3) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, per capita amounts for the 1990/91 book year have already been determined,

(i) and (ii) applications from private schools will be received not later than 31 July 1990 only at which point the number of schools applying for financial assistance can be determined. As an interim measure, however, existing private schools whose registration with the Department is still current are provisionally subsidised at the same percentage level as in the previous financial year;

- (2) (a) and (b) fall away;
- (3) see (1).

HOUSE OF REPRESENTATIVES

INTERPELLATIONS

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

Own Affairs:

Blue Downs: companies involved

1. Mr C B HERANDIEN asked the Minister of Housing:

- (1) Whether companies involved in the first development at Blue Downs have since become eligible for projects in Delft; if so, why;
- (2) whether any of these companies caused any problems at Blue Downs; if so, what are the relevant details?

CSE:INT

\*The MINISTER OF HOUSING: Mr Chairman, the hon member for Macassar's question surprises me. He is well aware of the fact that a committee of enquiry was appointed to report on the poor construction work in Blue Downs.

According to my information, the hon member did not even give evidence before this committee. If he and the other three hon members of his party who served on the Blue Downs Development Committee did not have access to the report, I would gladly place it at their disposal.

As a member of the committee he was conspicuous by his absence—the hon member would do well to look at how many meetings he attended. According to my information he attended only a few of the meetings and now he is asking me a question about Blue Downs and the activities there.

I want to request the hon member to use this platform to talk about the problems which the people of Blue Downs are experiencing, because he is a member of Parliament.

When they were still members of the LP, the hon members for Bishop Lavis and Heideveld were members of the development committee of Blue Downs. I am speaking under correction, but they never asked a question of this nature.

My door is wide open if hon members want to discuss this problem of Blue Downs with me. If the hon member has proof of irregularities, he is free to say so, so that we can investigate the matter. [Time expired.]

\*Mr C B HERANDIEN: Mr Chairman, it is about time that the truth was heard. I want to make it clear in this House that I only received notices of meetings while I was a member of the LP. Let us clarify this matter. [Interjections.] The most important question which was asked here, was not answered by the hon the Minister.

I admit that I was involved with regard to Blue Downs, that I warned the hon the Minister in the House to stop construction after the first 130 houses had been built. I had pointed out the danger signals to the hon the Minister already, but he conveniently ignored them and continually referred to my presence at the meeting—of which I had not been informed—and I find that strange.

The question which was asked here was whether companies which had caused problems in the first phase of the development of Blue Downs, had again been considered for contracts in Delft. Surely the question is clear: Why is somebody who has already caused problems, being given a second chance? The hon the Minister has not answered this question.

The hon the Minister said that his door was open. I want to tell him that I am aware of the fact that his door is open. The hon the Minister is also aware of the fact that I telephoned him. The hon the Minister is also aware of the fact that I am still waiting. I am not someone who is here merely to attract public attention. I have put this question to the hon the Minister and he has still not given me a reply.

I brought certain information to the attention of the hon the Minister to which I received a reply via his secretary to the effect that he would notify his legal representatives so that they could make enquiries into the matter. That was last year. To date the hon the Minister has not given me a reply. Surely that is true. It is true that his door is open. It is true that I am making use of the opportunity. But it is also true that I have come up against a brick wall and have not received a reply. [Time expired.]

\*The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, with regard to the evi-



# Schools crisis: DET, NECC lock horns

The crisis in black education has not brought the Government and other interest groups closer to a solution to the problem. Report by HELEN GRANGE

While hundreds of thousands of black children continue to go every day without formal schooling, Government and independent education organisations have come no closer to adopting a united approach to root problems.

Rather, the education crisis in black townships has been marked by ongoing conflict between these two sectors, which remain at loggerheads with one another over the causes of disruptions at black schools country-wide.

While the Department of Education and Training (DET) has stated pupils for their "complete lack of discipline" and ongoing stayaways, the National Education Co-ordinating Committee (NECC) has blamed the Government for its refusal to recognise the rights of pupils and student organisations representing them — claiming a gross inequity in the education system itself.

The black education crisis was commented on recently by ANC leader Mr Nel-

son Mandela. While recognising the "inferior quality" of education, Mr Mandela called on pupils to go back to school.

However, there has been no improvement in the situation since Mr Mandela's address. Student organisations have attributed this lack of progress to severe difficulties facing pupils in accessing decent education — and not a conflict of interests between students and the ANC.

The South African Youth Congress, NECC and Azanian Students Movement as well as several black educationists have stressed that there has been a unanimous acceptance of the ANC leadership's call to return to school.

"The problem is that of effecting this call in the circumstances that now exist," said Dr Abe Nkomo, member of the Education

Crisis Committee in Atteridgeville in Pretoria.

Dr Nkomo agrees with the often repeated complaint that there are simply not enough schools to accommodate the increasing population in black communities. "The problems of overcrowding and critical shortage of teachers and facilities have not been addressed in my area since they arose in the 1970s."

"In addition, pupils must still pay money for textbooks that they were promised would be subsidised, the DET's structure of school fees offering very limited subsidies is still in place in spite of socio-economic difficulties and age limits are still being

implemented.

"Then there is the urgent problem of discipline, which stems from a lack of recognition of student bodies. Discipline can only be effectively carried out if school administrations have the support of a student body. This has been proved in Europe," said Dr Nkomo.

Dr Nkomo said this problem had been compounded on a larger scale with the DET's exclusion of the NECC in the decision making process.

"The DET must stop seeing the NECC as peripheral. It is a comfortably accepted national education body which reflects the interests of students and parents. Consulting

with hand-picked educationists can only worsen the situation."

Dr Franz Auerbach, the former organiser of the Teachers Centre at the Funda Centre in Soweto, has pointed to the conduct of teachers as part of the problem.

"In my view, the continued organised protests by teachers against the education system while cutting classes does not indicate an enthusiasm to settle down to hard work in line with the ANC's call."

"The disincarnation of teachers and pupils to knuckle down will not help the metric pass rate — even if the system does work well," he said.

The DET has berated pupils for their lack of co-operation. About 72 000 black pupils had stayed away from school every day since schools reopened this year, said

the Education and Training and Development Aid Deputy Minister Mr Piet Naras. He said there was a complete lack of discipline at many schools, with principals and teachers being molested, assaulted and humiliated. He blamed the situation largely on the insistence that all young people, including last year's failures, be unemployed, adults over 20 and even vagrants, be accommodated in schools.

As it was, the number of high school pupils had increased by 60 000 since last year. More than R230 million would have to be spent to accommodate them, he said.

A spokesman for the DET added that in spite of re-building and renovation of schools taking place yearly, a number of classrooms were burnt and vandalised.

While accusations and counter-accusations continue, 17 DET schools in the Free State are to be closed for 10 days during a week-long boycott by about 20 000 students.

# Schools crisis: DET, NECC lock

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The Star Tuesday February 27 1990

17

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# Majority of SA's teachers are 'under-qualified'

By JOHN YELD, Education Reporter

ARKUS 28/2/90  
(50) (LAW)

**B**Y far the majority of South Africa's 250 000 teachers are under-qualified and the system of paying teachers based on their years of post-matric study is "cheating", according to Mr Clive Roos, executive director of the South African Teachers' Association.

## EDUCATION

Addressing a recent meeting of the Cape English-Speaking Parents' Association at Rondebosch Boys' High School, Mr Roos said that although most of these teachers performed "an incredibly good job" on a day-to-day basis, they were technically under-qualified.

"And what does this in fact mean? Because of the way in which we pay teachers in this country at the moment, where their remuneration is linked to their numbers of years of post-matric study, the majority of our system in South Africa is currently being run on the cheat. I can't put it more bluntly than that."

As teachers were properly qualified, they would cost "a great deal more money", he warned.

There would also be a "dramatic" increase in the number of people making use of secondary education, which cost approximately twice as much as primary education.

"If you think that education at the moment is stretching our financial resources, we haven't touched sides in terms of the flow through the system into the secondary school situation."

Although the provision of education in South Africa was

"unbelievably complex", Mr Roos believed the question of open or closed schools was a "non-debate".

"If people are realistic, the debate about whether education has to be non-racially provided in this country is, in my opinion, a non-debate. That reality I believe very sincerely is going to be with us a lot sooner than many people realise and a lot sooner than some people would like to acknowledge.

"What I am concerned about in relation to that particular aspect is, when it comes — because I refuse to talk in terms of 'if' — are we ready?"

The real debate would be about "equity" as opposed to "equality" — equity was concerned with individuals and not groups, and with quality as opposed to quantity, he argued.

"And perhaps most important of all, it is the result of applying to education provision the sense of justice that a society has.

## 'Equity'

"Nowhere in the world is equal expenditure on education an indication of equal education. Equity is the thing we are going to be involved with."

He also raised the question of the present centralised control of schools.

"I believe that our black communities have taught us a thing or two in this country about the whole question of who does and should control schools ... We are going to have to debate over the next few years this whole question."

A third debate would be that of the relevance of education in South Africa.

"One of the greatest problems facing the total education provision in this country is that education has lost credibility as a social force in this country. It certainly has lost credibility for our black communities and I think increasingly for the communities that are represented here by and large this evening.

"As an organised group of parents you are going to have to address this whole question of relevance and credibility of what goes on in our schools."

This would include relevance in relation to society, to political change in South Africa, and relevance to "employability and the needs of employers out there", Mr Roos said.

While he would support any reduction in the number of education departments in the country on both moral and educational grounds, such a move would not lead to big monetary savings as administration was not a major cost factor in education, he pointed out.

He would also support any plea for increased expenditure on education.

"But we mustn't fool ourselves that in South Africa, in terms of total budget, that we underspend on education. That figure of 20 percent (R9,2-billion) — it's actually closer to 21 percent of the effective budget — is high in terms of world standards."

Mr Roos said a revision of staff-pupil ratios was "inescapable", despite political denials to the contrary.

"I think we are being unbelievably naive if we think that we are going to avoid that," he warned.



(ii)	Orange Free State	124	139	290
	Transvaal	851	1 097	2 089
	Natal	202	246	474
	Cape	305	442	792

**Pupils: Total enrolment**

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

- (1) (a) 504 984, *Hansard 28/2/90*
- (b) 366 823;

*B179E*

- (2) (a) (i) 40 962
- (ii) 29 371
- (b) (i) 4.5%
- (ii) 2.11%
- (c) 287 248
- (d) 201 377
- (e) 4.3%
- (f) 2.82%

**Natal provincial education: budget**

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

**The MINISTER OF EDUCATION AND CULTURE:**

- (a) R291 000 000.
- (b), (c) and (g) R7 675 000.
- (c) R7 220 000.
- (d) R4 300 000.
- (f) R10 862 000.

*B210E*  
*Hansard 28/2/90*

- (1) What was the total enrolment of pupils at (a) primary and (b) secondary schools in 1989;
- (2) what was the daily average (a) number of pupils attending (i) primary and (ii) secondary school, and (b) percentage absentee rate at (i) primary and (ii) secondary schools, in that year?

**HOUSE OF REPRESENTATIVES**

**QUESTIONS**

Indicates translated version

For oral reply:

General Affairs:

Chatty, PE: post office

\*1. Mr W J DIETRICH asked the Minister of Mineral and Energy Affairs and Public Enterprises:

- (1) (a) What progress has been made, since the reply to Question No 3 on 19 April 1989, in regard to the provision of a post office in Chatty, Port Elizabeth, and (b) when is it anticipated that building operations will be (i) commenced and (ii) completed;
- (2) whether any new problems have arisen in connection with this post office since the
- (3) no.

**The DEPUTY MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:**

- (1) (a) The site aspect has since been finalised and planning consultants have been appointed. Preliminary design proposals which have been received from the consultants are presently under consideration, and
- (b) provided nothing unforeseen occurs and depending on the availability of funds it is expected that building operations will (i) commence during June 1991 and (ii) be completed by June 1992;
- (2) no;
- (3) no.



# EDUCATION FILE

## Private, non-racial schools 'the answer'

(50) ~~50~~  
Soweto  
23/2/90

By PHANGISILE  
MTSHALI

THE Southern African Association of Independent Schools strives to prove that non-racial private schools are an answer to the educational crisis in South Africa.

Formed two years ago by independent schools in Southern Africa, this non-profit-making organisa-

tion is aimed at "promoting non-racial education and opportunities for the poor and the oppressed in both independent and public schools in the region".

In its prospectus, compiled by the chairman Mr Michael Corke and Mrs Alison Papenfus, the executive director, SAAIS vowed to fight "the South

African state education which categorises and isolates children racially and perpetuates racist indoctrination through a curricula laced with bias and Government separatist thinking.

"We cannot adopt a messianic stance in the face of a whole society contorted by apartheid. We can, however, use every opportunity that might occur to teach the white community that apartheid is the root cause of inflation, high birth rates, violence, civil unrest and the growing alienation between workers and those in control of the means of production and Government instruments.

"Beyond this we propose to lend our help

to any programme having broad community support that addresses the immediate needs of teachers or pupils and to alternative education ventures."

The 36 members of SAAIS has reacted to the Joint Matriculation Board's decision to abandon JMB by 1993 by planning for an alternate examination body, the Independent Schools Examination Board (IEB), rather than "write the Government ethnic examinations".

"Education must be transformative and dynamic," Corke said.

"The curricula should reflect the needs and aspirations of the majority of South Africa's people and not the racial perceptions of Government nor the needs of commerce and industry for different categories of skilled workers.

"Vocational education on a broad scale is vital to the future economic growth of the southern African region, but such education should not be based on assumptions which match specific racial or ethnic categories to appropriate opportunities."

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## OFFICIAL NOTICE

### INVESTIGATION INTO

## Clase announces 'new model' strategy

# Major shift in education possible

### Political Staff

A major shift in white education might be on the cards with Minister of Education and Culture Mr Piet Clase announcing a policy review which could lead to white State schools being opened to all races, if parents approve of the move.

Developing a "new model" — which would encompass this aspect and many others to do with State education for whites — was being regarded as an "important priority", Mr Clase said in a statement last week.

He said it would be submitted to advisory bodies for comment "with a view to the earliest possible implementation".

His statement highlights, as one of the "problem areas" in white education, the "lesser recognition of parental choice regarding the policy of admissions to schools".

The latest move has been welcomed, with qualification, by the Democratic Party.

Parents and teachers at several top Cape Town schools — as well as others elsewhere around the country — have urged the Government to allow them to open their doors to all races, but so far Mr Clase and his Department of Education and Culture have stuck rigidly to the "own affairs" ruling, claiming there was no other choice under the present racially based constitution.

Mr Clase said: "New and fresh thinking must also be applied in the area of education and the provision of education.

"Our eyes are not closed, nor are our ears deaf

to the problems which are currently being experienced. We are sensitive to the suggestions which are being made in this connection by the teaching fraternity, members of the parent body, political circles and society in general."

Any new model, he said, had to meet the requirements of "educational and teaching principles" and be "grounded in the constitution".

Observers say that while the constitutional aspect has always in the past been used as the reason for restrictions, it is possible that the Government might be able to get around it technically — one of the clauses of the constitution allows for facilities that are provided for one group to be used by another.

DP education spokesman Mr Roger Burrows welcomed what he interpreted as a sign of impending change.

He said: "I am pleased that the Minister is at last reviewing his present restrictive admissions policy for white Government schools.

### Normal criteria

"The DP obviously is committed to open schooling in a non-racial South Africa, but believes that under the present constitution — until it is changed — white schools where parents have exercised the choice should be allowed to admit pupils according to normal academic criteria with no reference to race.

"The DP will be making a further submission to the Minister on this matter."

Mr Burrows added: "We are hopeful that this will be expedited and that, by the next quarter, (non-racial) admissions might be allowed."

# Parents may decide on open schools

CAPL  
TINIS  
28/2/90  
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Mr Clase

## Political Staff

THE government is investigating the possibility of allowing parents to decide whether schools should be open to children of all races, Minister of Education and Culture Mr Piet Clase said yesterday.

Replying to a question from Gardens MP Mr Ken Andrew, he said the investigation was in the hands of an internal task group.

Replying to Pinetown MP Mr Roger Burrows, the minister said the department had no plans to

make school fees compulsory.

Regarding the levying of compulsory tuition fees, Mr Clase said other alternatives for the generation of funds were being investigated at present.

Asked whether his department had taken any action in considering the implications of a single education department, Mr Clase said it had not.

He said the "management model for education" was linked to a specific constitutional dispensation. This fell outside the ambit of the Department of National Education.

● There was a shortage of 159 849 classroom places in black government schools in South Africa in March last year, Minister of Education Dr Stoffel van der Merwe said yesterday.

In reply to a question tabled by Mr Andrew, he said there was a shortage of 60 343 classroom places at primary schools and 99 506 at secondary schools.

Dr Van der Merwe's figures do not include schools in the 10 homelands.

He said these statistics applied to permanent classrooms in schools administered by the DET.

# New education council formed

50  
Somethan  
1/2/90

**A NEW council which could change the face of education in South Africa will be constituted soon.**

Financing, curricula standards, examinations, teacher training and co-operation between South Africa's myriad of education authorities are among the aspects which will re-



ceive the attention of the new South African Council for Education.

The council will be chaired by Professor P "Flip" Smit, vice-rector of the University of Pret-

oria, who was a former vice-president of the HSRC, and a member of the De Lange commission of enquiry into education in the early 1980s.

Smit said he was very excited by the enormous challenge facing the council, and would not waste time in tackling the task once the other members had been named.

At the same time Professor J P de Lange, former rector of RAU and the chairman of the commission, has been named chairman of the council's new sister body - the Council for Universities and Technikons.

Representatives of education authorities and experts in various fields of education are expected to be drawn into the two councils which will report

directly to the Minister of National Education, Dr Gerrit Viljoen.

A similar committee was proposed by the De Lange commission but nothing materialised.

It is believed one of the major tasks of the new Education Council will be to "standardise" education and create equal quality school education for all children in South Africa, and in this it could refer back to other recommendations of the De Lange commission.

One of the questions still to be answered is how much power the Education Council will have, and whether or not it would be able to dismantle the separate education authorities and create a single education body for all races.

# All-race education 'will create chaos'

CAN T-77S 6/2/90 (50)

By ANTHONY JOHNSON  
Political Correspondent

**THROWING** South Africa's education system open to all races would create "tremendous chaos", the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Speaking at a media briefing for local and foreign journalists, Dr Van der Merwe said such a move would have a negative effect on political stability and the country's economic system.

However, once the country's different educational systems had reached a point approaching

equality, the separation of the various departments could be re-examined.

Dr Van der Merwe said the basic philosophy behind organising education on separate lines was that cultural needs differed.

Consequently integrated education should not be forced on to a particular community.

However, the differentiation in per capita expenditure for pupils of different races was not acceptable.

Dr Van der Merwe said funds likely to become available as a result of a possible relaxation of sanctions were likely to directly benefit black education.

As soon as the budgetary money saved by the curbs on Defence Force spending became available — and this process could "take some time" — black education would receive "one of the highest priorities".

Dr Van der Merwe said the whole approach to black education had changed dramatically over the years since Dr Verwoerd.

Recently there had also been a change in the attitude of the black community in favour of children going back to school, as opposed to "liberation before education", he said.

ARCS 23/1/90 (50)

CITY



NATIONAL

## Postcards urge FW: Open our schools to all

By **MICHAEL MORRIS**, Political Correspondent

NEARLY 1-500 postcards urging the government to open all schools to all races are on their way to President De Klerk in the first wave of the Democratic Party Youth's Open Education campaign.

The campaign was launched at the weekend at a street table in Claremont where more than 750 cards were signed in four hours. Cards were also sent from other areas.

### TEACHERS, PUPILS SIGN

DP Youth chairman for the Western Cape, Mr Colin Douglas, said: "The enthusiasm among the 12 Western Cape branches is great, and from next weekend they will be getting postcards signed at shopping centres and school routes from Fish Hoek to Durbanville to Milnerton to Sea Point to Pine-lands, where action teams will be promoting the campaign.

"We are particularly encouraged by the large number of pupils and teachers who are signing the petition and supporting the Open Education campaign. These decent South Africans realise that every day the waste and immorality of apartheid education continues, the chances of a shared and prosperous future become bleaker.

"The inherent racism of our education system is a dark stain on our nation and must be scrapped."

# arms leaks

lirmed yesterday that the T-  
r Hall pumping station had  
ped working due to some  
nical fault on Friday after-  
n, and the radio alarm system  
also failed.

could not say how much  
ge had flowed into the river,  
had not flowed for long, he

lorine had to be thrown into  
river because of the health  
he said. The sewage would  
ably have killed the organ-  
in the river anyway.

ere was not much life in that  
on of the river, as it had  
canalised recently, he said.  
e will clean it up, in co-  
tion with the City Council  
use, although the pumping  
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ity Council area."

## V 'pirates'

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No plan  
to open  
all schools

Political Correspondent  
THE government was  
prepared to allow the  
voluntary integration  
of private schools, the  
Minister of Education  
and Training, Dr Stof-  
fel van der Merwe,  
said yesterday.

He dismissed reports  
that the government  
had already accepted  
in principle the inte-  
gration of schools in  
general.

Dr Van der Merwe em-  
phasized that the  
government would op-  
pose any moves to-  
wards forced integra-  
tion of schools.

He would not be drawn  
on speculation that the  
government might be  
prepared to consider  
easing the crisis in  
black education by al-  
lowing black pupils  
and teacher trainees  
to fill the vacancies at  
white schools and  
training colleges.

In the past, the govern-  
ment has opposed  
moves to integrate  
government-funded  
schools, even where  
the majority of parents  
and pupils have fa-  
voured such a move.

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# Discipline those who disrupt schools – Education Minister

By SELLO SERIPE

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Stoffel van der Merwe

STUDENTS who wished to continue their studies had to discipline those who disrupted their classes, Education and Development Aid Minister Stoffel van der Merwe said this week.

Van der Merwe made this unexpected call during an interview with *City Press* on Thursday after the official opening of Soweto's Vista University.

His call was a reaction to a series of class disruptions in Mamelodi and the East Rand, where several high schools were raided by bands of students, apparently disgruntled by principals' refusal to re-admit colleagues who failed matric. *CP/ren 21/1/90*

Van der Merwe said it was the responsibility of both students and the community to discipline troublemakers so that effective teaching could continue in black schools.

However, he agreed it was counter-productive to call the police to quell "unrest situations" at schools. This had in the past resulted in an unfavourable atmosphere in schools, he added.

When told that some students take weapons to school, he said the department could not afford to buy machines to detect weaponry in students' possession.

"It is against the law to carry firearms and knives to schools. The culprits

must be disarmed and disciplined," he said, but did not specify what he meant by "discipline".

"What is needed is co-operation between the teachers, students and the department," he said.

He said he was still prepared to meet community representatives, including former ANC secretary general Walter Sisulu to discuss the present and the future of black education.

"I also appeal to the media to help normalise the situation by concentrating on stories that will get students back to classes, while the department searches for a solution to problems in black education, including grievances by matric students who failed last year," Van der Merwe said.

On the question of unqualified teachers who had been made redundant by his department, he said: "A long time ago the DET advised them to improve their qualifications, but some disregarded the call."

He said the DET had made great efforts to improve the academic standards of student teachers, and now they should be available in sufficient numbers.

However, should the DET experience an unbalanced student-teacher ratio with students outnumbering teachers, some unqualified teachers might be utilised, he said.

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## Racial divisions 'a stumbling block'

# Syllabus revision faces problems

By Janet Heard and Esmaré van der Merwe

Leading educationists have warned that the Government's proposal to revise educational syllabuses to reflect the value systems of all communities would be problematic under the present racially divided system.

National Education Minister Dr Gerrit Viljoen on Wednesday emphasised the urgent need to revise existing learning programmes in a bid to move away from the predominantly white-oriented content of existing syllabuses.

Mr Roger Burrows, Democratic Party spokesman for national education, welcomed the move.

He said the Government had clearly altered its position and realised a common South Africanism was one of the most important aspects in the schooling system.

"The Minister ignores, however, the staggering differentiation between the racial depart-

ments brought about specifically by totally unequal funding formulae. The sooner this reality is faced, the better for our education," he said.

Mr Curtis Nkondo, president of the restricted National Education Union of SA, said that simply revising syllabuses was "tinkering with the system" which would not solve educational problems.

### Something fresh

"The question one must ask is, 'Is the Government moving towards one department?' Until this is done, all utterances are to no avail. The Government must scrap the whole system once and for all, and come up with something fresh. We should begin to address ourselves to the issue of one education system for all South Africans."

Mr Nkondo said relevant black leadership should be consulted if any changes were made and the Government should stop its "ar-

rogance" by "simply springing a solution on people".

A leading educationist, Dr Franz Auerbach, welcomed any change in the direction of content in syllabuses.

He stressed that black people needed to be brought into the process of reshaping syllabuses.

He predicted that certain groupings in South Africa could object to cultural mixing. Attempts in Britain to embark on multi-cultural education caused an outcry from people opposed to cultural integration.

The Conservative Party's spokesman on black education, Mr Schalk Pienaar, said the rights and obligations of black education should be transferred to the various black nations.

In a country with multiple cultural groups, self-determination was the only solution.

"It is a typically paternalistic attitude of the liberal National Party to make suggestions on black education. Black education should be a black affair administered fully by blacks," he said.

# EDUCATION - GENERAL

1990

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~~\_\_\_\_\_~~ MARCH - MAY

		TOTAL		SUBS		TRANSPORT		GRAND TOTAL	
ROTHMANS	20'S	1.31	1.50						
ROTHMANS SPECIAL MILD	20'S	1.31	1.50						
LEXINGTON	20'S	1.30	1.47						
RANSOM	20'S	1.31	1.50						
VOGUE	20'S	1.31	1.50						
LION	10 BOX	0.48	0.56						

REP. SIGN. \_\_\_\_\_  
MEMBER SIGN. \_\_\_\_\_

†The DEPUTY MINISTER: Mr Speaker, there are no rules of this Parliament which compel me, when the CP put a silly CP question, to give them a silly answer. [Interjections.] I have just explained clearly the policy of the SA Defence Force in respect of the handling of housing for all its personnel. *Hansard 20/3/90*

†Mr S C JACOBS: Mr Speaker, arising out of the hon the Deputy Minister's reply, can he tell the House whether it is the policy that members of the ANC or members of the SA Communist Party may live in residential units of the SA Defence Force?

†The DEPUTY MINISTER: Mr Speaker, I suggest that this question bears no relation whatsoever to the question under discussion and that the hon member place that question on the Question Paper.

†Mr J H VAN DER MERWE: Mr Speaker, further arising out of the reply of the hon the Deputy Minister, does he now already know that there exists such a thing as the CCB?

\*4. Mr M A Tarr—Justice. [Withdrawn.]

The State v W H Rabhe

\*5. Mr L FUCHS asked the Minister of Justice: Whether, with reference to the case of *The State v W H Rabhe*, he will furnish particulars of the prosecutor involved; if not, why not; if so, (a) what is the name of the prosecutor and (b) what are his qualifications? *Hansard 20/3/90* B438E

The DEPUTY MINISTER OF JUSTICE:

Yes.

- (a) E G HJONKER.
- (b) He obtained the degrees B.Juris (1983) LLB (1985). He was admitted as an advocate of the Supreme Court of South Africa on 8 November 1988.

International agreement/convention/instrument:

SA signatory

\*6. Mr R M BURROWS asked the Minister of Foreign Affairs: *Hansard 20/3/90*

- (1) Whether South Africa is a signatory to any international agreement, convention or instrument initiated under the auspices of the United Nations (UN) or the United Nations Educational, Scientific and Cul-

tural Organization (UNESCO); if so, to which agreements, conventions or instruments;

- (2) whether there are any such international agreements, conventions or instruments initiated under the auspices of the UN or UNESCO which South Africa has not signed; if so, (a) which agreements, conventions or instruments and (b) for what reasons in each case;
- (3) whether he will make a statement on the matter? *Hansard 20/3/90* B447E

The MINISTER OF FOREIGN AFFAIRS:

(Reply laid upon the Table with leave of House).

- (1) It is assumed that the Honourable Member uses the expression "signatory" in the wide sense of the word to include adherence to a multilateral treaty by one of the internationally accepted means: signature, ratification, acceptance or accession. South Africa has adhered to a number of international undertakings, agreements, conventions, protocols and amendments to conventions (hereafter for the sake of convenience called "treaties") initiated under the banner of the United Nations.

On 31 December 1988, there were in all 277 multilateral treaties (including optional protocols and amendments) deposited with the Secretary General of the United Nations. Of these South Africa had signed, ratified, accepted or acceded to the following:

- (i) Charter of the United Nations: 1 of 8
- (ii) Pacific Settlement of Disputes: Nil of 1
- (iii) Privileges and Immunities, Diplomatic and Consular Relations etc: 2 of 13
- (iv) Human Rights: Nil of 10
- (v) Refugees and Stateless Persons: Nil of 5
- (vi) Narcotic Drugs and Psychotropic Substances: 13 of 22
- (vii) Traffic in Persons: 12 of 12
- (viii) Obscene Publications: 6 of 6

- (ix) Health: 2 of 9
- (x) International Trade and Development: 1 of 19
- (xi) Transport and Communications:

- (a) Customs Matters 1 of 17
- (b) Road Traffic 3 of 35
- (c) Transport by Rail Nil of 3
- (d) Water Transport Nil of 3
- (e) Multimodal Transport Nil of 1

- (xii) Navigation: Nil of 7
- (xiii) Economic Statistics: 4 of 4
- (xiv) Educational and Cultural Matters: Nil of 8
- (xv) Declaration of Death of Missing Persons: Nil of 3
- (xvi) Status of Women: Nil of 3
- (xvii) Freedom of Information: Nil of 1
- (xviii) Miscellaneous Penal Matters: 3 of 5
- (xix) Commodities: 12 of 47
- (xx) Maintenance Obligations: Nil of 1
- (xxi) Law of the Sea: 5 of 6
- (xxii) Commercial Arbitration: 1 of 2
- (xxiii) Law of Treaties: Nil of 3
- (xxiv) Outer Space: Nil of 2
- (xxv) Telecommunications: Nil of 4
- (xxvi) Disarmament: Nil of 2
- (xxvii) Environment: 2 of 6
- (xxviii) Fiscal Matters: Nil of 2

A list of all the United Nations Treaties indicating those treaties which have been adhered to by South Africa is available at the Department of Foreign Affairs.

- (2) (a) and (b)

In view of the number of treaties involved, it is not feasible to furnish a reason why South Africa has not adhered to any particular treaty. In general national interest is the benchmark for adherence to any particular treaty. In certain cases Government policy, domestic legislation or regulations may have conflicted with certain provisions of the treaties. In other instances a number of treaties have

been purely regional in nature, thus not involving South Africa for geographical reasons. In still other instances South Africa has adhered to the main treaty but not to certain of the numerous optional protocols or amendments to the main treaty—for example, in the cases of the Vienna Conventions on Diplomatic and Consular Relations, the Constitution of the World Health Organization and the General Agreement on Tariffs and Trade (GATT).

The South African Permanent Missions to the United Nations are kept fully informed by the United Nations of international treaties deposited with the Secretary General. All relevant information is sent to the South African Government Departments concerned to consider whether it is in the Republic's interest to adhere to any particular treaty.

To determine to what degree the Government can meet the stipulations of treaties in the field of human rights and the environment is a continuing process.

- (3) No, not at the present time.

Education Laws Amendment Act

\*7. Mr A GERBER asked the Minister of Education: *Hansard 20/3/90*

- (1) Whether all the provisions of the Education Laws Amendment Act (Education and Training), Act No 31 of 1988, have been put into operation by proclamation in the *Gazette*; if not, (a) which provisions have been put into operation and (b) (i) which provisions have not been put into operation, and (ii) why not, in each case;
- (2) whether any persons and/or bodies have made representations to the Government to the effect that the provisions concerned should not be put into operation; if so, what persons or bodies; *50*
- (3) whether he has made any recommendations to the State President about the commencement of these provisions; if not, why not; if so, with what result? *B452E*

The MINISTER OF EDUCATION:

- (1) No.

(a) Sections 1 to 11(a) inclusive, 12 to 17 inclusive, 18(b) to 20 inclusive.

(b) (i) sections 11(b) and 18(a).

(ii) section 11(b), which provides for the representation of parents of pupils at farm schools in the governing body of such schools, was not put into operation because it was realized that it could cause problems in practice. Section 18(a), which is dependent on section 11(b) could consequently not be put into operation.

Hanssael  
20/3/90  
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\*8. Mr L F Stoffberg—Planning and Provincial Affairs. † [Question standing over.]

- (2) No.
- (3) No. For the reasons furnished at question 1(b)(ii) The result was that no governing body with parent representation therein has been established for state-aided schools situated on farms.

\*9. Mr A J LEON asked the Minister of National Health and Population Development:

Whether she, her predecessor and/or her Department received any representations re- question the amendment of the Abortion and Sterilization Act, No 2 of 1975, during the past five years; if so, (a) from whom and (b) what was the (i) purport of and (ii) response to each such representation?

Hanssael 20/3/90 B461E

THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Yes, only two representations with regard to the revision of the Abortion and Sterilization Act, 1975 were received by the Department of National Health and Population Development during the past five years.

- (a) — the magazine *Thandi* and the Women's Legal Status Committee.
- (b) (i) and (ii) — the magazine *Thandi* raised certain questions regarding the application of the Abortion and Sterilization Act, 1975.

this Department informed *Thandi* that this Act does not prohibit abortion but that it could be done within certain criteria as been prescribed in the Abortion and Sterilization Act, 1975.

the Women's Legal Status Committee posed a request to appoint a commission of inquiry, consisting only of women, into the Abortion and Sterilization Act, 1975.

the Women's Legal Status Committee was informed that the factors which led to legislation in this regard have not since changed significantly and that the Act complies with the objectives the legislator had in mind at that time. The appointment of a commission of inquiry is therefore not advocated.

The Department of National Health and Population Development once again declared itself willing to review the Act, provided that motivated requests be addressed to this Department.

Legal abortions

\*10. Mr A J LEON asked the Minister of National Health and Population Development:

- (1) How many women had legal abortions in 1989 in terms of the Abortion and Sterilization Act, No 2 of 1975;

- (2) what is the estimated number of women who had illegal abortions in that year?

THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

- (1) The number of legal abortions for the period January 1989 to December 1989 reported up to 1 February 1990 is 785;

- (2) no official figures on illegal abortions in the Republic of South Africa are available.

†Dr W J SNEYMAN: Mr Speaker, arising out of the reply of the hon the Minister, may we inquire how many of the 785 persons who had a legal abortion were of the white population group?

†An HON MEMBER: They do not keep those records. [Interjections.]

†The MINISTER: Mr Speaker, that information is not at my disposal. I will try to obtain it for the hon member if he places such a question on the Questions Paper.

Roodepoort: SAP accommodation

\*11. Adv J J S PRINSLOO asked the Minister of Public Works and Land Affairs:†

- (1) With reference to the reply of the Minister of Law and Order to Question No 6 on 20 February 1990, what amount does the Department of Public Works and Land Affairs need for the provision of alternative accommodation to members of the South African Police who are accommodated in the existing single quarters of the Police at Roodepoort;

- (2) whether the amount has been appropriated by the State, if so, when; if not, why not?

THE MINISTER OF PUBLIC WORKS AND LAND AFFAIRS: Hanssael 20/3/90

- (1) The single quarters were completely renovated during 1983 and in normal circumstances would not have been renovated again for at least seven years. The present dilapidated state of the buildings can be ascribed to moisture penetration. The cracks in the walls are apparently also due to excessive moisture on the site and appear to be of a seasonal nature. The demolition of the single quarters were considered but the National Monuments Council have made representations for the retention thereof owing to the historical characteristics of the buildings. As a result no specific amount has been set aside for the provision of alternative accommodation, either by means of hiring or the erection thereof. Urgent investigations are in progress to determine the stability of the soil in order to first strengthen the foundations and repair the cracks in the walls prior to undertaking the complete restoration of the building complex.

- (2) No. For the reasons as set out above.

†Mr J J S PRINSLOO: Mr Speaker, further arising out of the hon the Minister's reply, is he aware that this matter of the restoration of the single quarters has already been called for on 1 July 1988 and has been discussed with his Department.

†The MINISTER: No, Mr Speaker, I am not aware of it

However, I will look into this matter.

†Mr J J S PRINSLOO. Mr Speaker, further arising out of the hon the Minister's reply, can he give the House an indication of approximately how long it will still be before the restoration is done and secondly, what is the cost involved and whether there has been budgeted for it?

THE MINISTER: Mr Speaker, as I have said, at the present time urgent investigations are in progress. As soon as I get the results, I will communicate with the hon member for Roodepoort.

Jan Smuts Airport: emergency landing

\*12. Adv J J S PRINSLOO asked the Minister of Mineral and Energy Affairs and Public Enterprises:†

- (1) What were the reasons for the emergency landing carried out by an aeroplane of the South African Airways (Flight SA 356) at Jan Smuts Airport on 2 March 1990;

- (2) whether any measures have since been taken to prevent a repetition of this incident; if not, why not; if so, what measures?

†THE DEPUTY MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

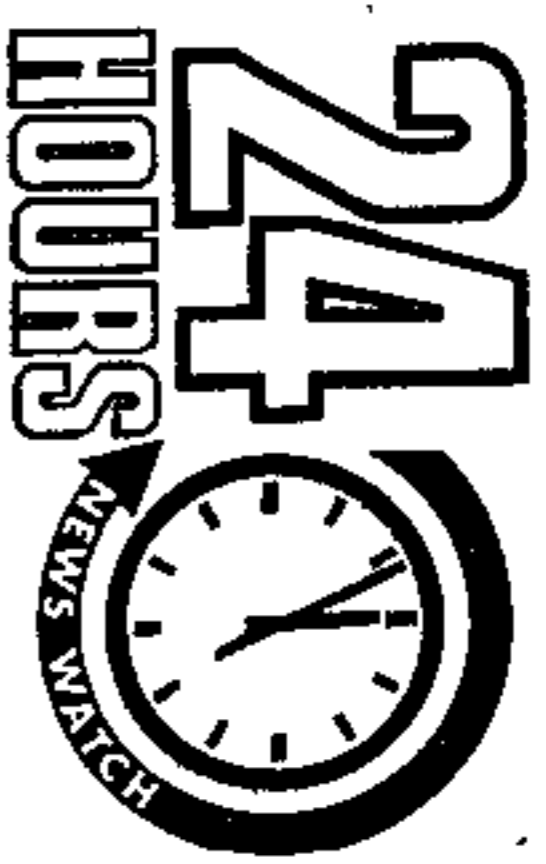
- (1) As a result of a jammed flap system, an abnormal landing was executed.

- (2) The aircraft manufacturer supplies an abnormal-procedure checklist during aircraft certification in which mechanical defects of this nature are addressed. Before a certificate of airworthiness can be issued, proof must be furnished that a safe landing with a jammed flap system can be executed.

†Mr J J S PRINSLOO: Mr Speaker, arising out of the hon the Deputy Minister's reply, can he

# A change to mixed schools

By JOHN YELD, DON HOLLIDAY and ANTHONY DOMAN, Staff Reporters



THE ISSUE of mixed schools is now no longer "when" but "how" — and white parents will have to face up to some harsh realities in the wake of their morally honourable decision to share their children's privileged educational facilities.

However, the suggestion by white "own affairs" Education and Culture Minister Piet Clase that as many as 90 percent of parents will have to agree to their school being opened to other races does not appear to be a serious stumbling block.

This figure has been interpreted as a flexible opening shot deliberately designed to placate conservatives, with the government prepared to accept realistic advice from educational bodies.

With Mr Clase's surprise announcement that white State schools would be allowed to enrol blacks coming just after the Cape schools had closed for the 10-day end-of-term break on Friday, most parents will only be consulted during the next term — and possibly not even as soon as that.

## Ground rules

Mr Rodney Mazinter, chairman of Camps Bay High's school committee and of the Open Schools Association, said he believed it was premature "to start speaking about percentages" and that Mr Clase would wait for various reports before laying any ground rules.

Mr Clase has asked the Teachers' Federal Council, the Federation of Parents Association of South Africa and the provincial education councils to report by June 15, with a view to implementing one of two models of open

schools — or possibly both — suggested by him in the first term next year.

"I'm not worried about that 90 percent — it's not a figure we need to concentrate on now," Mr Mazinter said.

"The minister is waiting for these bodies to report back. I don't think he was specific about the 90 percent, he mentioned it as a figure he would like to see. But, reading between the lines, he would be prepared to take advice."

While all indications were that the government would come up with a policy change, schools had taken by surprise with the speed of the announcement, Mr Mazinter added.

## Research

"We were no longer talking about 'if' but 'when'. And recently even the 'when' has been decided and it's now a question of 'how'."

Mr Mazinter said he was "very pleased" with Mr Clase's announcement.

"We are now doing research to help schools cope with any real or imagined problems that may arise."

Schools which had voted to go non-racial might want to "and may have to" — go back to the parent committees again to discuss the issue, Mr Mazinter said.

However, he pointed out that in "virtually every school" which had asked the government for open status, more than 80 percent of parents who had replied to the



## PAST AND FUTURE?

The whites only "tradition" of schools like Rondebosch Boys High School might be a thing of the past from next year. Overlaid is the non-racial future, as it has been at St George's Grammar School since 1985. Top corner, the gracious Rondebosch setting of an all-white school which may change from next year.

initial suggestion had been in favour of such a move.

At Camps Bay High there had been close to a 90 percent response, of which more than 80 percent had been positive. And in a recent poll at a Port Elizabeth school, there had been a 99 percent response, of which more than 90 percent had been in favour of opening the doors to all races, Mr Mazinter said.

"I — and this is my personal opinion — foresee an amount of exclusivity remaining. That will probably have to be paid for by the parents."

"The inclusive education will eventually be the one the government subsidises — and



"I'm looking ahead now. I'm very encouraged by what has happened, it's a significant move by government."

Mr Peter Irvine, chairman of the school committee of Rustenburg Girls Junior — one of the Peninsula schools that has asked for open status — said the government proposals seemed to go some way towards meeting schools' wishes.

"We would have to liaise with the parent body to find out their reaction to the latest news," he said.

At the time of the school's original request there had been "a clear preference for merit as opposed to colour as an admission criterion".

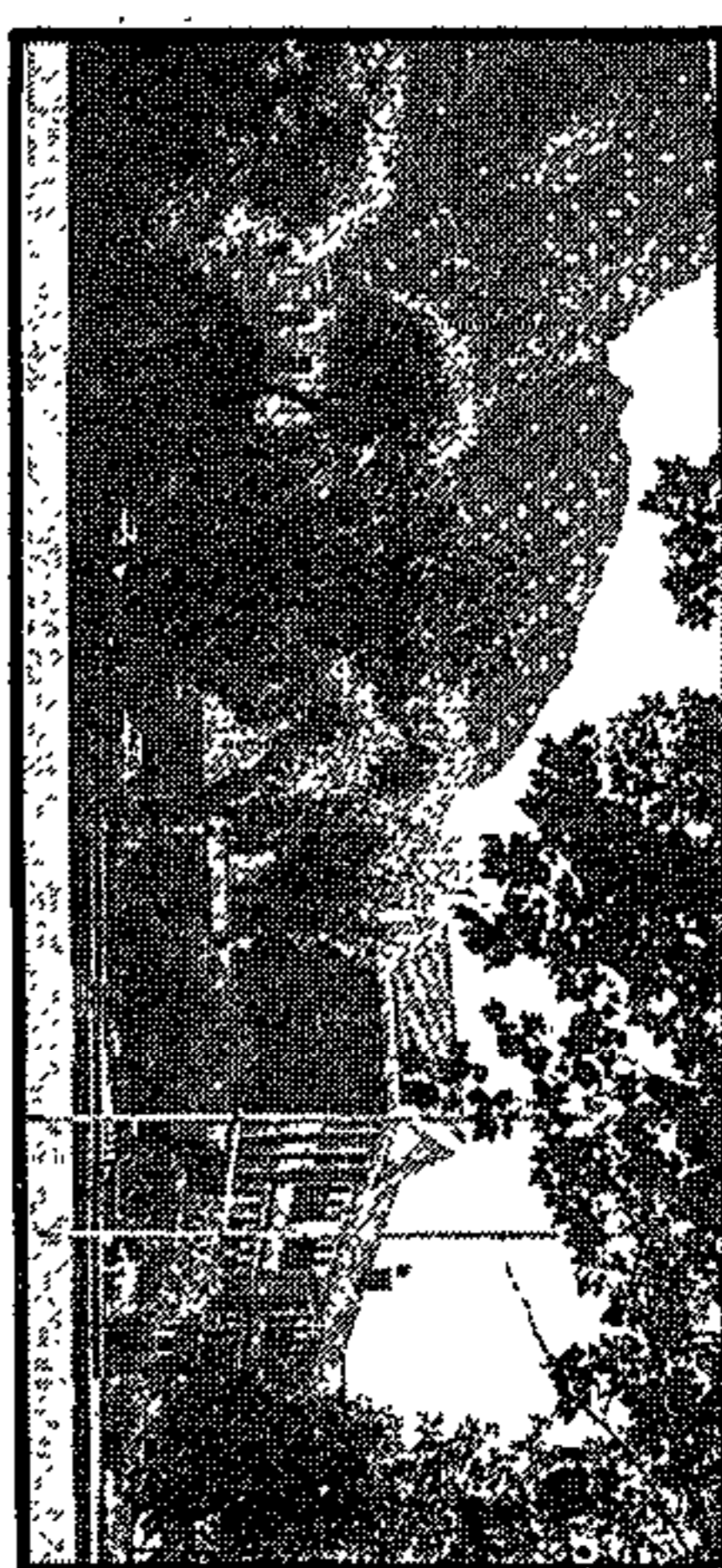
"I believe they will wish us to do the same now," he said. Mr Bill Schroder, headmaster of Pretoria Boys High

School, said he was thrilled the "logjam" had been broken.

However, more details of the government's intentions were necessary before anything could be done to face the practical implications of "open" schools — and the government itself was probably also keen to see what the schools, governing bodies and staff associations would come up with before "laying their cards on the table", he suggested.

His school had taken the issue of open schools to parents and had been given a mandate to investigate the matter further, Mr Schroder said.

"A high percentage of parents gave us the green light. Mr Clase mentioned the figure of 90 percent being the possible necessary rate of ap-



Other educationists have also warned that open schools will face particular problems. At this stage, most parents have not gone beyond the mere debate of whether to open their schools or not.

And with the cutback in funds already being experienced, this could affect the character of the school.

For example, black children admitted to the formerly white schools will have English (or Afrikaans?) as their second language and will probably require specialised teaching — particularly in the short term.

Because of limited funds, the schools may then be forced to redistribute their staff resources, possibly by using "luxury" posts which allowed the schools to achieve excellent matric results with many distinctions.

"Parents are going to have to realise that opening doors will cost," said one educationist.

● In his statement on Friday, Mr Clase said 21 white schools had asked to be allowed open status, of which 10 were in the Western Cape. However, there are 31 members of the Open Schools Association, and at least five Peninsula schools not mentioned by Mr Clase have had previous requests to open their doors turned down — Camps Bay High, Primary and Preparatory Schools, and Wynberg Boys High and Wynberg Boys Junior Schools.

## Barend's Budget allocation has fallen short

# Financial crisis in education remains

Soweto  
27/3/90

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By NKOPANE MAKOBANE

**ALTHOUGH** educationists have generally welcomed the announcement that more money has been allocated to education in the next fiscal year, early indications are that the Minister of Finance has fallen far short of addressing the financial crisis in black education.

In his recent Budget speech, Mr Barend du Plessis said education, which was to receive R13,346 billion, excluding the recently announced increases to teachers, enjoyed the largest allocation in this year's Budget.

Black education, he said, must inevitably be given an important role in the process of economic development and upliftment.

### Largest

"Almost 19 percent of the Budget, excluding the recent improvement in conditions of service, is allocated to education, which is indeed the function enjoying the largest allocation."

He said the Government wished to catch up on the backlogs with regard to education wherever and as fast as possible.

"It is proposed, therefore, that an additional non-recurrent amount of R150m be voted, mainly for capital expenditure in black education and training in areas where the backlogs are the most severe."

While the funds have been a major component of the crisis, other numerous factors have been a chronic problem in black schools.

For years now, there have been calls for the Government to create a single Ministry of Education, as opposed to the present 14 departments, which are regarded as duplication of administrative work.

There have also been argu-

ments that pouring money into black education will not solve the crisis. What was expected of the Government, was a sustained commitment to address the underlying grievances and demands of both teachers and pupils.

### Portion

In addition to this, it is felt the State should have set up a certain substantial portion of the Budget to specifically ensure the stepping up of intent for proper and conducive learning for the black child. The current education Budget is seen mainly as going to meet the annual financial needs of the DET for purposes of administration and not going beyond the required needs.

Another point raised is that the ongoing education crisis, particularly the protest actions by teachers, should have driven a point home to the authorities that more, and not just promises or defensive answers, has to be done to resolve the continuing impasse.

While the Minister sees education enjoying the largest allocation of his Budget this year, the National Education Co-ordinating Committee (NECC), says it should be seen against the backdrop of the crisis facing black education.

The NECC said the R150m set aside to deal with the backlog should be seen against the R21,2 billion one-off payment required to bring formal parity in education as a whole.

"The expenditure in education is significant. The actual increase is in the region of 26 percent and if inflation is discounted, it's a 13 percent increase. Also, it's a R510 million increase over the previous year."

### Homelands

In his comment, Mr J S Kane-Berman, executive director of the SA Institute of Race Relations, said the increase of 26 percent for the DET was good news. However, he said, the DET was responsible only for education outside the homelands.

"About 70 percent of black children are at school in the

homelands, but it is not clear from the Budget what the increase in these areas will be. One major question to be asked is whether putting additional funds into black education at the moment is not a case of throwing good money after bad."

Mr Johan Muller, co-ordinator of Wits University Education Policy Unit (EPU), said there is not enough in Du Plessis's Budget to realistically address the backlog which is the root of the present education crisis.

He said the increase for the DET is just over 20 percent and if one consider the 15 percent inflation, then the real increase is only five percent.

### Enrolment

He pointed out that the average enrolment increase in black schools is between five and six percent a year.

"So, even though the increase looks like a lot of money, it is really only keeping up with natural growth," he said.

According to a briefing paper prepared for the NECC by the Wits EPU, there has clearly been an accelerating increase in total expenditure on black education over the years (1969-1989). However, between 1987 and 1988, this increase has been a nominal 20 percent.

The paper says most of the increase goes to the homelands/rural areas and not to the DET and urban education (which is where matric results are the worst).

### Increase

"The nominal percentage increase in the Budget between 1988/89 and 1989/90 for the DET was 19 percent, clearly also an increase on the 10 percent of the previous year. However, in real terms, this 19 percent represented an increase of only 6,2 percent.

"The latter did not even match the natural growth in pupil numbers between 1988 and 1989, which was eight percent. This meant that the DET Budget was not keeping up with natural growth, let alone addressing the disparity between black and white

education."

However, according to Kane-Berman, Government spending has tended, in recent years, to be channeled into urban townships like Soweto, rather than into rural areas.

For example, he says, the State spends nine times as much on a white child as it does on a child in KwaZulu.

### Spending

Kane-Berman also agrees that spending on black education has been steadily increasing since about 1970. He says the notorious racial gap peaked up in 1971/72 at 18:1 - that is, in that year the Government spent 18 times as much on a white school child as on a black.

"In the last 20 years or so, this ratio has narrowed to about 4,5:1 - in the white-designated areas. However, in the homelands, the gap is much wider."

According to the EPU paper, the increase in per capita expenditure for black education in the 80's signalled a certain intent on the part of the State to boost expenditure on black education.

However, it says, while the nominal spending on black education may well have increased dramatically, the disparity with spending on white education was not decreasing commensurately.

Another argument raised by the paper is that if there were to be parity in South African schooling, the Government would require an increase of between two and three times the present total education budget. This meant that R21,2 billion was needed to redress the present education crisis.

The following are estimates of annual expenditure required to attain formal parity in South African schools (at 1989 value):

\* R1,2b required for the construction of new schools at R8 000 an additional pupil;

\* R1,25b for the training of 24 000 teachers at R52 300 a teacher; and

\* R19,7b for operating costs of schools at R2 000 a pupil (average for 1990 - 2000).

# Govt pledge on restructuring black schools

8/10am 2-11/3/90

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MIKE ROBERTSON

CAPE TOWN — In a new bid to end the teachers' strike and continuing school stayaways, Education and Training Minister Stoffel van der Merwe yesterday committed government to negotiating new structures to broaden black community involvement in the running of schools.

He said the time had come for black leaders to go beyond issuing statements calling on children to go back to school and make a concerted effort to achieve this.

Van der Merwe was speaking at a Press conference at which he unveiled government's detailed response to a wide variety of grievances raised by opposition groups in recent meetings on the continuing crisis in black education.

The Minister said his department's 34-page response to the demands had been circulated to all the groups it had met.

These included the National Education Crisis Committee (NECC), the National Education Union of SA (Neusa), the Council for Education and Training and the African Teachers' Association of SA (Atasa).

Van der Merwe said in delivering such a detailed response government had gone out of its way to demonstrate the seriousness with which it viewed the crisis in black education. He hoped black leaders and people involved in black education would be prepared to respond to this demonstration of good faith.

He said some of the demands related to the constitutional system. These were being addressed in the negotiation process.

"The education authorities cannot by themselves take this further."

Other grievances concerned general education policy matters that had to be addressed by the overall education system. However, he gave a commitment that he would take up these demands with National Education Minister Gene Louw.

The third category of demands related to matters over which his department had direct control. The department had undertaken to address these issues.

Van der Merwe said after consulting a broad spectrum of black leaders, he had decided to subject the existing structure of community involvement in the running of schools to a thorough review.

□ To Page 2

## Black schools

The existing structure included school management committees, regional committees for the Council for Education and Training, as well as the council itself.

He said when these structures were set up, many organisations did not wish to participate in them. A campaign was being conducted to replace these structures with parent-teacher-student associations.

"Since I am anxious to effect a much greater measure of parent involvement in education, I am inviting bodies to submit to me their ideas for a structure for community co-operation in the provision of education. I am willing to negotiate with groups in the black community with regard to their proposals, and I am willing to eventually introduce a new structure if consensus can be reached."

However, he said that while keeping an open mind on the subject he would reserve his stand on the possible involvement of students in decision-making on the management of schools.

Van der Merwe said he could not immediately address teachers' demands for increased salaries as this fell under Louw's ambit. However he was prepared to support in discussions with Louw, demands that teachers with few or no qualifications be given special attention.

He was also prepared to consider demands for official recognition from or-

□ From Page 1

rganisations such as Neusa. It was up to Neusa to submit its constitution, but he would consider any application sympathetically.

Van der Merwe said to date striking teachers were being paid. This was because it was difficult to assess whether teachers were on strike or had been intimidated into staying away. But he warned "this situation will not be able to continue indefinitely."

He said the biggest stumbling block in resolving the crisis was the return of teachers and pupils "to resume the process of tuition".

Government was committed to addressing grievances but wanted agreement that while negotiations continued the tuition process would be resumed.

He said government had taken concrete steps to prove its willingness to address problems in black education in a meaningful way.

DANIEL FELDMAN reports that NECC general secretary Ithron Rensburg said an emergency meeting would be held tonight to formulate a national response to Van der Merwe's statement.

Rensburg said representatives of Neusa, Congress of SA Students (Cosas), SA National Students' Congress (Sansco), Teachers' Unity Forum, National Union of SA Students (Nusas), Cosatu, UDF and NECC would attend the meeting.



CMT 714E 15/3/90 50

# Govt 'failed' in SA education

Own Correspondent

JOHANNESBURG. — The government had failed to start moving towards equal spending on education for blacks and whites, education specialists said yesterday.

However, they welcomed the R150 million budgeted for making up backlogs in black education in addition to the R510m increase to R2,463bn allocated to the Department of Education and Training (DET), responsible for black education.

Finance Minister Mr Barend du Plessis yesterday announced that R13,346bn had been allocated for education, a 9,8% increase on last year's R12,158bn revised estimate.

Professor James Moulder of Natal University said it was encouraging — particularly in times of austerity — to see the government keeping to its commitment to increase education spending.

However, the basic structure of education funding remained unchanged. There had been no fundamental change from the 1948 policy, which categorically stated that black education would never be funded at the same level as white education, he said.

He said the government had failed to give whites a clear signal that less money would have to be spent on their education to solve the crisis in black education. The government should have started slowly making cuts in white education expenditure.

In future whites would have to accept less and blacks would have to

stop believing it was possible to fund their education at the present levels of white education. The only equal expenditure attainable in South Africa would be at a level similar to the present level of coloured education — half the level of white education but 60% better than black education, Professor Moulder said.

Wits University education policy unit director Mr Johan Muller said separate education would always be unequal education and the government should have started to phase in parity under one system for all pupils in South Africa.

He said that while the R150m for backlogs was welcomed it did not "begin to touch sides". Thirteen times more than this amount would be needed to wipe out the shortage of 6 200 classrooms estimated by the SA Institute of Race Relations.

National Education Co-ordinating Committee general secretary Mr Ihron Rensburg said it would be interesting to see how the R150m would be applied to the crisis situation. Spending money on building new schools would be taking the wrong line when R1,7m worth of assets could be activated by opening closed white schools.

Reacting to Mr Du Plessis's statement that education expenditure in the Republic was high compared with that in other countries, Mr Rensburg said SA's education spending represented 3,8% of GNP, compared with the US's 6,8%, Zimbabwe's 8,1%, Israel's 8,5% and Kenya's 6,75%.

# New Education Act puts schooling under national management

The Argus Correspondent *ABW 5/4/70*

PRETORIA. — The new Education Affairs Act which came into effect this week centralises white education and opens the way for teachers and school facilities to be used more efficiently.

The act replaces the old education ordinances. However, it does not mean the end of the four provincial education departments, nor does it undermine the substantial powers of the directors of education.

For the Department of Education and Culture (House of Assembly), which is responsible for the education of whites in South Africa, the greatest advantage of the Education Affairs Act lies in the fact that for the first time education can be managed and administered on a national basis.

This could lead to more effective use being made of manpower and facilities, a spokesman for the department said.

The spokesman said that in certain cases — to bring uniformity — greater authority and responsibility had been assigned to parents concerning the financing of schools

Star 15/3/90 (50) (99)

By Shehnaaz Bulbulia and Montshiwa Moroke

# Education increase 'a drop in the ocean'

Leading educational organisations said yesterday that while they welcomed the national-education expenditure increase, it fell short of addressing the crisis facing black education.

Minister of Finance Barend du Plessis announced that R13,346 billion would be allocated for education and a further R150 million one-off payment would be used to help overcome the backlog in black education.

National Education Co-ordinating Committee (NECC) spokesman Mr Ihron van Rensburg said the expenditure rise was significant but should be seen against the backdrop of the crisis facing black education.

The R150 million set aside to deal with the black education backlog should be seen against the R21,2 billion one-off payment required to bring formal parity in education as a whole.

"The expenditure in education is significant. The actual increase is in the region of 26 per cent and if inflation is discount-

ed, it's a 13 percent increase. Also, it's a R510 million increase over the previous year."

Mr van Rensburg added that the NECC was waiting to see how the Government would spend R510 million in comparison with the billions needed for black educational resources.

The NECC had listed secondary education as a priority, he said.

While 210 white schools remained empty, there was a shortage of 200 schools in black areas, Mr van Rensburg said.

It would make sense for the Government to reactivate the closed white schools instead of building new black schools.

He said the breakdown of a R21,2 billion one-off payment required to redress the crisis facing black education, was, according to statistics from the

University of the Witwatersrand's Education Policy Unit (EPU):

● R1,2 billion required for the construction of new schools at R8 000 per additional pupils.

● R1,25 billion for the training of 24 000 teachers at R52 300 per teacher.

● R19,7 billion for operating costs of schools at R2 000/pupil.

He pointed out that Mr du Plessis's statement that "international comparisons indicate that South Africa's public expenditure on education is already high" could not be left unchallenged.

Quoting EPU figures, Mr van Rensburg said the public expenditure on education in SA was 3,8 percent of the gross national product against 6,8 percent in the US, Zimbabwe's 8,1 percent, Kenya's 6,7 percent, Israel's

8,5 percent, Zambia's 5,4 percent and Botswana's 8,4 percent.

Union of Democratic University Staff Associations general secretary Dr Mike Morris said that as long as the Government did not make a sustained commitment to solving the black education crisis, one-off payments, while significant, would not solve the education crisis.

"A long-term programme is required to shift State resources towards black education. Further, the Government should have a policy to raise the education and skill levels of the total population," he said.

A centralised, unified educational system was required, otherwise, "increasing the Budget allocation without cutting down the number of education departments did not necessarily mean a significant increase. Too much of the increase was swallowed up by the duplication of administrative work."

A Progressive Teachers' League spokesman said the increase did not meet the needs of the crisis in education.

# De-Stalinising Verwoerd

Star 31/3/90

50

## Government does about-turn as education system lurches from one crisis to next

THE de-Stalinisation of the late South African Premier, Dr Hendrik Frensch Verwoerd, is in progress as the National Party desperately tries to purge his and the party's archaic policies — seen as the root cause of the country's disastrous education system, which continues to lurch from one crisis to the next.

In the past two months the Government has announced dramatic plans to normalise education, to obtain eventual parity in spending on black and white education and to hold top-level discussions on whether there should, after all, be one single education department.

There are also plans afoot to hold a Cabinet meeting to discuss an ANC and National Education Crisis Committee (NECC) document on the grievances and demands of teachers, students and parents.

And in a major effort this week to solve the continuing black schools crisis the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said the Government was prepared to review its entire structure in order to consult with the black community and educators.

These recent moves would have forced the mastermind of apartheid to turn in his grave.

Dr Verwoerd, obsessed with white supremacist education policies, presented his grand design 37 years ago to ensure the survival of apartheid at any cost.

Appointed Minister of Native Affairs in 1950, Dr Verwoerd based his views on one of the most controversial education documents yet produced in this country — The Eiselen Report on Native Education, released in 1951 as the result of a Government-appointed commission headed by Dr W W M Eiselen.

Introducing the Bantu Education Act (No 47 of 1953) Dr Verwoerd said: "Up till now the (Native) has been subjected to a school system which drew him away from his own community and partially misled him by showing him the green pastures of the European, but still did not allow him to graze there.

"I will reform (education) so that natives will be taught from childhood to realise that equality with Europeans is not for them... racial relations cannot improve if the wrong type of education is

### PAT DEVEREAUX

resulting in more than 7 000 students being removed from the register and more than 116 teachers being dismissed.

Further Verwoerdian repression in the 1950s and 1960s and the banings of political organisations and mass detentions as well as the fanning of black leaders tried to ensure that resistance to apartheid was crushed.

In 1958 a separate Department of Bantu Education was created with its own Minister — this was the forerunner of what is at present the Department of Education and Training — which planned to educate black students to accept a certain status in life.

But 1976 saw the brewing discontent over the education system come to a head with the students' outright rebellion against Bantu Education. And slogans such as "Liberation before education" rang out in the townships nationwide.

Since the student uprising 14 years ago, black education has been in turmoil with regular boycotts and protests. Little has been done to actually identify problems or find viable solutions — although the Gov-

There were 29 percent who had no formal education.

But the 1986 State of Emergency detentions of thousands of students and the 1988 banings of bodies such as the NECC once more thwarted attempts to address the education disaster.

The result of these archaic policies and refusal to address the problems has resulted in shocking education figures.

According to the survey done by an education research group, the Third Alternative, there are two prevailing lines of thought on schools.

The first says education should be left in the Government's hands and it is up to it to upgrade inferior black schooling. The second opinion is that the entire education system should be dismantled and a new system be instituted after "liberation".

The survey showed minimal support for the system of racially segregated schools. Last year's appalling black matric results — a 42 percent pass rate among 196 000 candidates — led to a call by parents, teachers and pupils for the Government to overhaul the education system.

Suddenly, however, in this climate of "glasnost" and political negotiation, the Government has begun to sit up and take notice of the education crisis.

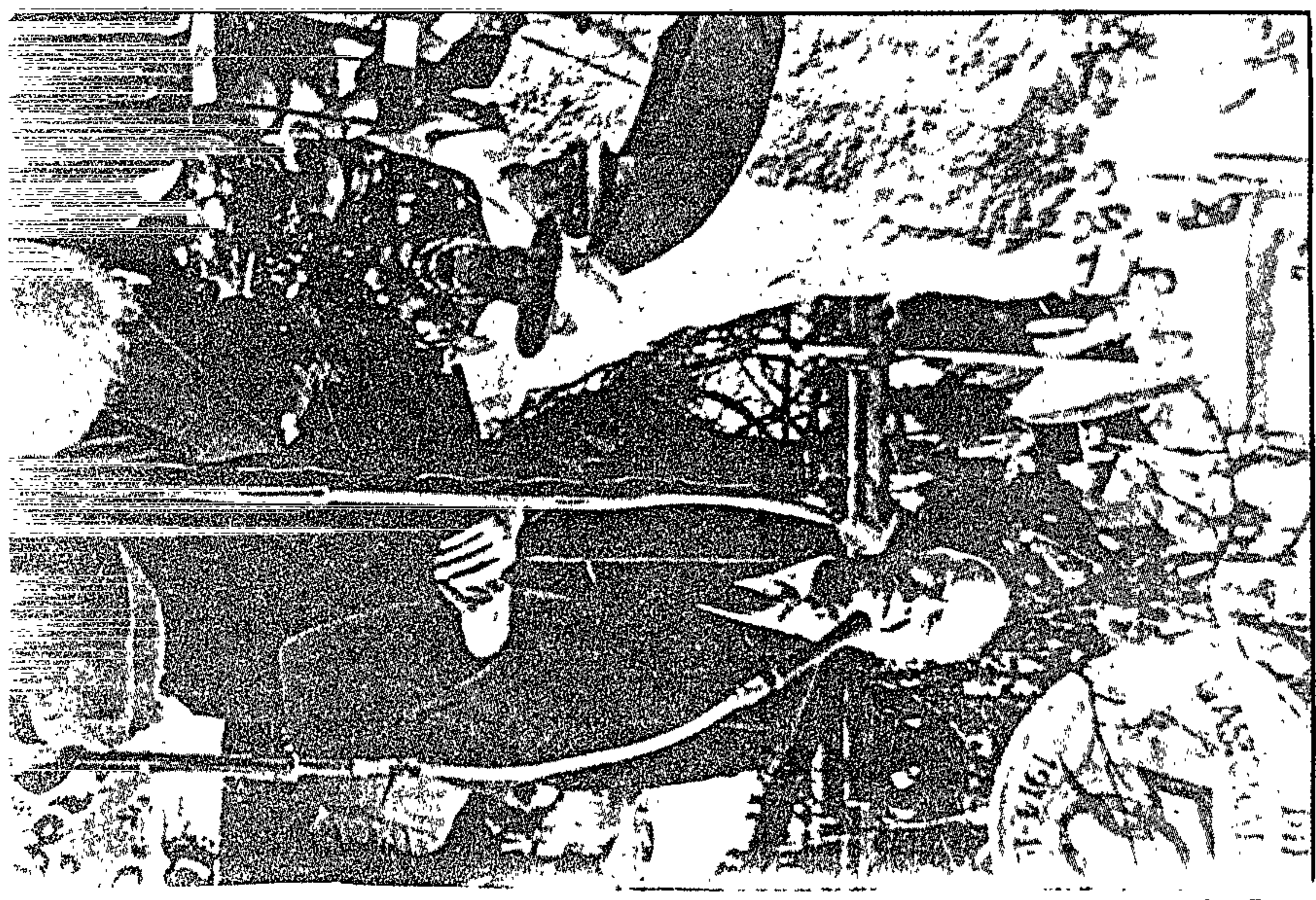
In a recent move to improve facilities, the Government announced that it would spend R355 million on black schooling. In response NECC general-secretary Mr Thron van Rensburg said that the Government would have to triple its annual education budget to at least R30 billion to "equalise" black and white education.

Both the Government and ANC leader Mr Nelson Mandela have made wide-scale appeals to boycotting students to "go back to school" and have held meetings with teachers and education bodies to try to resolve protests.

The Government is also seen to be making "watershed reform moves". Last week it gave the go-ahead for white State schools to accept black schoolchildren next year. Already this week 20 white schools in

**'I do not have the nagging doubt of ever wondering whether perhaps I am wrong.' — Dr Verwoerd**

**after introducing the Bantu Education Act (No 47 of 1953).**



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"I will reform (education) so that natives will be taught from childhood to realise that equality with Europeans is not for them... racial relations cannot improve if the wrong type of education is given to Natives

"They cannot improve if the result of Native education is the creation of a frustrated people who have expectations in life which circumstances in South Africa do not allow to be fulfilled."

Justifying the downgrading of Bantu education, Dr Verwoerd asked, "What is the use of teaching a Bantu child mathematics when he cannot use it in practice?" He said "There is no place for the African in the European community above the level of certain forms of labour. It is of no avail for him to receive a training which has as its aim absorption in the European community."

Dr Verwoerd later told a newspaper reporter: "I do not have the nagging doubt of ever wondering whether perhaps I am wrong." But he did not live long enough to see the disastrous results of his and the National Party's beliefs.

The South African premier was assassinated on September 6 1966, by parliamentary messenger Demetrius Tsafendas — who was later declared insane and unfit to plead to the murder.

The implementation of the Bantu Education Act in 1954 led to student boycotts

at present the Department of Education and Training — which planned to educate black students to accept a certain status in life.

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## 'I do not have the nagging doubt of ever wondering whether perhaps I am wrong.' — Dr Verwoerd after introducing the Bantu Education Act (No 47 of 1953).

ernment has been aware of the need to address the crisis.

The first indication of this was the 1981 De Lange report on education which emphasised the waste of human resources in a racially segregated education system.

The NECC estimates that there are 14 million blacks of school-going age. Of these about 7,3 million are at school while the remaining 6,7 million have either dropped out or have never attended a school at all.

Last year about R550 was budgeted for each black pupil, compared with more than R3 000 on each white child — the 1989/90 Budget allocated R11,89 billion to education, including tertiary institutions.

In September last year it was reported that out of every 100 black pupils starting school in the early 1970s, an average of 14 reached Std 10 level.

At a Black Sash conference in Grahamstown earlier this month, it was reported that more than a million black children of school-going age have not attended school — because schooling is not compulsory.

Added to this was the fact that in 1987 almost half a million out of 5,6 million primary pupils dropped out.

The report said it was an indictment on the Government that 196 white schools were closed last year while thousands of pupils in the townships were not able to be accommodated in school.

A nationwide survey of urban and rural black adults last year indicated that: ● Only 7 percent had completed matric or post-matric studies.

The first says education should be left in the Government's hands and it is up to it to upgrade inferior black schooling. The second opinion is that the entire education system should be dismantled and a new system be instituted after "liberation".

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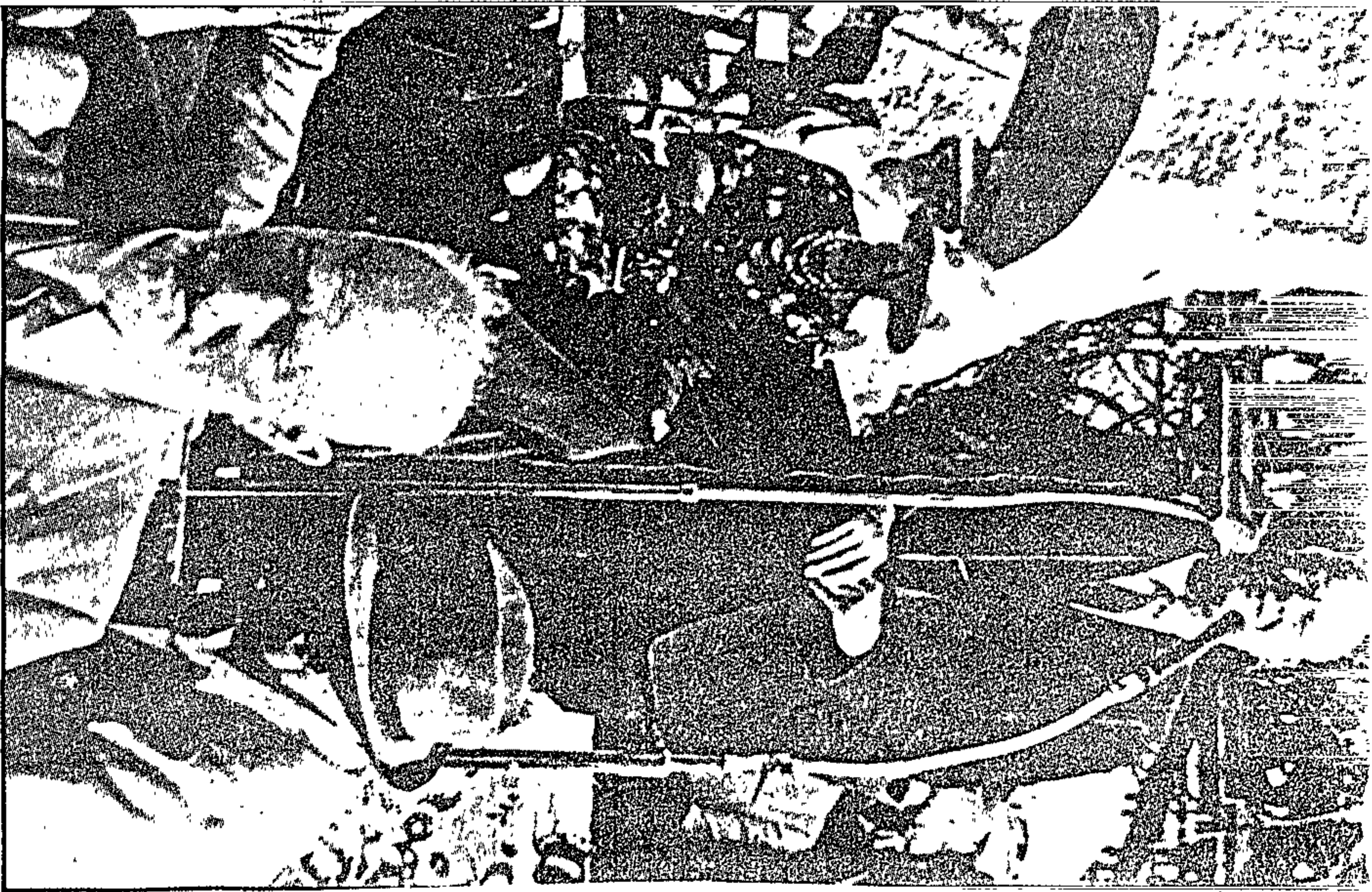
Already this week 20 white schools in all four provinces asked to be allowed to admit children of all races, and could do so from January 1.

But most surprising has been Cabinet Ministers' comments on the education crisis, which indicate a definite "about-turn" in their education policies.

Deputy Education and Training Minister Mr Piet Marais said this month he was committed to eventual parity in spending on black and white education and to a better black teacher-pupil ratio.

In a recent interview, Minister of Education and Development Aid Dr Stoffel van der Merwe said the problems of black education were the problems of the whole of South Africa, adding that the question was really whether the country wanted a single education department.

He said Verwoerd's policy was part of history and hence part of the problem of black education, but added that since then policies had changed totally. He said it was confusing to pretend that policies of the present Government were in any way remotely related to the "unhappy" period of Dr Verwoerd.



1966 GENERAL ELECTION: Dr Verwoerd, then Prime Minister and leader of the National Party during an election which many felt had only one issue — the survival of the white man and his civilisation. In a survey at the time, 74 percent of the white voters studied rated race as the most pressing problem facing the country. In the period immediately preceding the election, influenced by the Rhodesian question and the Johannesburg Station blast, the white electorate moved to the right. After the election, Dr Verwoerd had the largest majority yet seen in the Lower House, and the freedom to implement to the fullest his policies of racial separation.

# 'Teaching skills level higher at black schools'

By MICHAEL MORRIS  
Political Correspondent

MORE than a third of teachers at black schools in South Africa do not have matric — but this is a vast improvement on the position only six years ago when more than 70 percent had not reached this basic level of education.

This emerges from the annual report of the Department of Education and Training tabled in parliament.

The reduction, the report says, is the result of a concentrated effort by the department to lift the skills level of its 54 000 teachers through after-hours training programmes.

Last year, 18 500 teachers were still without matric.

By contrast, 30 000 of the 40 800 teachers — 73 percent of the teaching corps — did not have matric in 1983.

Three years before that, the figure was 82 percent.

The annual report says the department intends intensifying the in-service training programme from this year on.

Last year's "shocking" 42 percent black matric pass rate was partly the result of a change in national education policy.

The report says the department's freedom to adjust marks was "restricted" by the policy determined by the Department of National Education last year.

A "penetrating" investigation into other reasons for the low pass rate is still under way.



# Steyn gets down to planning R2-b project

ARGUS 2/4/90

From MICHAEL CHESTER  
The Argus Correspondent  
JOHANNESBURG. — Mr Jan Steyn has confirmed he has resigned as honorary president of the Urban Foundation to devote his full attention to his role as supremo of the special R2-billion fund created by the government to spearhead a bold new black advancement programme.

Mr Steyn will be succeeded at the Urban Foundation by Mr Mike Rosholt, chairman of the vast Barlow Rand industrial empire and long an active member of the foundation's board of governors.

While Mr Steyn presses ahead with the launch of the R2-billion fund aimed at new socio-economic initiatives, Mr Rosholt will take the reins of a new programme by the Urban Foundation to set out sweeping new proposals for a radical new look at the destruction of apartheid in all forms of urban planning.

The foundation has released the first section of a series of nine special reports and urged the total removal of the Group Areas Act and a block to Free Settlement Areas as a first target.

Mr Steyn had already start-



Mr Jan Steyn

ed a round of talks aimed at bringing in the African National Congress, the Mass Democratic Movement, the private sector and trade unions to discussions to plan the programme.

### Task force

The R2-billion is earmarked for sweeping moves to improve the socio-economic status of black society with emphasis on

new housing schemes for low-income families and, better education facilities.

The fund was created with state funds by President F W de Klerk on March 16 to be run by an independent task force and ploughed into black advancement.

It was widely welcomed as a surprise bonanza from the government to press ahead with reform, running in parallel with a separate R1-billion programme to be launched by the State.

The only shock opposition he has encountered has come from Dr Nthato Motlana, chairman of the Soweto Civic Association, who told an anti-apartheid audience in Washington that black civic organisations would not touch the R3-billion because it was "insultingly too little".

Dr Motlana was reported as telling the Carnegie Endowment for International Peace in the American capital that he intended telling President De Klerk: "Go to hell, man. This is a question of principle. We are not going to touch that money."

Mr Steyn says he has held discussions with black political leaders and has been assured "at the highest level" that participation in management of the fund is under consideration.



# EDUCATION FILE

By NKOPANE  
MAKOBANE



TWO women graduates on the East Rand have started a mathematics school called Master Maths College which is aimed at giving extra individual lessons for Standard 5 to 10 pupils.

Ms Ellen Tsoku, a Bachelor of Commerce graduate, and Ms Mpumbe Nkabinde, who has a Social Science degree, told *Sowetan* they had decided to start the school in order to contribute towards the development of black education.

Their branch, based at Lesedi City in Vosloorus, is one of several around the country and the first to be opened in a black township.

For more details, phone 906-5204 or 906-3591 between 10am and 6pm (Mondays to Fridays) and between

8.30am and 12.30pm on Saturdays.

A GROUP of teachers from three private schools in Pretoria have formed a school holiday activity group for children between the ages of eight and 13.

They have organised two weeks of fun and games in April daily for children from all walks of life. The aim is to alleviate the boredom

which children often experience during school holidays.

Venues to be used will be St Alban's College, St Mary's Diocesan School for Girls and Waterkloof House Preparatory School.

The Happy Holidays Week, which costs R75, includes water sports or gym, art and computers, soccer, hockey, racquet sports, music and drama.

THE University of Cape Town has introduced a Bachelor of Theology degree after its application to the Minister of Education was approved.

The undergraduate degree, which commenced this year, will be a four-year course and is equivalent to an honours degree upon completion, according to Professor John De Gruchy, head of the Reli-

gious Studies Department.

The B.Th degree consists of two major components, Christian Studies, (theology, ethics, history) and Biblical Studies. In addition, one of the Biblical languages, Hebrew or Greek, would have to be studied.

Apart from the classical aspect of theology, more contemporary elements such as sociology

and psychology also form part of the degree.

THE future of South Africa lies in upgrading its syllabi and methods of teaching, according to Mr E Timol, administrator of Futureworld Educational Institute.

Timol says in the present situation teachers have insufficient time for their students because of heavy workloads and overcrowded classrooms.

Teachers do not produce the high standards required for the commercial world which uses hi-technology in today's businesses.

He maintains that education has fallen short in many areas of schooling against the technological advancement.

"This can only be achieved when the student and the qualified teacher respond equally, using modern teaching techniques. Failure to adapt to modernisation could create an educational crisis - as was discovered in last year's black matriculation results."



13/10-24 3/4/90

# Experts say education big factor in containing AIDS

EMPLOYERS need to begin extensive education programmes to help prevent AIDS growing to epidemic proportions in SA, according to speakers yesterday at an AIDS in Industry symposium.

AIDS expert Dr Ruben Sher projected that 3-million people in Africa might be HIV-positive by the end of 1991, and of these approximately 600 000 might develop full-blown AIDS.

He said: "Industry has a tremendous role to play in the next 10 years in combating AIDS — that of education."

Many industries, though, had done little concerning AIDS policies. AIDS Policy Research Centre head Dr Jack van Nitrk said "Industry worldwide has been extraordinarily irresponsible regarding their AIDS programmes".

Many were employing unethical practices such as pre-employment testing for HIV infection, according

DANIEL FELDMAN

to Johannesburg Hospital HIV clinic head Dr Dennis Sifris.

"HIV infection is a chronic manageable condition, and workers must not be discriminated against for their infection." He pointed out that AIDS victims were debilitatingly ill and unable to work only in their final months of illness.

Most speakers reiterated the fact that AIDS could be spread only through intimate sexual contact, intravenous drug abuse, or infected blood products, and could not be transmitted through casual workplace contact.

NUM spokesman May Hermannus said unions were trying to address the problems of HIV infection in the workplace.

She said the NUM had started an education programme of its own, which included health and safety workshops for workers.

The Transport and General Workers' Union had created a position, to be filled this month, which would deal exclusively with AIDS issues and education, said TGWU spokesman Jane Barrett.

Barrett also spoke in favour of a Cosatu resolution adopted last summer which called for extensive AIDS education in the workplace, a campaign against dismissals of infected workers, and the elimination of unhealthy conditions, such as hostel dwelling, which might contribute to the spread.

Both union spokesmen also declared an urgent need for the formulation of a charter concerning AIDS discrimination and the rights of victims.

Another issue facing employers was the extent of health benefits and pensions that should be provided for AIDS-infected employees as well as the costs of counselling and education.



AIDS expert Dr Ruben Sher... plea for better education.

13/10-24 3/4/90

## Objector Bruce freed jail sentence is reco

CONSCIENTIOUS objector David Bruce, whose appeal against his six-year prison sentence was upheld by the Appellate Division in a landmark judgment last week, was released from prison by a Johannesburg magistrate yesterday.

In a majority judgment last Friday the

objectors to times the per service as set basis that the In a statem

# Motlana denies spurning R3-bn upliftment fund

The Argus Correspondent *ARGUS 3/4/90*

JOHANNESBURG. — Soweto community leader Dr Nthato Motlana has vehemently denied telling an American audience last week that blacks would not touch the government's R3-billion fund for socio-economic upliftment.

Dr Motlana was quoted as saying: "We are going to say (to President De Klerk) 'Go to hell, man'. This is a question of principle. We are not going to touch that money."

This caused an outcry among blacks and even drew criticism from the United Democratic Front and the Azanian People's Organisation.

The Argus correspondent in Washington, David Braun, insisted that he had accurately reported Dr Motlana's speech to the Carnegie Endowment for International Peace in Washington. Two tape-recordings had been made of the meeting.

Dr Motlana, a former chairman of the Soweto Civic Association, said yesterday he had said that anti-apartheid groups were reluctant to touch money from governments friendly to South Africa.

"I never said 'go to hell' to the State President. I would never use such language. But I certainly said the money was too little," he said.

# End of school strike in sight as term ends

By Janet Heard, Education Reporter

Black schools close tomorrow for the Easter holidays — but in many areas in the country there has been little schooling at all this term.

In Soweto, Alexandra and the East Rand, teachers may resume duties today after more than a month-long strike against working conditions and overcrowding, but face the daunting task next term of catching up on work not covered.

Teachers held meetings at branch level yesterday, and sources said the strike had been suspended and they would return.

Mr Curtis Nkondo, president of the National Education Union of South Africa, said there was a delay in suspending the strike because the Minister of Education and Development Aid, Dr Stoffel van der Merwe, had "dragged his feet" and taken three weeks to reply to teachers' demands.

Apart from the strike, registration in February was extended for a few weeks, and most high schools have not functioned normally since opening because of the delay in trying to accommodate the flow of pupils wanting to return to learning.

He even if there had been no strike, there would not have been effective learning.

"There has been a national crisis in education for a long time. Many weeks were spent on registration, and teachers found themselves in the predicament of having 70 to 80 pupils in a class.

He said teachers were worried that they would be returning to the same conditions where effective learning was impossible, and stressed that when lessons resumed it did not mean an end to their demands.

Mr Nkondo said that while the Minister had committed himself to addressing the crisis in education, he had not laid out concrete plans for a crisis which needed an "SOS" response.

At the very least, the short-term demands, such as providing classrooms and improving pay and working hours, could be solved without delay.

## Powerful pressure

Mr Piet Struwig, the Department of Education and Training (DET) regional director, said 50 of 200 teaching days had been lost this year, and teachers had to take full responsibility for their actions if results at the end of the year were bad.

The Teachers' Association of South Africa (Tasa) has come out in support of demands for the shortcomings in black education to be addressed urgently by the Government.

Tasa president Mr P Naicker said: "Tasa supports the call for the resumption of schooling, particularly through the NECC's (National Education Co-ordinating Committee) back-to-school campaign, but without in the least relaxing the already powerful pressure being brought to bear on the authorities."

3/4/90

## Status of Afrikaans in schools 'in balance'

Political Staff

CAPE TOWN — The status of Afrikaans in black schools is "on a knife edge" and there should be a change in the way it is taught, a Human Sciences Research Council (HSRC) study has found.

And it says the way Afrikaans is taught in future will have a major impact on the way the language is regarded by the black community.

This is the essence of a special project by the HSRC commissioned by the Department of Education and Training.

Details of the project findings and recommendations are still confidential, but a reference to it in the department's annual report, now tabled in Parliament, says HSRC researchers conclude that while, in general, black people view Afrikaans positively, the status of the language is "on the knife edge."

The department's report says the HSRC findings and recommendations are of "cardinal" importance for the future of Afrikaans at schools. They are being studied and could be implemented.

The report notes: "Future action by the department regarding the teaching of Afrikaans will have a marked influence on the extent to which a change in the position of Afrikaans among the largest population group in SA will be manifested."

## HOUSE OF DELEGATES

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Education: ideas/concerns

10. Mr M MOHANLALL asked the Minister of National Education:

Whether any procedures have been established in terms of which interested persons and organisations can communicate their ideas and concerns about education to his Department; if not, why not; if so, what procedures?

D68E

THE MINISTER OF NATIONAL EDUCATION:

(50)

(1) Yes. In terms of the National Policy for General Education Affairs Act, 1984, my Department and I are responsible for policy for general education affairs in respect of

- norms and standards for the financing of running and capital costs of education for all population groups;
- salaries and conditions of employment of staff and the professional registration of teachers; and
- norms and standards for syllabuses and examination, and for certification of qualifications.

(2) With a view to determining general policy regular discussions take place with the bodies established or recognised by or in terms of Law mentioned below. Any member or institution represented in such a body can inform my Department or myself of any ideas or concerns they may have.

#### 2.1 Advisory bodies

The Committee of Heads of Education Departments (CHED) established in terms of section 5 of the National Policy for General Education Affairs Act, 1984;

The Universities and Technikon Advisory Council (AUT) established in terms of section 2 of the Universities and Technikon Advisory Council Act, 1983;

The South African Council for Education (SACE) established in terms of section 3 of the National Policy for General Education Affairs Act, 1984; and

The Committee for Education Structures established in terms of section 2(3)(a) of the National Policy for General Education Affairs Act, 1984.

#### 2.2 Interested bodies

The Committee of University Principals (CUP) established in terms of section 6 of the Universities Act, 1955; and

The Committee of Technikon Principals (CTP) established in terms of section 28 of the Technikon Act, 1967.

#### 2.3 Organised Teaching Profession

Bodies recognised by the Minister of National Education after consultation with his Education Colleagues: Teachers' Federal Council (TFC) Teachers' Association of South Africa (TASA) African Teachers' Association of South Africa (ATAASA) Union of Teachers' Associations of South Africa (UTASA)

(3) Apart from these the Minister of National Education from time to time have discussions with bodies such as the Committee of University Teachers' Associations (CUTA) and the Union of Democratic University Staff Associations (UDUSA).

(4) Any individual or institution who has a problem with the policy determined by me on the matters mentioned in paragraph 1, may address a letter to the Director-General of my Department or myself. Every letter is attended to. A procedure is not necessary for that purpose.

# Launch of Year of Literacy

By Abel Mushi <sup>50</sup> sation (Unesco).

South Africa's literary and publishing fraternity launched the International Year of Literacy in Johannesburg last night.

The function was hosted by READ, a professional organisation funded by the private sector which supplies books, materials and training in their use to schools countrywide.

Speaking at the launch, Mrs Irene Menell, chairman of READ, said 1990 was designated The Year of Literacy by the United Nations Educational, Scientific and Cultural Organi-

“Unesco intends making literacy its number one priority for the decade and hopes to have wiped out illiteracy worldwide by the year 2 000,” she said.

READ is planning a series of programmes to celebrate the International Year of Literacy and to raise the public's awareness of the seriousness of illiteracy in southern Africa.

Plans are already under way for numerous functions, including a national television launch, a festival of books, a festival of stories and a celebrity book auction.

# A performance of dignity

W/Mail 514-1114190

28/11/90 50

THIS is good fun, actually. Like playing games. The 30 to 40 young adults, all black, learning communication skills at Durban's Upstairs Theatre Workshop find plenty to laugh about, until the game turns real.

Then there is real anguish as the participants sweat through real-life situations that sometimes make beads of perspiration pop out of their foreheads. "You are a worker. You are the boss. You came late for work. He's going to fire you. What do you say?"

The Upstairs Theatre is a fascinating collection of dusty rooms over some shops at possibly the noisiest and most cosmopolitan intersection in Durban. Men hurry past in white robes on their way to the mosque. There are hundreds of blacks buying and selling and a tumult of conversation. Are these few tightly-drawn white faces without smiles, clutching their parcels, really the swaggering representatives of the oppressing minority?

The local representatives of the oppressed majority smile much more and laugh a lot. Is it because things are changing?

Saira Essa, director and playwright, runs the Upstairs Theatre with the sweeping authority of a very slender, very elegant Benazir Bhutto. It's amazing how people hop when she gives instructions. Hers is probably the biggest drama school in the country, with branches all over Natal. Essa says she started the communication classes and literacy classes — in addition to her regular drama classes for browns and blacks and whites — because she just had to. "There were all these people coming up the stairs all day, asking to join." Most of the people don't have any money so the classes are free. "The Government should be paying, but it doesn't."

Vimla Naidoo and Anita Maganlall take the literacy classes. "We do simple things like opposites. You know, bull, cow. Cat..."

I ask what's the opposite of a cat.

"Well, actually I don't know."

The class is asked to make a sentence with the word 'sense'. The word is written up on a

Prominent director Saira Essa is teaching acting skills to ordinary workers to help them regain their human dignity. HUMPHREY TYLER reports

big sheet of white paper. A young man puts up his hand. "Since I have been in kwaMashu there has been fighting and many people have died."

"No. Not 'since'. The word is 'sense'. Listen to how I say it. Look at the spelling. There is 'sense' in what we are learning."

Some more hands. 'Sense is something good.' 'Sense is something you can talk about.'

Imraan Vagar, who intends to be a fashion designer some day, is in charge of the communications class. He gestures and claps to keep order. There is some dancing and singing to relax the group. Then one young man is sent out. The others get into a huddle. Vagar tells them: "You are on a desert island. There are no trees. It is very hot. You are very, very thirsty." He whispers some more and there is some laughter and he calls in the person who was sent outside.

The group greets him and roughs him up with much laughter, making huge slurping noises. Vagar says stop, stop. He asks the young man who has just walked into this tumult: "Do you know what was happening?" The bewildered young man shakes his head as he tucks back his ruffled shirt.

"Well, these people were on a very hot desert island without anything to drink and you were a huge bottle of ice-cold coke." There is much laughter.

But enough of playing. The students — during the day they are workers in city stores, maybe cleaners; some of them are packers from the OK Bazaars — are paired off. "Now you are a worker and he is your boss..."

It is tragic how most of the 'workers' so quickly lose their dignity and fawn. "Please, my baas. I have a family, my baas. There is



Saira Essa ... Conscientising programme

fighting in my home, my baas. I need more money, my baas."

But even more disturbing are the students' perceptions of the white boss. He is arrogant, unfeeling, brutal and a bastard. "If you don't like the job, get out. There are many more people who are hungry." Uniformly the participants who are the 'boss' clearly expect to be feared and to have no need of arguments from the 'workers'. The situation is rapidly becoming a course in industrial relations. There is real sweat.

Essa says: "We are trying to help people work through real-life situations. This is not ordinary drama. This is not 'how now brown cow'. This is a conscientising programme. It's self awareness. We are trying to help them find their human dignity."

In the room next door, Anita is running another literacy class. "How many letters are there in the alphabet?" — "26."

"That's right. Twenty-six letters but just one alphabet."

"Just one country, and I wonder where we are going," says Essa.

# Political agenda feared in secret school programme

Star 7/4/90 (50)

POLITICAL parties to the Left and Right of the Government have expressed deep suspicion about what seems to be a highly secret government proposal to expand the present school military cadet system into a citizen education programme.

The programme, aimed at developing "political awareness" and "a healthy and sound patriotism and love for South Africa and its people", appears to be so secret that most schools and teaching bodies do not know about it.

The Government this week steadfastly refused to divulge details to the Saturday Star. It also refused to name the 55 schools where the programme is presently being "bench-tested".

## Reform and development

Available information indicates that the programme will be for girls as well as boys, and its topics will include relations in a multiracial society, civil obedience and civil disobedience, and the concepts of reform and development.

This seems to imply a direct link with National Party politics. But the Department of Education and Culture denies this.

Asked by the Saturday Star how it would ensure that political indoctrination played no part in the programme, the department took over a week to offer this bland response: "In terms of section 76(1)(s) of the Education Affairs Act (House of Assembly), 1988 (Act 70 of 1988), a person employed at a departmental institution may not use his position to promote or prejudice private or sectional political objectives.

SUE OLSWANG

"A teacher may therefore not do anything in the classroom to promote the objectives of a particular political party."

It appears that the programme will also cover areas such as security awareness, contingency planning, fire fighting, first aid and how to act in emergency situations.

Male pupils in Std 9 and 10 will be informed about all aspects of national service and the structure and functioning of the South African Defence Force.

School pupils will also be involved in community projects such as adopting a centre for the disabled, and it is hoped this involvement will go beyond simply raising funds.

Time will also be devoted to giving pupils an insight into the country's legal processes.

While the boys do cadets, the girls will be given lessons on dealing with fire emergencies and an extended first aid course.

Mr Piet Clase, Minister of Education and Culture, told Parliament recently that the programme formed part of the department's normal, on-going research into a school curriculum aimed at ensuring the syllabus remained relevant to the needs of children and the country.

He said that a draft programme, devised after in-depth research by educationists and other experts, was being tested at 55 schools. Mr Clase said that after wide-ranging consultations on the

● TO PAGE 2.

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Saturday Star April 7 1990

## Schools

● FROM PAGE 1.

feedback, his department would adapt, refine and finalise the programme and would gradually phase it in, probably from next year.

Asked to name the 55 schools, the department said: "For the sake of the success of the project, which has reached a final stage in the research process, the department does not wish to divulge the names of the schools concerned."

And, in response to a question regarding the effect of the system on "open" schools, the department said: "The citizenship programme is still in an experimental phase. The department is therefore not in a position at this stage to express an opinion with regard to the final implementation of the programme in schools."

Asked if the new programme was linked to the controversial "veld schools", the department said: "The citizenship programme and 'veld schools' are two different aspects of the

total education programme. The citizenship programme, however, is not part or an extension of the veld school programme."

A spokesman for the Department of Education and Culture refused a request for a copy of the programme proposal.

Political parties of the left and the right fear that there could be a real danger of the programme being used to indoctrinate school pupils with National Party propaganda.

The Democratic Party's parliamentary spokesman on education, Mr Roger Burrows, said his party was pleased that changes were to be made to the cadet system.

But he said that until there had been full consultation with parent and teacher bodies, the possible political content of the programme must be regarded as "questionable".

Conservative Party education spokesman Mr Andrew Gerber voiced the fear that the Government would misuse the programme to persuade pupils of the merits of integration.



# STALEMATE

By DESMOND BLOW

AS the first school term of 1990 ended this week the black education system was crippled, with many teachers on strike, pupils boycotting classes - and another matric disaster looming for the end of the year.

Pupils at 820 schools countrywide boycotted classes and at the remaining 1 249 schools there was only 80 percent attendance, while 20 percent of teachers - 11 646 - suspended their month-long strike in favour of a "defiance campaign" against the Department of Education and Training.

Almost half of all secondary schools, 227 out of 482, are affected and the figures for primary schools are 593 of 1 587.

The number of schools affected by the month-long teachers' strike disrupted education at 63 secondary and 290 primary schools in Soweto and Alexandra.

Major unrest in Natal has disrupted schools in Durban and Maritzburg and there have been stayaways in the Edendale, Imbali, Chesterville, Inanda and Vryheid areas.

In the DET's Highveld region, Tembisa, Thokoza, Tsakane, Vosloorus, Katlehong and Ratanda have been badly hit.

In the Northern region, nine secondary schools in Atteridgeville have been closed and 12 secondary schools and 36 primary schools in Mamelodi and two secondary schools in Pietersburg have been affected.

Education came to a standstill at 13 secondary schools in Ikageng and Potchefstroom and at two at Jouberton in the Diamond Fields area.

In the Cape region teachers in Queenstown have attended protest meetings during school hours and at Sebokeng in the Orange-Vaal region 16 secondary and 61 primary schools have been boycotted.

Few pupils attended classes at 32 schools in the Free State.

The education crisis continues despite government assurances that everything possible is being done to improve matters, that this year's budget will do a lot to eliminate the backlog in black education and appeals by leaders like Nelson Mandela and Walter Sisulu for pupils to go back to school.

The year started with vigour. Pupils, including

## Another matric disaster looms as deadlock cripples education

failed matric pupils, enrolled in droves. There were meetings by various education organisations with Minister of Education and Training Stoffel van der Merwe, who gave assurances that every effort would be made to accommodate all the pupils, including failed matriculants, and that alternative arrangements would be made to make this the most successful year ever.

On the opposite side, the local Education Crisis Committees and other organisations made statements that they would see to it that students went back to school.

Despite all the assurances and the optimism the situation appears so grave there seems little chance that matriculation passes this year will be better than last year.

Despite Van der Merwe's hopeful predictions, black education did not receive any great boost in funds in Finance Minister Barend du Plessis's budget, which was expected to narrow the gap between white and black education.

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The full budget for black education in South Africa and the homelands amounts to nearly R4,9 billion of which more than R4,6 billion is earmarked for primary and secondary schools.

The same figures for white education is R5,5 billion and R4 billion respectively.

However, according to last year's statistics, there were only 977 411 white pupils at public schools compared with 8 143 987 pupils at black schools in South Africa and the homelands. The figure for black schools is expected to have risen by 6 percent this year.

Although there are more than two million more black pupils in South Africa than the homelands, the homelands were given a budget of more than R2,3 billion for their three million pupils. It is R76 million more than the money budgeted for the nearly 5,5 million black pupils in the rest of South Africa.

An analysis of the budget shows that less will be spent on a black school child compared with a white school child.

If the budget for South Africa, excluding the homelands, is compared with the white figure is even worse - only about R41 per child.

This means that, overall, nearly 10 times as much will be spent on each white child than on each black child, and if the homelands are included the figure rises to nearly 10 times as much.

This does not include an extra R150 million allowed in Du Plessis's budget to alleviate problems in black education.

Nor does it include the proposed R1 billion budgeted for social services in black education, announced later by Finance Minister FW de Klerk.

Even with these extra funds the investment in black education is small compared with the schooling of whites. It would require a budget of R1 billion for black students to receive an education comparable to that of whites.

Another factor is that the R150 million will be used for capital expenditure - extra classrooms and buy land for the administration of black education.

This has to be paid from the education budget which is only 16 percent above that of last year and so barely allows for the inflation.

As between 70 percent and 80 percent of the national education budget goes toward salaries of teachers who have been on strike for better pay, it is hard to look forward to being better off than last year. Will there be funds to alleviate their living conditions by the employment of

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Apart from the budget, teachers' salaries are expected to increase this month as part of a 5 percent increase for civil servants but they indicated they are not satisfied with this.

More schools and classrooms will be needed to staff them if there is no money to staff them.

According to last year's statistics - 100 000 teachers were being trained but it is estimated that only 50 000 will be trained teachers if they remain unemployed.

In meetings with Van der Merwe the National Education Union of South Africa (Neusa) have made many demands relate to government policies that do not take into account the needs of black education and will form the basis for negotiations for a new constitution.

Among such demands are the scrapping of the Group Areas Act and the Internal Security Act, unconditional and immediate release of political prisoners; and the lifting of the state of emergency.

It has been pointed out that the Department of Education has no control over these policies and if teachers do not return to school until these demands are met, there will be no further schooling this year.

Other demands included a single, unified education system, which Van der Merwe has said will be open to negotiation in the new constitution.

Further demands were the provision of a minimum living wage for teachers; parity of government spending on education; replacement of school management councils with parent-teacher associations (PTAs).



Protesting pupils: 820 schools were boycotted countrywide. Attendance was down everywhere.

# LEMATE!

## Another matric disaster looms as deadlock cripples education

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failed matric pupils, enrolled in droves. There were meetings by various education organisations with Minister of Education and Training Stoffel van der Merwe, who gave assurances that every effort would be made to accommodate all the pupils, including failed matriculants, and that alternative arrangements would be made to make this the most successful year ever.

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The same figures for white education is R5,5 billion and R4 billion respectively.

However, according to last year's statistics, there were only 977 411 white pupils at public schools compared with 8 143 987 pupils at black schools in South Africa and the homelands. The figure for black schools is expected to have risen by 6 percent this year.

Although there are more than two million more black pupils in South Africa than the homelands, the homelands were given a budget of more than R2,3 billion for their three million pupils. It is R76 million more than the money budgeted for the nearly 5,5 million black pupils in the rest of South Africa.

An analysis of the budget shows about R537 is spent on a black school child compared to R4 100 on a white school child.

If the budget for South Africa, excluding the homelands, is compared with the white budget, the figure is even worse - only about R418 per black child.

This means that, overall, nearly eight times more will be spent on each white child this year than on a black child, and if the homelands are excluded the figure rises to nearly 10 times as much.

This does not include an extra R150 million allowed in Du Plessis's budget to alleviate the "immediate problems in black education".

Nor does it include the proposed R800 million of a billion budgeted for social services earmarked for black education, announced later by State President FW de Klerk.

Even with these extra funds the budget for black education is small compared with the needs of black schooling. It would require a budget of about R32 billion for black students to receive an education comparable to that of whites.

Another factor is that the R150 million and R800 million will be used for capital expenditure - to build extra classrooms and buy land for schools - and not for the administration of black education.

This has to be paid from the education budget which is only 16 percent above that of the previous year and so barely allows for the inflation rate.

As between 70 percent and 80 percent of the normal education budget goes toward salaries, teachers who have been on strike for better conditions cannot look forward to being better off than last year. Nor will there be funds to alleviate their arduous working conditions by the employment of more teachers.



Apart from the budget, teachers will receive a 10 percent increase this month as part of the overall increase for civil servants but they have already indicated they are not satisfied with this.

More schools and classrooms will not help solve the problem if there is no money to employ teachers to staff them.

According to last year's statistics 54 270 black teachers were being trained but it is no good having trained teachers if they remain unemployed.

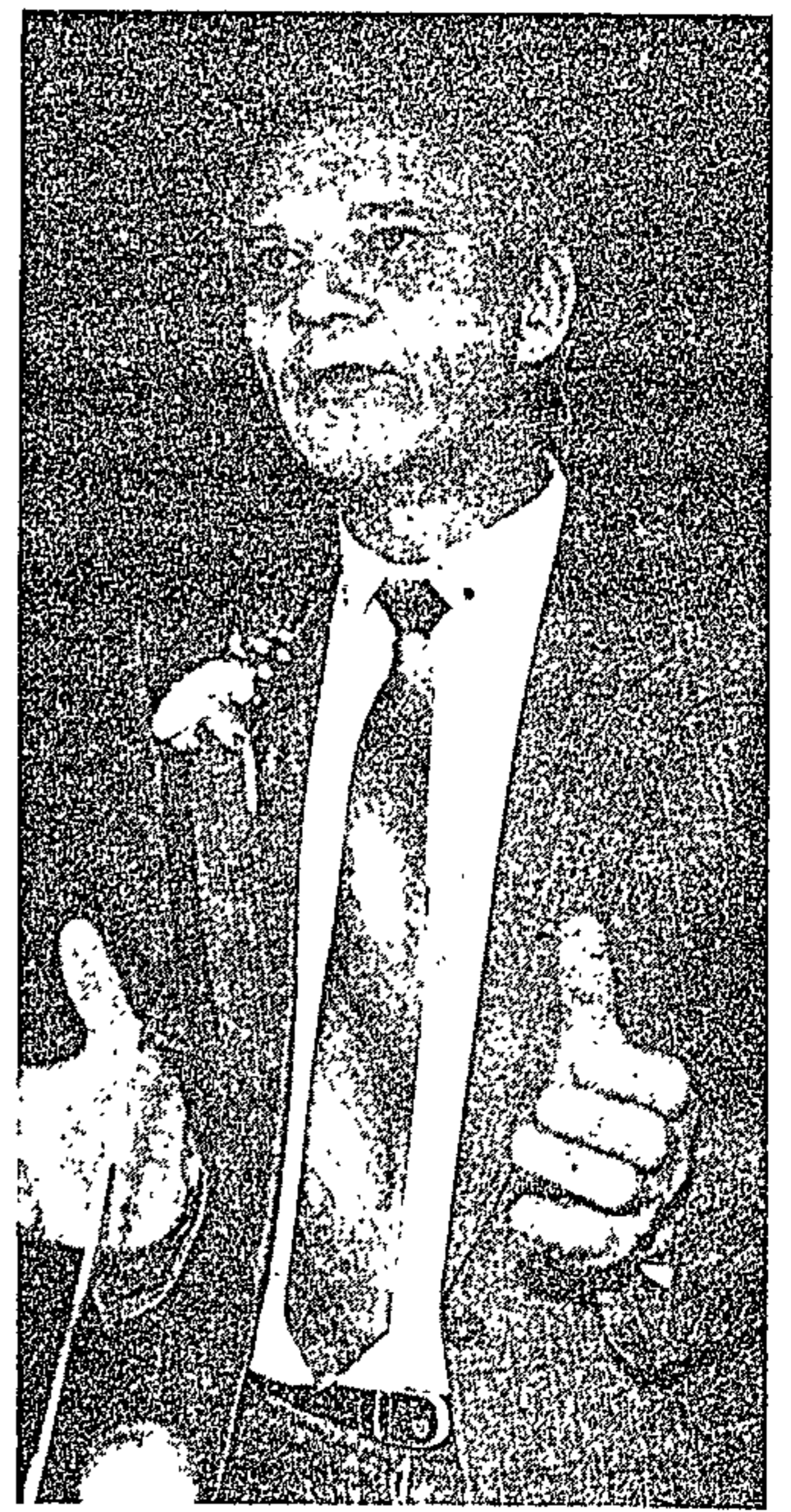
In meetings with Van der Merwe the NECC and the National Education Union of South Africa (Neusa) have made many demands. Some of them relate to government policies that do not fall within the ambit of education and will form part of the negotiations for a new constitution for South Africa.

Among such demands are the scrapping of the Group Areas Act and the Internal Security Act; the unconditional and immediate release of all political prisoners; and the lifting of the state of emergency.

It has been pointed out that the DET has no control over these policies and if teachers refused to return to school until these demands were met there would be no further schooling this year.

Other demands included a single, non-racial education system, which Van der Merwe said would be open to negotiation in the new constitution.

Further demands were the provision of a minimum living wage for teachers; parity in the per capita government spending on education; and the abolition of school management councils (SMCs) and their replacement with parent-teacher-student bodies (PTAs).



Minister of Education and Training Stoffel van der Merwe ... "every effort will be made".

In reply to a demand for better teachers' salaries Van der Merwe says during the past 18 months they have been increased by 52 percent.

He admits the increase in government spending on black education - which in his view is "substantial" - is "unfortunately" insufficient.

One of the main demands by pupils and teachers is that the school management councils, which they accuse of being government puppets, be replaced by parent-teacher-student committees - but the Minister is adamant they must be retained.

The situation at present is a stalemate.

One term has already been lost and concerned people are calling on pupils to return to school and teachers to end their strike while attempts are made to thrash out their grievances with the government.

It is expected teachers will return to work next term while still vigorously pursuing talks with the government to solve their grievances.

Nelson Mandela has also called on all to return to school.

When addressing teachers last week he said, "Your grievances are valid and long standing but perhaps new tactics must be used to persuade the authorities to address your demands."



"If Minister Van der Merwe cannot solve the crisis in black education then I will intervene to facilitate talks with President De Klerk."

"I am deeply concerned about the teachers' strike for students cannot afford to miss school and I appeal to the teachers not to allow their grievances to aggravate the students' lack of schooling."

Mandela called on the youth to go back to school and prepare themselves for their future role as leaders in the community.

A high school principal who heard Mandela's address said the majority of the teachers saw this as a sign of hope.

"The teachers want to teach - they do not want to abandon their pupils but perhaps they have got bogged down in tactics that are leading nowhere," he said.



countrywide. Attendance was down everywhere.

# Pupils must follow teachers — Stoffel

By DESMOND BLOW

EDUCATION and Training Minister Stoffel Van der Merwe is hopeful schools throughout the country will return to normal next term. He told *City Press* on Friday that after discussions with the National Education Crisis Committee (NECC) and representatives of the National Education Union of

South Africa (Neusa) it was agreed teachers would return to school. Discussions between the two bodies and the Minister will continue in an effort to solve all the problems. "We are unanimous children must go back to school to learn and that any more disruptions will be fatal," he said. He would not comment on whether matric pupils who had lost a

term's schooling could make up their loss. He said political leaders such as Nelson Mandela and the NECC had called on pupils to return to school, and teachers had all agreed to return, so he could see no reason why pupils should not go back. "Once we have the whole community wanting the children at school we will be able to

sort out thugs out to create havoc for their own reasons." He said the financial budget had been increased by only 16 per cent this year, but extra funds of R950 million were available for building classrooms, purchasing property for extra schools, and to improve the salaries and working conditions of teachers. More teachers would also be employed. He added the education budget next year would have to be in-

creased substantially. White and black teachers' salaries increased an average of 52 percent over the past 18 months, but this did not help the underqualified teacher who was getting a very low salary. He denied the unpopular School Management Councils would be replaced in the short term by Parent-Teachers-Pupil councils as demanded. "I think we cannot work out a system where we could have both." See Page 11

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# UWC trio hold language policy talks with ANC

By JOHN YELD  
Education Reporter

AR641  
9/4/90

THREE University of the Western Cape academics were among a delegation which discussed a language policy for South Africa with the African National Congress at a workshop in Harare.

They are senior Afrikaans lecturer Dr Ikey van de Rheede, representing the Union of Democratic University Staff Associations; national co-ordinator of the Centre for Development Studies (CDS) and senior history lecturer Dr Randi Erentzen, and education lecturer and National Education Co-ordinating Committee Western Cape representative Ms Zubeida Desai.

## BILINGUALISM

The workshop's general recommendations for a language policy for all levels of education included:

- Bilingualism in languages of the individual's choice;
- Initial literacy in mother tongue;
- Languages already fully developed as mediums of instruction — such as English and Afrikaans — should be retained;
- Indigenous languages should be developed and actively promoted for instruction;
- Multilingualism should be encouraged at secondary and tertiary level;
- Compulsory trilingualism

at primary school level should be dropped;

- Every South African to learn an indigenous African language by the end of high school;

- Private schools to be subject to government language policy; and

- The language policy to be re-assessed periodically.

"The basic premise of a new language policy is to enable people to participate fully in the political, social and economic life of the country," Ms Desai explained.

"No sudden shift was advocated, unlike Swapo who, from next year, will implement English as a medium of instruction.

## "TRANSITORY PHASE"

"Introducing a new language policy would be a transitory phase. English would retain its position as a medium of instruction and indigenous African languages will be systematically developed."

There would need to be a re-assessment of mediums of instruction at dual-medium schools "as the student population changes", she added.

The CDS will co-ordinate further research on a future language policy on a national basis.

# Some schools overcrowded, others half-empty

Political Staff

AGAS 10/4/90

SOME Cape schools are half-empty while others are filled beyond capacity, according to figures given by the Minister Of Education and Culture in the Assembly, Mr Piet Clase.

In written answers to questions by Mr Ken Andrew (DP Gardens), Mr Clase said schools in the Cape school board area had a capacity of 47 000 but had only 35 979 pupils.

Claremont Primary had only 193 pupils while it had a capacity of 400. But Westerford High had a capacity of 750 and an enrolment of 766.

Groote-Schuur High, Cape Town High, Norman Henshilwood High, Good Hope Seminary Girls' High, Rhodes High and a number of primary schools were not even half-full, he said.

## HIGHER THAN CAPACITY

Schools with an enrolment higher than their capacity were Camps Bay with 552 pupils and a capacity of 450, Rustenburg Girls' High 639 (550), SACS High 655 (600) and Table View High 970 (650).

Schools that were more than half-empty were Cape Town High (650 places but 305 pupils), Good Hope Seminary Girls' High 305 (650), Groote Schuur High 197 (400), Maitland Primary 103 (300), Mountain Road Primary 141 (600), Norman Henshilwood 276 (650), Observatory Junior 119 (500), Oranje Laer 80 (500), Rhodes High 254 (550), Sun Valley Primary 174 (450), Thornton High 225 (450), Vredehoek Primary 75 (400), Weltevreden Primary 17 (50), Windsor Preparatory 155 (400), Windsor Primary 159 (400), Zonnekus Primary 322 (650) and Zwaanswyk Primary 320 (800).

There were empty places at a large number of other schools in the Cape Town area, but a number were overcrowded.

● In answer to other questions, Mr Clase said the government had launched a programme to phase in computers at all government primary and high schools.

# Cape Town's white schools only 76,6% full

# 11 000 empty desks

CM Tuis 10/4/90

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## Political Staff

THERE were more than 11 000 empty places in white schools in Cape Town when they opened on January 19 this year, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

His figures — given in reply to a question tabled in the House of Assembly by Mr Ken Andrew (DP, Gardens) — indicate that white schools in the Cape School Board area were 76,6% full at the beginning of the school year.

Mr Clase said the schools had a capacity of 47 000 but only 35 979 pupils were enrolled in them. Some schools — such as Cape Town High, Groote Schuur High, Norman Henshilwood High, Good Hope Seminary Girls' High, Rhodes High and a number of primary schools — were not even half full.

However, some primary schools were filled beyond capacity, as were Westerdorf High, which had a capacity of 750 and an enrolment of 766, Camps Bay High, which had a capacity of 450 and an enrolment of 552, Rustenburg Girls' High, which had a capacity of 550 and an enrolment of 639, SACS High, which had a capacity of 600 and an enrolment of 655, and Table View High, which had a capacity of 650 and an enrolment of 970. Mr Clase's reply comes in the wake of the growing call for schools to be opened to all races.

The Democratic Party Youth has said in its Open Schools Campaign that there are 270 000 empty spaces in white schools, while there is chronic overcrowding in black schools.

In response to these calls, Mr Clase has announced that the government is examining two models to allow white government schools to admit pupils of all races — either giving parents the choice of deciding whether they should be opened to all races or allowing them to become private

## Political Correspondent

THE government has launched a programme to phase in computers at all state primary and high schools, the Minister of Education and Culture, Mr Piet Clase, announced yesterday.

Mr Clase said the project, which was subject to the availability of funds, was aimed at introducing computers into all schools for instruction and learning purposes.

In a written reply to a question from Mr Jacobus Jordaan (DP Umhlanga) he said the project would be phased in over 10 years with effect from 1991.

□ □ □ □

A MATRIC pupil was employed, contrary to regulations, to count up marks in last year's senior certificate exams, Mr Clase said yesterday.

The matter had already been dealt with departmentally, he said in reply to a question tabled by Mr Ken Andrew (DP Gardens).

No candidates in the 1989 matriculation examinations were permitted to calculate marks or enter marks on mark sheets.

## Political Correspondent

However, to the knowledge of the department, an examiner, in contravention of the regulations, made use of the service of the Senior Certificate candidate to add up marks under his supervision, of a subject which the candidate wrote.

Asked on what basis the matric pupil was paid, Mr Clase said it was according to a personal agreement between the examiner and the pupil, but it was "unknown" how much he was paid.

□ □ □ □

WHITE schools in the Cape are relatively undersupplied with school psychologists compared with those in the other three provinces, Mr Clase said yesterday.

Mr Clase said in reply to a question from General Bob Rogers (DP Walmer) that the ratio of pupils to school psychologists in white state education departments in March 1990 was as follows:

Cape 3 206:1, Natal 2 195:1, Free State 2 042:1, Transvaal 2 337:1.

white schools will avail themselves of the opportunity, not only of rationalising the education resources, but also of enriching and increasing the relevance of the education offered in white schools," Mr Andrew said.

The schools which were more than half empty were Cape Town High (650 places but 305 pupils), Claremont Primary (400 places and 193 pupils), Good Hope Seminary Girls' High (450 places and 209 pupils), Groote Schuur High (400 places and 197 pupils), Maitland Primary (300 places and 103 pupils), Mountain Road Primary (600 places and 141 pupils), Norman Henshilwood High (650 places and

276 pupils), Observatory Junior (500 places and 119 pupils), Orange Laër (500 places and 80 pupils), Rhodes High (550 places and 254 pupils), Sun Valley Primary (450 places and 174 pupils), Thornton High (500 places and 186 pupils), Thornton Primary (450 places and 225 pupils), Vredeloek Primary (400 places and 75 pupils), Weltevreden Primary (50 places and 17 pupils), Windsor Preparatory (400 places and 155 pupils), Windsors Primary (400 places and 159 pupils), Zonnekus Primary (650 places and 322 pupils) and Zwaanswyk Primary (800 places and 320 pupils).

Other schools where there were a number of empty places were Gardens Commercial High (500 places and 290 pupils), Fish Hoek Senior High (700 places and 525 pupils), Jan van Riebeeck Hoërskool (650 places and 484 pupils), Maitland High (450 places and 227 pupils), Muizenberg High (400 places and 270 pupils), Sans Souci Girls' High (550 places and 301 pupils), Sea Point High (450 places and 351 pupils), Simons' Town High (750 places and 476 pupils), Voortrekker High (550 places and 322 pupils) and Swaanswyk High (500 places and 281 pupils).

The most severe overcrowding was at Table View Primary, where there were 700 places and 1 141 pupils, but at Table View Primary No 2 there were 450 places and 100 pupils.

Other schools filled beyond their official capacity were Ferridale Primary, Fish Hoek Preparatory, Kirstenhof Primary, Kommetjie Primary, Kronendal Primary, Milnerton Primary, Plumstead High, Rondebosch Boys' Junior, Tamboers Kloof Primary and Tygerhof Primary.

Mr Clase also said, in reply to a question by Mr Brian Goodall (DP, Edenvalle), that 197 English-medium private primary and high schools falling under the control of his department admitted "non-white" pupils last year and 36 did not.

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**LEARNING:** The face of ALP chairperson, Ndumiso Mabilwana, shows the pride he has in his ability to write

## 'I did not even know how to hold a pen properly'

WHEN he started school at the Adult Learning Project (ALP), Fumanekile Bokolo did not even know how to hold a pen properly.

Bokolo is one of ALP's learners at the Dairybelle "school" who meets three times a week to learn to read and write English and Xhosa. The group is also learning simple mathematics.

ALP's chairperson, Ndumiso Mabilwana is also a learner there.

"We were on strike at Dairybelle in 1984 and it was difficult to speak English to the bosses," said Mabilwana.

"Then one of the union organisers told us of an organisation which could help us speak English."

Mabilwana said he left school in Std One to find a job, but could not read and write properly.

### Mathematics

At ALP's classes, he discovered he could ask to learn what he wanted — the history of South Africa and how trade unions worked.

His mathematics lessons, he said, helped him to understand his wage slip for the first time.

"Because we don't understand English, we are a problem for the bosses," Mabilwana explained.

"If you don't understand what they are saying, they don't listen when you talk, they don't hear what you say.



"There is a big difference now. If I say something, they listen to me.

"Because of my school, my life has changed."

Mabilwana said ALP taught workers not to be afraid of the bosses.

"I serve on the controlling committee of ALP because I want to encourage other workers to join", he said.

Headman Mdladla, 24, left school after passing Std Three because his parents could no longer afford the fees.

Mdladla insisted on speaking in his halting English, proud of his ability to do so since he started "school" at ALP in 1988.

"I start ALP school in 1988 and I learn English, Xhosa and Mathematics.

"I like the way I am being taught at school. Today I count Mathematics. I do the sums. It will help me in my work.

"I also like to learn about politics, about Mandela and all other politics. I read about politics in my school. I am learning a lot of English now."

### Struggled

Head bent over a resource package on the history of the ANC, Fumanekile Bokolo struggled to read the caption under a picture.

Bokolo left school in Sub B and was barely literate when he joined ALP's school at Dairybelle.

"There is a lot of knowledge I want. I want to learn to read and write and I want to learn about the oppression of my people," Bokolo said.

"When I was reading about the history of the ANC, I could see how many things had happened that I was ignorant about.

"I can now see how much I can get out of going to school, it is very helpful to the people.

"When I started at the school, I did not even know how to hold a pen properly," Bokolo said.

WITH an estimated nine million illiterate people in South Africa, the work of the Adult Learning Project (ALP), based in Mowbray, can be likened to emptying the sea with a teaspoon.

But in its 10-year history, ALP has taught more than two thousand people to read and write at least one language.

Closely tied to the history of the project is Alpheus Ndude, one of the first organisers employed.

Ndude began his involvement in literacy work in 1978 when he worked part-time in an organisation which ran classes at hospitals, teaching patients to read and write.

During the 1976 unrest he and his co-worker, Judy Favish, were detained. Favish's five-year ban after her release led to the collapse of the project.

"In 1980, a friend introduced me to Carl van Holt, who had started ALP that year," Ndude said.

"I was interviewed and employed as an organiser of the project."

### Stevedores

There were only three people employed by ALP and only two classes — in Old Crossroads and at the stevedore hostel in Guguletu — in 1980.

ALP recruited hundreds of workers into their literacy groups through trade unions in the early 1980s. That tradition still exists today — 10 years later.

ALP found a captive audience in trade unions and community organisations. Shop stewards who needed assistance with tackling management during wage negotiations and workers who wanted to learn more about trade unionism flocked to the classes to learn to read and write English and Xhosa.

One of ALP's many success stories features one of their learners who today, is a national organiser of the National Union of Metal Workers of South Africa.

ALP's classes spread throughout the Peninsula, from Hout Bay to the northern suburbs. Women especially, who in their childhood had been told an education was not necessary, asked ALP to establish classes for them.

"We had to train organisers to keep up with the demand for classes in 1982. Most of them were volunteers, recruited from UCT," Ndude said.

ALP was also instrumental in setting up literacy groups in other parts of the country. They assisted with the establishment of ECALP, in the Eastern Cape. In 1987, they helped train organisers in Transkei.

## So proud to read and write

LEARNERS at ALP develop an almost indescribable pride in being able to read and write.

ALP recently published a book of stories which the learners had written to encourage others to read.

Solomon writes, rather poignantly: "I am here in Cape Town now. I am not happy because my wife and children are not here next to me and you my brother and my family."

Mpumelelo, 38, now writes with a certain confidence: "When I was nine years old I looked after my father's goats. He said I lost the goats because I'm old man.

"I got 10 years old time. He said I leave the goats. So I go to school. The name of my school is Noxolo. I first read Std A, B, 1 and 2. In 1964 he was dead.

"In 1985 she said I leave the school because had no money to pay for school. So that I leave the school."

These are some more extracts from the book:

"I have no work now. In March I start ALP school. I was learning English, writing and speaking. I am bet-

ter now. After that I was learning numeracy. At ALP I was learning many things I don't know." — Malcolm Pumzile Makeleni

"The name of my school is ALP. I like my school very well because it is important. Before I wasn't nothing but since I learn in ALP I understand any words meaning in Xhosa. Now I know everything. I don't afraid to speak with the boss, before I was afraid. That's why I say this school is good. This school explain the people everything. The school helps me to speak very well." — Ndumiso (Dairybelle).

"Many black people are without work. People haven't got money to pay rent. The children go to bed without food. The black people are suffering a lot. Small children were shot down by the police. Sometimes police treat black people like dogs. In the newspaper there was a story about a black woman who was shot by a policeman. And now she won't walk again after the shot. A small boy was killed also by the policemen. All the black people must come together to help each other." — Natasha (Hout Bay).



This page sponsored by Shell South



CLASSROOM: The ALP "school" at Dairybelle, where learners are busy with a Mathematics lesson

PICS: YUNUS MOHAMED

# Word

*THE people whom the Adult Learning Project (ALP) hopes to reach cannot read these articles. The project celebrates its tenth anniversary on Thursday and has helped thousands of people gain pride and independence with their ability to read and write.*

*REHANA ROSSOUW reports on a problem that is too desperate for words.*

# power

In 1982, ALP began developing resources for literacy training.

Another important development was the establishment of their controlling committee, made up of full-time staff and learners to give direction to the project.

"We started looking at the question of accountability. Until then, ALP was guided by a board of trustees," Ndude said.

"We asked the learners to decide how ALP should be structured so that they could control their own education.

"They decided they did not need outsiders to direct them. Our first AGM was held in 1982, and learners and full-time staff were elected onto the controlling committee."

ALP's teaching method has not changed in the past 10 years.

It is reflected in the terminology used in the project. Instead of referring to students and teachers, ALP staff refer to "learners" and "coordinators".

ALP uses two methods of literacy training. Beginners — people who have never been to school — are taught by using a discussion method.

A picture or poster relevant to their lives is displayed and a discussion is

constructed from it.

One word used during the discussion is written on a chart and is broken into syllables, understood, then used to construct sentences.

"For example, we could take the word 'worker'," said Ndude.

"The next sentence could read 'I am a worker'. The following sentence would include more words until they understand the concept and recognise the words."

Learners who are more advanced help decide what they want to learn. Workers in the trade union movement, for example, usually ask to learn how to negotiate, to communicate with each other and the history of the trade union movement.

"Most of our learners come to classes and say they did not go to school because they were too stupid," said Ndude.

"Some say their parents didn't believe education was relevant, that they had everything they needed, big fields and plenty of cattle.

Every year, learners from the different groups meet each other at ALP's annual party. It is the only time of the year, besides the AGM, when all the learners get together.

All ALP's groups meet at least twice or three times each week.

"For the past 10 years I have been coordinating at least two classes every day," Ndude said.

## Rewarding

"It is extremely rewarding work, especially when we work with older people who have never learnt to read and write.

"Yet they have a vast experience in life and we cannot pretend that, because they are illiterate, they do not understand anything.

"A person who dedicates his or her time to teaching older people needs to be trained, disciplined and sensitive.

"You can't treat older people like children. The emphasis has to be on discussing what is happening around them.

South 11/4 - 0814190

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"They will refuse to be part of the class if the lesson is irrelevant. You can't impose a lesson on them; you have to ask what they want to discuss, what they need to learn."

Today, 12 people are employed. There are 146 learners, divided into 12 groups that spread from Hout Bay to Brackenfell.

ALP's greatest problem is finding venues for their classes. Their Newlands group, which meets three times a week, holds lessons in a bedroom into which three groups are squeezed.

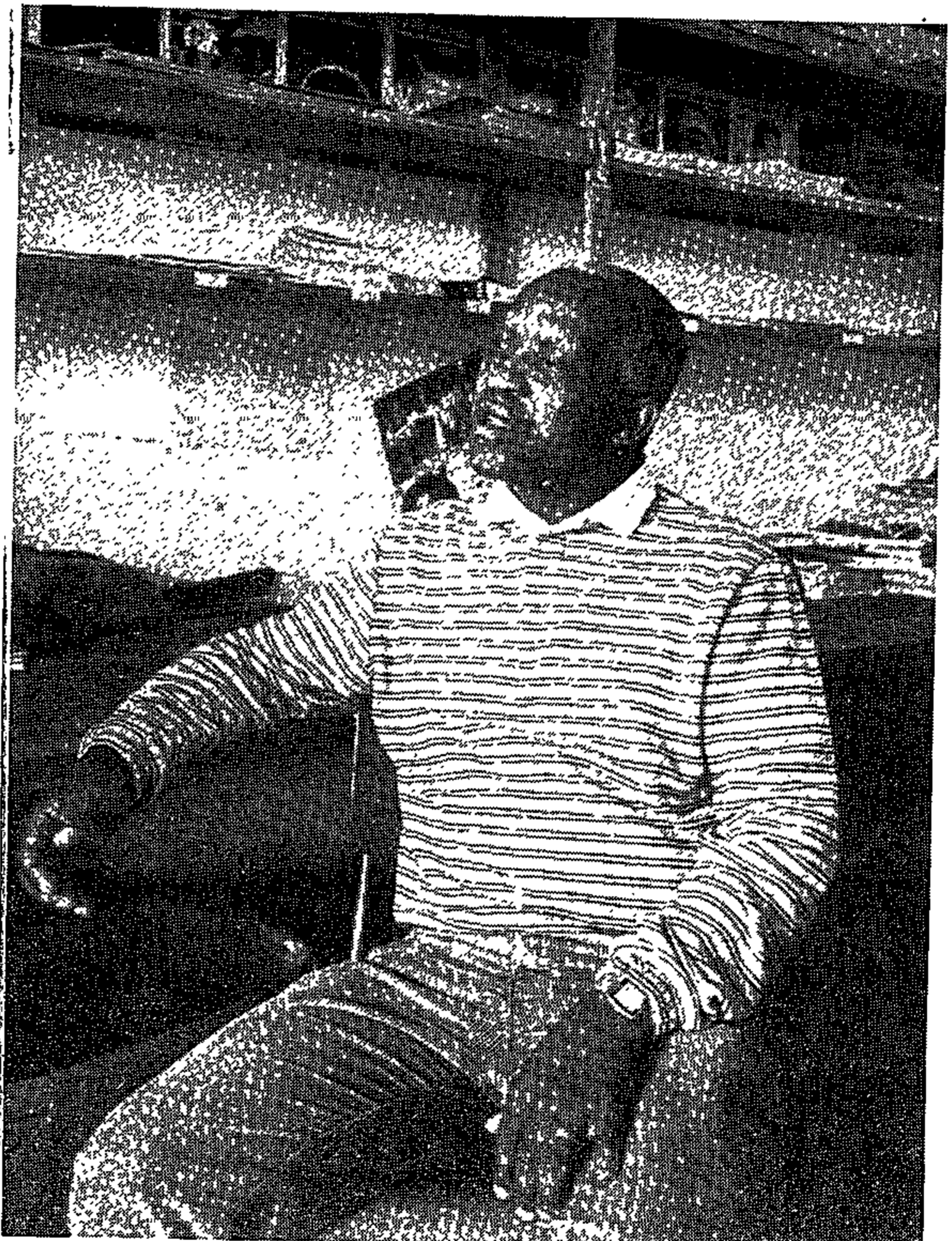
Most classes are held in hostels in

the townships, where workers can attend after finishing their work shifts. ALP emphasises the practise of teaching people where they live, not expecting them to meet at their offices in Mowbray three times each week.

ALP's work has expanded rapidly this year, with three groups established within two weeks last month.

"People are telephoning the office almost daily. We are going to Somerset West soon to start a group there," said Ndude.

"A woman in Milnerton is establishing a group of domestic workers; she has recruited 10 already."



ORGANISER: Alpheus Ndude, one of the first people employed at ALP, has spent 10 years teaching evening classes

Africa



South 11/4 - 18/4/90

## The challenges facing ALP in International Literacy Year

THE Adult Learning Project aims to reach thousands of people during 1990 — the United Nations' International Literacy Year (ILY).

Scant information estimates that nine million people in South Africa cannot read or write.

With the rapid developments in the political arena, ALP is concerned about reaching millions who will be part of major political decisions shortly.

The project intends embarking on a recruitment drive to obtain both learners and coordinators. The coordinators will be trained to teach literacy.

They plan to target public places such as hospitals, libraries, churches, mosques, taxi ranks and schools to hold discussions on the ILY.

Mass meetings will be held to bring the issue of illiteracy to the community. Fieldworkers will go from door to door to explain the issue.

ALP wants to hold an Open Day for people interested either in learning, or teaching people, how to read and write.

Learners will be encouraged to display material they produce during the Open Day.

ALP will contact education structures to encourage students at schools and tertiary institutions to take up the campaign.

"I want to encourage people to join literacy classes," said ALP organiser, Alpheus Ndude.

"I also want to encourage the youth, the women and the workers to join literacy campaigns."

Ndude said illiteracy divided people, making some believe they were "inadequate" and different from others.

"It becomes difficult to do anything because you are never sure if you are right."

Ndude said literacy gave people power and independence to cope on their own.

"In our country, language has formed barriers between people.

"Even in organisations, you find so-called coloureds and people from the townships grouping together at gatherings. This does not happen because they are racist, but because they do not understand each other.

"Millions of people in South Africa are illiterate simply because they speak only their mother tongue. They can't communicate freely with one another, and that is illiteracy."

Ndude said society often classed people as ignorant because they could not speak a certain language.

"What people often don't realise is that it works both ways. They could be ignorant too because they speak only one language."

He said problems of communication had to be solved soon because South Africa was moving into a new era.

"We talk about working-class leadership all the time, but in the struggle we elect the intellectuals to lead us because they can address large

gatherings and can speak and write fluently.

"Are people who cannot read and write going to be left out?"

He said most information on present political developments was being reported in newspapers — which illiterates could not read. Thousands of people had never heard of the Harare Declaration or the ANC's constitutional guidelines because it was not presented orally.

"That is why our programme this year is to go to every organisation in the Western Cape and encourage them to take up the issue of illiteracy.

"We want people to volunteer, even if only for one night each week, to take a class of people." Ndude said.



**SUCCESS:** Malibongwe Sopangisa was a learner, now he coordinates English and Xhosa classes

## CONGRATULATIONS!

The Centre for Adult and Continuing Education (Cace) at the University of the Western Cape congratulates ALP on its tenth anniversary.

We support the work done by progressive literacy organisations, especially in 1990 the International Year of Literacy.



**UNIVERSITY OF THE WESTERN CAPE**

# A story of suffering that grows in the telling

The formative process between community and theatre works both ways at the Free Space, writes CELIA WREN

THE menorah on the side of Hillbrow's Temple Emmanuel shines brightly at night, but during the day it is only an outline of metal and lightbulbs on the side of the brick wall.

Down Paul Nel Street, to the left, a maze of fencing leads to the wing of Temple Emmanuel that houses the Free Space Theatre. Ladders, planks, wire mesh and a "No Parking" sign clutter the passageway.

In the midst of this jumble, a stairway climbs to the second floor, where, in a tiny unfurnished room decorated with pamphlets from American theatres, a play is in the making.

Entitled *Buyani* ("come back" in Zulu), the play tells the story of a family destroyed by the socio-political situation. A cast of two women and four men portrays a drunk and tyrannical father, a long-suffering mother, children turning to crime, and the various friends and enemies who drive them further into ruin.

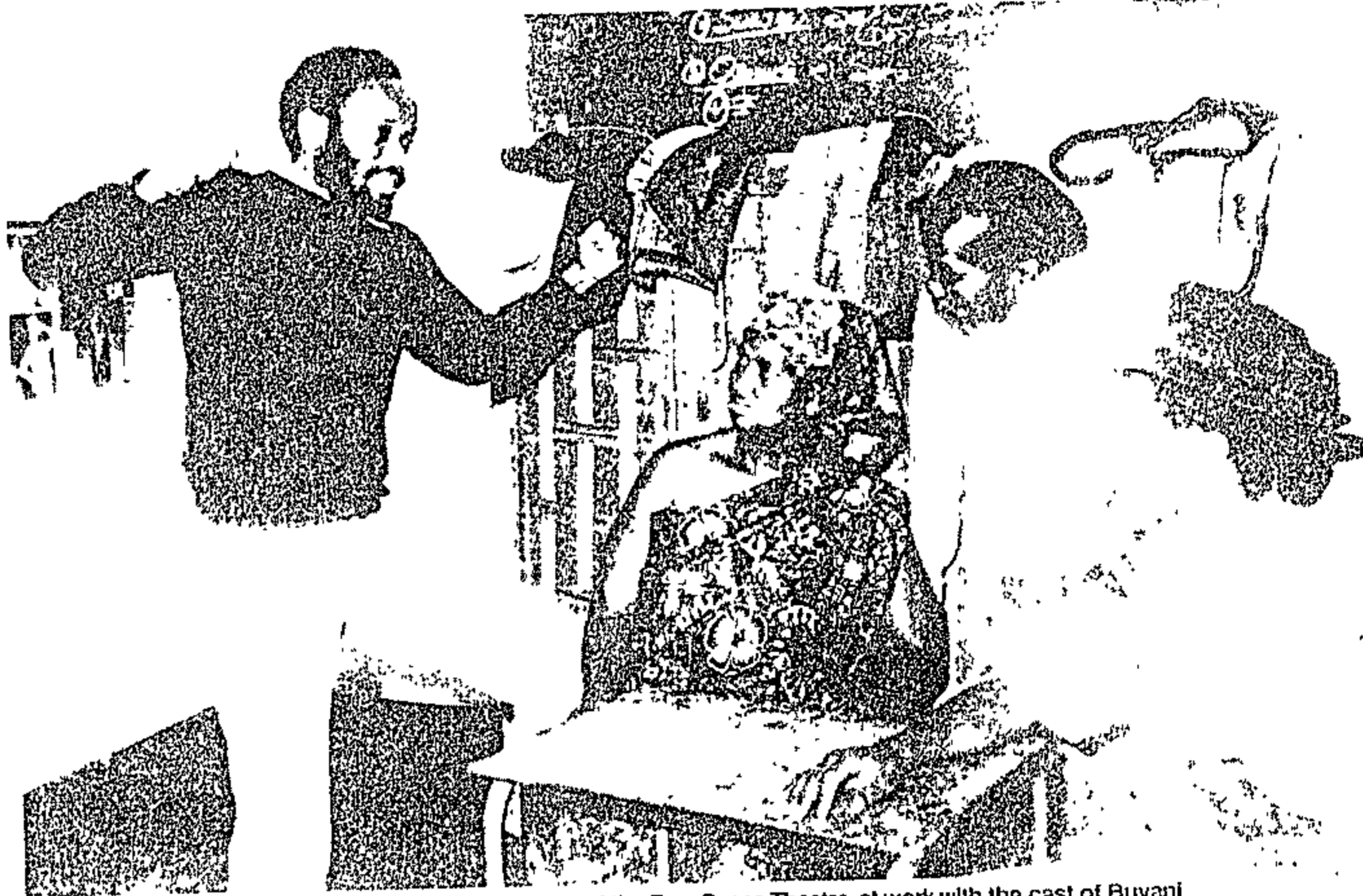
The play has no script. Using a storyline by Jake Chika, the founder and director of the Free Space Theatre, the actors are improvising their way through the scenes. In the three weeks since they have been rehearsing, the show has grown longer and longer. Chika thinks it will probably reach a length of four and a half hours, before he feels it is time to edit the performance down to a reasonable one and a half hours.

The Free Space Theatre, founded five months ago, is essentially a community theatre programme, with the difference that some of its actors live not in community homes, but in the community streets. Chika, who has also worked with the programme Streetwise, has laboured to make friends with homeless young adults, some of whom he invites to join his theatre workshops.

"It's a long process, establishing a relationship with them," he says. "It's not easy because they don't really open up to strangers. Seeing them and visiting them and sharing a loaf and chips together and sharing a smoke together — eventually they open up and tell me everything."

Many of these individuals, Chika thinks, have considerable dramatic talent. He points to Michael Msoane, 19, a stocky, self-assured young man who plays a policeman and a thug in *Buyani*. Bursting on stage in the person of the policeman, Msoane clutches the bristles of a paint-brush that represents a gun, and scowls at his fellow actors. They cower in terror.

"The problem is," observes Chika, "when you work with them during the day, at the end of the day they are confined to the street. So



Follow my steps ... Jake Chika, director and founder of the Free Space Theatre, at work with the cast of *Buyani*

Picture: INGRID GAVSHON

you feel that there is this break between you. You lose touch — you are going home to a nice rest with your family, while they're faced with the long night."

Nevertheless, he says, participation in the Free Space Theatre, even just during the daylight hours, does benefit these young people by giving them a way in which to express themselves. "They express in actions their own experiences in their life. They don't have a voice. We give them the opportunity to have that voice."

In Chika's view, theatre is a gift to the entire community. "It's very proper for theatre to have a role in shaping communities," he says.

"People might argue that theatre has to reflect — fine. It has to reflect, but so what? What do we have at the end of the day? We have communities that are shattered. Here is a very powerful medium to contribute (to the community), whether you're dealing with a political subject, or a religious subject, or whatever."

Msoane agrees. With respect to *Buyani*, he says, "We want to show people how to treat their children. That's why I'm doing this. I want people to respect what's in this play."

The people who will see and, hopefully, respect *Buyani* are the residents not only of Hillbrow, but also of various townships in the Johannesburg area. In order to prevent the audi-

ence from treating the drama as mere entertainment, Chika plans to hold a workshop after each performance, thus encouraging people to take on responsibility for community problems.

Chika, who recently returned from a visit with theatre groups to the United States (a programme sponsored by the US Information Service) is sanguine about his projects, despite the fact that the Free Space Theatre has no funding. He gets his confidence from the excitement of the young actors who discover their own potential in the upper rooms of the Temple Emmanuel. "It's like birth, in a way," he says. "For them it's a new world."

Rohan told Mr Justice Law he had joined the Af-

Rohan said it had been to cover expenses. He had

obeyed his instructions. He said he had not in-

THE HIAI COMING... Sapa

# JEC wants Clase to open all schools

By NKOPANE  
MAKOBANE

THE Johannesburg Central Joint Education Committee (JEC) has called on the Minister of Education and Culture, Mr Piet Clase, to unconditionally open all schools to all pupils.

The JEC said in a statement it had considered the recent proposal by the Minister that schools might be able to open from next year, but only if a large majority of parents were in favour of such a move.

80wefan 11/4/90  
He mentioned 90 per cent as a possible required figure.

The JEC consists of parents committees from Ferreira Primary School, Bree Street Primary School, Fordsburg Primary School and Johannesburg Secondary School.

The committee said it wished to categorically state its objections to the proposal. It was a totally inadequate response to the critical crisis facing

the nation.

"We call upon the Minister to open all schools. We believe in creating a single non-racial education system for all the people in our country. We wish to place on record our abhorrence of apartheid and discrimination of any kind.

"The proposal is steeped in racism and entrenches race classification and the Group Areas Act."

The JEC also said ear-

lier this year, the Minister in charge of "Indian Education" made conditions for entry of pupils of other races to Indian schools. These included that the racial character of the school was not changed and any additional teaching staff would rest with the school to supply.

"We believe that both ministers are acting in isolation. They are creating bureaucratic obstruction and are not interested in moving to develop a non-racial education system," the statement said.

**APARTHEID BAROMETER****GAZANKULU DETENTIONS** ~~12/4/1989~~ W/Mail 12/4/1989/4

The Detainees Support Group in Gazankulu this week released the names of 28 people detained in Giyani, Gazankulu, between mid-March and early April. Several of them are believed still to be in detention. Among those still being held on April 3 were secondary school teacher David Mathebula, 25, who is vice-president of the Giyani Youth Congress and executive member of the Giyani Progressive Teachers' Congress; Giyani College of Education drama head, Dr Muthal Naidoo, 55; and Giyani College of Education drama lecturer Marlene Winberg, 31. W/Mail 12/4 - 4914190

**STRIKES** ~~12/4/1989~~

A total of 161 499 workers were involved in strikes between November 1 1988 and October 31 1989, Manpower Minister Eli Louw said in parliament. He said 135 714 of these workers were black.

A total of 1 189 262 man-hours were lost as a result of strikes and 49 424 as a result of work-stoppages. 783 strikes and 72 "discontinuances" took place during this period. W/Mail 12/4 - 1914190

Louw said 325 recognition agreements and 1988 other agreements had been filed with the Department of Manpower between September 1 1984 and October 31 1989.

**EDUCATION FIGURES** W/Mail 12/4 - 1914190

●A total of 97 teachers at white state schools had been made redundant during 1989, the Minister of National Health and Population Development, Dr Rina Venter, said in parliament.

She said R7 972 862 had been paid out, in the form of gratuities and R172 708 in monthly pensions, to these teachers. In 1988 56 teachers at white state schools had been made redundant with gratuities amounting to R1 166 398 and monthly pensions of R72 985.

●A total of 197 English-medium private primary or high schools falling under the Department of Education and Culture (white "own affairs" department) admitted "non-white" pupils in 1989, the Minister of Education and Culture in the House of Assembly, Piet Clase, said in parliament. He said 36 such schools did not admit "non-white" pupils.

●A total of 47 499 African students were enrolled in 1989 at "universities for whites", Clase said in parliament. Of these, 41 455 were studying at the University of South Africa and 6 044 at other "white" universities.

●The number of pupils at secondary schools (outside the "independent homelands") increased by 62 percent from 1984 to 1989, from 209 000 to 488 015, the Director-General of Education and Training, JB Louw, said in the department's annual report. This represented an average increase of 37 313 pupils a year. He said in his report the classroom/pupil ratio in secondary schools had decreased from 1:63 to 1:54. 50

BIDW 12/4/90

## Emphasis on education at production conference

IMPROVED productivity, streamlined production techniques and quality management feature strongly at the SA Production and Inventory Control Society's (Sapics) 12th international conference.

Sapics 90 takes place in Durban from June 24 to 27.

Sapics president Dave Tootill said in a statement yesterday SA manufacturing

SYLVIA DU PLESSIS

companies had been hard hit by the shortage of qualified production, distribution and inventory specialists.

"Improving productivity through education and the latest methodologies will help to raise what is perceived as one of the lowest productivity levels in the world," Tootill said.

The MINISTER OF JUSTICE:

- (1) (a) Ten (10)  
 (b) (i) and (ii)  
 Volks Hospital  
 My residence in Cape Town  
 Tygerberg Hospital  
 Constantiaberg Medi-Clinic  
 Tuynhuys  
 My office in Cape Town  
 : 17 November 1985  
 : 20 and 21 July 1986 and 10 October 1986  
 : 17 August 1988  
 : 4 September 1988  
 : 5 July 1989, 13 December 1989 and 9 February 1990  
 : 25 January 1990.
- (2) The Minister of Constitutional Development was present at the meetings on 13 December 1989 and 9 February 1990.
- (3) No, in this regard the honourable member is referred to my reply of 20 March 1990 on interpellation number 1.

Minister/Mandela: meetings in prison

\*28. Adv S C JACOBS asked the Minister of Justice:

- (1) Whether he met Mr Nelson Mandela in a prison during the period 1 January 1987 to 31 January 1990; if so, (a) (i) for what purpose, (ii) when and (iii) where did these meetings take place and (b) how many such meetings were there;
- (2) whether he will make a statement on the matter?

B753E

The MINISTER OF JUSTICE:

- (1) Yes.
- (a) (i) The Honourable Member is referred to the interpellations of 20 and 27 March 1990.  
 (ii) and (iii) and (b)  
 I met Mr Mandela on three occasions at Pollsmoor Prison and on nine occasions at Victor Verster Prison during the period mentioned.
- (2) No, this issue has been dealt with in detail on various occasions and I consider further statements in this regard unnecessary.

Margate/Durban and Durban/Empanangeni: traffic counts

\*29. Mr J A JORDAAN asked the Minister of Transport:

- (1) Whether traffic counts are held on a continuous basis on the N2 route between (a) Margate and Durban and (b) Durban

HOUSE OF ASSEMBLY

The MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (1) Particulars are not readily available and it will take much time and expense to gather such information.
- (2) Monthly meetings are held with the Regional Commissioners of the S.A. Police in the relevant regions. During such meetings problem areas are identified after which preventative actions are conducted. Trains are also frequently accompanied by the S.A. Police
- Spoornet is presently in the process of establishing its own security unit who will also see to the safety of passengers.

Political violence: deaths

\*31. Mr R V CARLISLE asked the Minister of Law and Order:

- (a) How many persons have died in or as a result of political violence since 1 January 1990 and (b) how many such persons were members of the South African Police Force?

B770E

The MINISTER OF LAW AND ORDER:

- (a) 1 January 1990 until 31 March 1990 — 574 persons.
- (b) 14.

Military disability pensions

\*32. Mr B B GOODALL asked the Minister of National Health and Population Development:

- (a) How many persons were in receipt of military disability pensions, and (b) what amount had been paid out in such pensions, as at 31 March 1990?
- The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:
- (a) 11 371 widows included,  
 (b) the amount in respect of military disability pensions, only, is not readily available. A total amount of R46 539 035.49 was paid out in respect of all military pensions for the financial year ending 31 March 1990.

B771E

INTERPELLATION

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

Own Affairs:

Redundancies/retracements in White schools

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

- Whether, in view of his announcement on 23 March 1990 relating to the opening of schools to all races, he will consider postponing decisions on further redundancies and retracements of teachers in White schools; if not, why not?

B772E.INT

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the Department has always attempted to handle every facet of its rationalisation programme which embraces, *inter alia*, the disposal of redundant buildings and the possible retrenchment of teaching personnel with great care. Decisions on rationalisation are only taken after thorough research; the study of demographic projections, intensive consultation with all the parties concerned, and taking into account all the relevant factors.

Some of the most important factors which influence the decision whether or not to rationalise are the wishes of the community. It has happened that a community itself has requested a school to be closed. Others are the area in which the school is situated, the accessibility of other schools, the possibility of amalgamation rather than closure, the viability of maintaining good educational standards with the present pupil enrolment, the possibility of presenting an adequate curriculum and satisfactory alternative arrangements.

Obviously, my announcement in this House on 23 March of two possible further models for educational provision which have now been referred to the statutorily recognised advisory bodies for comment, will have a bearing on any future rationalisation programme. In our planning, cognisance will be taken of the implications of the acceptance of one or more of the models or of any other model which might be decided upon, and also of the outcome of any decision which is to be taken by parent bodies in this regard.

HOUSE OF ASSEMBLY

It is equally true that circumstances will still necessitate the closure of a school or any further rationalisation steps.

The House can be assured, however, that as always any further initiatives in this regard will be taken with compassion, sensitivity and the utmost discretion. The department is only too aware of the wider implications which any act of rationalisation has for the community at large and the individuals concerned. As always, special attention will be paid to teachers who are affected. Their professional and personal well-being remains of the greatest importance.

Mr K M ANDREW: Mr Speaker, unfortunately the hon the Minister has really only answered part of the question or has rather talked around it. I would like to ask him a couple of specifics which I hope he will reply to when his next turn comes.

For example, when, during the course of 1990—in the case of a school that still exists that is going to remain open but has been asked to reduce its number of teachers—are they going to be advised by what number they have to reduce? The problem, as I understand it, is that normally they announce cuts relatively early in the year, whereas in terms of the potentially changed dispensation, many of the decisions that affect the teacher demand for next year are only going to be made by parents and the departments well into the second half of this year. I would like some comment on the timing as far as that goes.

I think it is vital that we recognise that suitably qualified and experienced teachers constitute one of the most valuable resources in this country. It would be an act of irresponsible folly to discard competent teachers when our education system is crying out for their desperately needed talents, even if not in the existing department.

The issue of open schools is a very real challenge to the Government because it not only affects the schools. Is the NP going to encourage open schools or continue to put obstacles in their way? In many respects the Government's attitude to open schools will reflect its approach to a new South Africa. It will demonstrate whether or not it has turned its back on a narrow, sectional and exclusive approach to life in South Africa and in its place embraced a broader, inclusive, nation-building attitude towards the future.

HOUSE OF ASSEMBLY

DP MP's will be encouraging schools in their constituencies to open their doors to children of all races to prepare for the new South Africa. [Interjections.] I challenge the hon the Minister and even hon NP MP here today to tell us whether or not they will be encouraging open schools in their constituencies. [Interjections.] It is time for people to stand up and be counted. We must not harm the appropriate standards, ethos or character of schools. We must enhance and enrich them. In doing so we can provide better and more relevant education for our children.

The acid test will be how hon members of the NP react. Are they going to treat schools and parents who decide they want to open as rather odd people who have made a bad decision for their children? [Interjections.] Are they going to go out and encourage people to tackle the challenges of the future? [Interjections.] I hope hon members on that side of the House and the hon the Minister will give us an indication of what they think. [Time expired.]

\*Mr A GERBER: Mr Speaker, the wording of this interpellation and the evasive reply furnished by the hon the Minister gives this House an indication of the pattern of conduct which would follow if the two new education models of the Government were to be put into operation. [Interjections.] The Whites, with a declining number of children, will constantly be blackmailed into making the unfairest of choices: Either they open their schools and hostels for the children of other population groups or those facilities are closed down; or, they do not open their schools and hostels and the number of teachers at those schools is decreased.

We want to make one thing clear. We shall not be talked or coerced into integrated education through a false guilt complex about empty school benches or excess accommodation in school hostels, or even by an oversupply of White teachers. [Interjections.] The hon members of the DP and the NP who feel guilty about empty school benches and who are now trying to cultivate a guilt complex about this among the public, would do well first to make their excess bedrooms in their luxury homes available to the large number of squatters who will be without a roof over their heads this coming winter. [Interjections.] These arguments about excess facilities at White schools will then have greater credibil-

ity and carry more weight with the general public.

The responsibility for empty school benches in White schools must be placed squarely at the door of the Government. They are impoverishing the Whites to such an extent that the present generation of young people simply cannot afford any longer to have a family of four or five children. The solution to under-occupied White schools is not to be found in the opening of those schools. That is educationally unsound. The Government must make it possible for impoverished Whites to fill the empty cradles, and together with that the empty school benches. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, arising from the two reasonable questions asked by the hon member for Cape Town Gardens I should like to reply as follows. When one examines the reduction in the number of posts it is normal and obvious that two terms' notice should be given before the posts are reduced. This is the normal situation. In view of the possibility of two new models, we shall be even more sensitive in this connection. Consequently we shall not close a school or reduce the number of posts if we are not certain what is going to happen.

The hon member was quite correct. We shall do everything in our power to keep talented, competent and good teachers in our employ. It would be quite irresponsible and shortsighted simply to close a school if there are circumstances, of whatever nature, which do not necessitate closing such a school and thus destabilising a community. After all, closing a school is a traumatic experience under any circumstances, and the same applies to relieving a teacher of his position. I therefore want to assure the hon member for Cape Town Gardens that we will consider the issues in this connection with the greatest sympathy.

In respect of the challenge which that hon member addressed to this side of the House, I want to say that it is after all the parents of each school who have to decide. It is the responsibility of the Government to have by that time provided everyone, particularly every parent of every schoolchild, with the fullest details so that when the parents come to make their choice they know what they are letting themselves in for. I give the undertaking from this side of the House that we

will do everything possible, in the marketing process, to provide all those involved with the whole truth and all the details. [Time expired.]

Mr R M BURROWS: Mr Speaker, I have heard the Government being blamed for many things, but it is the first time I have heard them being blamed for young White families not having children! [Interjections.]

The cold, hard reality the CP must face is that there are empty places which are in White schools currently, and if they want to keep those schools partly white, they are going to have to pay! [Interjections.]

As far as the hon the Minister is concerned, I am pleased to hear that he is going to be extra sensitive regarding the timetable for changes during this coming year. One must just warn that there is already—and he is very well aware of it—a political climate being created on the right wing that is already getting into the schools. Unless the Government and each of the hon NP members of Parliament in their respective constituencies at least have an input into schools, the CP will get there first with the bad news. All of us saw what happened on television when the hon the member for Kempton Park put what I thought was a very reasonable case for the exchange. [Interjections.] It behoves the NP to face up to the reality that they cannot prevaricate very much longer on this issue. They are going to have to decide that if schools wish to be open, it is a good thing. I do not mind if they do not stand up and say so publicly, but at least the schools themselves must be under no misapprehension that the NP does not want schools to remain closed. The NP must make itself clear in constituencies around South Africa that choosing to be open is perfectly normal and reasonable and also acceptable to the Government. [Interjections.]

We must understand that there are unanswered questions. Will schools that choose to be open to all races be allowed to have teachers of all races? [Time expired.]

Mr K M ANDREW: Mr Speaker, one accepts that from the hon the Minister's perspective the question of parental choice is a key element and that it is part of the models that he has outlined.

The fact that one is allowing parents to choose does not mean that one should remain silent on the issue. The NP and its MPs are beholden their communities to attempt to give leadership. If

there is one thing that is going to make White people apprehensive about the future, it is if they believe that we are simply drifting into the future without any idea of where anyone wants to go and just hoping that somebody else will decide for them where to go. [Interjections.]

I believe in leadership. I believe that people need to be given self-confidence in changed circumstances. They need to believe that they can cope with the new challenges and adapt to the new society and that they do not simply have to sit back and, as the hon member for Pinetown said, leave it to the CP to have a field day by spreading as much fear as they can among parents in their communities. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE. Mr Speaker, I want to give the hon members for Cape Town Gardens and Pinetown the assurance that the Government, for its part, will do nothing to force any school community to take a specific decision in a specific direction. [Interjections.]

I content myself by saying that it is the responsibility of the Government to place all the facts at their disposal and then to leave the decision to the school community concerned.

I should like to come back to the arguments of the hon member for Brits. I do not know for how long hon members of the Official Opposition are going to keep on fulminating in the way they are doing and adopting standpoints they know are wrong. The Government has no intention whatsoever of coercing any White person by confronting him with a choice of closing a school or keeping it open. That is a gross untruth, and the hon member for Brits knows it. It is unworthy of him to tell such untruths. [Interjections.]

It is as much of an absurdity to allege that the Government should now do their homework in the homes. Surely there is no such thing. Does the hon member for Brits want to come and tell me that it is the Government's fault that there is such a low population increase? [Interjections.] The hon member should sweep in front of his own door first. Then I must now say that it is also the fault of the Official Opposition. Surely these are absurdities we should not be indulging in the House of Assembly by arguing about them.

The fact of the matter is that there is no point of departure here to ensure that we have integrated education. What is happening here is that a

HOUSE OF ASSEMBLY

specific need has emerged in respect of providing an education service in specific communities, and we are trying to establish models in order to make that choice wider. [Time expired.]

Debate concluded.

#### QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Parking on school grounds: payment by teachers**

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether any of the provincial departments of education have promulgated regulations regarding the payment by teachers for parking on school grounds; if so, (a) which departments, (b) what amount is to be charged and (c) on whose instructions were these regulations promulgated: *Answers 17/4/90*
- (2) whether his Department has calculated the total sum likely to accrue from such parking fees; if not, why not; if so, what is the sum involved;
- (3) whether he will make a statement on the matter?

B601E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No, but the Transvaal Education Department has sent a circular to educational institutions concerning parking tariffs as laid down by Treasury(S) approval TM 25/80 dated 6 June 1980;
- (2) falls away;
- (3) no.

**Erection/purchasing of school facilities**

\*2. Mr R M BURROWS asked the Minister of Education and Culture: *Answers 17/4/90*

- (1) (a) What is his Department's policy regarding the erection and/or purchasing of facilities at full cost to the school concerned and (b) to whom do such facilities belong: *Answers 17/4/90*
- (2) what was the total cost of facilities erected and/or purchased by schools during the latest specified financial year for which figures are available?

B603E

The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) The provision of facilities at full cost is allowed provided that certain requirements are met,
- (b) under common law fixed assets belong to the State;
- (2) not available

**ANC/SACP supporters: admission as teachers**

\*3. Adv S C JACOBS asked the Minister of Education and Culture:

- Whether his Department admits as teachers persons who support the principles and policy of the ANC and the South African Communist Party; if so, (a) how many such teachers were employed in schools under his control as at the latest specified date for which information is available and (b) what subjects are they allowed to teach?

*Answers 17/4/90*

B685E

The MINISTER OF EDUCATION AND CULTURE:

- (a) and (b) Both the professional code of ethics of teachers and the Education Affairs Act, Act 70 of 1988, give strict guidelines regarding the political involvement of teachers. Within these guidelines a teacher, as a citizen is allowed to be a member of any lawful political party. The Department does not keep record of the political convictions of its personnel.

**Certain person in Messina: amount owed to Department** *Answers 17/4/90*

\*4. Adv T LANGLEY asked the Minister of Agricultural Development:

- (1) (a) What total amount did a certain person of the Weipe district in Messina, whose name has been furnished to the

Minister's Department for the purpose of his reply, owe to his Department at the time of his sequestration in respect of financial assistance, (b) what amount was realised by selling the securities of this person and (c) what is the name of the person concerned;

B711E

The MINISTER OF AGRICULTURAL DEVELOPMENT: *Answers 17/4/90*

- (1) (a) The person of the Weipe district in Messina owed the Department (11 April 1989) a total amount of R354 182,74.

(b) The immovable property (farm Scroda) together with the cooling equipment and irrigation equipment which also served as security was sold for an amount of R250 000. The other movable property which also served as additional security for the relevant loans was sold for R5 027,64 after deduction of auctioneer costs of R1 182,36.

(c) Johan Francois de Villiers.

- (2) No.

**Reduction of teachers' gratuity**

\*5. Mr A GERBER asked the Minister of Education and Culture:

- (1) Whether consideration is being given to reducing the gratuity paid to retiring teachers; if so, what are the relevant details: *Answers 17/4/90*
- (2) whether he will make a statement on the matter?

B762E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Teachers are members of the Government Service Pension Fund or the Pension Fund for Temporary Employees. Both are administered by the Department of National Health and Population Development;
- (2) no.

HOUSE OF ASSEMBLY



*Own Affairs:*

**Bed occupancy rate in hospitals**

59. Mr M J ELLIS asked the Minister of Health Services, Welfare and Housing:

What was the average bed occupancy rate in 1989 in each specified hospital falling under the control of his Department in (a) Natal, (b) the Orange Free State, (c) the Cape Province and (d) the Transvaal?

B497E

**The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:**

*Natal*

Grey's Hospital 64,87%  
Hillcrest Hospital 80,38%  
Greytown Hospital 32,45%

*Orange Free State*

Voortrekker Hospital 69,08%  
Bethlehem Hospital 54,16%  
Sasolburg Hospital 50,18%  
Jagersfontein Hospital 37,7%  
Zastron Hospital 29,6%

*Cape Province*

Volks Hospital 39,2%  
Walvisbay Hospital 44,49%  
William Slater Hospital 32,93%  
Port Elizabeth Hospital 54,17%

*Transvaal*

Andrew McCollm Hospital 63,3%  
Bernice Samuel Hospital 42,8%  
Bloemhof Hospital 48,9%  
Brits Hospital 73,9%  
Delareyville Hospital 31,1%  
Duiwelskloof Hospital 68,1%  
Edenvale General Hospital 56,1%  
Elsie Ballot Hospital 32,5%  
Evander Hospital 49,7%  
F H Odendaal Hospital 64,2%  
General De la Rey Hospital 45,5%  
Groblersdal Hospital 39,6%  
H A Grove Hospital 36,4%  
Hendrik van der Bijl Hospital 54,5%  
J G Strijdom Hospital 48,3%  
Kempton Park Hospital 61,9%  
Louis Trichardt Memorial Hospital 47,0%  
Ondekkers Memorial Hospital 45,0%  
Paardekraal Hospital 55,2%  
Phalaborwa Hospital 56,3%  
Pretoria West Hospital 54,3%  
Sannieshof Hospital 39,9%  
South Rand Hospital 42,3%

(2) whether any landlords have been fined for failing to comply with conditions laid down during the past five years; if so, what are the relevant details?

B566E

**The MINISTER OF HEALTH SERVICES, WELFARE AND HOUSING:**

(1) (a) (i) and (ii) The conditional phasing out of rent control makes a distinction between two categories of lessees, namely persons who on the basis of their income or age qualify for continued protection and persons who do not qualify for continued protection.

The first mentioned category is not affected by the phasing out of rent control, as long as they continuously occupy the dwelling units concerned and as long as the income qualifications are met.

Premises which are occupied by these lessees are therefore still subject to the conditions of the Rent Control Act, 1976 (Act 80 of 1976), and a lessor of such a premises may only ask a rental which has been determined by his local Rent Board at his request.

The second mentioned category is exempted from rent control subject to the following conditions:

- (a) that the lessor may not require the lessee to vacate the premises within a period of three months as from the date of exemption, unless such vacation is required as a result of default of payment, misconduct or other circumstances as provided for in section 28 of the Rent Control Act, 1976; and
- (b) that the lessor may not, within a period of two years as from the date of exemp-

tion, increase the rent by more than 10% per annum.

Premises which are occupied by the last mentioned lessees and have been conditionally exempted from rent control, are not subject to the provisions of the Rent Control Act, 1976 and the Rent Control Board and applicable Rent Board therefore have no jurisdiction in respect of such premises and cannot therefore impose any conditions after deregulation in respect of rent and any other specified levies or services.

(b) Should a lessor increase the rent of premises exempted in terms of these conditions to such an extent that exploitation can be proved, the Minister may in terms of the powers vested in him in terms of the Rent Control Act re-impose Rent Control in respect of such premises. Lessees are also entitled to lodge a civil action against a lessor who does not comply with the conditions of exemption.

(2) No.

**Pupils/school psychologists: ratio**

75. Lt-Gen R H D Rogers asked the Minister of Education and Culture:

What was the ratio of pupils to school psychologists in each State education department falling under the control of his Department as at the latest specified date for which information is available?

B622E

**The MINISTER OF EDUCATION AND CULTURE:**

Cape 3 206 : 1  
Natal 2 195 : 1  
Orange Free State 2 042 : 1  
Transvaal 2 337 : 1  
March 1990.



# EDUCATION FILE

## Generous response to READ campaign

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MORE than R15 000 has been raised by READ organisation since it started an advertisement campaign in the Press late last year.

READ (Read, Educate and Develop) is a non-profit organisation committed to improving the quality of education in

South Africa, by enhancing reading skills.

It is funded by the private sector.

READ national director Ms Cynthia Hugo said the campaign, whose slogan is "Buy a Child a Book", appeared in

numerous newspapers and magazines.

The public was asked to donate money towards buying books for schools with no libraries or text books.

According to Hugo, the response to the campaign has been overwhelming.

By NKOPANE MAKOBANE

"We would like to thank all the people who responded, whether they sent in R10 or R1 000. READ and the schools it supports really appreciate their concern. Not only has the advertisement boosted READ's funds, but all READ's branches report an increase in the awareness about the organisation's activities," she said.

The money will be used to buy books for schools in READ's 10 regions.

The organisation also intends to use the money to buy books for pupils in schools which have no sponsors.

Another boost to the campaign has been Penguin Book's offer to match the donations by doubling the number of books to be given to the organisation. This means that the company will supply READ with books worth R2 000 for every order of R1 000.

Hugo said: "In this way, the money contributed towards READ's campaign by concerned South Africans will 'do double' the good they intended. With 1990 being the International Year of Literacy, the public can expect to see more of READ and its activities."

BY NKOPANE  
MAKOBANE

April 17-1990



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# Kellogg offer more US scholarships

Sowetan 17/4/90

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THE United States-based Kellogg Foundation has again offered scholarships for black undergraduates to study in South African universities between 1990 and 1992.

The foundation will sponsor each graduate to the tune of \$3 500 (R9 091).

The scholarships will



Chris Mokoditso

be administered by the Educational Opportunities Council (EOC). The money will be used towards tuition, lodging, meals, books, travel and other expenses.

Mr Chris Mokoditso, EOC's executive assistant, said the scholarships were a second grant to come from the foundation since 1987.

He said the grant, which ends in 1992, would sponsor 30 black students for up to five years each.

"This grant will provide for 10 new students each year, starting this year. Each will be sponsored for a period of five years, an allowance for two years - one year for a bridging course and

another for failure year.

"Hence five years sponsorship for a three-year degree," he said.

Kellogg's first grant in 1987 funded 25 new students. Five of these have since graduated in B Pharmacy, B Social Science, B Commerce, B Science and B Arts.

## Dropped

Only one student out of this group dropped out in 1988 and presently, 17 are still continuing with their studies.

In 1988, the foundation sponsored 24 new students. Only four students from the 1987 group failed but they are repeating and continue to be sponsored by Kellogg.

# Launching of book on Bushmen roots

*Shaken Roots*, a new book on the Bushmen of Namibia, will be launched today at the Market Galleries in downtown Johannesburg.

An exhibition of the photographs taken by Paul Weinberg will be opened by Megan Biesele, co-author of the book; anthropologist and director of the Ju'hoasi Bushman Foundation in Namibia.

By ELLIOT MAKHAYA

The book brings together years of study and research by Megan Biesele and the photographs spanning a period of five years by Paul Weinberg. The photographs take the viewer on a journey into a transient culture, at one time stable and in harmony with na-

ture, today struggling to transform its past into a new practice for the future.

The exhibition looks at the dispossessed who are scattered throughout the country and who account for more than 90 percent of the Bushmen population. It also looks at those

fortunate enough to have access to land in Bushmanland.

Survival for the Bushman today depends on cash in the form of wages from the army and local farmers.

Under the auspices of the Nyae Nyae Farmers Co-operative, the Bushmen with land are learning the skills in cattle farming and vegetable gardening. Making and selling of crafts is also becoming a source of income as the Bushmen search for ways to adapt to a way of trading.

**Bushmen waiting in line to vote in 1989.**

lands at his home from the police informing Sizwe's family that he has been found dead in a field with his private parts missing. The gruesome discovery points to a ritual murder but the community takes it as a cover-up.

Violence follows memorial services held in honour of Sizwe who was popular in politics at school.

Ngwenya said he realised that the storyline and underlying message in *Where Is My Son* was understood and appreciated mostly by the youth. Even adults have been to the shows which began running late last month.

The cast of four - Thandi Mthimunye, Thoko Mbongwa, Sindi Magingo and Busi Nkosi - were in Ngwenya's previous plays *Qinisela* and *Save The Children* which was also staged overseas last year.

Mthimunye portrays the family friend, Mbongwa the mother, Magingo and Nkosi play the family friends.

Other plays by Ngwenya are *Telephone*, *Happy Christmas*, *Deserted Child*, *Who's Guilty*, *Ukungazi* and *Hamba Juba Bokucutha Phambili*.



# Drama tells sad story of young political activists

Sowetan 17/4/90

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PLAYWRIGHT and director of the Soweto Youth Drama Society, Peter Ngwenya, has written a new drama *Where Is My Son* which revolves around inexplicable disappearances and deaths of young political activists.

Free public viewings of the play are being held at the Dlambulo Higher Primary School in White

City, Soweto, on Wednesday afternoon until April 18. Ngwenya said the free shows are being held to get a feed-back from "community-based audiences."

Ngwenya said the main character in *Where Is My Son* is Sizwe who disappears after men posing as policemen abduct him from his home.

His mother's desperate search for her son proves fruitless with every police station contacted denying knowledge of his whereabouts.

The whole saga angers the community and members of Sizwe's local youth organisation stage numerous protest actions, demanding a sound explanation from the police.

A while later a note



## Business urged to boost role in education

DANIEL FELDMAN 50

BIG business must play a more active role in helping to solve the education crisis by developing innovative programme ideas, said several speakers at a business and education seminar last week.

Organiser Vicki Sussens said: "The aim was for businesses and black community leaders in education to share ideas on ways the business community can support black education."

SA Association for Childhood Education national chairman Mapitso Malepa said: "Because contributions by government have been so minimal, we have started programmes with our own resources. We are imploring the private sector to help us fund these programmes."

She said companies should also give funds for the running costs of projects, rather than only for the initiation costs.

National Education Coordinating Committee and National Education Union of SA spokesman Angela Ramorola said big business should also support teachers.

Corporate responsibility representatives from Otis Elevator Co, Sasol, Rand Mines, Everite and the Mobil Foundation attended the conference.

# Black children streaming back to school

MEUS 19/4/90

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By EDWARD MOLOINYANE  
Staff Reporter

BLACK pupils have returned in "large numbers" to start the second term, principals report.

There was little learning for most of the first term in crisis-plagued Department of Education and Training (DET) schools in the townships because of overcrowding and lack of facilities.

Although most of the problems remain, principals of some of the secondary schools visited yesterday said pupils had decided "to settle down to business".

## 95 percent attendance

Five principals of the seven secondary schools visited in Khayelitsha, Crossroads, Guguletu and Langa reported an attendance of more than 95 percent. The other two reported a 50 percent attendance.

The headmasters were optimistic that the "good start" was an indication that pupils wanted to make up for lost time.

Although there was still a chronic shortage of stationery, facilities and teachers, the principals said they had had a "positive" reaction from the DET.

A DET spokesman said issues "immediately connected with education" were being addressed as a "matter of urgency".

About R1-million had been put aside for the provision of facilities for each area and details were being worked out.

Except at lunch breaks, there was none of the milling-around in school

grounds which characterised previous terms.

A Standard 9 pupil at Luhlaza Secondary in Khayelitsha confirmed that she and her colleagues had started classes.

Luhlaza acting principal Mr C W Louw said only "a few" pupils had not turned up and classes had already resumed.

"Stability here returned long before the end of the first term because the Parents, Teachers and Students Association (PTSA) worked round the clock for normalisation," he said.

At Malizo in Khayelitsha, a teacher reported low attendances, especially in the junior classes. Three of the 38 teachers had also not reported for duty.

He attributed the low turn-out to the the rainy weather but said he hoped the situation would improve by Monday.

## Full to overflowing

While all the schools are full to overflowing, new pupils are still applying for registration, principals report.

Where there was space, applicants would be accommodated.

Three pupils who said they were from Site B in Khayelitsha were at Malizo Secondary to enrol.

One, accompanied by her mother, said she had recently moved from Qumbu in the Transkei and wanted to enrol in Standard 9.

Mr B Ciko of Guguletu's I D Mkize High, disrupted by boycotts for two years, said the mood had improved drastically, but he was concerned that the "dragging of feet" in providing stationery could spark other boycotts.

# 'The bells rang and the lessons began'

Thousands of pupils in the Transvaal, Natal and Cape streamed back to school yesterday and teachers resumed their duties in Alexandra and Soweto for the start of the second term.

Some schools in the Free State got off to a bad start with pupils at 26 secondary schools failing to return.

In the Transvaal, a Department of Education and Training (DET) report showed that most of the 11 600 teachers who took part in the month-long strike over overcrowding and working conditions last term had resumed their duties.

Mr Ihron Rensburg, the general secretary of the National Education Co-ordinating Committee (NECC) said that in Soweto, Alexandra and the Vaal, about 80 percent of pupils returned to school. He predicted that there would be a 100 percent attendance figure today.

DET spokesman Mr Peter Mundell said: "The majority of pupils came to see what was going on. When they saw it had returned to normal, the bells rang and lessons began."

Teachers have undertaken to

teach during the June holidays to catch up on work missed during the strike. Other measures will be discussed at schools this week.

On the East Rand about 2 700 striking teachers returned to schools and in Natal about 95 percent of pupils at DET schools were back.

DET spokesman Mr Stephen Zulu said only a few schools in the Volksrust and Inanda areas had not been reopened because of problems involving the community. He said all the schools in the trouble-torn townships in the greater Maritzburg area had reopened without any problems.

In the Cape pupils flocked back in "large numbers". Headmasters were optimistic that the "good start" was an indication pupils wanted to make up lost time.

A DET spokesman said issues "immediately connected with education" were being addressed as a "matter of urgency". About R1 million had been put aside for facilities. — Education Reporter, East Rand Bureau, Own Correspondent and Sapa.



# Govt considers alternative school spending

By BARRY STREEK

THE government is considering alternative strategies to equalise spending in schools following the abandonment of the 10-year education plan last year.

"These strategies are mainly based on the principle that better education will have to be provided with fewer resources per client," the Minister of National Education, Mr Gene Louw, said in reply to a question from Mr Madanlall Mohanlall (NPP Clare Estate) yesterday.

He asked Mr Louw whether the difference in the per capita amount spent on pupils of the various education depart-

ments in South Africa was to be equalized and what procedure would be followed.

Mr Louw replied: "The government has committed itself towards striving after equal education opportunities, including equal education standards for all inhabitants of the Republic.

"The per capita expenditure on pupils is, however, influenced by a large number of factors and the degree to which equal expenditure on pupils will play a role in striving after equal education opportunities is therefore difficult to determine," he said.

● The government should accept the desirability and inevitability of open schools

and stop its negative attitude towards non-racial education, a Democratic Party education spokesman, Mr Ken Andrew, said yesterday.

"In one breath, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said in Parliament that the government would do nothing to force any school community to take a particular decision in a particular direction," Mr Andrew said.

"Yet, in his next breath, he said on a television programme that perhaps a 90% vote in favour of an open school might be required."

CAPE TOWN 20/4/90

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# Govt seeks ways to equalise education

16 Day 20/4/90

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POLITICS

CAPE TOWN — Government was considering alternative short-term strategies to the abandoned 10-year education plan to equalise schools spending, National Education Minister Gene Louw said yesterday.

"These strategies are mainly based on the principle that better education will have to be provided with fewer resources per client," he said in reply to a question tabled in the House of Delegates by Madanlall Mohanlall (NPP Clare Estate).

Mohanlall asked Louw whether the difference in the per capita amount spent on pupils of the various education departments was to be equalised and

BARRY STREEK

what procedure would be followed. Louw replied: "The government has committed itself to striving after equal education opportunities, including equal education standards for all inhabitants of the Republic.

"The per capita expenditure on pupils is, however, influenced by a large number of factors such as the qualifications of teachers and, therefore, also the remuneration of teachers.

The 10-year plan for education, which was drawn up after the publication of the De Lange Commission of Inquiry, was shelved last year.

According to Louw, it was shelved "since the low economic growth of the past few years made it impossible for the state to fund a real annual increase of 4.1% in the education budget, which formed the basis for the 10-year plan".

However, alternative short-term strategies in the place of the 10-year plan were being considered, Louw said.

DP education spokesman Ken Andrew said yesterday government should accept open schools.

He said Education and Culture Minister Piet Clase had said in Parliament government would not force a school to decide in any one direction. Yet had he not said on television that

a 90% vote in favour of an open school might be required.

"The clear inference is that government does not want open schools and is succumbing to a conservative lobby," Andrew said in a statement.

"Why on earth should 11% of parents be permitted to frustrate the wishes of the other 89% — it makes no sense.

"I call on the minister to allow school communities to decide for themselves on a normal democratic basis and not to put unreasonable obstacles in their way," Andrew said.

DP co-leader Denis Worrall said in Parliament yesterday his party would continue to take the lead in removing racial discrimination.

# THE SOUTHERN

## SAIRR bursary students in good pass rate

UNIVERSITY students on bursaries administered by the SA Institute of Race Relations (SAIRR) achieved an 83% pass rate last year.

In a Press statement yesterday, the institute's deputy director Theo Coggin said the pass rate was evidence of the degree of commitment to education among recipients of institute bursaries.

Some 80% of the institute's 397 bursary students who wrote their first year examinations passed, including four candidates who had obtained an E aggregate in matric.

There was not a 100% pass rate for the bursary students who had obtained a matric A aggregate.

One of the 28 A aggregate students failed his first year.

Some 79% of the first-year students who had obtained a B matric aggregate passed, 79% with a C matric aggregate were successful, while 73% with a D

TANIA LEVY

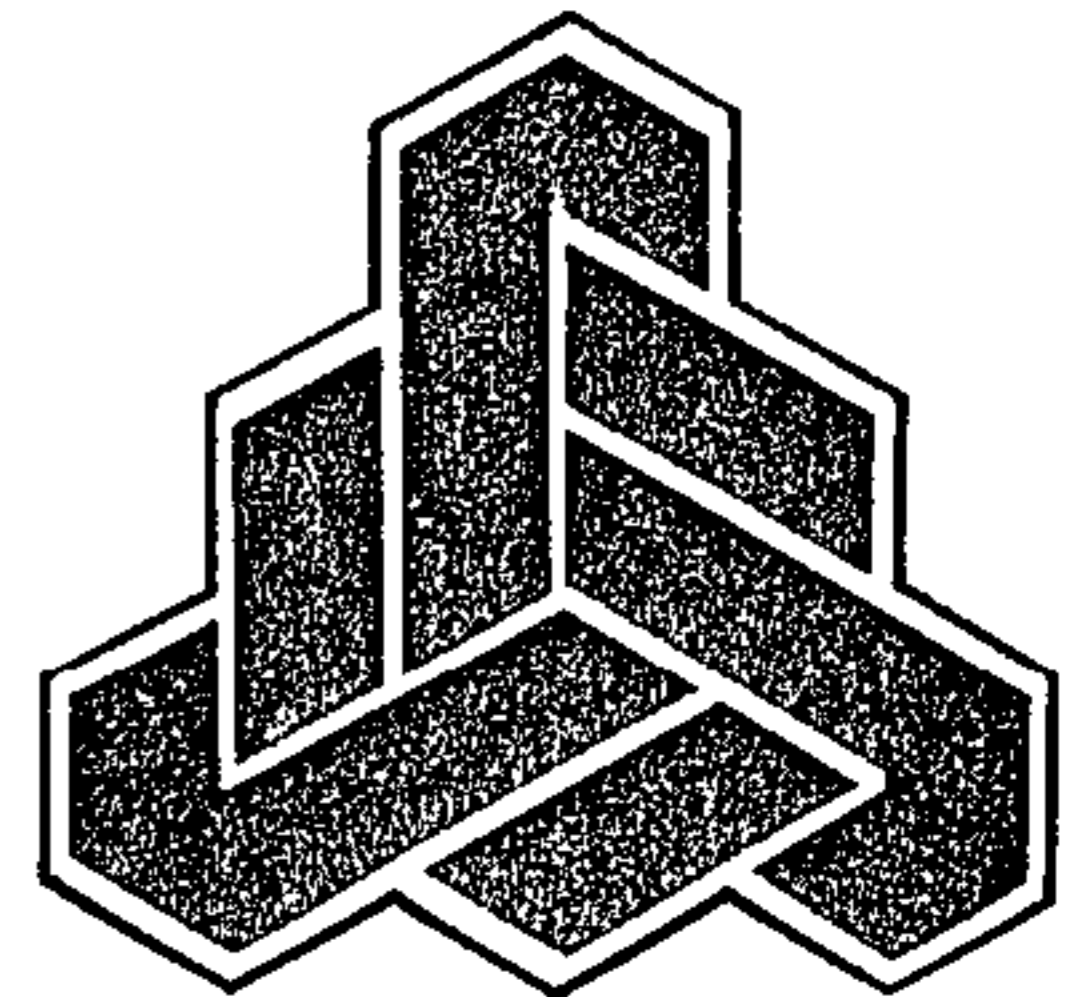
aggregate advanced to their second year. *A/Nov 20/4/90*

Coggin said the results underscored the institute's policy of maintaining close contact with its bursars, of providing counselling services and of allowing a bridging year, where necessary, for students who had been disadvantaged under the educational system.

The pass rate compared favourably with that of other major SA universities, he said.

In several cases the pass rate was much higher.

Selecting only about 400 students out of more than 40 000 applications each year was a heart-rending task — made more difficult by the knowledge that the Department of Education and Training examinations left much to be desired, Coggin said.



## NEW COMPANY INVESTMENT

(Incorporated in the Republic of South Africa  
(Registration Number 87/02677/06)  
(“NCI” or “the company”)

Difficult to make...

...this is the first time that representative children have been select-

School principal Mrs Janice Lister and a parent, Mrs Gloria Radebe.

# Open schools: parents to speak up

By Janet Heard,  
Education Reporter

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A series of meetings involving more than 200 white English-speaking school management councils will be held over the next few weeks to gauge parents' opinions to the Government's proposal on open schools.

The chairman of each management council will be represented at 15 regional meetings over the next few weeks, according to Mr Glen Stuart, publicity secretary of the Transvaal English-Medium Parents' Association, which is organising the meetings.

Recommendations by the relevant governing bodies and four provincial education councils must reach the Minister of Education and Culture, Mr Piet Clase, by June 30.

Proposals put forward by the school

management councils meetings will be presented to these bodies in May.

"These are proposals, not law at the moment. The meetings will hear what each school is thinking and get feedback from parents," Mr Stuart said.

A copy of the Minister's two-tier proposal has been sent to each management council at all English-medium schools in the Transvaal.

Mr Stewart said his gut feeling on the proposal was that the option of privatising open schools with a Government subsidy would be too expensive for most parents.

He said many schools may prefer the second option, where parents vote to open the school, which remains under government control. The suggested 90 percent vote required from parents was "unrealistically high".

C/PRESS 24/1/90 (50)

# School system 'out of touch with business'

SOUTH Africa's education system is "out of touch" with the needs of the business community, - and is producing employees who can't think for themselves, according to a Cape Chamber of Commerce survey.

This results in huge amounts having to be spent on the retraining of new employees, adding to low productivity.

The survey was conducted late last year among 379 members of the chamber by its manpower committee.

According to the survey, the inability of students to think for themselves, lack of common sense, immaturity and an inability to "cope" was ascribed to a "prescriptive educational system" that did not encourage free-thinking and initiative.

The survey found many of the subjects taught at school did not have much use in the business environment and respondents suggested that more emphasis should be placed on subjects like computer science, accountancy and communication.

Other findings in the survey were:

- Most employers employed those with experience and preferred not to employ people straight from school, universities or technikons; and
- Lack of practical experience and unrealistic wage expectations weighed heavily against school leavers and graduates. - Sapa

visory committee (established under section 7 of Act 84 of 1986) and never recommended. Matters such as these are, however, continually under consideration and compulsory balance of third party insurance is at present once again receiving the attention of the Department of Transport.

#### INTERPELLATIONS

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

#### Own Affairs:

Education models: standpoint of parent bodies  
Mr A GERBER asked the Minister of Education and Culture: *Hansard 24/4/90*

Whether the Government will regard the standpoint of representative parent bodies in regard to the proposed new education models proposed by him on 23 March 1990, as binding?  
*SO* B839E.INT

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, parental involvement and the inputs of its statutorily recognised advisory bodies are very important to the Government, as is determined in Act 39 of 1967.

A total of seven non-statutory parent associations from the four provinces receive official recognition at present, and have sitting in the four statutory provincial educational councils, to which I referred the additional models for the provision of education for advice. The individual associations represent tens of thousands of families of both language groups with different political convictions. It is even possible for parents from one school to belong to different parent associations.

The seven associations are affiliated to the statutorily recognised Federation of Parents' Associations of South Africa. This federation serves as an umbrella body and link between the parent community and the Minister, and I have referred the two additional models to this federation for advice as well. The standpoints of the individual parent associations will be taken into account by the federation in its commentary.

The Federal Teachers' Council was also asked for advice, and it is also logical to accept that more than one standpoint may emerge from this source. For this reason, and also because of the divergent needs of the communities that are represented by the seven parent associations and the councils, it would not be possible, therefore, to regard any specific advice as binding.

The Government will evaluate all the advice it receives and then decide on an additional model or models. I appreciate the fact that this topical matter is being discussed intensively in communities. It would be wise, however, to keep in mind that no finality has been reached as yet and that any conclusions are merely speculative at the moment. *Hansard 24/4/90*

Once the Government has taken a decision, it will not be the parent association or the councils that will take a decision in respect of the acceptance of an additional model for a specific school, but the vast majority of individual parents of the registered pupils of each school will have to address an unambiguous request to me. This contains a guarantee for the school community. No one will force a decision onto the parents.

\*An HON MEMBER: Except the Broederbond. [Interjections.]

\*The MINISTER: When they have all the facts at their disposal, they themselves will have to decide whether they want to retain the status quo, or want to select an alternative model. Nothing will therefore be done against the will of the vast majority of the parents in each school. [Time expired.]

\*Mr A GERBER: Mr Chairman, let me make it clear once again. The CP has never agreed with the Government that political decisions should be devolved to parents and management councils. Decisions with regard to mixed school sport, the throwing open of schools, etc, must be taken by the Government. They do not belong on the agendas of management councils at all. But while the Government is trying to make so much of the parental choice, and while the hon the Minister now even wants to leave the throwing open of schools to parent communities, we insist unambiguously on an answer to the question as to whether he is going to accept the standpoint of the organised parent bodies which are to advise him before 15 June, as binding?

In addition, and perhaps of even greater importance, the question is whether the hon the Minister and his colleagues are going to leave the choice in the hands of parent bodies, and whether they are going to be intimidated surreptitiously in all kinds of ways to support the Government. [Interjections.]

The hon the Minister is in big trouble. He thought all the parents would tell him his assurances were enough for them, that they trusted the NP, and that the NP had never broken a single promise to the voters. [Interjections.] However, the Cape Afrikaans-speaking Parents' Organisation, of whom one could perhaps have expected a different approach, have said they want to tell the Government in the strongest and clearest possible terms that they cannot and do not want to accept the two additional education models.

I put it to the hon the Minister that he will not really receive an objective standpoint from parent bodies as advice. The hon the Minister is merely seeking confirmation for mixed education in a new South Africa with regard to which the NP has already adopted a standpoint. [Interjections.]

The hon the Minister is playing a game with parents. This has emerged from the reaction of the hon members for Port Elizabeth North and Kempton Park, who do not grant the CAPO the democratic right of saying that they find those new education models unacceptable. [Interjections.]

I also put it to the hon the Minister that the NP has already decided to implement the new education models. They have already decided to do so. They have merely requested the advice of parent bodies and also the organised teaching profession because the hon the Minister finds it convenient to use this to defend his undemocratic conduct in this connection.

The Government asks us time and again whether we do not trust the parents. We ask the hon the Minister this afternoon whether he does not trust those parent bodies which speak on behalf of the White parents in South Africa. If the hon the Minister is not prepared to accept their judgement with regard to the new education monstrosities which are on his table, the hon the Minister is playing a game. [Time expired.]

Mr R M BURROWS: Mr Chairman, it is very interesting to hear the viewpoint of a CP speaker that they believe political decision-making should not be devolved to parents, regional organisations or organisations in schools. I have no doubt then that the CP will accept the decision of a new government in South Africa when it decides that all schools shall be open. That is no doubt what they mean. [Interjections.]

It is ironic to hear from CP mouths that they are appealing to the Government not to intimidate parents. If there is anybody doing intimidation on this kind of level, it is the members of the CP. [Interjections.]

Let us talk about the Cape Afrikaans-speaking Parents' Organisation that gave a view on this. I want to ask the hon members of the CP: How many people from the Western Cape were represented at that meeting? Five! There were only five from the whole of the Western Cape. That is certainly not a representative body of parents! [Interjections.]

Let us also be quite clear about it that the representative organisations that the hon the Minister has consulted at national or federal level are representative of the broad mass of parents across South Africa—English-speaking and Afrikaans-speaking. Certainly if views are going to be binding, they may be views that the CP may not like. So we believe that the organisations being consulted in an advisory capacity—the parents, the teachers and the education councils—should be allowed to give their view.

I want to appeal to the hon the Minister. Let us at least get a national debate going. Let us not have it behind closed doors. The hon the Minister is aware that he has provided certain information publicly. He is also aware—as are political parties at this stage—that he has provided the various advisory bodies with detailed models. There are differences. There are questions. Let us get the national debate going. Let us discuss it publicly, rather than do what the hon the Minister did when he spoke during his debate and refused to answer questions on it. Let us get the debate going throughout the whole country. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I want to convey my

sincere thanks to the hon member for Pinetown, who placed the entire matter in perspective. At least, whether he agrees or not, he has taken cognisance of the factual situation. That is what he stated. That is the problem I have with the CP and the hon member for Brits, however.

In the first place I shall reply to the second question put by the hon member for Pinetown. The factual situation is that from the nature of the case there are six advisory bodies. These are statutory bodies which I should like to consult in the possible amendment of policy. The practice is simply that the more detailed particulars have to go to those bodies. Why must I send the information to those advisory bodies if we discuss it in public beforehand? I specifically do not want that debate to take place, because it could have an inhibiting effect on the advisory bodies. That concludes my reply to the hon member for Pinetown.

I now come to the member for Brits. My dilemma is that there is no point in entering into discussions with the hon members of the CP. The hon member for Brits has my speech; it is in Hansard. He has my statement, and quite possibly the hon member saw me on television. The problem is . . . [Interjections.] The problem is . . . [Interjections.] If hon members do not want to listen to me, I shall sit down.

\*The CHAIRMAN OF COMMITTEES: Order! The hon the Minister may proceed.

\*The MINISTER: The fact of the matter is that the hon member for Brits has become a master at raising hares. He then debates about the hares and blasts away at them with a cannon. The only problem, though, is that he is using dud ammunition.

The fact of the matter is that I have said that we do not accept the decisions of an individual parent body as binding for the reasons I have given, viz that they are not a statutory body. The important point, however, is that I have no problem if a body such as the Kaapse Afrikaanse Ouervereniging gives its opinion on the models. I have no problem if they reject the models. The fact is that they are not my advisory body and their advice will be noted by the Federation of Parents' Associations. [Time expired.]

\*Mr J J SPRINSLOO: Mr Chairman, I think my colleague, the hon member for Brits, is quite correct in saying the Government has already

decided to implement these models. They are not going to listen to advice. I say this on the basis of the following. In the first place the hon the Minister said today, and emphasised this very clearly in his speech, that the advice of the bodies he was consulting was not binding. He does not regard it as binding.

What is illuminating is the fact that these models are being placed on the table six months after a general election in which this hon Minister's party specifically presented the standpoint of own schools to the voters of South Africa. [Interjections.] At that stage there was no question of discretion on the part of parent committees or the Government to consider these models. I want to read to hon members from this party's pamphlet, *Key Issues*, 6 September:

Does the NP value the protection of each group's community life and its own schools?

The answer is:

Yes, the NP believes that the group rights of Whites, like those of every other group in South Africa, must be protected on a community level. This includes the group's right to its own community life, its own residential areas, its own schools and its own old age homes.

That is how the Government deals with democracy—they did not tell the voters in the general election that they intended to propose an integration model in respect of schools within six months after this election. [Interjections.] Then, after the election, after the NP had misled the voters in respect of own schools, they placed these models on the table, ostensibly for democratic consultation. Then, however, the hon the Minister says in the House that they are not going to bind themselves to the opinion of these bodies in any case; that they are free as do as they please in any case.

We predict that that is exactly what is going to happen. This Government has already decided. [Time expired.]

\*Mr A GERBER: Mr Chairman, the hon the Minister wants me to take his statements seriously, but on 7 March last year the hon the Minister said the following in an interpellation:

The decision not to open State schools to all races in cases where the majority of parents have requested it is based on sound considerations.

On the same occasion the hon the Minister said: Our education policy is primarily based on proven educational norms.

What I want to know is when the hon the Minister changed his standpoint on educational norms. I also ask the hon the Minister, if the organised parent bodies come and tell him that their standpoint in opposition to open State schools is "based on sound consideration", to use the hon the Minister's own words, and that their view of education is based on educational norms, whether he will accept that? [Time expired.] *Hansard 24/4/90*

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I repeat only the factual situation. If the hon members do not want to pay attention to that, I shall wash my hands of it. I have no problem with that.

The fact of the matter is that two additional models were sent to the statutory advisory bodies for consideration, and I am awaiting their advice. All other institutions, individuals, parent bodies, no matter who they may be, have the right to their opinions. They can do as they please, but the fact is that I shall listen to what they have to say, and we shall consider the advice I receive from the statutory body. Then we shall take certain decisions. These possible models will be additional models, in addition to the status quo which will continue. The status quo is separate schools, as well as private schools.

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

*Own Affairs: Hansard 24/4/90*

\*Nkosi Sikelel'i-Afrika!: Camps Bay High School Education and Culture:†

(1) Mr A GERBER asked the Minister of Education and Culture:†  
(1) Whether pupils of Camps Bay High School were forced to sing 'Nkosi Sikelel'i-Afrika!' on or about 23 February 1990; if so, what are the details of the events at the school on that occasion;

(2) whether he will comment on certain allegations in this regard, which have been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, what are his comments;

(3) whether he will make a statement on the actions of his Department in this regard? *Hansard 24/4/90 B7/95E*

\*The MINISTER OF EDUCATION AND CULTURE:

(1) No, nobody is compelled to sing at this school during assembly;

(2) no, not at this stage. The matter is still being investigated;

(3) if necessary.

†Mr T LANGLEY: Mr Chairman, arising out of the hon the Minister's reply, does that imply that 'Nkosi Sikelel'i-Afrika!' was, in fact, sung at an assembly in the hall of that school and that children could, in fact, sing it voluntarily, or not?

†The MINISTER: Yes, we say that nobody is obliged, and at this stage my information is that the song 'Nkosi Sikelel'i-Afrika!' was sung on a particular occasion. [Interjections.]

†Mr T LANGLEY: Mr Chairman, further arising out of the hon the Minister's reply, I wish to suggest, and I am doing so by means of a question, that hon members of the Cabinet now stop avoiding the truth with their witty replies. [Interjections.]

Mr R M BURROWS: Mr Chairman, is the hon the Minister aware that the hymn 'Nkosi Sikelel'i-Afrika!' is sung in hundreds of schools across South Africa? [Interjections.]

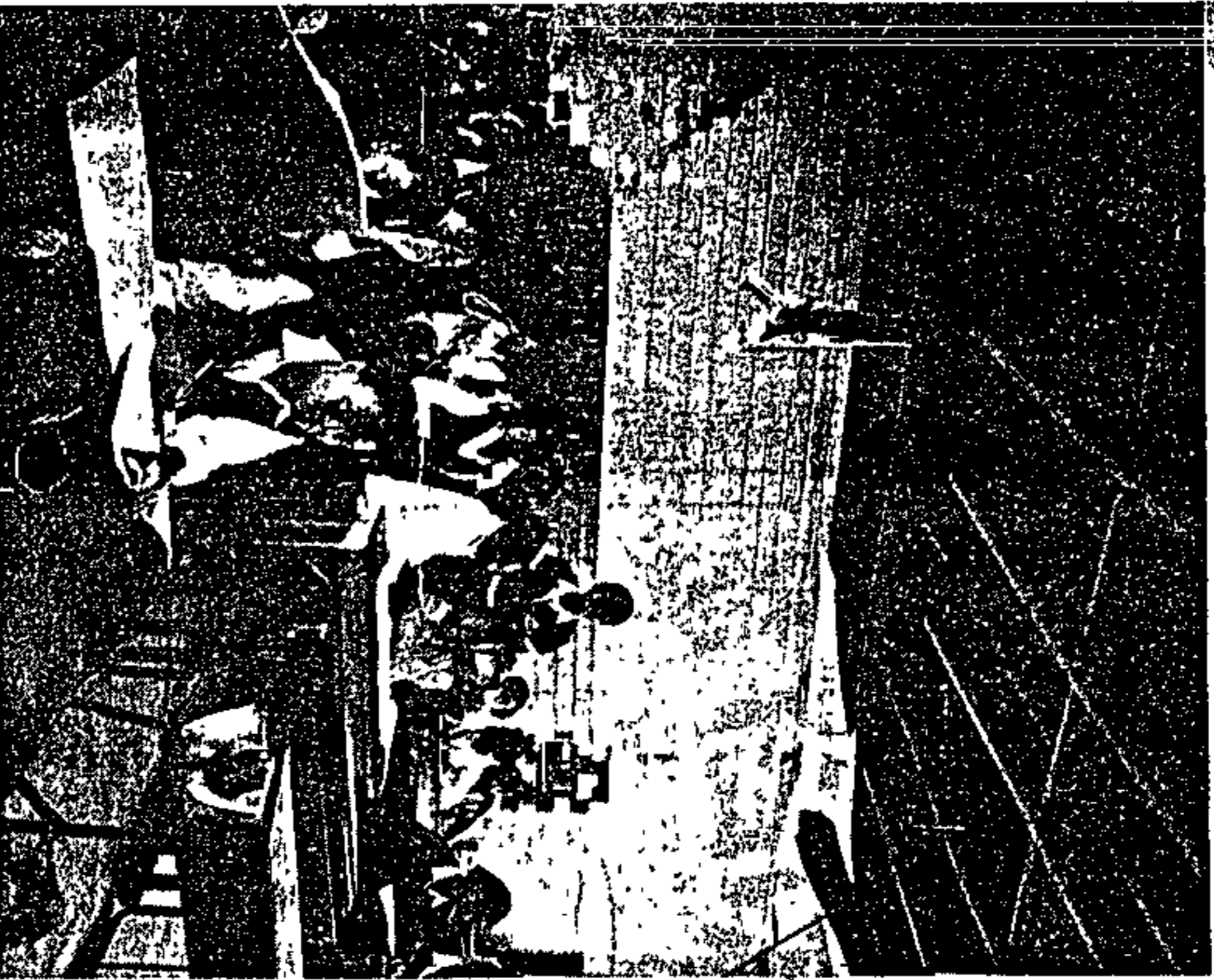
†The MINISTER: Mr Chairman, I am not aware that it is sung in hundreds of schools, but I am aware that it is sung at schools, especially at schools where Xhosa is taught as a subject.

†Mr A GERBER: Mr Chairman, further arising out of the hon the Minister's reply, has he approved the singing of this song, which is known as an ANC song, at schools? [Interjections.]

†The MINISTER: In respect of the question I have indicated that the whole matter is being investigated. My reply to the question just put by the hon member — whether I am satisfied that 'Nkosi Sikelel'i-Afrika!' is sung at specific schools

# Pupils and teachers lock back to school

By SELLO SERIPE  
and DESMOND BLOW



Back to school... and a tumble-down classroom.

By PEARL LABI KHUSELE

In an attempt to make up for time lost during the strike, teachers have decided to keep classes open during the coming winter holidays.

For his part, Van der Merwe has overlooked the stayaway of teachers up to April 17 without taking any disciplinary steps and will regard their boycott as leave with full pay.

However, he has warned that if any further stayaways by teachers take place the tough provisions regarding dismissals and suspensions will come into effect.

Most pupils and teachers throughout the country went back to school this week, although there were poor attendances at a few schools in most regions.

The worst affected region was the Free State, where 26 of the 29 schools boycotted for the first term remained vacant this week.

Eighty percent of children in the Soweto and Alexandra regions reported for school, but at 10 secondary schools only 60 percent of pupils attended, which DET Johannesburg regional director Peet Struwig claimed was "not bad".

The month-long DET teachers' strike is over, although most of their 90 grievances have not been redressed.

However, talks with Minister of Education and Training Stoffel van der Merwe to find solutions will continue.

Teachers are anxious to teach pupils, many of whom have already missed the whole of the first term.

All teachers were given a 12 percent increase in salaries earlier this year and received a further 10 percent at the beginning of this month, when across-the-board increases of 10 percent were given to all public servants.

This means teachers have received increases totalling 52 percent in the past 18 months, but Van der Merwe told, City



At Morrison Isaacson High student leader "Tolvo" Lengane made his comeback in style... dressed in ANC regalia.

Press in an interview recently that this was not enough for lower-grade teachers, whose salaries were so low that a 52 percent increase meant very little.

The lowest grades apply to women teachers. The Minister announced this week the upgrading of women teachers' salaries at the lowest level by

They will now be one notch below those of men teachers, instead of three.

In the next lowest level, women teachers will be upgraded one notch to bring them within two notches of their male counterparts.

National Education Union of South Africa (Neusa) president Curtis Nkondo said although the

two notches, teachers had returned to work they would continue to fight for a living wage.

The "no holiday" decision by teachers, organised under Neusa, has been welcomed by several organisations and the

community. Nkondo told City Press the teachers' decision to deprive themselves of winter holidays was an "admirable decision".

He said this showed teachers were highly responsible because the moratorium was not imposed on them.

Struwig said he welcomed the "no-holiday" decision to cover periods lost as the result of the strike.

Neusa and the community. A satisfactory number of students also turned up at Morris Isaacson High in central western Jabavu and at Madibane High in Diepkloof.

Struwig said he hoped effective teaching would resume tomorrow. A City Press team notified on Tuesday that teachers and students in Soweto headed the back-to-school calls made by



### Central education ministry suggested

BLOEMFONTEIN — Deputy Minister of Education and Development Aid Piet Marais suggested at the weekend SA should have a new education system with a central policy-making ministry and several executive departments under "political authority".

Such a system would have to be negotiated, he told a Youth for SA education seminar on Saturday. He said the changes were necessary because the foundation of ethnically-based education caused problems for many people.

The current education system had created a framework which could form the foundation for the future education system, he added.

Educationist Randall van den Heever said the democratic education system would only flow out of a democratic political system.

He said it would be important not to repeat the mistakes of the past and mother-tongue instruction would be of utmost importance.

Another educationist, Leepile Taunyane, said a radically new approach to education in the black community, involving innovative methods, should be introduced. — Sapa.

# SA violence damaging all political parties, says study

VIOLENCE in SA is denting the credibility of organisations across the political spectrum, says stockbrokers Mathison and Hollidge political consultant Prof David Welsh.

In an April political research bulletin, he describes the CP's position as desperate. It is capitalising on the violence-inspired white right-wing backlash as the NP loses considerable Afrikaner support, he says. Yet its chances of victory through the ballot box are remote under the present constitution.

And to maintain its respectability, the CP is eager to distance itself from the violent extra-parliamentary tactics of far-right groups.

Welsh says at the opposite end of the spectrum, the ANC's withdrawal from the April 11 talks, and its unsuccessful peace pleas in Natal, have cost it valuable prestige.

Weighing heavily on the ANC is its inadequate organisational infrastructure on the ground, as township violence continues. Its objective is now control before compromise.

MATTHEW CURTIN

In its favour is the decline in regional political support for Inkatha as the result of the violence.

Neither has the violence helped President F W de Klerk, as the NP seems increasingly reliant on English support. Should his popular support fall to the level of British Prime Minister Margaret Thatcher's, he would be in serious trouble, says Welsh.

But De Klerk's trump card is his positive international image after the propaganda coup of the Namibian independence day celebrations.

Perceived ANC intransigence is working in his favour, as even Sweden — fiercely anti-apartheid — has not heeded ANC deputy president Nelson Mandela's calls for increased sanctions.

And Welsh believes police discontent is no more than uncomfortable for the government, as rank-and-file obedience to officers and civilian control is strong.

(B) (50)

# Selected black miners to go to university

ALAN FINE and MATTHEW CURTIN

THE NUM has initiated a major educational scheme for the university training overseas of at least 100 black miners in such disciplines as mining engineering, geology and metallurgy.

And it is to demand that industry employers substantially increase their commitment to the process of skills acquisition.

General secretary Cyril Ramaphosa told a media conference yesterday the scheme was financed by fraternal mining unions in such countries as Sweden, Canada, the UK, Germany and Australia.

The prospective students would be placed in a number of universities and mining colleges around the world, he said. Their studies would begin later this year, and it was planned their number would increase in future.

The NUM was conducting the selection process which had already begun, he said. It was selecting from working and retrenched miners who already had a matric education.

Ramaphosa said the scheme would include, where necessary, an initial upgrading of candidates' educational abilities to qualify them for study in these disciplines.

He was unable say how much the scheme would cost annually. A Business Day estimate suggests an initial amount of R1,5m to R2m.

Ramaphosa said the NUM believed the creation of a skilled work force was the key to prosperity in a post-apartheid SA which mineworkers believed was within reach.

It had noted many black mineworkers were denied opportunities to acquire education and skills largely because they were black — hence the decision to initiate a scheme aimed at enabling them to acquire skills in the various technical and managerial disciplines in the mining industry.

"Our union will be demanding that the mining industry also play a part in this skills acquisition programme... by sending 250 miners and students to SA universities each year," he said.

D/Pun 24/4/90

# White schools have the space

Cape Times 24/4/90  
Political Staff

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THE number of empty places in white schools in the greater Cape Town area this year is 14 851.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday that there were 3 830 vacancies in schools in the Parow School Board area.

Earlier this month, he disclosed there were 11 021 vacancies in schools in the Cape School Board area.

However, Mr Clase's figures for Parow, given in reply to a question tabled by Mr Ken Andrew (DP, Gardens), show that schools there are less underutilised than in the Cape School Board area.

# READ takes a new road to learning

Star 24/4/90

Education Reporter

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More than 100 delegates from 76 teachers' training colleges in South Africa gathered in Johannesburg yesterday for the start of the READ annual three-day workshop on ways to improve teaching skills.

This year READ (Read, Educate and Develop), a privately-funded organisation established to improve the quality of education in the country, is presenting four separate programmes titled: study skills; making the most of your library corner; using a book in language teaching; and using books to teach general science.

According to READ secretary Mrs Stella Leonard, the programmes are the most cost-effective way of improving language competence and entrenching skills of independent study in children.

She said there had been a tremendous response from teachers attending the conference to improve their skills.

One of READ's primary objectives is to help people to read, write and speak with greater competency and confidence.

Tomorrow, Sanlam will present a package of books worth R15 000 to the colleges represented at the conference.

## WORD PROCESSING

# Disruptions persist at number of schools

Star 24/4/90  
By Janet Heard, Education Reporter

While black schools have settled down in many parts of the country, there have been disruptions at a number of schools in the Free State and Orange-Vaal in the wake of police violence and an increase in the number of student arrests.

Pupils in Rammulotsi outside Viljoenskroon have not attended classes since Thursday, when five youths died after police opened fire on a crowd outside the Mahlabatheng Primary School.

In the Bethlehem area, there has been 100 percent absenteeism at two secondary schools and in Mookeng outside Kroonstad reports indicate that little secondary schooling has taken place since the arrest by police of six students last term.

However, Mr F.H. Vorster, the DET director of the Orange-Vaal region, said other schools in the area looked "very promising".

# Firms urged to fund education

Some form 25/4/90

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150

By ASHA SINGH

SOUTH African companies should fund education to produce better technical experts and to ensure their own survival, says Mr Bobby Godsell, Anglo American Corporation's Industrial Relations and Public Affairs Director.

Speaking at a function hosted by the Programme for Technological Careers (Protec), in Braamfontein this week, he said employers involvement in education should not be merely an example of good citizenship, but for genuinely producing highly qualified technicians required for future South Africa.

Economic changes in the country have increased the demand for skilled personnel and workers with sound technological backgrounds.

Godsell said apprenticeship training similar to that provided by Protec was "highly stimulating and rewarding" because of the mixture of theory and practice.

He believed more institutions should offer apprenticeships to increase the number of skilled workers.

Financing education should not be left exclusively to the state, he said.

"While the state should be the major financier, other institutions and companies should contribute towards education.

"Education must be shared by the community," he said.

Speaking about the student's role in education, Godsell maintained that concentration and application to studies would assure the student of a comfortable future in South Africa.

"We must have high expectations for our students who form the basis of the country. Student must be willing to apply themselves to studies.

"Throughout the history of mankind, people have excelled with inadequate tools but with every learning medium available now, students should have minimum difficulty in studying," he said.



Bobby Godsell

CMT Times 25/4/90

### Empty hostel space

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THERE were 24 834 vacant places in hostels at white schools at the end of last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.



Mr Bobby Godsell.

## Godsell warns of new danger

Education Reporter

There was a danger of inducing feelings of incompetence among students by harping on the crisis in education and repeating dreary statistics on the failure rate and the education backlog, Mr Bobby Godsell said this week.

Speaking at a function in Johannesburg of the Project for Technological Careers, Mr Godsell, a director of the Anglo American Corporation, said the analysis of the crisis in education ought now to be reasonably well known.

He said there were five key stakeholders in the education process, namely, the student, parent, teacher, community and employer.

The student must be willing to learn and the parent willing to invest in the child's study, the teacher must have the will to teach, the community must cherish its institutions, and employers must look to the long-term needs of the country's development.

### Worrying

Mr Godsell said it was worrying that there was a tendency to transfer all responsibility for learning to the State which, although crucial, was not the sole funder of quality education.

He hoped business did not simply "sign cheques" for educational projects out of a feeling of good citizenship, "but increasingly, as we move into changed socio-economic-political circumstances, I would hope employers do so for their own survival".

It was crucial for business to get involved in projects at pre-primary school level to generate competent employers for the future. There should also be far more communication between academic institutions and industry.

"We are looking for a deeper liberation of the student — empowerment of the young person to enter the world as an active subject, not a passive object", Mr Godsell said.

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# Education level of teachers improves

Political Staff

CAPE TOWN — More than one-third of teachers at black schools in South Africa do not have matric, but this is a vast improvement on the position only six years ago when more than 70 percent had not reached this level of education.

This emerges from the annual report of the Department of Education and Training tabled in Parliament.

The reduction, the report says, is the result of a concentrated effort by the department to lift the skills level of its 54 000 teachers through after-hours training programmes.

Last year, 18 500 teachers were still without matric.

By contrast, 30 000 of the 40 800 teachers — 73 percent of the teaching corps — did not have matric in 1983.

Three years before that, the figure was 82 percent.

The annual report says the DET intends intensifying the in-service training programme from this year on.

Low teacher qualifications is only one of the problems the department has to contend with.

The number of pupils at black schools in South Africa and the independent homelands has rocketed from 750 000 in 1950 to 7,4 million last year.

Since 1980, the number of primary school pupils has risen from 1,2 million to 1,5 million. At secondary schools, the number has doubled in the same period from 209 000 to 488 000 pupils. In the past three years alone, secondary school enrolment has increased at a rate of more than 11 percent a year.

But, the report says, the "escalating expansion makes quite disproportionate demands on the limited resources".

## Pressure

The building programme has not kept pace with the growing number of pupils and, furthermore, the unpredictable and large-scale movement of black people to the cities has militated against long-term planning.

The department says that because there is such pressure on available resources, it is "hardly surprising" that its efforts are not appreciated.

Progress is, however, being made with reducing the teacher-to-pupil ratio. It has dropped in the past decade from 1:54 to 1:49 in primary schools and from 1:63 to 1:54 in secondary schools.

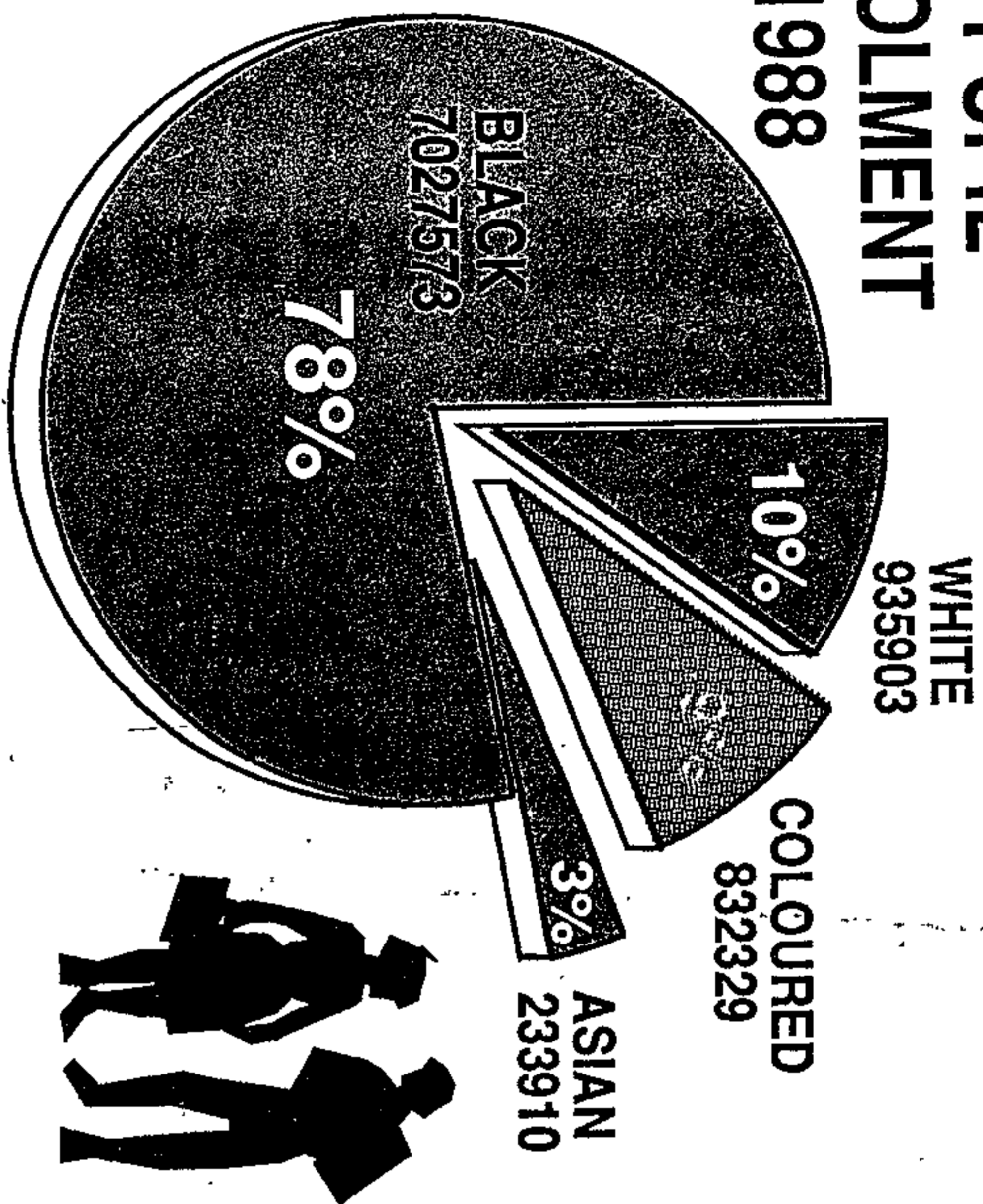
The report says that reaching the departmental target of 1:40 for primary and 1:35 for secondary schools will depend on how much money the department receives from the Treasury.

Star 26/4/90

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# S A PUPIL ENROLMENT

1988



# 9 out of 10 pupils black by 2000

Of every 10 000 black children who start school in Grade 1, only about 1 300 get to matric; 270 study for matric, of whom 113 pass; 27 get matric exemption; and one gets an exemption in maths and science. Coupled with this, about 5 million eligible black children do not even get to school. Education Reporter JANET HEARD reports on a recent paper presented by the national director of the Programme for Technological Careers (Protec).

There is a sense of being in the doldrums as everyone waits for political leadership to announce a strategy for education and point the way out of all the current dilemmas, Mr David Kramer, national director of the Programme for Technological Careers (Protec) said at the organisation's preliminary annual report meeting.

He said 78 percent of South Africa's pupil population fell under the Department of Education and Training. By the year 2000, more than 90 percent of pupils would be black.

The qualitative problems included:

- Overcrowding and poor teacher/pupil ratios of between 1:40 to 1:55, and the declining morale of teachers.
- Another pupil disruption seemed likely with more than 60 percent of Protec branch coordinators forecasting a worsening of the situation this year compared with last year.
- Very few black matric pupils chose to study maths or science. Of the 196 000 DET matric candidates last year, only 18 000 were registered for maths and 24 000 for science.
- In Soweto's 63 high schools

only 41 pupils took maths on the higher grade.

- Poor subject choices led to many pupils matriculating with unmarketable qualifications. In 1988 about 38 000 matriculants remained unemployed.
- Only 0,02 percent of black matrics qualified to enter technological education at the tertiary level.

In terms of the skills crisis, about 30 percent of the workforce had no education, 36 percent had only a primary education and 3 percent had a tertiary qualification.

In August 1988 the Race Relations Survey had forecast a

200 000 shortage of skilled and semi-skilled people by the year 2000, Mr Kramer said.

"At the same time, we are facing a surplus of about 9 million unskilled or semi-skilled people. We are already in a situation where new apprenticeships have declined by 45 percent between 1982 and 1988. The supply of engineers will be half that demanded by 1991."

Mr Kramer said the country was producing only a few hundred of the 14 000 skilled black people who needed to enter the economy every year if the shortage was to be avoided.

"If South Africa is to find the skilled people it needs to create jobs and provide food and shelter for its future citizens, then it must equip the current generation of students to face the challenge."

He suggested that ways to improve the situation were: a single compulsory education department; providing black pupils with decent education; providing real skills related to the needs of the individual, the community and the country; adequate remuneration of maths and science teachers; involving commerce and industry; and developing non-formal educational programmes.

## BLACK HIGH SCHOOL RESULTS (1988/9 figures)

OF EVERY 10 000 SCHOOL ENTRANTS

Only 113 passed matric.

Only 27 with matric exemption.

Only 1 with exemption in maths and science

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# READ conference hits high note again

Sowetan  
27/2/90 (50)

READ's annual college conference, which is sponsored by information technology giant, Unidata, took place in Johannesburg this week.

Two delegates from teacher training colleges around the country attended a three-day workshop of their choice to broaden their knowledge of Read's major education objectives.

Workshop options included, "Making the

By NKOPANE MKOBANE

most of your library corner", "Study skills", "Using a book in language teaching", and "Using books to teach general science".

Ms Pat Haak thanked Unidata for its continued interest in Read's activities. She also pointed out that Sanlam will once again be presenting books to the colleges that attend the conference.

Sanlam's donation exceeds R15 000.

Read, an independent, professional organisation funded by the private sector, distributes book and other media aids to schools, colleges and community centres around the country.

Read believes that the materials, together with training in their use, are the most cost-effective way of improving language competence and entrenching skills of independent study in South Africa's children.

# League merges with Neusa

Sowetan  
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THE Johannesburg branch of the Progressive Teachers' League has dissolved and joined forces with the National Education Union of South Africa (Neusa).

A spokesman told *Sowetan* that Neusa was highly active in the Johannesburg area up until its banning during the state of emergency. It recently relaunched its Johannesburg branch at Wits University, she said.

"We have undertaken to embark on a programme to draw in teachers from every school in the area. We are going to work with other teacher organisations committed to change and also tackle the problem of racially exclusive schools. We have re-committed ourselves to work towards open, non-racial and democratic state schooling," she said.

Anyone interested in receiving more information can contact Neusa, PO Box 322, Judith Paarl, 2045.

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FRIDAY, 27 APRIL 1990

National service: doctors

285. Mr M J ELLIS asked the Minister of National Health and Population Development:

- (a) How many fully qualified doctors currently completing their military service are being used in public hospitals, (b) at which hospitals are these doctors stationed and (c) in respect of what date is this information furnished?

B730E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

- (a) 7 doctors, *Hansard 27/4/90*
- (b) 2 doctors at J G Strijdom Hospital  
2 doctors at Ga-Rankuwa Hospital  
1 doctor at Scottsburgh Hospital  
1 doctor at Harding Hospital  
1 doctor at H F Verwoerd Hospital
- (c) 4 April 1990.

Bread subsidy

314. Mr B B GOODALL asked the Minister of Agriculture:

What bread subsidy was paid by the Government for each of the latest specified five years?

B794E

The MINISTER OF AGRICULTURE:

- 1985/86 — R180,497 million *Hansard 27/4/90*
- 1986/87 — R147,000 million
- 1987/88 — R147,370 million
- 1988/89 — R132,000 million
- 1989/90 — R105,935 million.

Own Affairs:

Provincial public libraries: identification/ functioning *(50)*

71. Mr W U NEL asked the Minister of the Budget and Local Government: *Hansard 27/4/90*

- (1) Whether the identification and functioning of provincial public libraries has been finalised; if not, why not; if so, (a) which provincial public libraries were identified as White own affairs, (b) why were they so identified, (c) when were they trans-

HOUSE OF ASSEMBLY

1104

ferred to his Department and (d) who took the decision in this regard? *(50)*

- (2) who will be responsible for (a) ordering and (b) buying books for such libraries?

B618E

The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT: *Hansard 27/4/90*

The same question was put to the then Minister in the Office of the State President charged with Administration and Broadcasting Services in 1988 as general affairs question 890(2) and answered by him — vide Hansard No 1288. (Cols 1187-1188).

Certain areas: residence permits

111. Adv J S PRINSLOO asked the Minister of the Budget and Local Government:†

- (1) How many persons were granted residence permits in terms of the Group Areas Act, No 36 of 1966, from 1 June 1987 up to the latest specified date for which statistics are available to live in White residential areas in the parliamentary constituencies of (a) Helderkruin, (b) Florida, (c) Maraisburg and (d) Roodepoort;
- (2) in respect of what date are these statistics furnished? *Hansard 27/4/90*

B763E

The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT:

- (1) Statistics are kept for White declared areas, but not in respect of parliamentary constituencies. For the area of Roodepoort no residence permits were issued.
- (2) 21 July 1989 to 5 April 1990.

Group Areas Act: vacating of premises

112. Adv J S PRINSLOO asked the Minister of the Budget and Local Government:† *Hansard 27/4/90*

- (a) How many persons who occupied premises in conflict with the provisions of the Group Areas Act had terminated their occupation of such premises in (i) the Transvaal, (ii) the

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FRIDAY, 27 APRIL 1990

Orange Free State, (iii) the Cape Province and (iv) Natal as a result of action taken by departmental groups for group area matters, excluding Police action, as at the latest specified date for which statistics are available and (b) in respect of what date are these statistics furnished?

(a) (i) 10

(ii) Nil

(iii) 9

(iv) Nil

B764E

(b) 21 July 1989 to 5 April 1990

The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT:

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FRIDAY, 27 APRIL 1990

The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT:

HOUSE OF ASSEMBLY

# Education for a new

# Teach children skills to make change a challenge

**NATION**

President de Klerk has challenged us all to help create "a new South Africa". If we accept the challenge, we have to create an education for a new nation.

The first step is to accept where we are. The next is to go to where we should be.

Far too many South Africans refuse to accept five facts that have an impact on education:

- South Africa is more like the other nations of Africa than like the nations of Europe or America.

- Only about 26 percent of Europe's population is less than 15 years old. In South Africa about 40 percent is.

- Less than a quarter of South Africans have a culture, a language and a set of traditions that are rooted in Europe or America.

- A new education must reflect these realities.

- Far too many South Africans have basic needs: basic physical needs for food, water and housing; basic security needs for health and employment.

- These South Africans also have growth needs. They need to be able to enjoy their family and their friends. They need to be treated with dignity and valued for what they are. They need opportunities to become the best they can be.

- Until they have satisfied their more basic needs, they won't have the time or the energy to attend to their growth needs. A new education must meet their basic needs.

- About 50 percent of South Africa's adults are neither literate nor numerate. They cannot do a job that requires one to read, write or count. They cannot help their children with their homework. They cannot hunt for bargains in the newspapers, use a DIY book, or study by correspondence. They cannot read what politicians are asking them to vote for.

- We are like a rugby team that is playing without its forwards. It is impossible to beat the opposition with half a team. It is impossible to have a strong economy if half the adults cannot read, write or count.

Excerpts from an address by **DR JAMES MOULDER**, professor of philosophy at the University of Natal, Maritzburg, at a seminar arranged by Eskom at Michaelhouse yesterday.

A new education must aim for universal literacy and numeracy.

- The education system lacks legitimacy and is unfairly funded. It lacks legitimacy because it is designed and controlled almost exclusively by white South Africans.

- It is unfairly funded because, when salaries are removed from the comparison, in 1987 nearly three times as much was spent on a white pupil (R561) as on a DET pupil (R178). And nearly four times as much was spent on a DET pupil (R178) as on a pupil in kwaZulu (R44). A new education must remove these inequalities and be administered democratically.

- South Africa is not a wealthy nation. In 1987, if Japan's GDP had been distributed equally, every person would have had R120 a day. In the same year, if South Africa had done the same, every person would have had only R16 a day, which does not buy a good education.

- A new education must be affordable, as well as appropriate. This is where we are.

- "Education for a new nation" is the slogan that points us to where we should be. We must face reality as it is, not as we would like it to be.

- Blacks must drop their naive belief that a government they help to elect will be able to spend as much on their children's education as this government spends on white children. It is impossible until our economy is very much stronger.

- Whites must stop taking more than a fair share of the money that

is available for education. The very least they can do is to ask the Government to stop investing more than salaries and basic operating costs in their children's education. If this had happened in 1987, there would have been an extra R234 million to spend on black education. This is not as much as it seems. But it would have paid for 1000 classrooms.

More significantly, it would have told blacks that whites had decided to stop being greedy and to start carrying their share of the hardship and inconvenience that is required to build "a new South Africa".

Good primary schools are a secure road to being able to read, write and count. It is impossible to be "a winning nation" without good primary schools. They pave the way to increased productivity in all sectors of the economy. They promote attitudes and values that reduce fertility and improve health.

This is why the ANC's priority is "to promote literacy and basic numeracy for all in a minimum programme of six years that includes fundamental life skills and work skills".

We must educate for self-reliance. An education for self-reliance is a balance between the world of work and the world of books. It is neither purely technical nor purely academic.

It concentrates on what pupils must be able to do. It teaches them how to read critically and to write

clearly. It enables them to use mathematical and scientific ideas to solve their problems.

And we must educate for change and diversity. South Africa has started to change. It is going to change more rapidly as we gallop towards 2000.

Our schools, technicians and universities, and in particular our colleges of education, must help their students not to be afraid of change. They need to learn what it is and why it is necessary. They need to be taught how to manage change, as well as how to overcome resistance to it.

South Africa is a land of great diversity. We have many cultures, languages and traditions. In the past, this diversity has frightened us. We have hidden ourselves and our children in ethnic kraals. This must stop.

We need to learn how to celebrate our diversity. We need to blend how we are alike and how we differ.

"Education for a new nation" is more like a bumper sticker than a blueprint for an education system. It is to make us think.

It is a slogan that points us to a process that has hardly begun rather than to a product we already have. It invites us to have new ideas about what education is, as well as about what it is for. It presents us with challenging goals.

Henri Bergson, a French philosopher, insists that our thinking should be dynamic instead of static: "The tools of the mind become burdens when the conditions that gave rise to them no longer exist."

The conditions that produced the education system we have no longer exist. This is why we need a new approach.

The other challenge comes from Arle de Geus, the head of the world's leading think tank on future scenarios: "Countries that improve their people's physical and mental health, as well as giving them easy access to education, move rapidly towards having a strong economy."

# Schooling in the age of change

**Mark Henning**  
*National director of the Independent Schools Council, examines the new proposals for education*

THE Government's proposals for community-controlled and privatised schools are not only a pragmatic step in finding a transitional solution for transitional times but a move in line with the spirit of the age.

They will, of course, be strongly contested. Education is a sensitive matter. Privatisation is an emotive and controversial subject. For those who believe that the niche occupied by independent schools in free societies is an important expression of a fundamental and universal human right, there is some regret that the issue of non-public schooling will be inevitably coupled not only with the controversial question of privatisation, but also with other great and pressing conflicts which will cloud views.

An important point needs to be made that the proposed "privatisation" of State schools, which is the second option in the Government's model, is more in the nature of community control with State funding than the proverbial selling of the family treasures.

Ownership will remain with the State. For this reason these models should be not seen as that sort of privatisation which involves the

education system. For equality in education to be achieved, the R11,89-billion set for education in 1989 should have been raised to R37-billion out of a total revenue of R65-billion, a proportion which is beyond the means of any government.

Even if the financial problems were solved, the shortage of trained teachers would make it impossible for most schools to be adequately staffed.

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**Viable**

There is a mismatch between education and employment, especially at the secondary school level, which results in the system producing far too many unskilled and semi-skilled workers and too many graduates with general degrees.

Confidence in "Bantu Education" has sunk so low that it will not be restored without major changes in both the policy and control of all education in the country. In the meantime it is feared that the lamp of learning in black schools will go out altogether.

Education cannot be separated from the economic and political structures in the country, and new structures which best meet the needs of all the people and which make the country viable in the world markets are essential if the problems are to be realistically addressed.

Such structures will be possible only through a negotiated settlement, as a revolutionary conflict will lead to a wasteland. They will also need to inspire confidence in other nations, for capital is essential for growth. Liberalisation is a world trend. Capital and labour markets are linked internationally, and capital and labour will go where there are returns.

In the face of such daunting problems the proposals to "privatise" State schools merit serious consideration. Such schools would, if it is to be hoped, be free to serve their communities, which would be directly involved in their management. They will also certainly lead to more money becoming available for education, both by reduc-

ing the crippling numbers of administrators and bureaucrats employed in education departments, and also in the contributions towards schooling of the communities themselves.

There is a useful model here in the management schools and the private schools in Zimbabwe, which provide a legal framework under which parents, acting jointly, can augment the educational, cultural, sporting and other services of State education, and which enable Zimbabweans to boast that theirs is the only post-colonial nation in Africa in which the children of expatriate workers are educated within the country and not sent overseas.

The Zimbabweans are aware of the inequalities likely to arise between poor and rich, rural and urban, and have devised various equalising strategies. However, they recognise that independent schools are not the polar opposites of government schools, but complement their roles and functions.

They are two elements in the totality of an educational system which should include much more, such as pre-primary education, distance learning using technological aids, education with production, adult education, in-service training and literacy centres.

## Vigorous

It is not only the needs of the communities that must be served. The economic well-being of the nation depends upon the creation of wealth, which in turn is dependent upon the emergence of new elites, and therefore on the social mobility that produces them. Industry and enterprise are not the monopoly of a single class, nor will a State monopoly in education encourage these qualities. Indeed, there is evidence that public spending encourages uniformity and stifles what is best.

There is a serious argument which is sincerely maintained by some responsible people, not only

against privatisation, limited as it will be, but also against all private schooling. This argument lies deeper than funding controversies, and maintains that such schools are divisive, anti-social, tending to perpetuate the existence of social classes, and therefore form obstacles to the achievement of a classless society.

This obliges us to consider the justification of independent schools in society. To those who carry the banner of the classless society we might, in the words of Sir Richard Blackburn, chancellor of the Australian National University, "ask the question whether any classless society has ever existed in human history, and whether such a thing is possible, let alone desirable. We might suggest that history shows that the interaction of different but overlapping classes, together with social mobility between the classes, has been a feature of the most vigorous and fruitful societies." We might also argue, like the

Austrian philosopher Karl Popper, that classes never rule, any more than nations. The rulers are always certain persons. And, whatever class they may have belonged to, once they are rulers they belong to the ruling class.

These arguments, however, lead quickly into what the English sociologist Hirst called the sterile debate of elitism versus egalitarianism, and it is more profitable to look at the government's proposals as a pragmatic first step.

There is agreement that accessible and compulsory primary schooling is a basic right, and that every effort must be made to ensure this. There is far less agreement on secondary schooling, and new paradigms are sought here.

Now is the era of the fundamental human rights of the individual, and the right to parental choice in education is found in every international declaration, covenant and treaty of human rights, starting with the 1948 United Nations Universal Declaration of Human Rights, signed by every nation on earth bar two.

It is in this context that the nature of and rationale for independent and privatised schooling is to be found.

# Autumn Festival offers insights into literature

By ELLIOT MAKHAYA

THE portrayal of black/white relationships and the role of the literary artist in a volatile political arena will be among the issues raised in the African literature series at the Wits Autumn Festival.

The festival runs from Wednesday to Sunday.

The Wits Autumn Festival offers a rich variety of events covering literature, drama, music, art, science and current issues such as literacy, an

environmental awareness and urban geography.

This year's festival will enable the public to share in the learning and cultural activities of the campus. On Saturday, those interested in African literature will have the chance to hear Prof Es'kia Mphahlele and other noted literary figures present a series of enlightening and controversial lectures on this subject in the South African context.

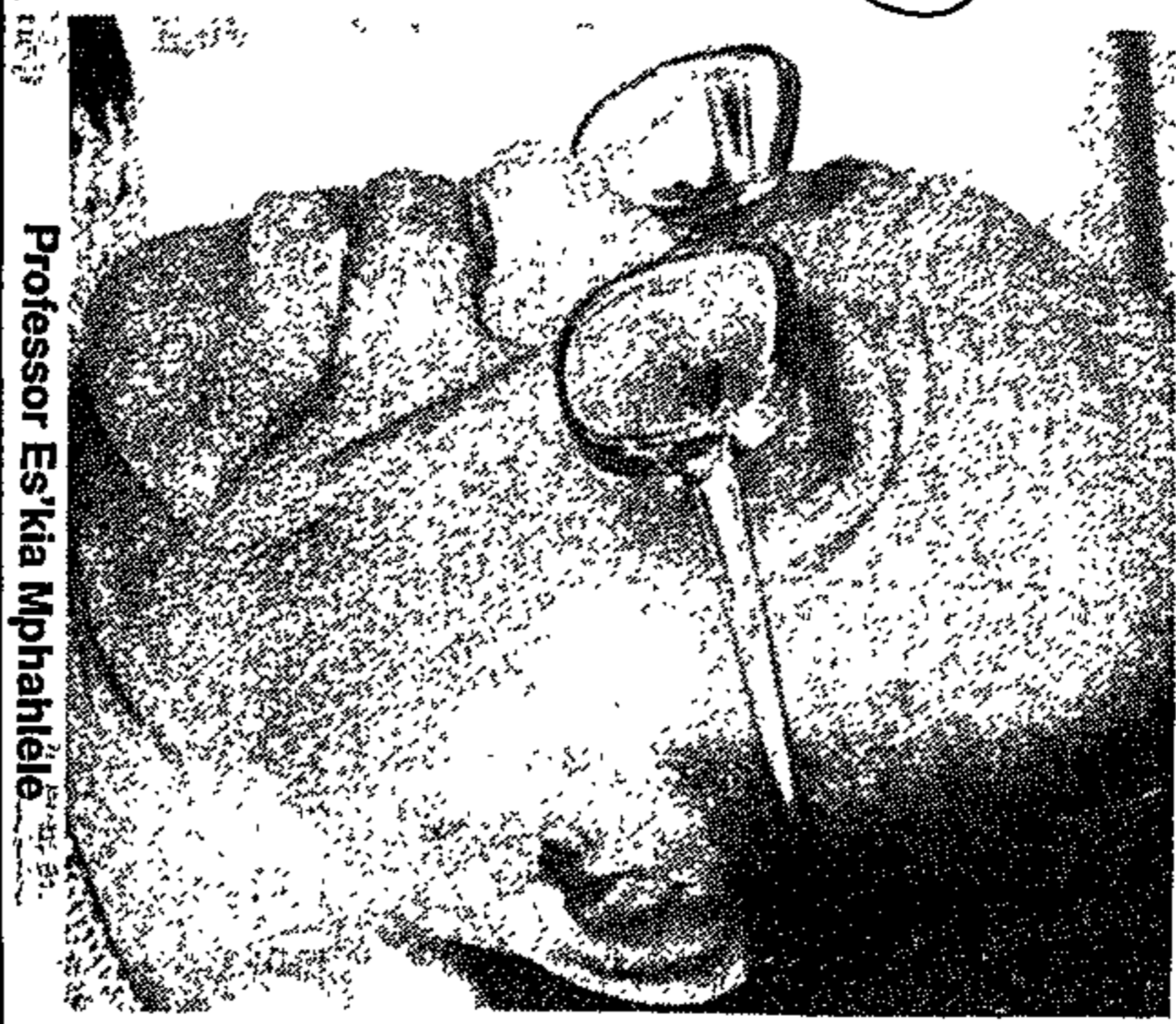
Mphahlele will address the issue of *Black and White in African Literature*. In an abstract to his lecture, he says the approach of African writing in the 19th Century moved between the extremes of rejection and total acceptance of Western culture.

In another lecture entitled *Literature in a Changing Society: The Abdication of the Text*, Nhlama Maake of the Wits African Languages department will pose, and try to answer, the question: "In a politically volatile situation, attempts to reflect these,

do the creative writer and the critic, particularly the teacher of literature, take a political stance which will place their work in the canon of documentary propaganda?"

DBZ Ntuli, writer and Unisa professor, will present a third lecture focusing on Zulu literature. Ntuli will look at the extent to which literature in African languages addresses the social problems of black people in South Africa as well as the hurdles encountered by a Zulu writer in his attempts to reflect these.

30/4/90  
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Professor Es'kia Mphahlele



# Repairing the damage of school apartheid

AKUS 30/4/90 (50)

Excerpts from the address by Dr JAKES GERWEL, Rector of the University of the Western Cape, at a graduation ceremony of the University of New York last week where he was awarded an honorary Doctorate in Humane Letters

**T**HE universities in South Africa stand at the receiving end of the inequalities of the segregated schooling system and a challenge to which most of them have not responded with sufficient urgency is how to deal with the fact that education disadvantage is a majority phenomenon in our country; a fate suffered by the overwhelming majority of students.

## EDUCATION

The law determines the minimum requirement for admission to university study. In order to be admitted to degree studies a candidate should have gained a matriculation exemption.

Until the beginning of the 1980s, most universities found the minimum requirement sufficient as a basis for admission, but since then most of them, particularly the historically white institutions, have been steadily raising their requirements above the statutory minimum.

There are good educational arguments to be advanced for this tendency, but historically it has occurred exactly at the moment that ever larger numbers of black students were matriculating to seek places at university, and that all universities were becoming free to admit students of all population groups.

The effect of those measures, therefore, was that significantly

fewer black students were admitted to those institutions than would have been the case if the minimum requirement continued to apply.

We must compare the figures for students at university in order to fully comprehend the magnitude of the inequalities.

Twenty-nine out of every 1 000 of the white population are at university, a figure which is amongst the highest in the world. The comparable figure for the African population is two out of 1 000 and for the group statutorily defined as coloured it is four out of 1 000.

Most South African universities have opted for a policy of limited growth — usually in the order of one to two percent annually.

And in competition for those limited places, black students have a disadvantage as the schooling systems through which most of them have come have underprepared them for university.

The University of the Western Cape, alone among South African universities, has sought to broaden access to tertiary education, accepting that it will be admitting students disadvantaged through apartheid education, but addressing that through comprehensive teaching and learning innovations and methods of academic development.

The demand for places is such that our university had one of the fastest growth rates in the south-

ern hemisphere.

From just over 6 000 students in 1986 we grew to almost 12 000 in 1989.

This growth rate obviously is just too fast for any institution to maintain in the long run, especially if the State's financial treatment of the institution is taken into account.

South African universities are all dependent for the bulk of their finances on a State subsidy and in 1989 UWC had its subsidy quite arbitrarily cut by 52 percent, the next highest percentage cut being 25 percent.

The university was deliberately penalised for growing and for its uncompromising commitment to the values of non-racialism and democracy.

The centre of our mission is to develop excellence in our capacity to deal with education disadvantage.

We have done that and we pride ourselves on being leaders in that field in spite of the fact that the government does not fund bridging, support and academic development activities.

We know, however, that until South African universities learn to gear themselves to the South African majority population, and the historically induced educational condition there, they will wittingly or unwittingly be reproducing the essentials of the apartheid racial order.

Cape Town 2/4/90

(50) ~~50~~ ~~50~~

# Higher standards hit matric results

## Political Staff

**TIGHTER** controls over black matric standards contributed to last year's disappointing results.

This was disclosed in the annual report of the Department of Education and Training tabled in Parliament last week.

The department admitted it was "shocked" by the results at the end of 1989, when only 42% of candidates passed.

It said: "The complete reasons for the poor results and methods to correct the circumstances which precipitated this situation are the subject of a penetrative investigation."

In part, they were the result of general policy determined by the Minister of National Edu-

cation in July 1989 — then President F W de Klerk — which restricted the department's freedom to "adjust" marks for the Senior Certificate.

"However, it was necessary to set stricter conditions, as the quality of certificates issued by the department has been criticized in various quarters.

"Whatever the result of the investigation, it is a fact that no effective education can place in circumstances in which a lack of order and rejection of educational authority are present."

Unrest with schools destroyed and discipline undermined obviously had a devastating effect."

The unrest which broke out in urban areas in 1984, and which dragged on into 1987, when school facilities were destroyed and dis-

cipline was seriously undermined, obviously had a devastating effect.

"Everything possible will have to be done to restore order in schools and create a climate conducive to learning.

"It is hoped that the examination results of 1989 represent a nadir which will encourage pupils to apply themselves more diligently, and that this will contribute to the process which will lend greater credibility to school-leaving certificates issued by the department."

The department also said that the number of black pupils in South Africa, including the independent homelands, rose from 750 000 in 1950 to about 7,4 million last year — a compound growth rate of 6%.

# Black schools strike over

S/Times 1/4/90

Sunday Times Reporter

THE STRIKE in black schools seems to have ended after prominent education leaders and teachers called on pupils to return to their classrooms tomorrow.

But at the same time teachers demanded that the Government take immediate action to redress the "glaring inequalities" of the education system.

Children and teachers are

expected back at schools following an agreement between the National Education Co-ordinating Committee and teacher representatives at a meeting in the Cosatu offices in Johannesburg on Friday.

NECC national chairman Mr Eric Molobi said: "The

teachers have agreed to go back to school and we expect children to be at school, too, from tomorrow.

"We hope the situation will be restored to normal and children will get back to the serious business of studying.

"We must, however, make it clear that we cannot force the parties concerned to go back. We pray nothing goes wrong, as we've tried our best to normalise the situation."

The Union of Teachers' Associations of SA expressed grave concern at the continuing schooling crisis, noting that very little teaching had taken place in the Free State and Transvaal since the release from prison of Mr Nelson Mandela.

"And we understand that in these areas there has been no teaching at all over the last two weeks."

Said Utasa secretary/treasurer Mr George Strauss:

"The seething crisis in black education is the result of the imposition for years of a dehumanising political ideology which has manifested itself through a repressive and unequal education system.

## SO Pressure

"Utasa fully supports the demands for the urgent redressing of the glaring shortcomings in black education as a necessary condition for the process of normalisation.

"We demand that the Government immediately take affirmative action and attend to these problems."

At the same time, without relaxing the pressure on the Government, Utasa supported the call by Mr Mandela for the resumption of schooling — particularly through the Back to School campaign.

"Pupils out of classrooms must return to their desks, and teachers must continue teaching," said Mr Strauss.

# Gambling with Street colleges

Star 31/3/90

50

**PARENTS** are taking expensive risks when they send their children to certain inner city "street colleges" which are sprouting up all over Johannesburg.

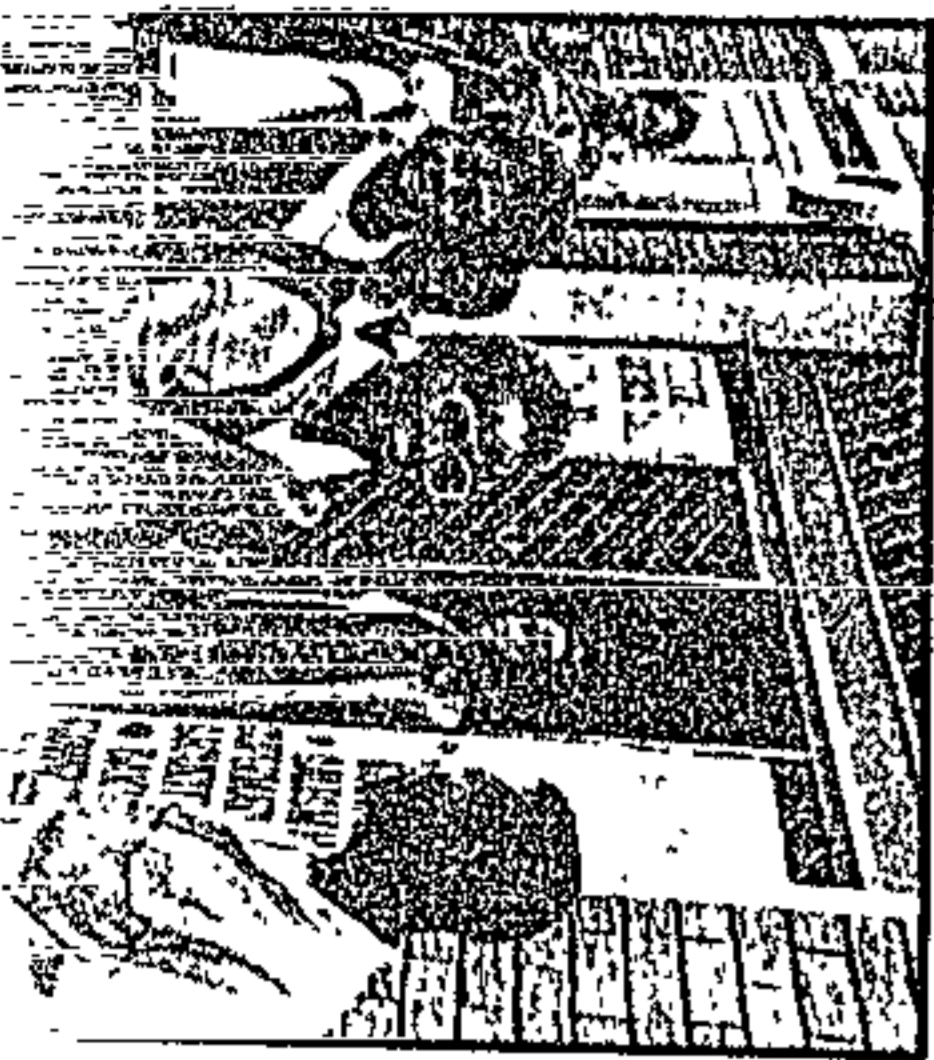
These schools, according to Ms Alison Papienus, executive director of the Southern African Association of Independent Schools (SAAIS), have arisen out of the State's inability to provide adequate or appropriate education for black pupils.

Although some were started by well-meaning educators, many of these colleges have turned out to be fly-by-night operations run by greedy wheeler dealers.

### No pay

Saturday Star this week decided to take a look at what facilities they provide.

Asking not to be identified, teachers at the Treasure Academy in King George Street claimed they had not been paid for the past two months since the school opened. "We have been told by the school



### PAT DEVEREAUX

He began the interview by saying he was "a minister of the gospel". He admitted that his 12 teachers were not being paid as they were on probation. But he denied confiscating the fundraising fees and said, "We plan to open a bank account for the students that is why we took control of the fees."

Although Mr Sanoamadi agreed to let the Saturday Star look through the school, he would not allow a photographer to take photographs under any circumstances and threatened him with "danger" if he did.

Asked whether he had been involved in other such colleges he said he had been a partner in one similar school last year but that school had not been registered with the Department of Education and Training. On his office wall Mr Sanoamadi had documents indicating that the school had changed its name from Educator to Treasure Academy and was registered with the DET.

Most of the classrooms were empty when visited as it was a "break" period. However, it was clear there were very few desks and most classrooms were bare with no chairs.

Just around the corner from the school a number of pupils who said they were from the Treasure Academy were playing pool in a games hall. Asked why they were not attending classes they said they had no chairs.

At Omega Educational Institute in Jeppe Street, the Saturday Star found a very impressive red-car-

pet and severely overcrowded. Matric pupils said there were 21 students being taught in a classroom of that size.

At another school, the Maluti Modern Institute in Plain Street, the police are investigating charges of fraud brought by parents and teachers against Mr Musawenkosi Masondo, the director.

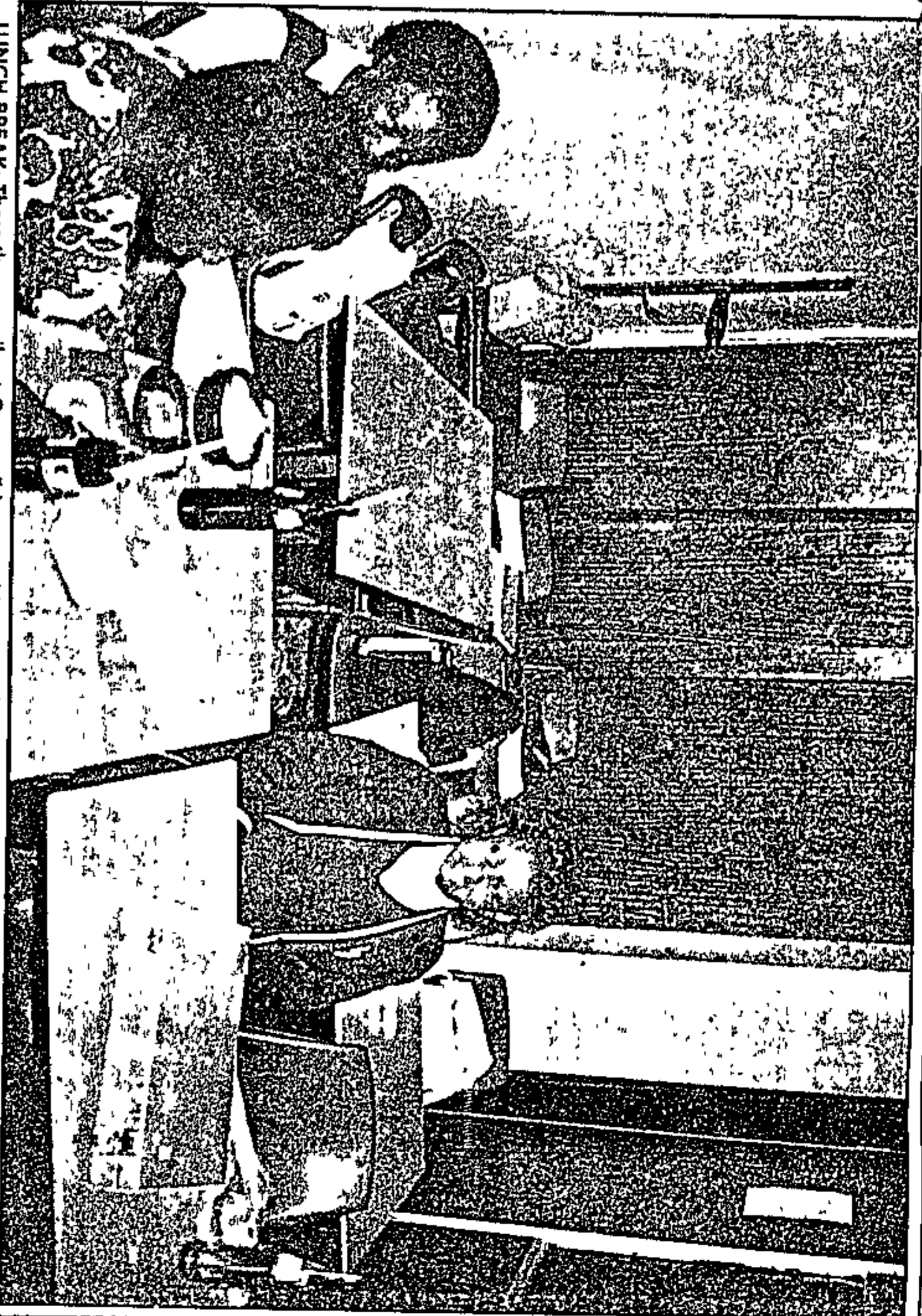
They allege Mr Masondo demanded R150 from each pupil to cover the cost of books and uniforms which have not materialised. Members of the school's parents committee also believe Mr Masondo may not be registered with the DET

which is essential if pupils want to write the matric exam at the school.

To safeguard parents whose children attend such schools the SAAIS advises them to request a copy of the previous year's matric results.

### Ratios

Parents should inquire about each school's provision requirements, teacher qualifications, teacher/student ratio and student/classroom ratio. Parents could also ask for audited financial statements particularly where fees are high



LUNCH BREAK: These three pupils at Omega Educational Institute, (from left) Priscilla Malope (18), Dorcas Pelo (20) and Christine Mokoena (18), are taught with 18 other pupils in this tiny classroom. Photograph: Bay George Mashinini.



# Gambling with street colleges

Star 31/3/90 (50)

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Asking not to be identified, teachers at the Treasure Academy in King George Street claimed they had not been paid for the past two months since the school opened. "We have been told by the school

administrator, Mr Phillip Sanoamadi, that we are on three-months' probation and so will not get our salaries before then," said a pair of teachers.

They claimed Mr Sanoamadi had also confiscated fees raised from a student fund raising event about a week ago.

The Treasure Academy opened its doors at the beginning of this year and currently has an estimated 300 pupils. Monthly fees, which do not include text books, uniforms or stationery are R120.

Teachers said they taught up to 218 matric pupils each day and the school was continuing to admit new students even though the DET registration had closed.

## Few chairs

"There are very few chairs and desks for us," said pupils. They added that they had to take their chairs with them as they moved through the 13 classroom college.

When approached for comment on the allegations, Mr Sanoamadi immediately threatened to get his lawyer and demanded to know who the informants in his school were. Later he agreed to

## PAT DEVEREAUX

meet the Saturday Star.

He began the interview by saying he was "a minister of the gospel". He admitted that his 12 teachers were not being paid as they were on probation. But he denied confiscating the fundraising fees and said: "We plan to open a bank account for the students that is why we took control of the fees."

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At Omega Educational Institute in Jeppe Street, the Saturday Star found a very impressive red-carpeted entrance hall. But upstairs extensive renovations were being carried out.

Principal Mr B Nkambule said the school would be moving soon. He said 300 pupils were enrolled who paid R120 a month each. He said his school's matric results were much better than the overall 42 percent pass rate given by the DET for black matriculants last year.

Prefabricated classrooms at the school are about 3 m by 5 m, are hot

and severely overcrowded. Matric pupils said there were 21 students being taught in a classroom of that size.

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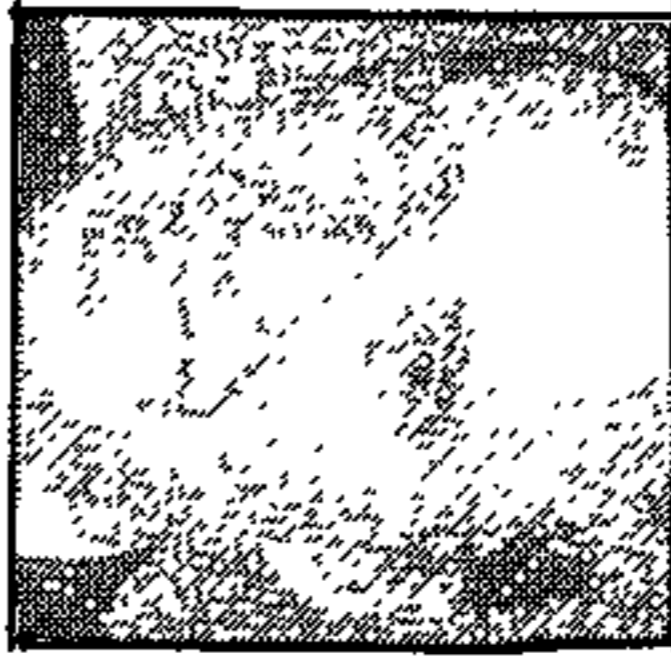
SCHOOL'S OUT: Street colleges such as the Treasure Academy are sprouting all over the city.

PERSPECTIVES 3

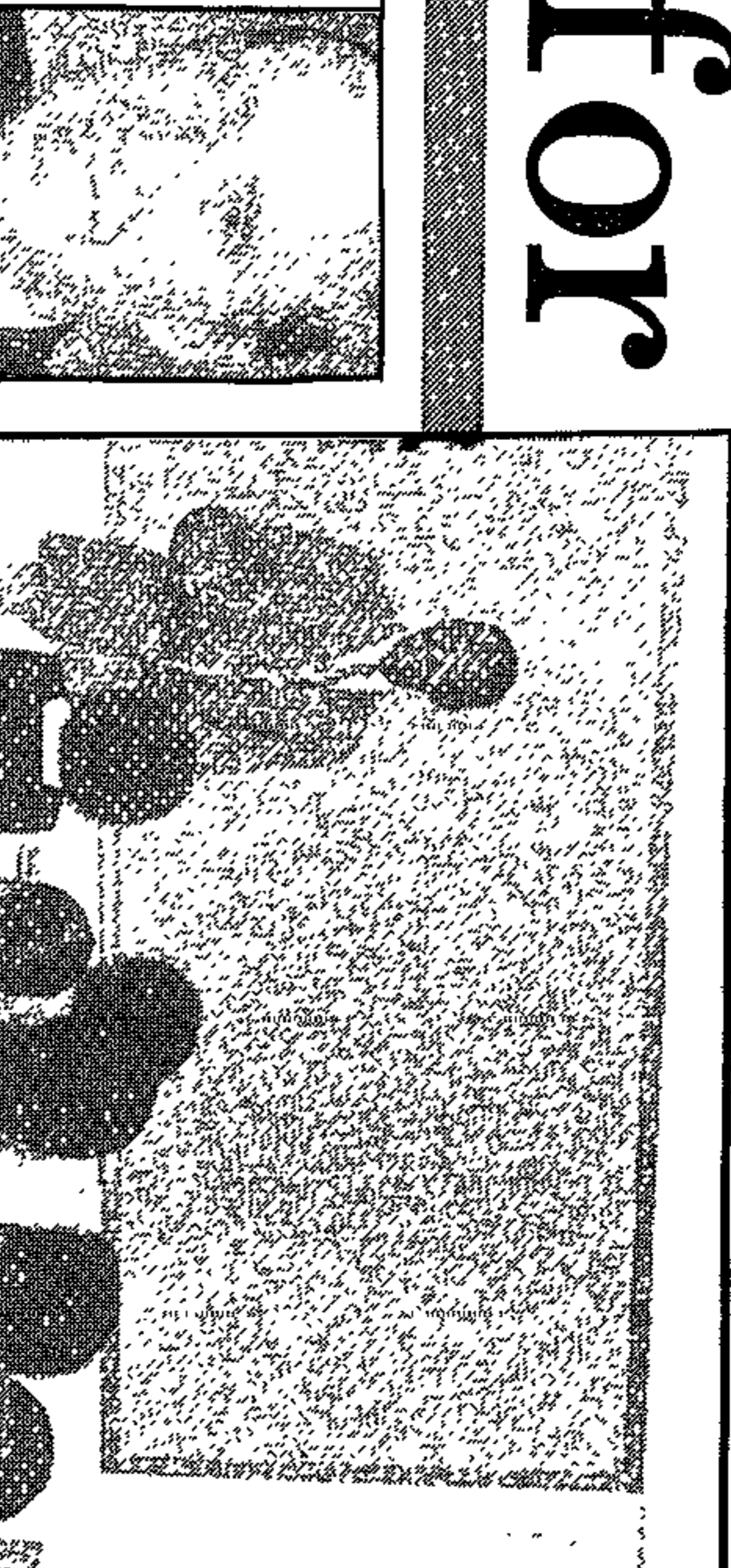
# Education for

# the real world

**Michael O'Dowd**  
*Chairman of the Anglo American and De Beers Chairman's Fund, examines the education challenge facing South Africa*



Tues 14/90



seen as the most successful. A society based on modern technology does make new and unique requirements as it offers new and unique opportunities, but this does not mean that the experience of thousands of years of living as human beings in human societies has become irrelevant or can be discarded. Modernisation and tradition must learn to live together.

In South Africa, as in many other parts of the world, this creates a further problem. The black people have been receiving a form of education which is a combination of modernism and European tradition, with almost no respect for their own tradition. To find what aspects of African tradition are capable and worthy of revival or preservation is one of the major challenges created by the changing political and social situation in South Africa.

**Defeat**

The answer is surely that it has been both. To the extent that there is a conflict between the two objectives, we simply have to compromise, as in so many other areas of life, but this extent is not large. The two objectives curiously reinforce each other.

The basic objective of a liberal education is always said to be to benefit the individual, and one is rarely doing the individual a kindness by leaving him unable to earn his living or unable to live in the contemporary world.

On the other hand, if vocational education aims to produce people who can be effective and productive in a world in which the competition of jobs is constantly changing and the need for initiative crops up all the time, it will defeat its own objectives if it fails to devel-

op the broad capabilities and the autonomy of the individual.

There is really no conflict at a theoretical level. The problem is largely one of the very real difficulties of changing the content of education when the education system is so large.

Perhaps the most harmful aspect of the traditional school syllabus today, from a vocational point of view, is not the lack of specific vocational content (it is not the purpose of schools to train people for particular jobs), but the survival from the days when education was devised for a military aristocracy of a set of attitudes disparaging wealth creation and emphasising aristocratic skills.

This is manifested in, for example, the absence of economic history in the history syllabus, the absence of applied mathematics and the lack of attention to technology and technical application in the science syllabus, as well as a lack of respect for handicrafts among extramural activities.

What those who call for a more

engineer who under-designed this bridge came from a disadvantaged background any more than germs will make allowances for a doctor in the same position.

At the same time, to make the problem more complicated, irrelevant elements have in the past been introduced into education to make it more difficult and to act as a barrier to the relatively disadvantaged. One thinks for instance of Latin as an entry qualification to nearly all studies at Oxford and Cambridge in the last century and I sometimes wonder if mathematics is not being used for the same purpose today.

Finally, and perhaps most serious of all, we are faced once again, as in any time of political change, with the problem of the desire of leaders and would-be leaders to use education for the purpose of what is euphemistically known as political mobilisation: to turn the great majority of people into the tools of those who claim to be their leaders and aspire to be their masters. This was a dominant theme in European education from the early 19th Century until the end of World War 2. Then Europe learnt the hard way what a bad idea it is.

It has also been a familiar theme in white education in South Africa in the quite recent past. The fundamental problem with such education is that it seeks to inculcate uninquiring obedience, and by feeding the pupils on myths

vocationally orientated education are arguing for is not that the school system should become a training ground in which people are equipped with the specific skills for particular jobs, but that it should orientate children far more towards the world in which they are actually going to live.

the problem of modernisation and the conflict between traditional cultures and the requirements of modern economies faces everybody. The difference between the black and white populations in South Africa in this regard is one of degree. At the same time, it is quite clear that most black people in South Africa face a greater problem than most white people, though it is considerably less than that faced by people in many other parts of Africa. This, too, is not

weaken their ability to cope with reality. It is not only humanly dangerous but self-defeating for, sooner or later, the country is going to need precisely the capability for realism and critical judgement from its people which has been systematically withheld from them.

Hitler drove out of the country, and into the arms of his enemies, the very scientists who could possibly have enabled him to win the war. Gorbachev, amid the widespread failures of his economic and social system, never ceases to bewail the fact that his people are unable to use initiative, even when ordered to do so.

**Conflict**

It's a world in which people spend the greater part of their waking hours earning a living.

The debate between vocational and general education is probably the most vociferous in educational circles at present, but this is not the only area of difficulty. All societies, no matter how advanced they think they are, face the problem of modernisation. With technical progress going on so fast, modernisation is not something which is done once and for all, it is something which has to happen all the time.

It is important to recognise that

a simple problem. In the first flush of modernisation in the West it was widely assumed that everything modern was good, everything traditional was bad and the problem was to get rid of tradition as quickly and as thoroughly as possible. The consequences of this were disastrous.

Many people and institutions that tried to dispense with tradition are not trying to rebuild it, while those that successfully cling to tradition are often today

There can be no question that the education system in South Africa needs widespread restructuring, which will certainly involve its becoming not more but less uniform than it has been in the past.

The challenge will be to create an education system allowing children to receive an education emotionally and culturally acceptable to them and their parents, which they themselves feel to be useful and relevant, and genuinely enabling them as individuals and as members of society to cope with and make progress in the real world — the world of nature which makes no allowances.

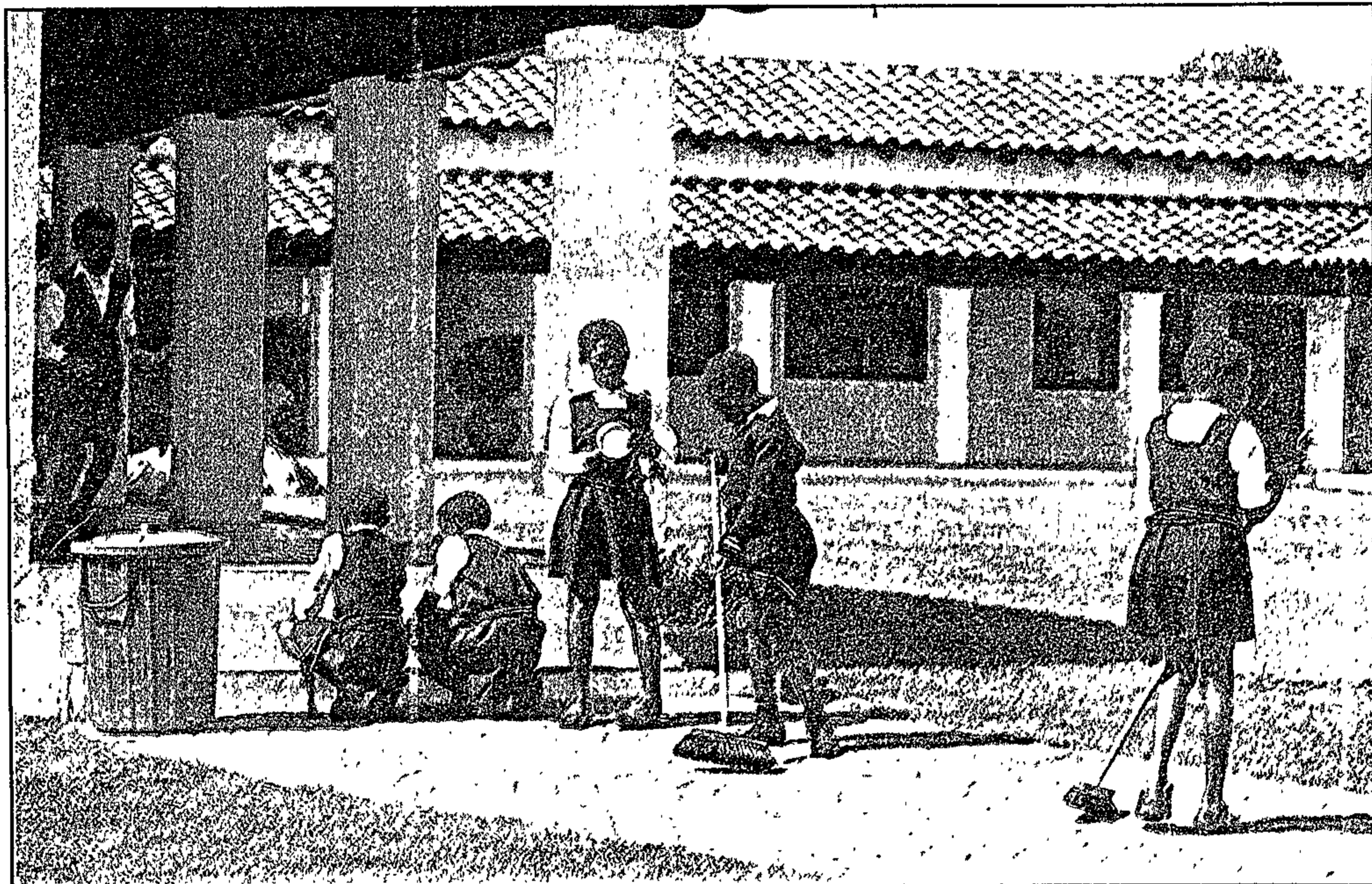
● *Extract from Optima*

Reality is completely ruthless and the force of gravity will make no allowances for the fact that the

the greatest problem raised by this challenge will be to distinguish what is a matter of choice and what is a matter of necessity. We all know that there is no such thing as African or Russian mathematics. Mathematics is mathematics and if we want the advantages of using it, we have to know it.

Reality is completely ruthless and the force of gravity will make no allowances for the fact that the

## NEWS



Pupils of the new Blair Atholl School on Gary Player's farm near Lanseria, north-west of Johannesburg, tidy up in preparation for the official opening today. *50*

## Gary's new school 'a challenge for farmers'

By Winnie Graham

One of the most beautiful farm schools in South Africa is being officially opened today on Gary Player's farm, Blair Atholl, near Lanseria Airport north-west of Johannesburg.

The new school, the first of several to be erected nationwide, was financed by the Gary Player Foundation in partnership with a number of international companies.

Today's opening was due to be attended by top United States educationists visiting South Africa as guests of Mr Player.

Mr Mark Player, the farm school manager and Gary's son, said yesterday that two-thirds of South Africa's young black people were being educated in farm schools, not in the townships.

For this reason, the Gary Player Foundation had decided to try to raise money in South Africa and overseas to construct better farm schools.

He believed local communities, the Department of Education and Training and private enterprise should work together to enhance education standards.

"We need the help of everyone, both financially and materially," he said.

The foundation was started because his father received about 300 letters a week from worthy causes. Gary Player had decided to focus on education and do what he could for farm schools.

### Role model

Mr Player added: "If people say: 'See the expensive school Gary Player built on the hill', we will have failed in our efforts.

"But if the school can be seen as something of a role model and prompts other farmers to say: 'I can do the same on my farm', the publicity will have served a good purpose."

When Gary Player bought Blair Atholl in

1984, he inherited a modest farm school founded by the late Mrs Georna Goodman in the '70s.

The school served the children of employees on the property and surrounding farms. Initially established with 30 pupils in a disused garage, the school grew until a new venue was established in a barn.

The school continued to grow rapidly under the care of its principal, Mrs Anna Modise, until it became a primary school for 120 pupils and was subsidised by the Department of Education and Training.

An increasing demand for space led to the decision to expand the school again.

The Gary Player Foundation was established with its first task the establishment of a new school on the farm. The old school is being developed as a pre-school centre.

The new Blair Atholl School can accommodate about 280 pupils from Grade 1 to Std 5. It has excellent sports facilities.

# Education boycotts must end - NECC <sup>50</sup>

SOUTH Africa is sitting with a deep crisis in education which cannot be resolved by statements that say "let's negotiate while in the classroom", Mr Ihron van Rensburg, the National Education Co-ordinating Committee general secretary, said yesterday.

He was addressing an "education crisis" lunch-hour meeting at Wits University organised by the National Union of South African Students and the South African National Students' Congress.

At the end of the gathering, the Wits students, staff and workers passed a resolution demanding the Govern-



**Dr Stoffel van der Merwe**

ment dismantle separate education departments.

It called for the formation of a single, non-racial education system in South Africa.

Van Rensburg said the NECC had made its position clear last year when it embarked on a "back-

to-school campaign".

"The NECC and other organisations in the Mass Democratic Movement had said 1990 was going to be a year of normal schooling.

"At no stage did we ever say this was going to be a year of school boycotts.

"What we say is that education must continue. Pupils must return to school to learn and teachers should be in classes," he said.

He said Nusas and Sansco had a responsibility to break the old and build a new South Africa.

*Southern 20/3/90*  
A spokesman of the Wits SRC told the meeting that since Monday they had collected 5 000 signed postcards on the campus. These, he said, would be delivered to the Minister of Education and Training, Dr Stoffel van der Merwe, hopefully next Tuesday.



EDUCATION F/M 30/3/90

## Job for Hercules (50)

Is government moving towards a system of nonracial schools? Or is the latest proposal, giving white schools a nonracial option under certain conditions, just another smoke-screen?

"It's an attempt to relieve pressure," says

FINANCIAL MAIL MARCH 30 1990

F/M 30/3/90 (50)

Ian Moll, spokesman for a campaign to open schools in Johannesburg. "We have serious reservations about whether they are addressing the real education issues."

Indeed, Minister of (white) Education Piet Clase's plan does seem to have enough caveats to ensure that State schools remain reserved for separate groups.

In his first option, schools will have to get as much as 90% of parents to agree before they can open to other races. The other 10% or so would have the option of leaving for segregated schools. Getting nine out of 10 people to agree to anything is difficult and education is an emotional issue.

In most of the 29 schools known to have canvassed parents' attitudes, however, the "yes" vote has been above 80%, says Open Schools Campaign chairman Rodney Mazinter.

In Clase's second option, State schools that wish to open to all races can go private and receive more than the maximum subsidy of 45%.

The privatisation of Johannesburg High School for Girls — now Barnato Park High — has proved how rocky that road can be. The monthly fee of R100 prevents many of the girls who fought for the school's survival from attending.

So far government is not offering details on how an open system may work. It's easy to say that empty desks in white schools should be filled but it's another matter deciding who should get those places.

Should black children living illegally in white areas get the first crack? Or the children of domestic servants? Will schools have the right to set their own entrance exams?

Clase says government has no intention of abandoning mother-tongue education. Will English-medium schools end up having to absorb all the pressure?

Should schools which choose to stay white (or Indian, for that matter) still receive subsidies from taxpayers? ■

# for a change

So



## Millions can't read or write

THROUGHOUT the world, there are about 900 million people who cannot read and write!

In South Africa, about nine million people are illiterate. In some parts of the Western Cape, approximately 80 percent of the population is illiterate. Although the problem is huge, only one percent of illiterate people are reached through literacy programmes in South Africa.

This year has been declared International Literacy Year (Ily) by the United Nations Educational, Scientific and Cultural Organisations (Unesco) with one of its main objectives to raise public awareness about illiteracy throughout the world.

At UWC, CACE has initiated a process to establish a campaign to raise awareness on campus. CACE invited campus organisations to a meeting in September last year -

where a coordinating committee of Ily was established, consisting of the Student Representative Council, the South African National Students Congress, the Clerical, Administrative, Library and Technical Association and the UWC Association for Democratic Educators.

The committee felt they needed to develop an understanding of the issues of illiteracy themselves and asked CACE to run a workshop for them.

The workshop was held last month with 25 representatives of campus organisations. The Western Cape Literacy Cooperation Group also attended to report on the work progressive literacy groups were doing in the Western Cape.

A view strongly expressed at the workshop was that literacy should be used as an instrument to empower

people and that illiteracy was not only a problem affecting illiterates but a collective problem.

"We cannot blame the victims," a workshop participant said.

"Literacy is about effective communication and in our organisations there exists several of barriers to good communication, of which language is primary.

"For us on campus, it's our organisations and in our classrooms, we must be aware of our own attitudes towards others who may not understand us."

At the end of the workshop several of activities were suggested, including a focus week in April, exhibitions of different types of media, cultural events, participation in the International Literacy Day on September 8 and a Book Voyage culminating on December 10, International Human Rights Day.

## MILESTONES

South 29/3-4/4/90  
DURING its five-year history CACE has provided valuable resources to organisations in the Western Cape.

Milestones in the past five years include:

- \* 1985 - Founding in April.
- \* 1986 - Report-back conference on the findings of the workshop held in A Grootenbos, Western Cape.

Participating in a literacy workshop — Mizana, Lumka, Nalwa and Letty, above, and above right, Pat, Lumka and Niombi

50

# Educating adults

FROM humble beginnings in a caravan tucked away on the campus of the University of the Western Cape, the Centre for Adult and Continuing Education (CACE) has become an asset to the university.

This year, CACE celebrates its fifth anniversary with the historic graduation of 18 students who were part of their first Adult Educators Certificate Programme.

The centre's beginnings were in a research project in 1982, when the university undertook a study to examine its role in providing adult education.

Professor Shirley Walters, now director and first employee at CACE, conducted the research and recommended that a centre for adult education be established.

"CACE began with my appointment in 1985," Walters recalled.

"I had no secretarial staff, no office and no furniture. All I had was a caravan on the far side of the campus. It was literally a matter of walking around campus looking for a place to sit."

Today CACE occupies a large building on campus and has 17 staff members.

## EDUCATION IN ORGANISATIONS

Their work in adult education reaches out to adults in working-class communities. Adult education excludes formal tertiary training but includes continuing education at tertiary institutions.

"Adult education means education of an informal, non-formal or formal kind. It can occur in churches, mosques, civic associations, sports clubs, in the family, through TV and radio, in trade unions, during strikes. The list is endless," Walters said.

"Yet, few people know anything about adult education. It is largely invisible."

"People usually associate literacy training with adult education. It is an important aspect, but it is only one aspect of our work."

The work of CACE ties in closely with the political and educational struggles taking place in South Africa. It is part of the UWC's efforts to forge a new "people's education" alongside other progressive organisations.

"CACE sees its participation both in the university and community structures as part of this commitment," Walters said.

"Education occurs everywhere. Through a process of being involved in organisations we are being educated every day. Even parents are educated through the process of rearing their children."

Walters said the phenomenal growth of CACE during the past five years was due to the strong support of the leadership of UWC, particularly its rector, Professor Jakes Gerwel.

The university believed it had a political responsibility to create CACE and in that way begin redressing the inequalities in South African society.

In the past few years, UWC has felt the obligation to address in a systematic way the educational issues



Passing on knowledge — Johanna Stoffels, standing, is a former pupil who graduated to become a tutor

affecting a broad range of people who were not traditionally reached by the university.

One of the aims of the university's development programmes is to reach people the university did not often reach.

UWC's commitment to CACE was spelled out by Professor Gerwel in the foreword of the latest CACE publication: "CACE represents a central educational concern of the University of the Western Cape."

"Our understanding of concepts like 'democracy' and 'accountability' which are such key ones in the ongoing institutional debate must be informed by the institution's understanding of the relationship with the



Shirley Walters

'community'. And CACE has been a primary agency for bringing that into focus."

CACE has founded the first UWC senate sub-committee — the CACE Advisory Council — which has members who are not part of the university staff.

On the council are representatives of the Federation of South African Women, the National Education Coordinating Committee, the Students Representative Council, the Literacy Co-operation Group, the faculty of education and the rector.

The Advisory Council meets twice a year to discuss issues affecting CACE and the community.

Walters said from the outset the aims of CACE were to serve the

needs of the oppressed and exploited communities. Whatever adult education was given, it had to serve the needs of the majority of South Africans.

"A lot of adult, non-formal education takes place in organisations and we saw that educational opportunities in organisations were not being maximised," she said.

"The history of organisations was not being captured in a consistent way and a centre like ours could do that systematic work."

"We believed we could enhance the training opportunities for people in organisations."

CACE founded the Community Organisation Research and Education project (CORE) which produced several publications, including a survey of community organisations in greater Cape Town.

The second leg of CACE's work was to examine its contribution to adult basic education, including literacy.

"We did a survey of literacy organisations and after extensive research found that there was so much work to be done that we could have chosen to do anything," Walters said.

The third aspect of CACE's work was to train adult educators. They developed and started a certificate course for adult educators in 1988.

"The education in organisations was not as conscious as it should have been," Walters said.

"CACE was not there to do all the work, but to help people reflect on what they were doing."

CACE also runs a diploma course in adult education, which is a two-year, part-time programme. Most of the 15 students registered are involved in community organisations.

The centre also holds regular short courses, like their popular education workshop, aimed at community or adult educators.

In 1986, CACE held a conference titled "Building Democratic Organisations — the Role of Education". For the 250 delegates at the conference, it was the beginning of a public reflection on education.

Walters reiterated that CACE did

not see its role as providing education for people in organisations.

"There were certain things that we could do well and things organisations could do well which were legitimate for them to do," she said.

"What we were examining was how we could bring the university's resources to the organisations. The university's strength lies in teaching, research and certain concrete resources."

## RESEARCH AND RESOURCES

CACE is continuing with its research function, examining issues affecting education.

Walters was recently elected to lead an international research project on gender and popular education jointly co-ordinated by CACE and the Women's Program of the International Council for Adult Education based in Toronto.

"Most people involved in adult education are women. Illiteracy statistics indicate that two-thirds of illiterates are women," Walters said.

"Yet we seldom focus on the position of women in adult education and this project will be looking at the

question of gender relations in popular organisations and adult education projects."

CACE is also involved in "South-South" links, connecting with adult education projects from all corners of the globe, including the East, South and North America and Africa.

"We learn from the experiences of people internationally and share our South African and UWC experiences in turn," said Walters.

A valuable function CACE provides for the campus and community is its widely used resource centre which contains material on adult and continuing education in a specialist library and material on the history of organisations.

CACE is beginning to examine future policy development in adult education.

"We need to determine what kind of adult education systems are wanted in the future, democratic South Africa," Walters said.

"We are beginning to work with the Universities of Cape Town, Natal and Witwatersrand on a policy research initiative."

"But what will guide us, as always, is our consultations with educational bodies in the democratic movement."

## CACE publications 50

South 29/3-4/4/90  
CACE regularly publishes research findings, academic work and reports of workshops in easy-to-read affordable books.

"Our intention is to make academic material more accessible and to make relevant academic work more widely available to people of South Africa," said CACE lecturer Joe Samuels.

Books published by CACE include:

The Struggle For Democracy: Survey of Community Organisations in the Western Cape from the 1960's (R10).

The Struggle for Democracy: A Case Study of one Community Organisation in Cape Town in the 1980's (R3).

Education and Democracy Within Community Organisations, Conference Papers (R5).

People's Education: A Compilation of Articles (R5).

People's Education: An Examination of the Concept (R5).

What is People's Education? An Approach to Running Workshops (R4).

Popular Education in International Perspective. A Preliminary Bibliography (R4).

Education for Democratic Participation (R20).

Literacy, State Formation and People's Power (forthcoming April 1990).

Contact: CACE, Private Bag X17, Bellville 7530

Tel: 959 2231 or 959 2797

SPONSORED BY:



Working to make a difference

## R5-m CIS fund for education (50)

A R5 million educational foundation has been launched by the Institute of Chartered Secretaries and Administrators (CIS).

Called MENTOR, the Business Administrators' Educational Foundation will provide business education for deserving students who lack the funds.

Chairman of the board of trustees, Mr Derek Cooper, says the foundation has been launched in the belief that the future of the economy is dependent on free enterprise.

"Many students with potential are forced to leave school before matric and thereafter become victims of a vicious circle. Without a good job they don't have the money to invest in education to better themselves.

"Funding for the programme is being solicited from businesses, many of whom have indicated a willingness to contribute," said Mr Cooper. — Staff Reporter

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## MILESTONES

South 29/3-4/4/90

DURING its five-year history CACE has provided valuable resources to organisations in the Western Cape.

Milestones in the past five years include:

- \* 1985 - Founding in April.
- \* 1986 - Report-back conference on the findings of the research into the book, A Struggle for Democracy.
- \* 1986 - Launch of the People's Education Research project.
- \* 1988 - Launch of the Adult Education certificate course.
- \* 1988 - Establishment of the CACE Advisory Council.
- \* 1989 - Convening an international research project on Gender and Popular Education.
- \* 1989 - CACE/Centre for Development Studies conference, Reflecting on the 1980's and Challenges for the 1990's.
- \* 1989 - Launch of the Adult Education Diploma Course.
- \* 1990 - Graduation of the first 16 Adult Educators.

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## Challenging racism

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METHODS of challenging racism was one of the themes of a popular education workshop held by CACE last month. Other themes were methods of overcoming language and literacy barriers and methods of achieving active participation.

About 30 adult educators from various community and service organisations came together to look at ways of enabling people to learn actively, collectively and creatively. South 29/3-4/4/90.

Two popular educators from Canada who were involved in workshops in Lusaka came to CACE for the workshops on February 21 and 22. Bev Burke and Barbara Thomas from the Doris Marshall Institute in Toronto both have experience as popular educators in Africa and Central America.

The two educators said people remember 20 percent of what they learn if they only hear it, 30 percent if they see it, 50 percent if they hear and see it and 70 percent if they see and talk about it and 90 percent if they hear, see talk about and do it.

SPONSORED BY THE

# Let's tackle schools crisis pleads Stoffel

(50)

*Sowetan 29/3/90*

IN A major effort to solve the continuing black schools crisis, the Government has offered to review its whole structure for consulting with the black community and educators on educational matters.

The Minister of Education and Development Aid, Dr Stoffel van der Merwe, said this yesterday at a Press conference when he responded to about 90 demands by teachers on black education.

His response - which will be sent to all education bodies - was an attempt to show the Government's "good faith" in tackling the crisis.

The only way to end the present stalemate was by proper communication and this was one of the reasons why the response to the list of demands was being released.

Van der Merwe called on the black community, especially the teachers, parents and pupils, to help to end the strike.

He invited bodies to submit their ideas for a new structure for community co-operation in education.

"I am willing to negotiate with groups in the black community with regard to their proposals and I am willing to eventually introduce a new structure if consensus can be reached.

"Furthermore I would like to see a structure which will be truly democratic - and which will be elected in a fair, just and open manner and in an atmosphere free of any intimidation or violence," he said.

# Mandela 'concerned' over teachers' strike

JOHANNESBURG — ANC deputy president Nelson Mandela has called for a change of tactics to solve the black education crisis, and has promised to speak to President F W de Klerk about the matter if necessary.

Mandela was addressing more than 150 striking teachers from the National Education Union of SA (Neusa) at Soweto's Orland West High School on Tuesday.

He expressed concern that their protracted strike had gone on for three weeks.

"Your grievances are valid and long-

standing, but perhaps new tactics should be used to persuade the authorities to address your demands." *3 (day 29/3/90)*

"If the Minister (Stoffel van der Merwe) cannot solve the crisis in black education then I will intervene to facilitate talks with President de Klerk," he said.

"I am deeply concerned about the teachers' strike; our students cannot afford to miss school and I appealed to the teachers not to allow their grievances to aggravate the students' lack of schooling," Mandela said later at the ANC offices in Johannesburg. — Sapa.

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# Change strike tactics — Mandela

JOHANNESBURG. — Nelson Mandela has called for a change of tactics in breaking the crisis in black education and has promised to speak to President De Klerk if necessary.

Mr Mandela yesterday addressed more than 150 teachers of the National Education Union of South Africa from Orlando, Soweto, at the Orland West High School.

“Your grievances are valid and longstanding, but perhaps new tactics must be used to persuade the authorities to address your demands,” he said.

“If the minister (Dr Stoffel van der Merwe) cannot solve the crisis in black education then I will intervene to facilitate talks with President De Klerk.”

Mr Mandela said later: “Our students cannot afford to miss school and I appealed to the teachers not to allow their grievances to aggravate the students’ lack of schooling,”

In his address he called on the youth to go back to school and prepare for their future role as leaders in the community.

In spite of frustrations with the “delaying tactics” of the DET, some striking teachers said they felt that the Deputy-Minister, Mr Piet Marais, was now prepared to listen to some of their grievances. — Sapa.



## Black student numbers increasing

AN INCREASING proportion of students at technical colleges and tertiary institutions in SA are black, according to the SAIRR latest update of social and economic issues.

Maritzburg University professor James Moulder, analysing enrolment statistics between 1987 and 1989, said the proportion of black students at technical colleges, which require a minimum of standard 7 for admission, had grown by 30%.

The proportions for students at technikons and universities, which require matric for admission, had grown by 25% and 15% respectively.

In the same period, Moulder said, the number of whites in teacher training colleges declined while the number of blacks increased.

According to the analysis, the predominantly white universities get the lion's share of private sector spending on bursaries for African students, but only 7% of such students are at these universities. Fifty-three per-

BILLY PADDOCK

cent are at predominantly black universities.

Moulder said SA was biased towards academic education: 59% of white students in tertiary education in 1986 enrolled at universities, 14% at technikons and 22% at technical colleges. *Adam 28/3/90*

While the pass rate in African schools in the 1989 matric exams were less than half the white pass rate, the number of Africans with matric certificates was 82 303 — 24% higher than the 66 395 whites.

He said "huge disparities" existed in per capita spending between African children in white-designated areas and those in the homelands.

He showed that the average spending on Department of Education and Training (DET) pupils (those in the white-designated areas) was double the average spending in KwaZulu. The DET average was R572 compared with R262 for KwaZulu.

## Open schools will end cheap education

PRETORIA — The era of cheap schooling for whites would end with the projected "open" dispensation for education, DP education spokesman Roger Burrows said yesterday.

White parents, he said, would have to accept a far greater financial responsibility for their children's education than in the past.

There would be three options in terms of the projected new dispensation. The first was to privatise white schools choosing to go nonracial. They would receive a subsidy bigger than the 45% paid to private schools. Parents would pay the balance.

The second was to give white state

GERALD REILLY

schools the right to decide whether to go "open" while remaining state schools. Again costs to parents would be high.

Burrows said the third was to remain an exclusively white school with dwindling pupil numbers and government funding possibly supported by compulsory fees.

Meanwhile, the executive committee of the teachers Federal Council, headed by TFC chairman Hennie Marree, is in Europe after visiting the US and Britain to study the implications of open schools.

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GERALD REILLY

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# Bleak outlook for black education

Star 28/3/90

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CAPE TOWN — About 40 percent of black high school pupils are not attending classes, and unless teachers and pupils are prepared to remove education from the realm of politics, the future for this year's schoolchildren looks bleak, says Director-General of Education and Training Dr Bernhard Louw.

He said in an interview that no black pupils were at school in the Johannesburg area. Other bad spots were the rest of the PWV area down through the Free State goldfields area to Bloemfontein.

Many pupils had missed 45 days of schooling this year.

However, some secondary school pupils had started returning to school in the Free State, Natal, western and eastern Cape and far-northern Transvaal were relatively unaffected.

Giving a breakdown of the latest school report as at March 22, Dr Louw said the following were the number of schools where little or no tuition was taking place:

## Out of action

- Johannesburg area — all schools out of action.
- Kimberley area — 13 secondary schools and 13 primary schools.
- Potchefstroom/Klerksdorp — 26 schools.
- East Rand — 72 schools.
- Western Cape — one school slightly affected.
- Pretoria — four in Atteridgeville and four in Mamelodi.
- Northern Free State goldfields — 29 schools disrupted.

With little teaching taking place at many townships, it's time that classrooms were depoliticised, reports Political Correspondent PETER FABRICIUS.

● Eastern and southern Free State — 16.

● Bloemfontein — four.

Dr Louw said little schooling had taken place in any of these schools this year, which meant about 40 percent of the country's black secondary school pupils had missed 45 days of tuition.

He said many of the demands of teachers and pupils were political and the future of black education looked bleak unless they began to show that they were really interested in education itself.

The demand for a single education system could not be met without fundamental constitutional change.

Dr Louw acknowledged that there were shortcomings in the education system which he did not wish to gloss over. Many of the demands were reasonable and could be solved easily "by reasonable people".

The bodies organising the boycott were free to take part in the existing structure of school management councils but they rejected these because they were part of "the system".

Dr Louw said education was highly politicised largely because it was one of the few places where blacks could exert political pressure.

"Being in an imperfect society, there are things which are wrong. But I believe we have to accept this and go

ahead with education while we seek solutions."

The attitude of some organisations seemed to be the opposite. They were "holding the children hostage while the effort is made to solve the problem".

Dr Louw said it seemed that some organisations were returning to the old strategy — officially abandoned — of "liberation before education".

He stressed this did not apply to all. Many teachers were genuinely concerned about the difficult conditions under which they had to work.

Other official sources said they believed the National Education Co-ordinating Committee's call for pupils to return to school this year was merely a strategy to embarrass the Government by showing up the inadequacy of black education facilities.

When all the pupils had returned, classes were seen to be overcrowded and some teachers were facing classes of 70 children.

This had sparked off the next phase of the education crisis, the teachers' strike.

## Discrepancy

The third phase was for these organisations to take over management of schools.

Dr Louw said it would take at least R6 billion to meet the demand for a reasonable teacher:pupil ratio.

The present ratio was about 1:38 on average, compared with about 1:20 in white schools.

It was impossible to wipe out this discrepancy immediately and it would be difficult to set a definite target date for eliminating it. This depended on the availability of funds.

NATION BUILDING



The power is in your hands

# R10 000 <sup>(50)</sup>

## Sowetan bursaries

**TWELVE** bursaries for study at any South African university or technikon and 15 grants of R10 000 will be given as prizes in the *Sowetan* Business Bursary Project which starts on April 1.

The project is part of our Nation Building Campaign, which will be bigger and brighter this year.

The first competition will focus on business education and the second will encourage the creation of businesses.

For the business creation competition, several embassies have been asked to sponsor an overseas trip for some of the winners.

The Editor of the *Sowetan*, Mr Aggrey Klaaste, said yesterday: "These competitions show our concern at the lack of black managers and entrepreneurs to take charge of the economy of their country. This is but a humble beginning but with the commitment we now have from some of the country's major corporations, we have no doubt more will be offered in the coming years."

Prizes were donated by South African Breweries, Trust Bank, Genmin, Caltex Oil, Siemens, Eskom, Development Bank of Southern Africa, Mondi and Na-

tional Beverages.

A condition of the bursaries is that the winners must either do a commercial, engineering or technical degree or course.

The competitions will be administered by a committee consisting of Mr Thami Mazwai, senior assistant editor of the *Sowetan* and editor of *Sowetan Business*; Mr Siza Khampepe of ABI; Mr Mashudu Ramaano of the Association of Black Accountants; Mr Joe Matona of the National African Federated Chamber of Commerce; Mr Moses Kgosana of Abasa; Mr Tebelo Radebe of the Federation of African Business and Consumer Services; and a representative of the Black Management Forum. Another black organisation has been invited to join the committee.

In the second competition, unemployed youths aged between 18 and 25 will be asked to come up with a business idea and a business plan. The idea must be for a plant valued at R10 000. The 15 best ideas will each be given R10 000 in raw material, capital equipment and rent.

Full details of both competitions and the sponsorships will be given in *Sowetan Business* on Thursday.

# Open-schools plan vague, impractical, say experts

AT LEAST 20 white Government schools countrywide have so far requested permission to admit pupils of all races.

They include Pretoria Boys High, Brenor High (OFS), Glenwood High (Durban), Maidstone Primary (Tongaat), York High (George), Queens College Junior (Queenstown), Dale College High and Junior (King Williams Town), and Rhenish Primary (Stellenbosch).

Also included are a group of schools in the Cape Peninsula — Cape Town High, SACS Junior and High, Grove Primary, Rondebosch Preparatory and High schools, Rustenburg Junior and High schools, and Westford High.

## Two options

Many of the applications were lodged before the recent statement by the Minister of Education and Culture, Mr Piet Clase, that parents are likely to be given more say as to whether their children have non-racial education.

After his announcement, the number of schools expected to lodge requests to open is expected to increase. Parent-teacher associations have until June 15 to submit proposals.

Mr Clase has so far mentioned two options: the privatisation of Government schools wishing to admit all races, and the right to decide to admit pupils from other race groups.

<sup>50</sup> <sup>sta 1490</sup>  
**PAT DEVEREAUX**

Where a school elects to privatise, it will receive a larger subsidy than the Government now gives private schools. Existing amenities will be rented to the school. This means that parents wanting integrated education may have to pay higher school fees than they do now.

And they would have to pay more for the maintenance of buildings, furniture and teaching equipment. The department would still pay for the salaries of teachers and administrative staff.

However, top Transvaal educationists are sceptical about the practicalities of the Government's announcement, saying that Mr Clase's statements are extremely vague and that the integration of schools could not succeed unless apartheid is dismantled and there is a single education body.

Three education experts — Professor Joe Muller of the University of the Witwatersrand's education department; the principal at Sacred Heart College, Brother Neil McGurk; and Miss Monica Bot, an education researcher at the Institute of Race Relations — have researched various aspects of SA's schooling system.

Professor Muller said: "We're not talking about anything which vaguely resembles open schools. We're talking about a number of black children being able to attend

white schools — in fact, segregation still exists.

"There will still be 18 different education departments including the homelands. But what we need is one department with administrative subsections. At this stage, who will decide which schools are registered where, and what exams will be written? If there are 50 percent black pupils in a school, they will probably have to register with the Department of Education and Training," the professor said.

Brother McGurk said: "The Government has not given details and will probably not be able to until it has approached the teachers' associations, the parents' associations and provincial education councils. I would also advise them to consult with the private sector."

He added: "The Government has not spelt out its plans."

Miss Bot agreed that the Government would have many loose ends to work out. She said she could foresee only some schools becoming non-racial.

## Predominant

"There will continue to be predominantly black schools in black residential areas and city centres, while white schools will be predominant in the suburbs," she said.

On the bridging of education standards, private non-racial schools solved this problem through having a strict selection process or providing remedial teaching, she said.

## Warm, cloudy conditions likely

# Educationists <sup>8 Nov 27 3 40</sup> (50) seek information <sup>256</sup>

Pretoria Correspondent

A top-level education delegation is overseas studying the implications of "open" schools.

The delegation includes Professor Hennie Maree and the executive of the Teachers' Federal Council.

TFC acting chairman Mr Justus Prinsloo confirmed that the group had been to the US and Britain, and would now move to Europe in their quest for information on, among other aspects, the open school system and education financing.

These had been on the TFC agenda for a long time and it was just "good timing" which saw the delegation overseas when Education and Culture Minister Piet Clase made his statement on open schools.

Mr Clase announced in Parliament on Friday that white State schools could take pupils of all races if the parents at each school concerned voted overwhelmingly in favour of an open school. He suggested 90 percent of parents as an example.

Mr Prinsloo said the TFC could not comment until it had details from the Minister, as well as the findings of its executive committee.

## EXCITED AND ENCOURAGED

Last year, Pretoria Girls' and Boys' High tested opinion on open schools. Surveys showed the majority of teachers and parents to be in favour of the schools being opened to all races. The results were in the 60s — but nowhere near the 90 percent which has been hinted at by Mr Clase as the "acceptable majority".

Mr Bill Schroder, headmaster of Pretoria Boys' High, said he was excited and encouraged by the announcement, and the management council would be meeting soon to discuss it. He thought 90 percent to be a high percentage to expect to agree.

In the Cape, parents who had voted in favour of non-racial education at 29 schools also made up less than 90 percent of the total, Open Schools Campaign chairman Mr Rodney Mazinter said. In many cases, the "yes" vote had been in the region of 80 percent.

Financing is seen as one of the major problems which must be sorted out before schools will accept the open-option.

Questions which have been raised include:

- Who — if white education must remain an own affair — will pay for the education of black pupils admitted to white schools?
- What will become of white teachers who do not want to teach in mixed schools?
- What protection is there for the minority of parents not in favour of an open school, and who cannot or do not want to move their children?
- How will the new system affect open private schools in terms of financing, and how will it affect their pupil intake if State schools are opened?

ST-1 21/3/90 (50)

# Blacks in white schools — NP gives its support

## Political Staff

CAPE TOWN — The National Party has firmly supported efforts by Minister of Education and Culture Mr Piet Clase to pave the way for white State schools to enrol blacks.

It has welcomed the acceptance of the principle of parental choice in admission policy, saying this is in accord with the party's declared stand on devolving power wherever possible, and has welcomed the two models Mr Clase announced in Parliament last week.

## 'RIGHT'

The party's federal information service says in a statement that parents have an "inalienable right" to be a partner in the education of their children.

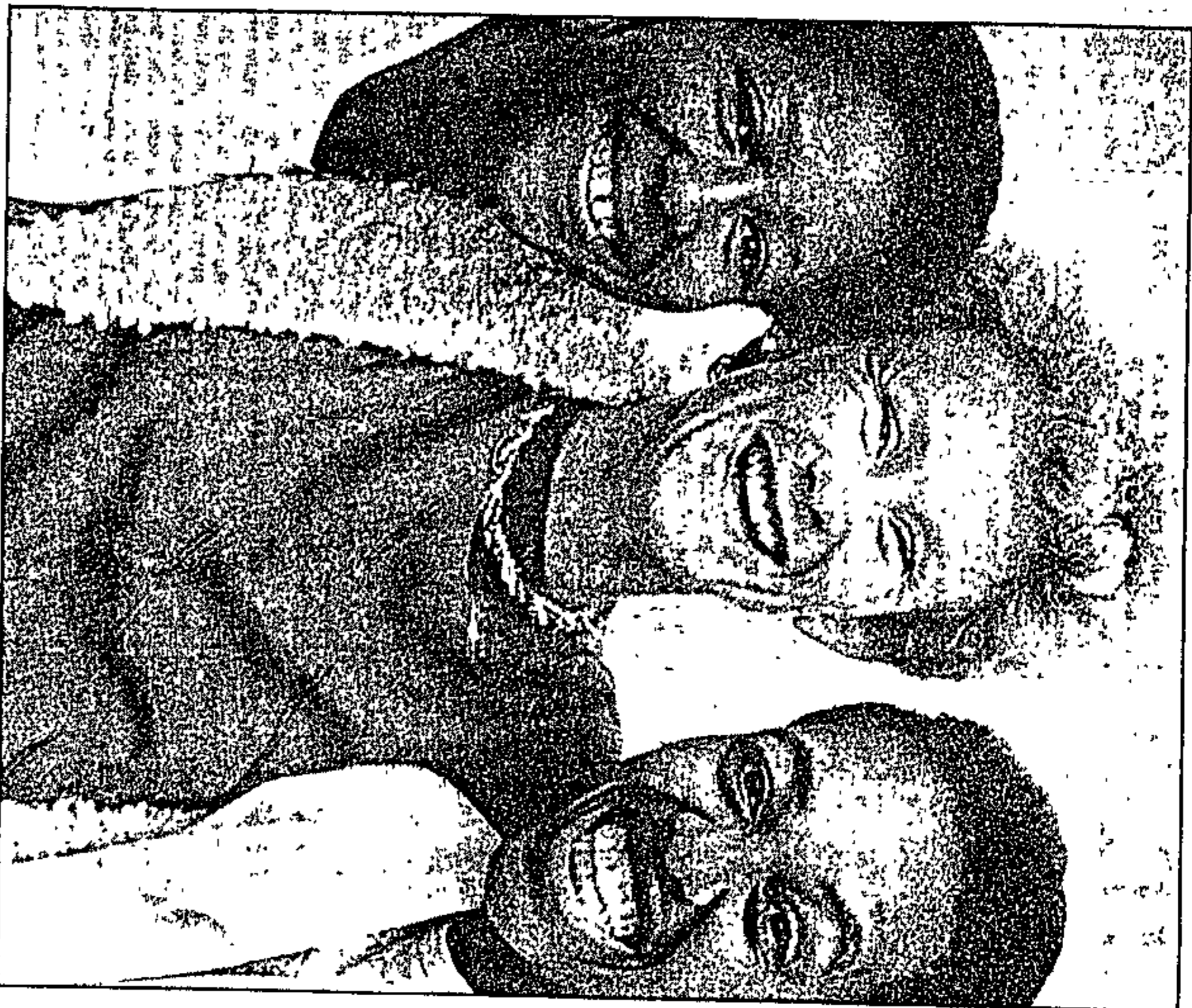
"Where they are now effectively involved in the determination of

sport and cultural policy, they will be able to exercise the same right with regard to who will be admitted to their schools."

The NP statement says parents will have an opportunity to influence the proposals at an early stage when the models are referred to parents, teachers and provincial bodies for advice and comment.

Mr Clase has set a June 15 deadline for comments and indicated that one or both of the models could be in place for the first term next year.

The first option is for schools to privatise — though with teachers' and staff salaries still paid by the State — admit blacks, but bear a greater financial burden for upkeep and equipment. The second option is to remain under the State umbrella, and admit blacks, but under stricter conditions.



Mrs Lucie Pursell (centre) with two former students of St. Enda's College, Bramfontein: Nellie Mearhufi (left) and Euphemia Mangana.

# Overcrowding in schools leads to growth of 'street colleges'

When Mrs Lucie Pursell's baby was just four months old, she agreed to tutor two black children. It was 1986. Schools in Soweto were closed and parents were desperately trying to have their children educated.

Even before she started, the number grew to 22. "I realised I couldn't teach that many round the dining room table, so the parents said they would find premises," she said.

St Enda's College was born — one of the first of the so-called "street colleges". But unlike many of those that followed, Mrs Pursell's school quickly acquired a reputation for excellence with examination results an indication of just what can be achieved.

Today there are between 40 and 50 street colleges in Johannesburg. A number were started by "education entrepreneurs" motivated by greed rather than a concern for the children. And some were started by well-meaning people hoping to provide a service.

Ms Alison Papenfus, executive director of the Southern African Association of Independent Schools (SAAIS), and Mr Lane Vanderslice who is assistant to the chairman, say the

schools grew from the state's inability to provide adequate or appropriate education for the majority of South Africans. This prompted communities to embark on independent initiatives in an attempt to meet their educational needs.

"In spite of having to overcome enormous obstacles — including the shortage of qualified staff, inadequate facilities and a shortage of funds — some of these initiatives have been successful," said Mr Vanderslice.

"Unfortunately, along with the successes there have been an abundance of 'fly-by-nights'. Far too many have viewed the incredible scope of this country's educational crisis not as a tragedy but as an opportunity to make a profit."

## Cautious

He believes the highlighting of the inadequacies of inner city schools and the detailing of the lack of tuition at certain schools serve to make parents more cautious. However, there is another side to the picture.

"Though the 'fly-by-nights' deliver an inferior educational product, some of the schools are genuinely committed to providing a quality education for the oppressed but are beset

The education entrepreneurs who start "street colleges" may not always provide the type of schooling children need but, with township schools overcrowded and private church schools available only to a lucky few, they are here to stay, reports WINNIE GRAHAM.

with administrative and organisational problems," he said.

He believes street colleges are here to stay. With the State unable to meet the burgeoning demand for new schools, they could play an important role in meeting the need for education — provided, of course, the service they offer is good and the progress of the pupils is monitored properly.

According to Mr Vanderslice, it will take years for trust to be restored in State education, and though some have registered with Department of Education and Training (DET), they have done so only because they are forced to. He says the schools receive little, if any, support from Government agencies.

"Inner city schools will get better or worse in direct proportion to the amount of public (particularly parent) pressure exerted on them to produce acceptable academic standards," said Mr Vanderslice.

Mr Joe Muller, co-ordinator of the University of the Witwatersrand's Education Policy Unit who has researched the street colleges for two years, found both the unscrupulous and the heroic trying to run street colleges.

"It's not an undiluted rip-off," he added. "The overheads for downtown premises are fairly high and so are teachers' salaries."

The National Education Coordinating Committee (NECC), he said, called a meeting of principals, but many did not turn up.

"Few colleges have good pass rates," he added. Yet he is reluctant to condemn all the street colleges out of hand.

## Warehouse

The Ghabaza School in Richard Street, Selby, for instance, is a community-based college, which was born in an old warehouse. Though the school does not look good, parents and educators are working together to improve the school and teaching facilities.

Sometimes the colleges — though poorly furnished — offer at least "a semblance of education."

Professor W Kamble, principal of Pace College, who believes many innocents are being taken for a ride — sees the brighter side too. The street colleges show just how many people are prepared to spend money on education.

He added: "If they could get properly organised, the people could take control of their own education."

SAAIS advises parents and students to exert their right by asking schools for a copy of the previous year's matric results. Though no schools last year had great results, private schools should be better than the national average in terms of the pass rate.

Parents should enquire about each school's promotion requirements, teacher qualifications, teacher/student ratio and student/classroom ratio. Parents could ask, too, for audited financial statements particularly where fees are high.

"Once a school is chosen, parents should make sure their children are given work regularly: that homework is assigned in all classes; that tests are given frequently and that discussion of work takes place in the classroom



# Lower parental approval ratio, says DP

27/3/90  
Political Staff

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CAPE TOWN — Parental approval for opening white State schools to all races should be about 66 percent, the Democratic Party's spokesman on Education and Culture, Mr Roger Burrows, said yesterday.

He was responding to a suggestion from Minister of Education and Culture Mr Piet Clase that schools be opened on a 90 percent vote.

Mr Burrows said the education advisory bodies now preparing comments on the Government step announced on Friday would have to spell out the percentage of parents needed to make the switch.

"The DP believes strongly that this figure is purely an in-

terim measure, and that the Government, in moving away from social apartheid, is having to take steps to placate what it sees as white fears.

"Under those circumstances, we would believe a figure of about two-thirds would be more appropriate."

That was the percentage by which Parliament could change South Africa's constitution.

## WATERSHED MOVE

Mr Burrows said he was confident that the advisory bodies — the Teachers' Federal Council, the organised teaching profession, and Provincial education councils — would not reject the Government proposal.

He said the Government's acceptance of parental choice in

the opening of schools was a watershed move.

"But he (Mr Clase) has included many possible qualifying conditions which are a sop to the Far Right."

Mr Burrows saw this as an interim move until racially exclusive State schools became the exception rather than the norm.

He said Mr Clase's announcement marked the beginning of the end for own affairs. The opening of teachers' training colleges and hospitals was not far behind.

The Group Areas Act had also to go. "The moment you open a school, how do you keep the residential area in which it is located closed?"

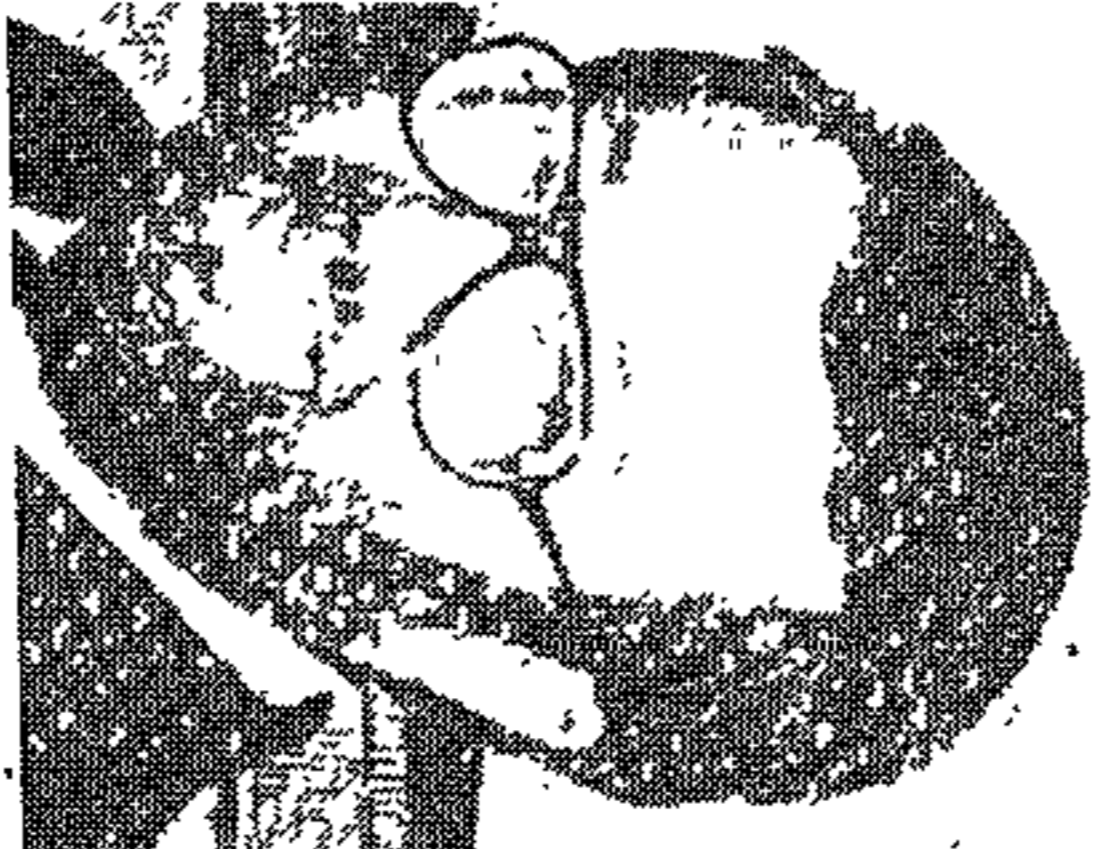
School sport would also have to be nonracial from now on.

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NATIONAL

# 'Open schools conditions a sop to right wing' — DP



Mr. Roger Burrows

By MICHAEL MORRIS  
Political Correspondent

THE "qualifying" conditions surrounding government proposals to allow white State schools to open their doors to all races amounted to a "sop to the far right", said Democratic Party education spokesman Mr. Roger Burrows.

Nevertheless, he believed the two models outlined by Minister of Education and Culture Mr. Piet Clase — and the suggestion that possibly as many as 90 percent of parents should have to approve open enrol-

ment — were an "interim measure" on the way to a wholly open school system.

"We all know this is purely an interim measure and that the government, in moving away from social apartheid, is having to take steps to placate what it sees as white fears," he said.

He also said the government was going to have to make a statement soon on the status of schools where the ratio of whites to other races is no longer the "50 percent plus one" placing them under white affairs.

# Teachers tour 'open' schools

The Argus Correspondent

PRETORIA. — A top-level education delegation is overseas studying the implications of "open" schools.

The delegation includes Professor Hennie Maree and the executive of the Teachers' Federal Council — the most powerful teacher body in the country.

Mr. Justus Prinsloo, acting chairman of the TFC, confirmed today the group had been to America and Britain, and would now travel to Europe to gather information on the open school system and

education financing.

These items had been on the TFC agenda for a long time and it was just "good timing" which found the delegation overseas when Education and Culture Minister, Mr. Piet Clase, made his open schools statement.

Mr. Clase announced in Parliament on Friday that white State schools could take pupils of all races if a "large majority" of parents at each school agreed. He suggested 90 percent of parents as an example. Mr. Prinsloo said the TFC could not comment until it had details from the Minister.

well as the findings of its executive committee.

Last year two top schools, Pretoria Girls' and Boys' High, tested opinion on open schools. Surveys showed the majority of teachers and parents to be in favour of the schools being opened to all races. The results were in the 60 percent bracket — nowhere near the 90 percent hinted at by Mr. Clase as the "acceptable majority".

In the Cape parents who had voted in favour of non-racial education at 29 schools, also made up less than 90 percent of the total, said Open Schools Campaign chairman, Mr. Rodney Mazinter.

In many cases the "yes" vote had been in the region of 80 percent.

Financing is seen as one of the major problems which must be sorted out before schools will accept the open option.

Questions which have been raised by sources in education include:

- Who — if white education must remain an "own" affair (stressed as recently as a week ago by Mr. Clase) will pay for the education of black pupils admitted to white schools?
- Who will be responsible if the open schools experience the same kind of changed character and changed standards being experienced at open universities?
- What will become of white teachers who do not want to teach in mixed schools?
- What protection is there for the minority of parents not in favour of an open school, and who cannot or do not want to move their children?
- How exactly will the new system affect open private schools in terms of financing, and how will it affect their pupil intake if State schools are opened?

ARGUS 27/3/60

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# Teachers applaud schools move

(50) GERALD REILLY B/Pam 7/3/90

PRETORIA — The Transvaal Teachers' Association (TTA) has welcomed government's new approach to "open" schools as "an inevitable step in the political process".

TTA president Mike Myburgh said the apparent plan for parental choice to play an important part in any education dispensation was particularly welcome.

He said Education and Culture Minister Piet Clase's announcement was the first and "minimum" step in a process which would lead to shared facilities.

The TTA had always supported the use of unused facilities to help ease the pressure at black teacher training colleges and schools.

It intended discussing the options outlined by Clase: to privatise and heavily subsidise schools choosing to be non-racial or, for white schools to be given the right to decide (by a 90% vote of parents) whether to go "open" while remaining state schools.

# Open schools hospitals next?

CAP 114/26/3/90

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[scribbles]

## Political Staff

THE partial opening of white schools to all races announced by the government at the weekend is set to be followed by the opening of teacher training colleges and hospitals to all races.

The government accepts that if it is to have any chance of securing some provision for "group rights" in negotiations there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of the "own affairs" system as it presently exists.

The announcement by Education Minister Mr Piet Claase of two schemes under which white schools can be opened has been welcomed by Democratic Party education spokesman Mr Roger

Burrows as being just as significant as President F W de Klerk's watershed February 2 speech.

The first option for opening of schools announced by Mr Claase was an expansion of the policy applied to the Barnato Park school in Johannesburg.

This involves the "privatisation" of a school with the state supplying greater financial support than it does to private schools at present.

The second option requires acceptance by up to 90% of the parent body for admission to the school to be opened to all races.

Mr Claase said this high percentage was being aimed for so that there could be no question about the decision.

If a school chose to be privatised, Mr Claase said furniture and equipment would be sold to it at a reasonable price. But the

school would be liable for maintenance. Salaries of teaching and administrative staff would be paid for by the state!

The "privatisation" option is the one likely to be applied by government towards schools in free settlement areas.

The government is at present investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior cabinet ministers known to favour this option, is it possible that by next year all schools in the city could be opened.

The first movement on the opening-up of hospitals can be expected after Easter when Administration and Economic Development Minister Mr Wim de Villiers is expected to submit the report of his investigation into health services.

# Government 'should pay all'

*CMT trip 26/3/90 (50)*  
JOHANNESBURG. — Opening schools to all races has been cautiously welcomed by some educationalists but the possibility of privatisation has been rejected by others who believe government should pay for all education.

Reacting to the announcement made on Friday by Education and Culture Minister Mr Piet Clase, Mr Ivor Rensburg, National Education Crisis Committee general-secretary, said though he "welcomed the possibility of non-racial schools, the NECC rejects the privatisation of schools".

He also maintained "issues such as these should be tabled at the negotiating table, rather than referred to special committees which we do not recognise".

Mr Rodney Mazinter, chairman of the Open

Schools' Campaign, said in the city yesterday that at the 29 white schools where parents had thus far voted in favour of non-racial education the proportion of parents supporting the move was less than 90% — the figure Mr Clase suggested would have to approve the move at each school before it could open.

However, in many or even most cases, the percentage of "yes" votes had been in the 80s, he said.

Mr Mazinter said three different advisory bodies had yet to consider the open schools proposals and he felt confident the 90% figure would be lowered.

Over 20 of the schools which had voted to go open were in the Western Cape, Mr Mazinter said. — Own Correspondent and Staff Reporter

n was to test the reason-  
asing money in loans of  
00 and R5 000 to individ-

creasingly important, African Lite  
Homes GM Guy Leitch said.

## Open schools welcomed but some reservations

**SO** ADELE BALETA and THEO RAWANA

OPENING schools to all races has been cautiously welcomed by some educationalists but the possibility of privatisation has been rejected by others who believe government should pay for all education.

Johannesburg's Sacred Heart College headmaster Brother Neil McGurck hailed the move as a bold initiative in principle. But he said the real impact on education would depend on details that had not yet been spelt out. He hoped discussions would be broadened to include the private sector, which had a vested interest.

SACC education co-ordinator Sheila Sisulu said Education and Culture Minister Piet Clase's announcement on Friday was "hogwash" and Clase was not aware education was "a crisis of apartheid as a whole".

The first proposal to privatise schools was totally unacceptable. "We believe that state schools should be integrated and it is government's responsibility to pay for all education," Sisulu said. The second proposal of schools choosing whether or not they wished to be opened was clearly working within the constraints of apartheid.

DANIEL FELDMAN reports National Education Co-ordinating Committee (NECC) general secretary Ihron Rensburg said though he welcomed the possibility of non-racial schools, the NECC rejected the privatisation of schools. Such issues belonged at the negotiating table, rather than with a "special committee".

Gardens DP MP Ken Andrew said the move was a victory for those who had been fighting to open schools. But it was "ridiculous" that a majority parents' choice to open schools could be frustrated by 10% of parents.

Education and Development Aid Minister Stoffel van der Merwe on Friday met leaders of the National Education Union of SA (Neusa) and the NECC in Johannesburg to discuss grievances of 6 000 striking Soweto and Alexandra teachers. 3/0am 26/3/90.

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# 'No education - no liberation'

Northern Transvaal Bureau

PIETERSBURG — Mr Nelson Mandela told 80 000 people at the University of the North yesterday that the disruption of schooling was not ANC policy, and urged pupils to resume attendance at classes without delay.

"Education is a major factor in the liberation struggle — without education you can forget about liberation," he said.

Mr Mandela also urged the Government to build more schools, so that all children could be educated.

Hailing the formation of the Congress of Traditional Leaders of South Africa as a tremendous development, he advised his audience to respect tra-

ditional chiefs, particularly those who had fought against apartheid.

"Our people should try to persuade homeland leaders to join the cause of the oppressed, and we should welcome those who genuinely repent of their participation in the Government's oppressive policies," Mr Mandela said.

He claimed that if such leaders were not readily accepted after their change of heart, the Government would use them to divide the people.

Referring to the Chief Minister of Lebowa, Mr Nelson Ramodike, Mr Mandela insisted that he was obliged to release all detainees and to apologise to liberation leaders before he could be associated with large ANC rallies such as yesterday's.

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06/12/90  
Star

# Education will get less cash this year than last

By DESMOND BLOW

BLACK education is going to be worse off this year than last. The 16 percent increase in the cash allocation for schools in the DET areas and the homelands - last year's increase was 18 percent - allows for no growth after inflation.

As between 70 percent and 80 percent of the budget is spent on salaries, teachers are the hardest hit. And there is no allowance for the employment of more teachers for the overcrowded classes.

The budget does not include the 10 percent increase in salaries for civil servants due to be introduced next month - but teachers' organisations have already indicated these are insufficient.

With an average 6 percent rise in the number of students every year, this means that after inflation there is less money for each student than last year.

The government has announced an extra R150 million for extra classrooms and equipment for this year, but this will not help put more, better-paid teachers in them.

The R1 000 million earmarked for social services from the privatisation of State-run companies will allow for about R800 million for black education, but this is to be spent on buying land and building about 5 000 extra classrooms - and will not be spent on the running of the schools themselves.

Minister of Education and Training Stoffel van der Merwe held talks with the National Education Union of South Africa (Neusa) and members of the NECC in Johannesburg on Friday to hear teachers' complaints. Delegates included those representing strikers in Soweto and Alexandra.

A scheduled Press conference by Van der Merwe was called off because the talks went on longer than expected, promising to hold another meeting with delegates, followed by a full statement on Wednesday.

Meanwhile, the teachers' strike continues and threatens to spread to the East Rand and Natal as delegates who spoke to the Minister felt nothing constructive had been suggested by Van der Merwe.

See Page 2

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C/Press 25/3/90



# Unregistered schools are ripping off parents

By **CONNIE MOLUSI**

C/press  
25/3/90

PARENTS desperate to have their children educated are being ripped off by people operating unregistered schools.

And the DET says there are so many schools it cannot keep track of them so it does not check to see if regulations are being kept unless it receives specific complaints from parents.

At one such school, Maluti High School in Plein Street, Johannesburg, about 600 matric students only discovered this week that their school is not registered, and they could be forced to forfeit the whole academic year.

Parents found out the school was not registered with the Transvaal Education Department (TED) or the Department of Training and Education (DET) as the headmaster, MA Masondo had claimed.

Chaos broke out at the school on Tuesday when a group of matric students confronted Masondo, demanding to see their exam registration certificates.

Masondo called the police, who dispersed

the students.

*City Press* also discovered that Masondo had tried to register the school, using the name St Mishek's - a school in Booyens closed by the DET early this year.

DET Deputy Director, Planning, Peter Mundell said that to be registered a school had to receive a certificate of health, safety and business from the provincial administration and obtain an approved curriculum, which would subject it to inspection, examination of its management council and financial administration.

Mundell said there were so many schools the department was unable to keep track of them all and relied on inquiries from parents and the public. Only then would they investigate.

Contrary to DET regulations, Maluti has no curriculum or syllabus. Students are promoted to the next class despite having had either no tuition for some exams or having written exams to a higher standard.

The parents' committee alleged that parents were charged up to R150 for a R90

text-book. They also had to pay R125 a month school fees.

Lawyers acting for the parents' committee are working frantically to register students for the year-end exams.

At a meeting with parents Masondo refused to show them the school's expenditure breakdown, telling them not to interfere in the running of the school.

Teachers said the school was run by Masondo with Meshack Thusini as managing director.

Thusini previously had his own school, St Mishek's, which was closed down on March 13 this year by the DET.

Although Maluti students have paid for uniforms, they have not been supplied with them.

A spokesman for Snappers, the shop which supplies them, said it insisted on being paid before supplying uniforms, because in the past it had been difficult to obtain payment.

## Call for drastic measures to solve skills shortage

LINDA ENSOR

SA's future economic development depended on the development of technology, but the country faced a manpower crisis, CSIR chairman Louw Alberts said yesterday. *6/Day 25/4/90*

Alberts was speaking at the Strategic Management Society of Southern Africa conference.

Due to the declining birth rate in the white population — which has historically provided the economy with technical people — the number of matriculants is expected to drop by 20% by the end of the century.

Only 33% of white children obtain a matriculation exemption and only 2,7% of this number study science and engineering at university.

Whatever improvements were made in black education, Alberts said, these would not be sufficient to generate the level of skills required in one decade but would take two or three decades to take effect.

Drastic measures were required, he said. More people would have to be encouraged to study science and engineering, all available talent from the black population would have to be captured and — with reservation — skilled people from abroad must be brought to SA.

A demotivating factor was that science graduates were finding it difficult to find jobs as the political uncertainty had led businessmen to consolidate and refrain from taking on people with new ideas.

In addition, Alberts said, SA suffered from a lack of skilled middle management who had the expertise to manage technology. This was possibly even more important than the development of technology itself.

Israeli official called a surrender to "Arad terror".

*CNF- TAP 24/3/90*  
**No education solutions** *SO*

JOHANNESBURG. — An intensive three-hour meeting between the Minister of National Education, Dr Stoffel van der Merwe, the National Education Union of South Africa and the National Education Crisis Committee was adjourned yesterday and will continue on Tuesday with no substantial progress being made.

# Govt decision praised, slated

Stc 24/3/90

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STAFF REPORTERS

THE Government's decision in principle to open white state schools to black pupils has been widely welcomed, but the Conservative Party has condemned it as a "drastic and tragic change of course in the history of education in South Africa".

The Democratic Party welcomed it as a "watershed" move which would "irrevocably move the country away from apartheid".

Labour Party spokesman Mr Peter Hendrickse said: "These tentative steps are welcomed in the sense that they show a willingness to catch up with the South African public in general and the

● TO PAGE 2.

# Move praised

● FROM PAGE 1.

white education public in particular.

"The LP standpoint is that the only way forward is under one education department with all schools being opened to students of all races."

Solidarity's Dr Kistin Rajoo, Minister of Education and Culture in the House of Delegates, said the news was "refreshing".

He said that wherever there was space, schools had to admit anybody regardless of their colour and identity.

Mr James Schnetler, National Party MP for Umfolozi and former chairman of the Natal Education Council, said whatever was decided would have to comply with basic norms and retain stability and the high standards in schools.

"All this means that power is being devolved right down to parents' level. Local communities will have to accept the responsibility as far as their education is concerned and become an integral party of the

amount over three years. around the country which have voted to admit other races.

new South Africa."

DP education spokesman Mr Roger Burrows stressed that although the new policy still had to be considered by the advisory bodies, there was little doubt that the way had been paved for the changes.

He also welcomed the announcement that private schools could come into the scheme.

This was not the final word on education, but a step away from racial separation, he said.

However, Conservative Party education spokesman Mr Andrew Gerber said the step would politicise parent communities. He urged parents to stop the measure, to prevent education being "misused to build a new nation in a mixed South Africa".

Johannesburg College of Education rector Professor Graham Hall said he "welcomed" rationalisation, provided it was applied consistently.

"We would support the Minister ... if he were to open colleges of education. The decision should, however, be left to the individual college councils."

11 23/3/90 (50)

## Empty schools for whites first

### Political Staff

CAPE TOWN — Unused buildings at white schools closed down by declining enrolment will be offered to other white Own Affairs departments first, the Government has decided.

Only if no other department in the administration of the House of Assembly wants the buildings will the Government consider making them available to the education departments responsible for the schooling of blacks, coloureds and Indians.

The last resort will be to sell unused school property.

These details were announced yesterday by Mr Sam de Beer, Minister of Health Services, Welfare and Housing, in the

### House of Assembly.

Mr de Beer is responsible for selling State land and for the process of deciding how empty white classrooms should be used.

The Ministers' Council of the House of Assembly had decided as a general policy that unused schools buildings should first be placed at the disposal of white own affairs departments that might be able to put the property to good use, he said.

He added, however, that the Council was sympathetic to the needs of other communities and would see that the appropriation of redundant white education properties was considered in this spirit.

# Bursary trust fund (50)

Sowetan 22/3/90

EX-ST PETERS scholars are invited to attend an important meeting at Funda Centre, Soweto, on Saturday at 2pm.

Martin's school (formerly St Peters) in Rosettenville, Johannesburg will be discussed.

A bursary trust fund for needy pupils who want to study at St

Those interested are asked to get in touch with Mr Chinki Modiga before the meeting starts.

# The realities of education

B/Dewy 22/3/90

(50)

PRESIDENT F W de Klerk's decision to eliminate backlogs and create a more equal and equitable society is a big step towards "a new SA". He knows R3bn will not suffice to eliminate all SA's socio-economic problems. But it is a credible start.

A sum of R1bn will be administered by government and used to eliminate capital backlogs in education and to acquire land for black urbanisation. The remaining R2bn will seed a private trust fund to be masterminded by Urban Foundation first chairman Jan Steyn.

Steyn is the right person to spearhead De Klerk's initiative. He will save the fund from making the mistakes the foundation made before it learned how to intervene intelligently in education and housing. He will get the money to where it can do the most work.

Steyn will ask community and business leaders to act as trustees, and says he is very encouraged by the response he has already received from ANC and UDF leaders.

Donors will have a voice in determining the thrust of the fund's policies. One of Steyn's first tasks will be to get other players into the act; the

fund's policies will be legitimate only if community leaders in education and housing are consulted. The "new SA" has to be negotiated. It cannot be created unilaterally.

This will not be easy in education. There are many stakeholders in the field, from the conservative Private Sector Council on Education to the militant National Education Coordinating Committee (NECC).

Because education has been unfairly and badly managed, everyone in the field has been hurt. They will all want their prescription for a cure to get priority.

The debate between the stakeholders cannot and should not be pre-empted by anyone. But it will be foolish to neglect what the World Bank has to teach us.

The bank's involvement in education, not least of all in Africa, is long and impressive. Its beliefs about what does and does not work are based on reliable research that goes

## JAMES MOULDER

back to the 1960s. It has monitored and evaluated many attempts to transform education systems. Its policy recommendations and guidelines are rooted firmly in reality.

The World Bank's most recent education report is on "policies for adjustment, revitalisation and expansion" in sub-Saharan Africa.

SA is not included in the study, but it has the rapid population growth and diminishing resources that have created an education crisis everywhere below the Sahara.

There are not sufficient schools. The classrooms that exist are overcrowded. Textbooks and other teaching materials are increasingly scarce. These three trends are eroding the quality of education and re-

ducing the percentage of children who are in school.

The World Bank's report addresses these harsh realities. It does not have a prescription for anyone. Its study "presents a framework within which countries may formulate strategies tailored to their own needs and circumstances". It contains two master strategies and a set of policy options for adjusting, revitalising and expanding education.

The master strategies are hard-nosed. In the context of continuing austerity, "resolute movement toward adjustment is a necessary condition for implementing forward-looking policies on revitalisation and selective expansion". And, "if new policies are in fact to be implemented, management practices will need to be improved".

The World Bank's call to adjust education to demographic and fiscal realities strikes three notes. Firstly, governments should consider pass-

ing on more of the costs of education to parents and students, in particular at the tertiary level. Secondly, they should tolerate and encourage private initiatives to provide opportunities and services.

Finally, they should contain costs by using teachers more efficiently and effectively, by having more realistic building standards and by trying to eliminate the conditions that lead to students dropping out of school, or having to repeat a year.

The World Bank's strategies for revitalising education emphasise "fundamentals for the attainment or restoration of quality". Strong examination systems are the road to "a renewed commitment to academic standards". A "minimum package of textbooks and other learning materials" is the most effective contribution to the improvement of learning.

Greater investment in management of buildings and equipment would increase the utilisation and impact of these all too scarce capital assets.

Moulder is Professor of Philosophy at Natal University, Maritzburg.

## REVIEW

# Education talks <sup>(SO)</sup> set for tomorrow

*sowetan 22/3/90*

The National Education Union of South Africa is to meet the Minister of Education and Training, Dr Stoffel van der Merwe, in Johannesburg tomorrow.

Mr Curtis Nkondo, national president of Neusa, told the *Sowetan* yesterday that his organisation hopes the Minister will come out with a reasonable and positive response to the demands of the teachers

**By NKOPANE  
MAKOBANE**

countrywide.

"We are looking forward to this meeting because a positive response will facilitate the resumption of effective teaching by all affected teachers," he said.

Among issues to be discussed are: the full recognition of Neusa by the DET;

Marking of matric exam papers be done by teachers directly involved in the teaching of those subjects;

Permanent appointment of teachers and reduction of probation period;

Immediate stop of autocratic administration (topdown);

Equal salaries for male and female teachers;

Three months' maternity leave with full pay for female teachers and a halt to nepotism.



# Minister to meet Neusa in a bid to end teachers' strike

EDUCATION and Development Aid Minister Stoffel van der Merwe is to meet National Education Union of SA (Neusa) representatives tomorrow in a bid to end the three-week-old strike by Alexandra and Soweto teachers.

Government spokesmen said Van der Merwe was expected to make a public statement next week. *B/D ay 22/3/90*

About 6 000 teachers at about 300 schools in Alexandra and Soweto "downed chalk" at the beginning of March in an attempt to get government to address their grievances. They were dissatisfied with the response to grievances handed to the Department of Education and Training (DET) in February.

They are demanding reinstatement of retrenched and dismissed teachers, a living wage, shorter hours and improvement of condi-

TANIA LEVY

tions which presently make effective learning and teaching at black schools impossible.

Meanwhile, Education and Culture Minister Piet Clase, speaking in Johannesburg last night, said free settlement areas would demand adjustments in the provision of education, GERALD REILLY reports.

Other realities that would have to be faced in education were the country's complex heterogeneous population, a declining white school population and unused classroom accommodation, he said.

All this, he said, had to be seen against the background of a fast-changing SA.

Speaking at a meeting of branches of the Transvaalse Onderwysvereniging, Clase said

there would be parents who wanted their children in multiracial schools and others who would want schools with their own group identity.

His department was investigating the problem.

He said the use of underutilised classroom accommodation would have to be given urgent attention.

"We are not blind and deaf, nor are we indifferent to the needs of other citizens.

"In fact it would be extremely irresponsible, not say unchristian to try and hold onto facilities which we no longer use," he said.

At this stage 21 schools had been hired out to the Houses of Representatives and Delegates.

Another area which had to be examined was privatisation of certain support services.

# UK to give R40-m for education

SO

**BRITAIN** has pledged to spend about R40 million in the next three to four years on black advancement in education and training in areas like public administration and public finance.

This was confirmed yesterday by British Foreign Secretary Mr Douglas Hurd.

Speaking yesterday during a brief visit to *Sowetan* offices where he met the Editor, Mr Aggrey Klaaste, Hurd said Britain was supporting community projects which were making a vital contribution towards increasing the self-reliance of the black community and preparing it for the role it is going to play in the Government of South Africa.

He said he had followed the Nation Building debate quite closely.

### By SOWETAN REPORTER

Political circumstances in South Africa had changed very much for the better and Nation Building and community development were now more important than ever to deal with education, housing and other problems.

He said Britain's main effort in helping black South Africans would continue to be directed mostly towards education.

"The unbanning of political organisations like the PAC and ANC and the release of ANC leader Mr Nelson Mandela had opened up for the first time in South Africa's history the possibility of a negotiated settlement to do away with apartheid.

"Britain wanted now to see rapid progress towards a negotiation in

which all parties could participate in conditions of non-violence to work out a new, democratic constitution for South Africa."

Hurd told Klaaste that the success of the *Sowetan* itself was the best possible example of what could be achieved.

He was delighted that on the last Thomson Foundation Course for overseas journalists in Britain, a reporter from the *Sowetan*, Sy Makaringe, had won the coveted award for best Thomson Foundation scholar.



*Sowetan* editor, Mr Aggrey Klaaste, yesterday met the British Foreign Secretary, Mr Douglas Hurd, who also visited Soweto in the morning was en-route to Namibia for the independence celebrations.

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# R40-m UK gift for education

Political Correspondent

ARCUS 20/3/90 (10) 50

BRITAIN has extended its constructive engagement in South Africa with additional aid of R40-million, mainly to improve black education.

It was part of "real and practical help towards creating the new South Africa, which went beyond speeches and resolutions condemning apartheid," said British Foreign Secretary Mr Douglas Hurd yesterday.

Positive measures, in the British manner, had been a rather unfashionable alternative to punitive ones by scores of other countries of various political persuasions, Mr Hurd said.

### LENT CREDIBILITY

Britain had found that money gave substance to foreign policy, secured its influence and lent credibility to its political advice.

Mr Hurd said that his tour of some of the poorer spots on the Cape Flats was less than comprehensive, but it was sufficient to recognise the "awful" conditions under which many black people lived.

He heard from Brown's Farm squatter leader Mr Christopher Toise how blacks pouring into the area after the lifting of influx control struggled to find work, how they battled against disease and other consequences of poverty.

Mr Hurd and his party trudged through the sandy settlement, accompanied by a ragged platoon of "ANC militia" whose inventive adaptation of parade ground manoeuvres caused amused curiosity from the diplomats fresh from Whitehall, and visited a wood and iron hall and school built with British assistance.

It was a day on which the political sensitivities of accepting aid from the Thatcher government seemed to be conveniently brushed aside.

Former president of the UDF-affiliated Western Cape United Womens Congress, Mrs Sophia Benga, standing next to a spanking new minibus handed over to the Buthisizwe Development Centre near

Crossroads, said she remained convinced sanctions were a useful weapon in the struggle against apartheid, but did not envisage political problems in accepting the gift. The bus would be useful, she said.

The Buthisizwe Centre is one of 250 projects in South Africa to which Britain gives assistance.

The total aid package, excluding the more than R40-million announced yesterday, will run to about R22-million this year (plus a further R12-million through EC aid) and covers more than 1 000 scholarships, technical co-operation projects, community development projects, aid for housing and refugees and trade union training.

Mr Hurd said that an "integral part" of Britain's policy was not just to call for an end to all racially discriminatory legislation, but to help black South Africans overcome the obstacles to their advancement in real and practical ways.

The chief thrust of the latest aid package of more than R40-million is to improve the quality of black education, and also to improve conditions in squatter settlements and rural areas.

The objective, Mr Hurd told a gathering at Maphathisane Development Centre in Philippi, was to provide a key to unlock the energies of the people and allow them to improve their own conditions.

Even if critics accuse Mr Hurd of traipsing through the squatter camps for only a few hours, grasping briefly the hand of poor, black South Africa, he will have been heartened by the sentiments of the president of the National Association of Federated Chamber of Commerce, Dr Sam Motsuenyane, who told the diplomats yesterday that "we in the black community are immensely encouraged by Britain's willingness to help in this way".

"Through your support we have unlocked resources otherwise not available to us," Mr Motsuenyane said.

and cadets. I appeal to hon members of the House to give us an opportunity to test this system. After that we shall come back and take the final decisions. *Hansard 20/3/90*  
Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply

Own Affairs

Open Schools Association, Natal: circular

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the Natal Education Department has issued a circular to all departmental schools in Natal concerning the Open Schools Association: if so, (a) what are the contents of the circular and (b) when was it issued;
- (2) whether he will make available to members of Parliament the counsel advice concerning possible powers of school committees to join the Open Schools Association; if not, why not;
- (3) whether he will make a statement on the matter? *Hansard 20/3/90 B449E*

†The MINISTER OF EDUCATION AND CULTURE: *50*

- (1) Yes.
  - (a) school principals were informed that a school committee of a departmental school is not empowered to apply for membership of the Open Schools Association.
  - (b) 2 February 1990:
- (2) no, the advice is for internal departmental use only;
- (3) no.

Mr R M BURROWS, Mr Speaker, arising from the reply of the hon the Minister, it is perhaps significant to state that the date of the circular was 2 February 1990. As a direct result, one wonders whether in the light of changed circumstances, and particularly the possibility that

certain schools in this hon Minister's department may in the near future be open, he would consider the withdrawal of this circular. *Hansard 20/3/90 50*  
†The MINISTER: Mr Speaker, the answer is no. It is important that the hon member should accept that the Open Schools Association has a policy in direct opposition not only to what is practice at present, but what is within the present constitutional dispensation. The schools function according to the Constitution and certain other laws. This body is in direct opposition thereto. We do not deny them a right of existence. We only say we cannot allow a school which is at present run under the current system to participate in such an organization and apply for membership. That is what it is all about. We are currently using a particular system and, as stated clearly by various hon Ministers, we are not in a transitional government, but we are working in terms of the present Constitution. It can lead to a new constitution after which other circumstances may prevail.

Groot Constantia: rent of estate/building

\*2. Mr R R HULLEY asked the Minister of Agricultural Development:

- (1) Whether Groot Constantia has leased or rented any (a) part of the Groot Constantia Estate and/or (b) building on the Estate to any private person or organization; if so, what are the relevant details;
- (2) whether such arrangements were made on the basis of normal tendering procedures at market-related rates; if not, why not;
- (3) whether any of these lessees or tenants enjoy an option to purchase the land and/or buildings in question; if so, what are the relevant details? *Hansard 20/3/90 B530E*

†The MINISTER OF AGRICULTURAL DEVELOPMENT:

- (1) (a) No;
- (b) Yes, various buildings/houses on the Estate are let to private persons/organisations from time to time such as:
  - (i) 37 residential units are let to staff members as part of their service conditions;

(ii) 2 houses, previously occupied by employees and not utilized at present are being let at market related rentals determined by private consultants. *Hansard 20/3/90*

(iii) 2 store rooms at the farm Coleyn are leased on a monthly basis.

(iv) 1 farm store at the farm Coleyn is leased periodically on a day basis to various instances for functions; and

(v) the Tavern Restaurant is let at market related rental to a restaurant in terms of a 10 year contract which expires in 1992. An adjoining room in the same building has been added recently for the unexpired portion of the lease at a negotiated market related rental.

- (2) Valuations obtained from agencies were used to determine market related tariffs in respect of the residential units which were then advertised to the public.
- (3) No.

African language as a subject

\*3. Mr K M ANDREW asked the Minister of Education and Culture: *Hansard 20/3/90*  
How many (a) schools falling under the control of his Department were offering, and (b) pupils were taking, an African language as a subject in 1989? *50*

†The MINISTER OF EDUCATION AND CULTURE:

- (a) 1 466,
- (b) 341 091.

Teaching bursaries: repayment

\*4. Mr K M ANDREW asked the Minister of Education and Culture:

- (1) Whether teachers to whom his Department are unable to offer posts are required to repay bursaries provided by the Department; if so, (a) why, (b) on what terms and (c) how many teachers fall into this category during the latest specified period? *Hansard 20/3/90*

period of three years for which information is available; if not,

- (2) whether such money is written off; if so, what total amount of money was written off during the above three-year period? *B532E*

†The MINISTER OF EDUCATION AND CULTURE: *Hansard 20/3/90*

- (1) Yes, in the Cape only. The other provincial education departments offer a post to every student on completion of his course.
- (a) stipulated by the contractual agreement.
- (b) payable in one amount but terms can be considered.
- \* (c) 1 699;
- (2) falls away.

\* includes all individuals who still have to pay back bursary obligations, also those who have terminated their studies.

Mr R M BURROWS: Mr Speaker, arising out of the reply from the hon the Minister, in the light of the requirement that conditions of service of teachers be uniform, how is it possible that one department is in fact in this position?

†The MINISTER: Mr Speaker, I knew this question would come. The reply is very simple, and the hon member could also have arrived at it had he looked at the regulations of the various provinces. At this stage the regulations of the Cape Province are implemented as they stipulate. To please the hon member I can, however, tell him that we are giving attention to the elimination of this difference between the various provinces.

Universities: injunction on percentage growth

\*5. Mr R M BURROWS asked the Minister of Education and Culture: *Hansard 20/3/90*

- (1) Whether he or any other Minister has at any time placed an injunction of zero or any specific percentage growth on any of the universities falling under his control; if so, (a) what injunction was placed on growth, (b) when was it so placed and (c) on which universities does it have effect.

and cadets, I appeal to hon members of the House to give us an opportunity to test this system. After that we shall come back and take the final decisions. *Hansard 20/3/90*  
Debate concluded.

QUESTIONS

Indicates translated version.

For oral reply

Own Affairs.

Open Schools Association, Natal: circular

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether the Natal Education Department has issued a circular to all departmental schools in Natal concerning the Open Schools Association; if so, (a) what are the contents of the circular and (b) when was it issued;
- (2) whether he will make available to members of Parliament the counsel advice concerning possible powers of school committees to join the Open Schools Association; if not, why not;
- (3) whether he will make a statement on the matter?

*Hansard 20/3/90* B449E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. *(Handwritten mark)* school principals were informed that a school committee of a departmental school is not empowered to apply for membership of the Open Schools Association.
- (b) 2 February 1990;
- (2) no, the advice is for internal departmental use only;
- (3) no.

Mr R M BURROWS: Mr Speaker, arising from the reply of the hon the Minister, it is perhaps significant to state that the date of the circular was 2 February 1990. As a direct result, one wonders whether in the light of changed circumstances, and particularly the possibility that

certain schools in this hon Minister's department may in the near future be open, he would consider the withdrawal of this circular. *Hansard 20/3/90*  
\*The MINISTER: Mr Speaker, the answer is no. It is important that the hon member should accept that the Open Schools Association has a policy in direct opposition not only to what is practice at present, but what is within the present constitutional dispensation. The schools function according to the Constitution and certain other laws. This body is in direct opposition thereto. We do not deny them a right of existence. We only say we cannot allow a school which is at present run under the current system to participate in such an organization and apply for membership. That is what it is all about. We are currently using a particular system and, as stated clearly by various hon Ministers, we are not in a transitional government, but we are working in terms of the present Constitution. It can lead to a new constitution after which other circumstances may prevail.

Groot Constantia: rent of estate/building

\*2. Mr R R HULLEY asked the Minister of Agricultural Development:

- (1) Whether Groot Constantia has leased or rented any (a) part of the Groot Constantia Estate and/or (b) building on the Estate to any private person or organization; if so, what are the relevant details;
- (2) whether such arrangements were made on the basis of normal tendering procedures at market-related rates; if not, why not;
- (3) whether any of these lessees or tenants enjoy an option to purchase the land and/or buildings in question; if so, what are the relevant details?

*Hansard 20/3/90* B530E

THE MINISTER OF AGRICULTURAL DEVELOPMENT:

- (1) (a) No;
- (b) Yes, various buildings/houses on the Estate are let to private persons/organisations from time to time such as:
  - (i) 37 residential units are let to staff members as part of their service conditions;

- (ii) 2 houses, previously occupied by employees and not utilized at present are being let at market related rentals determined by private consultants. *(Handwritten mark)*
- (iii) 2 store rooms at the farm Coleyn are leased on a monthly basis;
- (iv) 1 farm store at the farm Coleyn is leased periodically on a day basis to various instances for functions; and
- (v) the Tavern Restaurant is let at market related rental to a restaurant in terms of a 10 year contract which expires in 1992. An adjoining room in the same building has been added recently for the unexpired portion of the lease at a negotiated market related rental.

- (2) Valuations obtained from agencies were used to determine market related tariffs in respect of the residential units which were then advertised to the public.
- (3) No

African language as a subject

\*3. Mr K M ANDREW asked the Minister of Education and Culture: *Hansard 20/3/90*

How many (a) schools falling under the control of his Department were offering, and (b) pupils were taking, an African language as a subject in 1989? *(Handwritten mark)*

B531E

THE MINISTER OF EDUCATION AND CULTURE:

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- (b) 341 091.

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- (1) Whether teachers to whom his Department are unable to offer posts are required to repay bursaries provided by the Department; if so, (a) why, (b) on what terms and (c) how many teachers fell into this category during the latest specified period? *(Handwritten mark)*

- (2) whether such money is written off, if so, what total amount of money was written off during the above three-year period? *(Handwritten mark)* B532E

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- (1) Yes, in the Cape only. The other provincial education departments offer a post to every student on completion of his course.
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  - (2) falls away.

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# Lebowa public servants stop work to demand books

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182  
118

PIETERSBURG. — Lebowa public servants in the homeland's capital of Lebowakgomo are to start an indefinite work stayaway today to press demands for the provision of books for school pupils, according to a call made at the weekend.

The decision, taken at a meeting of the Lebowa Kgomotse Civic Association on Thursday night, does not affect other areas, according to an LCA spokesman, Mr Godfrey Selepe.

The decision was, however, strongly contested at a meeting to launch a public servants' union on Saturday.

More than 1 000 civil servants argued that the LCA decision was taken without consulta-

tions and that a proper work stayaway should be organised to involve all workers employed by the Lebowa Government.

Mr Selepe said the LCA wanted Chief Minister Mr Nelson Ramodike to rescind a decision not to hire more teachers, provide books for pupils, build more classes and provide special classes for laboratories and libraries.

In Seshego, school pupils from four high schools marched to the local circuit office on Friday to demand books and more teachers. Mr Ramodike could not be reached for comment yesterday.

In nearby Gazankulu, a major police crackdown is under way following the indefinite

suspension of all sittings of the homeland's legislative assembly.

More than 200 people have been detained since Thursday, sources said.

Reports from Gazankulu capital Giyani, the scene of a large-scale stayaway by civil servants for the past two weeks, said a house belonging to Chief Minister Hudson Ntsanwis's chauffeur was attacked by arsonists at the weekend.

It was unclear on Sunday whether the work stayaway by government employees, which was to continue until Mr Ntsanwisi resigned, would continue. In Venda, the scene of a massive funeral on

Saturday for Mrs Elsie Makuya, a spokesperson for the UDF announced that people would march on the homeland's parliament on Friday when this year's session begins.

It was also announced that a consumer boycott of shops in Louis Trichardt would begin on April 1 and end on June 1 to protest at the conservative policies of the town council and its white inhabitants.

In Johannesburg yesterday a Foreign Affairs spokesman said SA troops had completed their withdrawal from Ciskei but would be ready and available at short notice to re-enter Ciskei if the homeland requested help. — Sapa

## HOUSE OF DELEGATES

THE MINISTER OF NATIONAL EDUCATION:

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## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Per capita amount spent on pupils

11. Mr M MOHANLALL asked the Minister of National Education:

- (1) Whether the difference in the *per capita* amount spent on pupils of the various education departments in South Africa is to be equalized; if not, why not; if so, (a) when and (b) what procedure will be followed in this regard;
- (2) whether the so-called 10-year plan for education in South Africa has been abandoned; if so, (a) when and (b) why;
- (3) whether the abandonment of this plan will have any effect on the equalization of the amounts spent on the education departments of the various race groups in South Africa; if so, what effect?
- D71E

(1) The Government has committed itself towards striving after equal education opportunities, including equal education standards for all inhabitants of the Republic. The per capita expenditure on pupils is, however, influenced by a large number of factors such as the qualifications of teachers and therefore also the remuneration of the teachers. The degree to which equal per capita expenditure on pupils will play a role in striving after equal educational opportunities is therefore difficult to determine.

(a) Lapses.  
(b) Lapses.

(2) Yes.

(a) The ten-year plan for education in South Africa was shelved in 1989.

(b) The plan was shelved since the low economic growth of the past few years made it impossible for the State to fund a real annual increase of 4,1% in the education budget which formed the basis for the ten-year plan.

(3) Alternative short-term strategies in place of the ten-year plan are presently being considered. These strategies are mainly based on the principle that better education will have to be provided with fewer resources per client.

## HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Sishen (Dingle): Coloured farmers

180. Mr J H HOON asked the Minister of Public Works and Land Affairs:†

- (1) Whether any farms in the vicinity of Sishen (Dingle) are to be purchased for making them available to Coloured farmers; if so
- (2) whether any survey was made of farms which can be utilized for this purpose; if so, (a) which farms are involved and (b) who are the owners thereof;
- (3) whether any decision has been taken on the matter; if so, (a) when and (b) what decision; if not, who and/or which bodies will be consulted before a decision is taken?
- B451E

THE MINISTER OF PUBLIC WORKS AND LAND AFFAIRS:

- (1) No, it is not the intention to purchase any farms in the vicinity of Sishen (Dingle) for Coloured farmers at this stage.
- (2) Falls away.
- (3) No. No decision has been taken thus far but interested parties will be consulted should such a situation arise.

## Export incentive measures

273. Mr D G H NOLTE asked the Minister of Trade and Industry and Tourism:†

- (1) Whether there has been any change in the export incentive measures during the latest specified period of 12 months for which information is available; if so, (a) what is the extent of this change and (b) in what official documents was it indicated;

(2) (a)(i) how many State guarantees were furnished during the above-mentioned period and (ii) to whom and (b) in what official documents were the relevant amounts indicated;

(3) whether any State guarantees (a) were written off as bad debts and (b) are considered to be risky; if so, which guarantees in each case;

(4) whether any subsidies in respect of export incentives were (a) reduced and (b) discontinued during this period; if so, (i) how many subsidies were reduced and (ii) which subsidies were discontinued?

THE MINISTER OF TRADE AND INDUSTRY AND TOURISM: 20/4/90

(1) Yes.

(a) and (b)

Marketing allowance to exporters

The marketing allowance to exporters provided for in section 11bis of the Income Tax Act, 1962 was with effect from 9 March 1989 limited to a maximum of 20 per cent of the export turnover accrued to the exporter. Previously, this concession to exporters was not subject to any restriction. The extent in money terms of this restriction is difficult to measure and thus cannot be quantified. However, it is expected that the step will result in a substantial saving on the tax concession to exporters under the relevant section of the Income Tax Act.

An announcement on this matter was made on 8 March 1989 in a joint news release issued by the Minister of Finance and the then Minister of Economic Affairs and Technology. The Income Tax Act was subsequently also amended accordingly.

Input costs and value added assistance

According to announcements made by the then Minister of Economic Affairs and Technology in news releases issued on 3 April 1989 and 19 September 1989

# Allocation on education 'does not add up'

By Robyn Chalmers

THE higher priority given to education and social spending in this year's Budget is welcome, but not enough to address anomalies, say experts.

Finance Minister Barend du Plessis increased the education allocation by 9,8% to R13,3-billion and set aside R150-million to catch up with backlogs.

While education was given the largest allocation, the 9,8% increase is lower in real terms than last year's R12,2-billion.

However, Democratic Party education spokesman Roger Burrows says the recent salary increase must be added to it, as well as a portion of the R2,5-billion set aside for socio-economic backlogs, some of which could be channelled into education.

"It must be remembered that 80% of all education spending goes toward teachers' salaries."

"Of the increased amounts, the Government does not appear to have provided enough funds to in any way get SA out of the current education crisis."

The National Education Co-ordinating Committee (NECC) estimates that R21,2-billion will have to be injected into education facilities and teachers' salaries to overcome the backlog in black education.

Based on statistics from the University of the Witwatersrand's Education Policy Unit, the NECC says the building of new schools will cost about R1,2-billion, training of 24 000 teachers about R1,25-billion and the operating of schools almost R20-billion.

Institute of Personnel Manage-

S/Times 15/3/90

ment (IPM) executive director Wilhelm Crous says SA has a severe skills crisis and a black education system which is in a state of chaos.

This, he says, is largely because not enough money has been spent on education in the past. While the R150-million will ease the situation, he says other measures such as structural change will have to be implemented.

"It must, however, be remembered that SA does have certain financial constraints and that there is not a limitless supply of funds."

"We will have to rationalise the education system by, for example, opening the schools to all races so the existing facilities can be used."

Western Cape Teachers' Union (Wectu) spokesman Lawrence Hoepner says if the inflation rate is taken into account the increase in

funds for black education is "virtually negligible".

"We believe that the backlog in black education is so profound that the only solution to the problem is a democratic SA in which the people will be able to redistribute the wealth of this country as they see fit."

SA Teachers' Association president Des Duxbury says the commitment of specific funds for the sole purpose of addressing historical backlogs is a positive step.

"The reduction in personal income tax will put more money in teachers' pockets and this will help to offset the ravages of inflation."

Mr Du Plessis said in his budget that high priority would be given to the socio-economic development problems of poverty, housing backlogs, education, health and other

issues.

"Priority is now being given to a reappraisal of the nature and extent of Government's responsibility for social services, while the optimal utilisation of the more than R27-billion going to these services is being closely scrutinised."

Mr Burrows says although he welcomes the Budget's shift away from security priorities toward socio-economic development, it does not reveal specific spending in any of the areas highlighted.

"If you look carefully at the information provided, it can be seen that spending is down in certain of these areas."

Trade unions and extra-parliamentary organisations believe the bigger allocation to social spending in the Budget will not go far in alleviating backlogs.

SO



# Replace white teachers, the pupils demand

c/press 18/3/90  
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By STAN MHLONGO

RESIDENSIA State School on the outskirts of Sebokeng, has virtually come to a standstill following a demand by pupils that white teachers should be replaced by black ones.

Arguing in favour of the demand by the majority of the 1 500 pupils at the school, student representative council member Kennedy Bhungane, added a political perspective to the issue: "It is government policy that blacks are not allowed to teach at white schools, so why should white teachers be forced on us?"

Bhungane said the students had decided to demand the substitution of white teachers by black teachers, not on racial grounds, "but because the SRC has come to the conclusion that some of these teachers are not qualified".

The 22 white teachers are in the majority and their absence has left the 14 black teachers with the task of teaching standards six to ten.

The 14 teachers also have to teach two of the 28 classes each.

"The white teachers have not reported at the school for the whole of last week, claiming that they were warned by an anonymous phone call to leave black schools alone," said Bhungane.

Orange-Vaal Department of Education and Training (DET) deputy director GB Steyn said the white teachers were advised by his department not to go to school after being intimidated by pupils.

At a recent teachers' rally, pupils appealed for unemployed teachers and volunteers to teach them.

The invitation was extended to subject advisors, school principals and even inspectors to help ease the crisis.

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# Striking teachers are not tempted by boost in Budget

By DAVID JACKSON and ALAN DUGGAN

THE strike by black teachers remained deadlocked this weekend as they vowed to stay out until their demands were met.

Some 6 000 Soweto and Alexandra teachers this week reversed their earlier decision to return to their blackboards. And the R150-million Budget sweetener from Finance Minister Bar-end du Plessis has not swayed them.

The Department of Education and Training said yesterday it would respond to teachers' demands on Wednesday.

General secretary of the National Education Coordinating Committee Mr Ihron Rensburg said that if teachers were to go back without having realised their short-term demands, "the whole strike action would have been worthless".

These demands include improvement in conditions of service, which takes in demands for salary hikes and



KEN ANDREW

a reduction of the teachers' workload; reduction of the overcrowding problem through provision of more classrooms and teachers; and a promise that the Department of Education and Training would stop "the arbitrary transfer of teachers and arbitrary retrenchment without consultation".

In the long term, the teachers want nothing less than the dismantling of "apartheid education".

It is the biggest show of black teacher muscle in three decades.

But the NECC's Mr Rensburg said the strike was "not overtly politically inspired".

years teachers feel they have room to put pressure on the DET to meet some of their demands," he said.

DET regional director Peet Struwig told the Sunday Times: "I met them (the teachers) on February 23 and I've left the door open to them to discuss whatever they want. I extended an invitation to talk but so far they haven't come back to me."

## Bizarre

Democratic Party spokesman on black education Mr Ken Andrew said decades of neglect had left South Africa's black education system at the point where only a concerted effort could restore its credibility among pupils and the community.

"The first hurdle is the credibility gap. And, if you've relegated people to a second-class education for generations, you cannot expect to regain their trust overnight — especially not with small concessions."

Mr Andrew said that in the meantime, the Government should provide "crisis funding" and a coherent plan for resolving the situation.

In his Budget speech this week, Mr Du Plessis announced a R150-million allocation to eradicate the backlog in black schools, and R205-million to the DET vote for capital projects.

But the long haul is only beginning. And teachers want the crisis to be tackled on an emergency footing.

Figures for the 1988-89 financial year show the Government spent R3 082 on educating each white child and R765 for each black child.

## Positive

Black educationists, embittered by many years of official stonewalling, cite the bizarre anomaly of massively overcrowded black schools and white schools that have to shut down because they are nearly empty.

Education Minister Dr Stoffel van der Merwe said on TV this week that overcrowding and insufficient facilities in black schools had created a potentially "explosive" situation.

"I think if white teachers had to work under the conditions under which many black teachers work, there would have been an outcry."

However, he said the Government had adopted a "very positive" attitude to black education and was trying to catch up with the "historical backlog".

And the Minister of Education and Culture, Mr Piet Clase, recently announced a policy review that could see white government schools being opened to all.

But there was a proviso: they could admit black pupils only with the blessings of their parents' organisations — which, according to disgruntled headmasters, have not been forthcoming.

# Govt adds R1 billion for black backlogs

*Cape Times*  
17/3/90

By BARRY STREEK  
Political Staff

THE government yesterday boosted the R2-billion fund to remove backlogs in the black community by another R1 billion.

President F W de Klerk said yesterday that R1 billion of the money would be administered directly by the government "to eliminate backlogs of a capital nature in education" and to acquire land for black urbanisation.

The other R2 billion is to form the basis for a trust fund, to be managed by a former Cape Town judge and honorary chairman of the Urban Foundation, Mr Jan Steyn.

The trust fund is to be administered outside the direct ambit of the government so the private sector and other institutions, both local and foreign, can contribute to it.

Mr Steyn said at a press conference that he had already held discussions with business leaders, the UDF and the ANC about the new trust fund and he felt they should be members of the trust, but it was up to them to decide.

Mr De Klerk said the government's contribution of R3 billion would be used to uplift disadvantaged South Africans.

"It is my earnest hope that this initiative will receive the widest possible support from every quarter in South Africa as well as from abroad," Mr De Klerk said.

Mr Steyn said yesterday that before accepting his appointment as head of the new trust he had received the reassurance from the government that it was committed to removing racially discriminatory legislation.

He said he had a real concern that racially discriminatory legislation still on the statute book could inhibit the dynamism of the new initiative.

● Top fashions for  
Nederburg auction

PAGE 22



## R355m to be spent on black schools

CMT Times 16/3/90

Political Staff

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THE government is to spend almost R355 million on constructing and extending schools for blacks.

In addition to the one-off R150m allocation to eradicate the backlog in the provision of schools for black pupils announced by Finance Minister Mr Barend du Plessis in his budget, an amount of R205m is included in the Education and Training (DET) vote for capital projects.

The government's contributions to the running costs of UWC is to go up by R4,1m to R60,3m, while its support for capital expenditure will increase by R2m to R6m.

The DET's budget for capital works for pre-primary and primary schools has been increased by 30% to R87m.

The capital budget for secondary schools has been cut by 24% to R89m, but the DET still plans to build 37 new schools and expand 11 existing ones.

The capital budget for black universities has jumped from R200 000 to R5,4m. The money will be used to buy land for the universities of the North, Vista and Zululand.



# EDUCATION FILE

BY NIKOPANE  
MAKOBANE



## Applications open for US Fulbright Scholarship

SO  
16/3/90

THE United States Embassy's annual Fulbright Scholarship competition for post-graduate study at American universities is now open for the academic year beginning in September 1991.

The Fulbright programme offers bursaries funded by the United

States government, with some cost sharing by selected American universities. The programme was established to promote international understanding and academic excellence.

Its grants vary from full bursaries covering tuition, travel and basic expenses on an American

campus, to partial bursaries covering about half of the total cost, to other types of support.

### Record

The competition is open to all South Africans who have completed or are about to complete a Bachelor of Arts (Honours) degree or its equivalent in any academic discipline, except medi-

cine, dentistry, veterinary science or theology.

In addition to this Fulbright Scholarship, a limited number of grants is available for black South Africans to study for a master's degree in law in the fields of legal education, constitutional, administrative and labour law.

Candidates for this 13-month master's degree programme must be in possession of an LLB

prior to July 1991. They will be selected on the basis of a proven record of study and applicability of the American experience to the candidate's proposed field of interest in South Africa.

The programme, which begins in July 1991, will culminate in a two-month professional internship as a direct follow-on to the course of study.

Applications are also being sought from accom-

plished professionals at a mid-point in their careers for a year of non-degree study and related professional experience.

### Deadline

Candidates should have a commitment to public service in both the public and private sectors, specifically in the fields of planning and resource management, public ad-

ministration, agriculture and health and nutrition. This Hubert H Humphrey programme begins in July 1991.

The deadline for the submission of applications is April 20 1990. Applications forms and additional information are available from the United State Information Service in Pretoria and the American Cultural Centres in Cape Town, Durban and Johannesburg.

B/D am 16/3/90 (S)

## **Employer groups' education council**

~~S~~ TANIA LEVY

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**FIVE** major employer organisations have formed a private-sector education council to address education policy issues affecting manpower supply.

The SA Chamber of Business, the Chamber of Mines, the Steel and Engineering Industries Federation of SA, the Afrikaanse Handelsinstituut and the Building Industries Federation of SA will be represented on the council.

Council secretary Gerrie Bezuidenhout said yesterday employers were not getting the type or quantities of manpower needed.

The education council would provide an opportunity for private sector employers to speak with one voice on education policy matters.

Through the council they would collectively attempt to influence syllabi, curricula and career guidance both at school and at tertiary institutions.

The council did not aim to become involved in training. Its first meeting will take place in Johannesburg on April 3.

exclusions policy.

So has UCT vice-chancellor Stuart Saunders but he cautions that the exclusion policy will not be abandoned. "It is not in the interest of anyone to readmit any student who does not have the ability to succeed at UCT," Saunders says. Charlton is equally adamant that standards will not be compromised.

"Apartheid education was years in the making and the problems it has left us with will take years to mend," says Rhodes University principal Derek Henderson. "The really intractable problems at present lie at the primary and secondary level. Some of our efforts will bear fruit only in the long term."



Saunders

One such is the Molteno Project, directed by Rhodes Prof Paul Walters. This is a massive literacy programme throughout the subcontinent.

It all costs a lot of money. At Rhodes, black students, who make up 21% of the student body, hold 48% of all bursaries. Charlton says at Wits the Academic Support Programme is underwritten almost entirely by the Chairman's Fund of Anglo and De Beers, which means the funding might not continue indefinitely.

Charlton acknowledges that trying to bring black students up to scratch only when they reach university is "grossly inefficient." But the alternative is to wait until the first generation of well-educated black children works its way through the system. That could take a very long time. ■

Learning curve (50)

Is a varsity degree a right or a privilege? Can universities in three years rectify a dozen years of inferior education? Should they be expected to? Who should foot the bill?

Once again English-language universities are trying to find answers that will mollify restless students. Principals speak of additional tutoring services, larger bursaries and ever-increasing pass rates for black students — but the sounds of protests grow louder.



Charlton

At UCT last week two student bodies demanded the abolition of "elitist middle-class orientated" admissions criteria. To protest at the lack of accommodation at Wits students erected a tent-town on the library lawns (wryly dubbed Charltonville, after vice-chancellor Bob Charlton).

The main issue around the country, however, concerns exclusions. In general, students must pass two of their four first-year courses to remain at university. Those who led the boycotts say exceptions should be made for blacks who are the victims of poor education.

"We aren't saying that no one must be excluded," says Wits Student Representative Council president Anton Roskam. "But it must be done on a fair basis."

Charlton says the 39 ousted students in question were given fair hearings. He has agreed that a review committee of academics and members of the National Education Coordinating Committee will consider their cases. About half of the 39 have decided not to press their case any further.

Charlton also agrees to assemble a committee to review the entire admissions and

## POETRY

I QABANE  
LABANTU  
(TAURUS)

# 'Struggle poetry' with a difference

ONE cannot resist the temptation to assess this collection of poetry against the background of the ongoing debate on the importance and role of form in all mediums of a "people's culture".

Now, more than ever, we are catching glimpses of artistic forms that have transcended the label of political statements, but whose strength is found in political experience as a whole.

"I Qabane Labantu" (comrades for the people) is the product of a conference run by Vakalisa and the UWC Afrikaans Department in 1987.

Its aim was to assess the content and range of a "people's culture".

This collection is made worthwhile by the contribution it makes to cultural thinking and trends, while putting cultural activism into perspective.

While the tone becomes at times angry and bitter, the life-affirming attitudes of those who have suffered prevail.

Themes range from suffering, incarceration, arrest and anger to longing, love and feelings of helplessness in the

face of a carefully-structured, powerful enemy.

The book affirms, too, the experiences of human beings across the spectrum of race or colour and relates the extent to which all people have suffered — physically, mentally or emotionally.

From Peter Berry's, "To those who have been robbed of their childhood" to Ingrid de Kok's "Al wat kind is", we see how apartheid has stripped all people of their childlike, natural qualities to make for a nation that has had to adapt its development to cope with institutionalised injustice.

But all is not serious and disheartening in this collection.

The wry humour offered by Keith Gottschalk's "Ode to the statue of Jan van Riebeeck" (referred to as a "posturing pigeon-lavatory") contributes to tonal and thematic richness as a whole.

But there are a couple of serious problems to be found in this collection — the first being the portrayal of women in Syda Essops's "moeder van afrika". Women are shown to be the long-suffering stoics of the community, people who never raise their voices.

But it is the attitude that women in Africa have a sole function of producing "afrikababas/stewig soos 'n

rots" that is the most controversial. It not only denies the contributions women make in all spheres of life, but places the woman firmly in the "home".

Another problem is found in the prosaic articles offered by Rushdy Siers on a definition of culture, as they seem to defeat what the book is doing to enhance cultural development: breaking down rigid formulas.

The somewhat idealistic definitions and distinctions of "our culture" and "their culture" seem out of touch with what the poems are saying and what the book holds as its overriding message.

The presence of Sandile Diken's somewhat revolutionary "Guava Juices" and

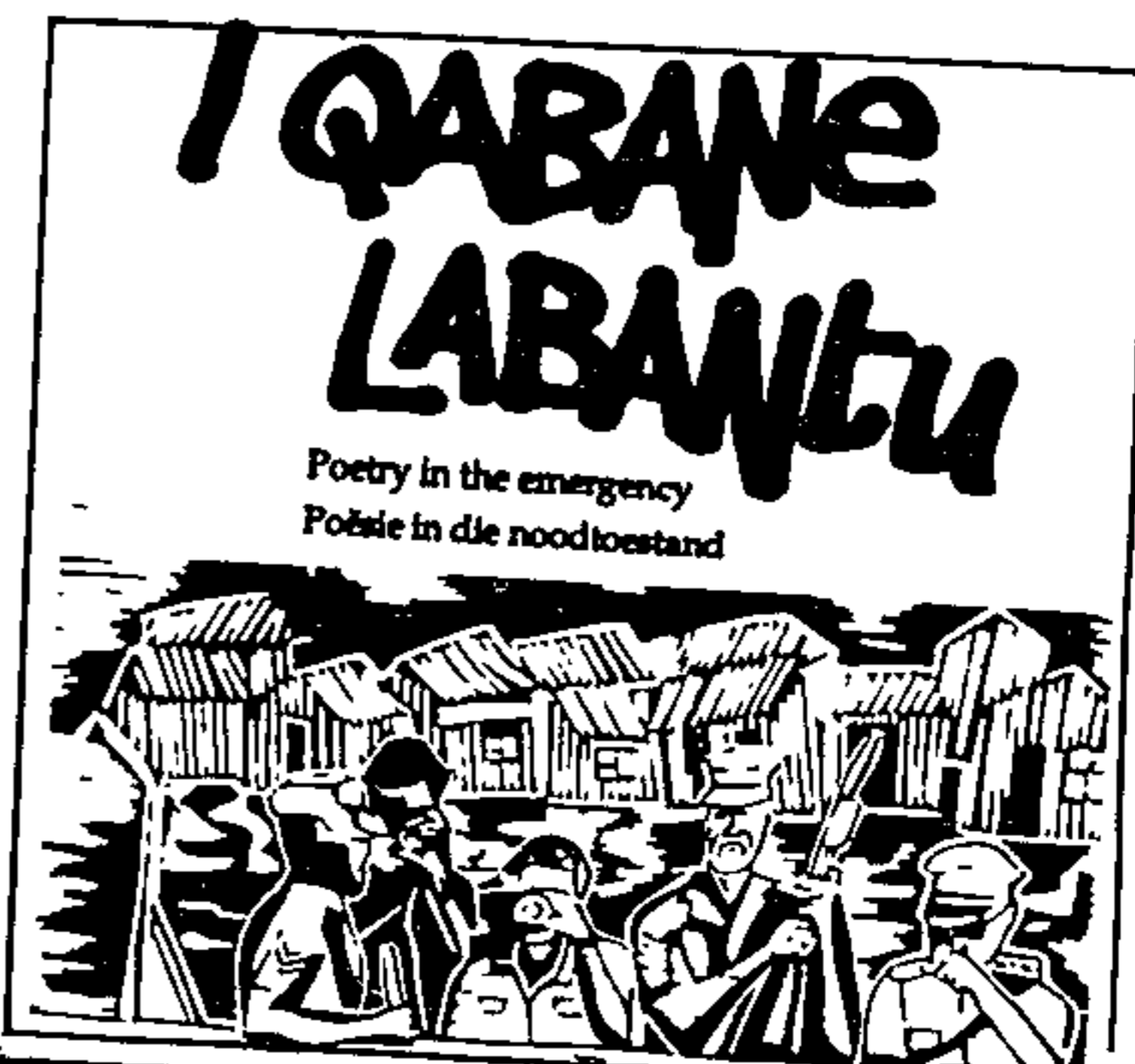
"Ndim Lo" stand as a testament to a form and style that the book seems to move away from.

As examples of true "struggle poetry", they undeniably make their mark. But readers may question poetry of this nature, as it has become a norm and offers nothing new to artistic variation.

"I Qabane Labantu", however, undeniably enhances a truly South African aesthetic. The styles and forms are wide-ranging, but seem to have a common characteristic: a simplicity that shuns exhibitionism.

It is profound, unique and disturbingly accurate in its imagery of richness and truth.

—Denise Fouche





# Williams sees art as revolutionary activity

South 15/3 - 21/3/90

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HAILED by critics as "one of a new generation of young, articulate and angry poets," Cape Town poet, Brian Williams sees art as a revolutionary activity.

His poetry anthology, "The Wounded Spear Rises", which was launched in Cape Town last month, has been described by literary luminaries such as Don Matera and Dennis Brutus as part of "the blood-and-flames legacy of the June 1976 insurrection".

Williams agrees.

He wrote his first poem while working as an unskilled electrical worker at a Bellville building site in early 1973. But it was the 1976 uprising that was the source of his creative work.

"That was a vital period for my growth as an activist. My political involvement meant, however, that I did not have time for writing.

"I am now making a conscious effort to develop the creative side of my life."

While most of the poems in "The Wounded Spear Rises"

poetry that is "removed from the realities of ordinary people".

"If poetry and art are removed from the earth, the roots of literature, into clouds of abstraction understood best by the elite, the well-fed and well-read, it can never serve a mass-based liberation struggle.

"Art should free humanity. If we are to write to foster an understanding and stir the oppressed workers and their allies to action, we need to write to reach the ordinary people.

"We need to mix our passion, our ideas, in the rich pool of working-class creativity".

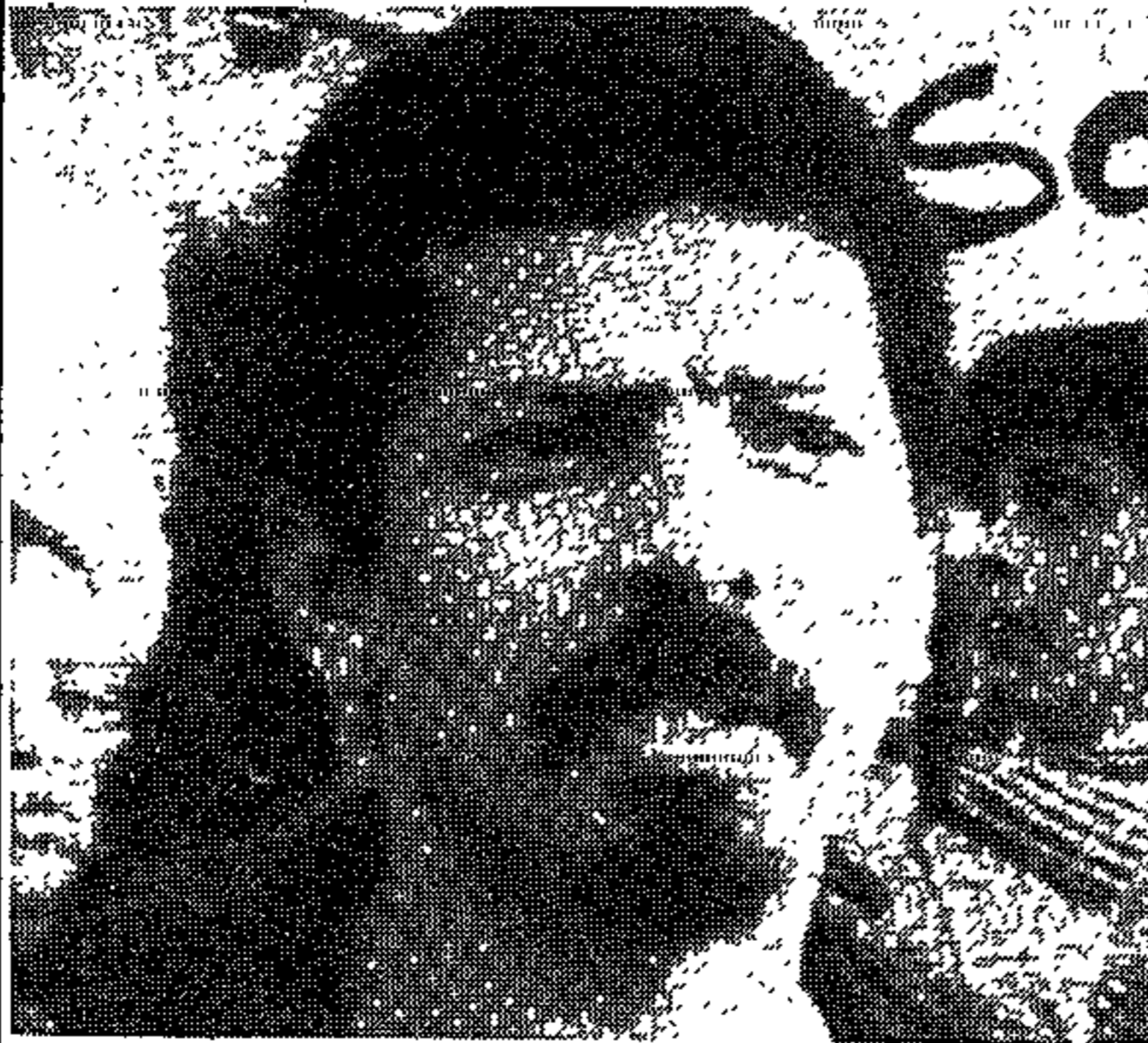
Williams does not believe this means that poetry is reduced to a simplistic propaganda exercise.

"It is important to distinguish between slogans and poetry.

"Poetry is the refinement and reflection of essentially symbolic word usage to serve an educational and revolutionary role.

"To write for future generations about present-day oppressive conditions and to place it in a timeless frame of literary beauty is a historical necessity. But the overriding concern should be that the past must influence the present to shape our future."

— Chiara Carter



● Brian Williams

He sees his anger at oppression and exploitation as the hallmark of his work as both a trade unionist and a writer.

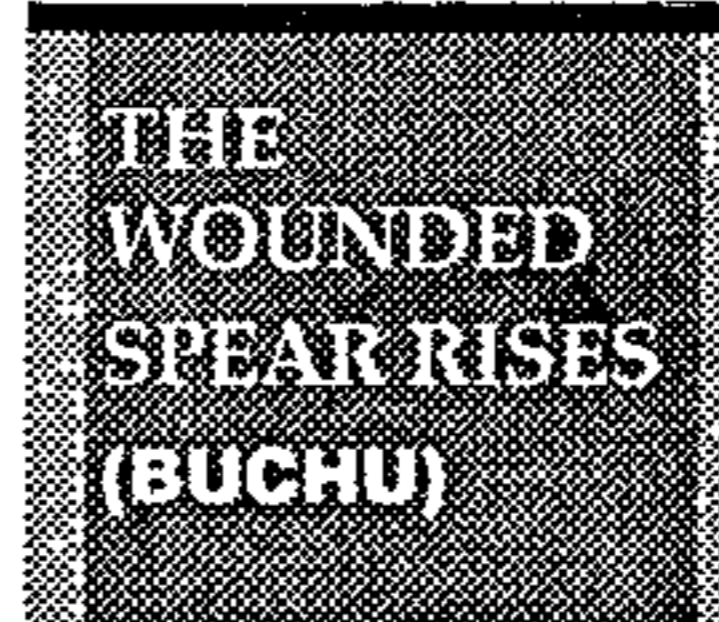
"My writing, like my life, is a revolutionary statement intended both to reflect what I see around me and spur people into action," Williams said.

He attributes the immediacy of many of the poems to his involvement in the day-to-day struggles of ordinary people.

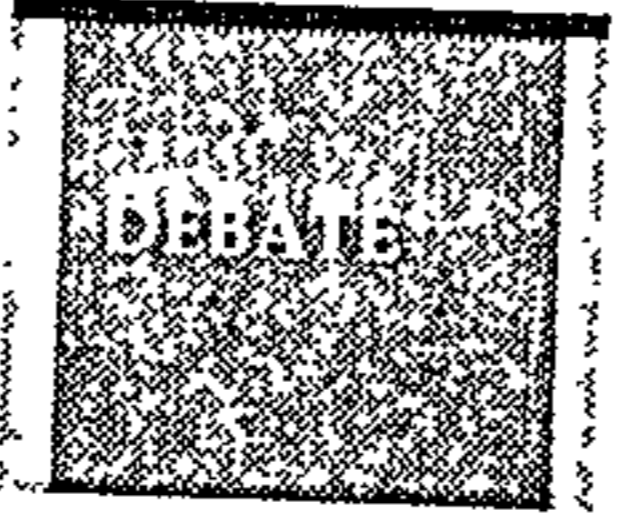
deal with oppression, exploitation and political intrigue, some of the most poignant are about love.

"It is inevitable that in South Africa one's work is dominated by the struggle of the oppressed. But life is broader than fists and stones, and our relationships and stresses are in a sense also political".

However, Williams rejects



# When words become weapons



South 15/3 - 21/3/90

"THE writer as artist and activist," was the subject of a heated seminar at the recent annual general meeting of the Congress of South African Writers (Cosaw), Western Cape region.

"Writers as artists and activists should take note of their own special role to enrich the fabric of our greater humanity," one participant, Brian Williams, said

"For writing to be meaningful, it must address itself to the context of struggle in which words become weapons to activate and mobilise forward elements of the resistance movement"

"However, this should not be the only form of literary or artistic activity

"Why write only about 'swaarkry' and not about 'lekkerkry'?" he asked.

George Weideman, poet and member of the Afrikaner Skrywersgilde noted: "There is one important factor that one can never ignore about a group of writers — their common belief in the unassailability of their domain as artists, of their art. A writer may betray his political or cultural background and even compromise his sympathies, but never his art."

He spoke of the fears many Guild members had — that the pressure to become more actively involved in cultural politics might lead to the end of their writing careers.

A high school student asked whether one should not write poems about school struggles

"Write what you like, as long as it is honest and critical," responded a member of the audience.

For Zubeida Jaffer, journalist, unionist and activist, the role of activist and writer merges as one.

"It is of utmost importance that the South African nation be forged and nurtured by writers who carry in their belly the pain of that nation," she said

"I heard how the police had forced a man to suck the blood of a young man who had been shot to prove it was his brother. I heard and saw so much more — only half of which was eventually published. But I had heard, seen and written."

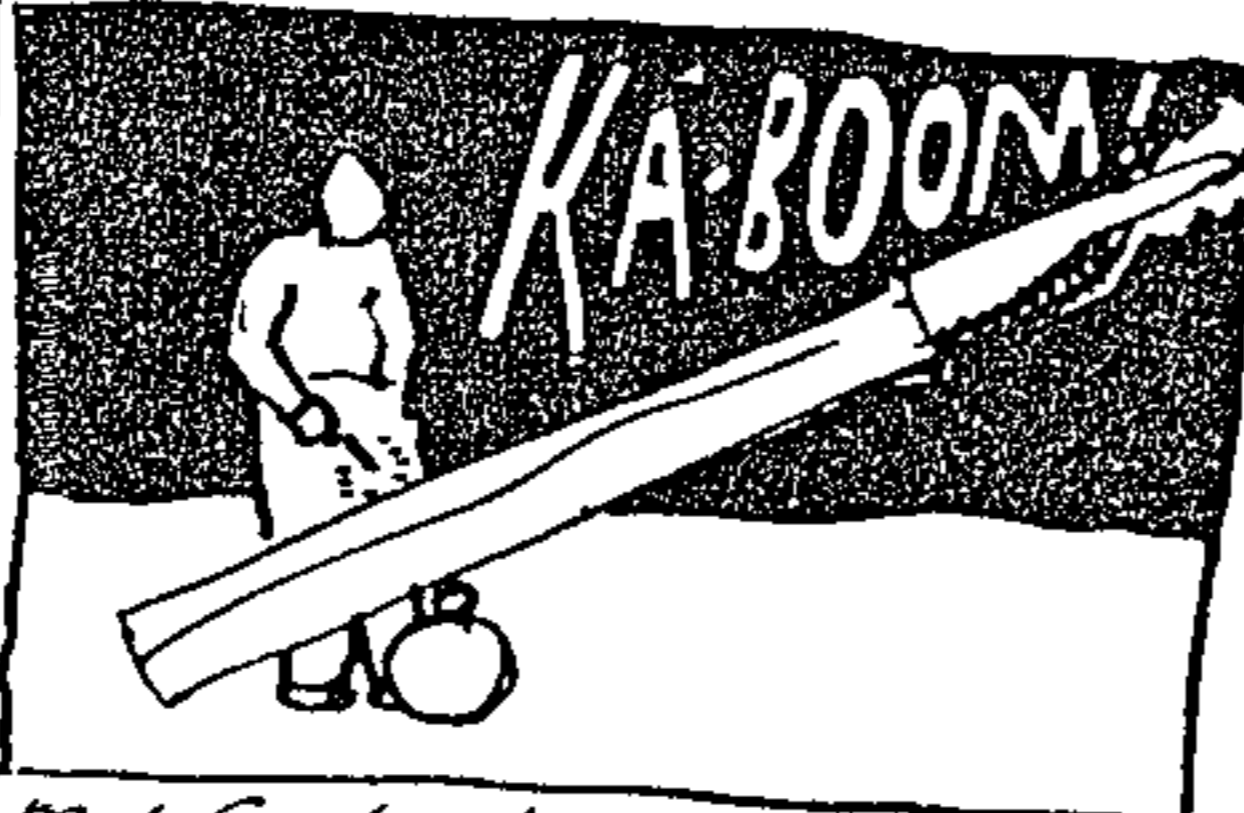
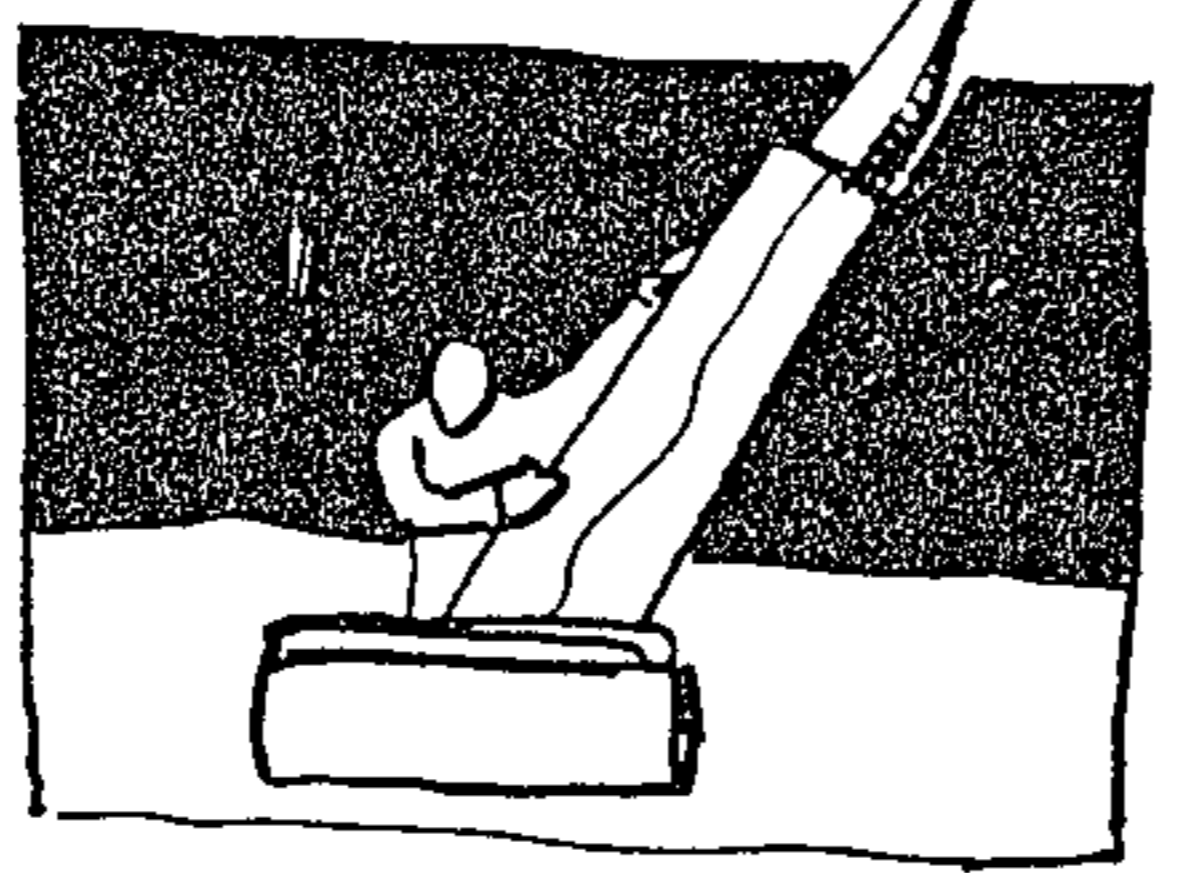
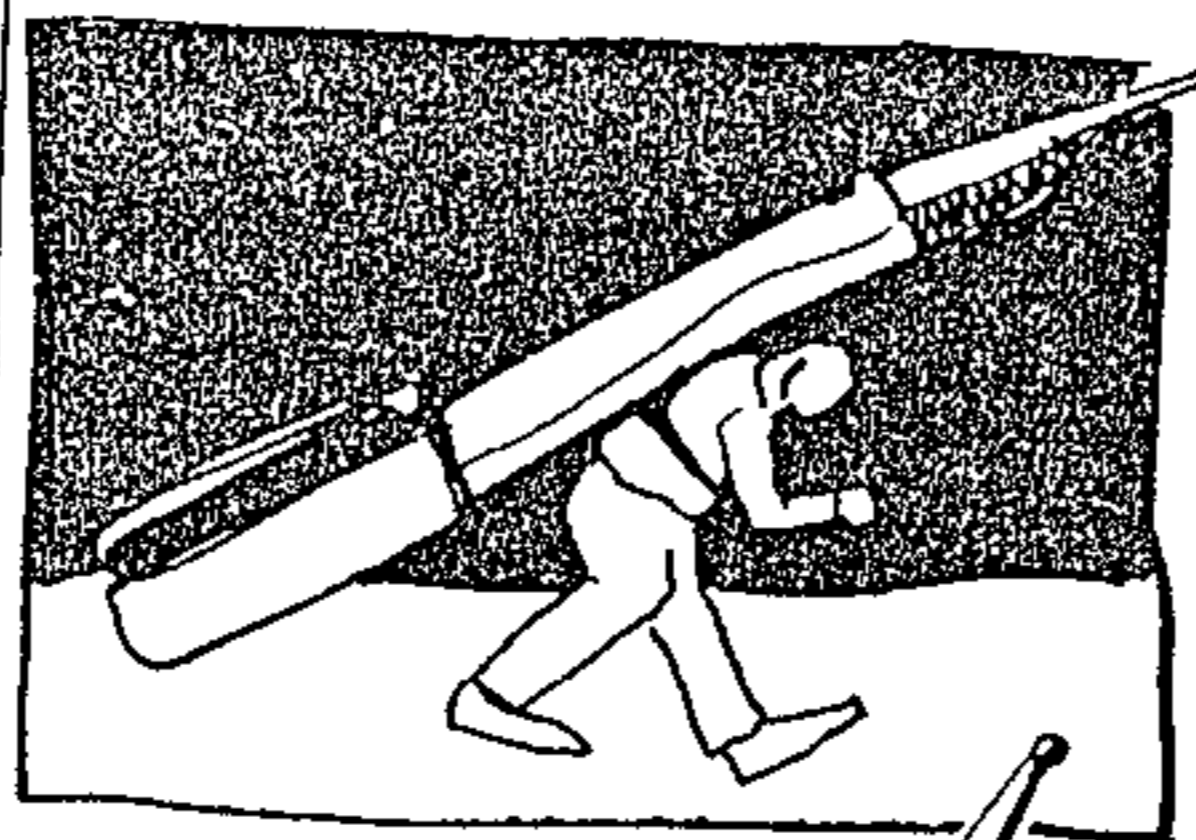
Weideman quoted Cosaw president, Professor Njabulo Ndebele, at the end of the debate

"One accusation that has often been levelled at writers, particularly in those countries hungry for radical change, is that many of them have not offered solutions to the problems they may have graphically revealed.

"It seems to me that this accusation has always revealed a certain confusion, on the part of the accusers, on what the nature of the relationship between art and society really is

"The accusation has been premised on the demand that artists produce works that will incite people to political action. That — we will all agree — is the task of the professional propagandist.

"If the writer has an ideological goal — and he always has — he has to reach that



goal through a serious and inevitable confrontation with irony.

"We do not choose between politics and art, rather we participate in the dialectic between them. To understand this is to understand the creative possibilities of both"

David Candice 3/90

CHM 7054 15/3/96 (50)

# Black school allocation rise praised

Staff Reporter

EDUCATIONISTS and teacher bodies yesterday welcomed the increased education budget but the National Education Crisis Committee warned that the increase in funds for black education should be seen against the massive black education crisis.

Yesterday education received by far the largest allocation of the budget — almost 19% of the total — and black education was boosted by more than R510 million from last year.

NECC general secretary Mr Ihron Rensburg expressed disappointment “that education has not taken a huge chunk out of the defence budget as was expected”.

Witwatersrand University statistics showed that more than R21,2 billion would be needed to bring formal parity in education, he said.

“The euphoria around a 26% increase (in black education) needs to be tempered against the cost of bringing formal parity,” he said, adding that the increase was only 12% to 13% in real terms.

The NECC would “watch with keen interest” the way in which government spends the money earmarked for black education, Mr Rensburg said.

Reaction from teaching bodies varied.

● Teachers' Federal Council acting chairman Professor Connie de Vries said the organisation had “appreciation for certain things” referred to by Mr Du Plessis in the speech but declined to elaborate.

● Western Cape Teachers' Union (Wectu) spokesman Mr Lawrence Hoepner said that while noting the increase in funds for black education, Wectu believed that when the national rate of inflation was taken into account, the increase was negligible.

● South African Teachers' Association president Mr Des Duxbury welcomed the additional expenditure allocated to the Department of Education and Training in particular, saying “the commitment of specific funds for the sole purpose of addressing historical backlogs is a positive step”.

“The association welcomes and encourages any moves towards equality in education financing and provision.

“The reduction in personal income tax will put more money in teachers' pockets and this will help to offset the ravages of inflation,” Mr Duxbury added.

## Clergyman looks for a sponsor

*Sowetan 15/3/90*  
A SOWETO clergyman, who has written a Northern Sotho encyclopedia of three volumes, has appealed to the community and business sector to sponsor its publication.

The Rev Pheagane Michael Makoela of the Evangelical Lutheran Church in Zone 5, Meadowlands, told the *Sowetan* that since 1978, he had approached several publishers to look at his manuscripts, but all, after going through them, had turned them down.

"These publishers, well-known for publishing educational books, have given me different reasons for refusing my manuscript," said Makoela.

"Some say they publish mainly for the prescriptive market and mine, at most, could be used as a library book. Others that, according to recent market research, there is no market for an encyclopedia like mine as it is 'not very open' and therefore they cannot publish it for financial reasons."

According to him, he is the pioneer of a Northern Sotho encyclopedia. It is called *Ikgantshe Ka Segageno* and has three volumes: Volume 1 (African Culture and Nature), Volume 2 (The Comparison Between African Culture and Theology) and Volume 3 (Dictionary).

"The unpublished encyclopedia is a study guide to be prescribed to primary and high schools, colleges and universities. I have even obtained permission from the Northern Sotho Language Board to publish my work," Makoela said.

"I am now appealing to the community, authors, journalists, business people or any interested person, to assist me. I believe this encyclopedia will go a long way in helping our children to master their language," he said.

Anyone who would like to assist Makoela can contact him at: The Evangelical Lutheran Church, 126 Ntuli Street, Zone 5 Meadowlands (next to Meadowlands Stadium). Alternatively phone (011) 936-8721.

## Education set to get the biggest slice of state pie

B (DAM)  
15/3/90 Political Staff

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EDUCATION, which is to get R13,346bn excluding the recently announced increases to teachers, enjoyed the largest allocation in this year's Budget, Finance Minister Bar-end du Plessis said yesterday.

A further R150m has been voted as a non-recurrent amount to catch up with backlogs, mainly for capital expenditure in black education and training in areas where the backlogs are the most severe.

"Education and training must inevitably be given an important role in the process of economic development and upliftment," Du Plessis said in his Budget speech.

"Almost 19% of the budget, excluding the recent improvement in conditions of service, is allocated to education, which is indeed the function enjoying the largest allocation.

"International comparisons indicate SA's public expenditure on education is already high.

"Consequently there will have to be an increasing emphasis on proper expenditure priorities and on efficiency in education.

"The same applies, of course, to all the other services of the State," he said.

"In its acknowledgement of the important role that education has to play in SA, the government wishes to catch up on the backlogs with regard to education wherever and as fast as possible," Du Plessis said.

The extra R150m was voted for this, he said.

Du Plessis also said a one-off amount of R50m was being provided to universities "to enable them to finance adjustments".

The R13,346bn allocated during the 1990/1 financial year is 9,8% higher than the revised estimate of R12,158bn for the previous financial year.

However, the increase will be higher when the salary increases for teachers are included in the total expenditure on education.

Included in this allocation is R2,5bn for the Department of Education and Training which is responsible for black education. This is an increase of R510,6m over the previous financial year.

Blkout 14/3/90  
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# Govt praises teachers for return to work

MIKE ROBERTSON

CAPE TOWN — Education and Development Aid Minister Stoffel van der Merwe yesterday welcomed the decision by striking black teachers to return to work.

The decision to resume teaching was taken at the mass meeting organised by the National Education Union of SA (Neusa) on Monday.

In a statement, Van der Merwe said he was prepared to meet anyone to discuss education-related matters.

He would welcome a meeting with the teachers' representatives to discuss their grievances, suggestions and proposals.

The decision to go back to school was a victory for reasonableness and for everybody who had the interests of children and of education at heart.

"One hopes this will pave the way for a return of normality to the school scene so that the students can get on with the job of acquiring knowledge and skills."

Van der Merwe paid tribute to those involved in efforts to bring the teachers back to school.

"I know that parents and elected parents bodies, many teachers themselves, teachers' organisations, other interested bodies and even many students have joined the efforts of the officials of the Department of Education and Training in this endeavour and have worked ceaselessly towards this goal."

Government and the department acknowledged that there were many facets of the present education system that were not ideal.

These problems were continuously being assessed by the department.

□ WILSON ZWANE reports that National Education Co-ordinating Committee secretary-general Ihron Rensburg said the committee was wary of a decision among teachers to meet today to review Monday's decision.

"We are concerned about that and we hope that there won't be a split among the teachers," he said.

Asked if the continued protest would take a toll on the matric results at the end of the year, he said although stayaways and boycotts were contributing factors, it was the bad educational system that was to blame for the poor pass rate.

Coswold *Hansard* 13/3/90

Voorbereiding	x
Cunningham	x
Dagbreek	x
Danie du Toit	x
Diaz	x
Dr Viljoen	x

\* Science laboratories are not provided at primary schools.

\*\* Primary schools do not offer Home Economics.

Advisory Committee for Education Personnel: report

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

- (1) Whether the Advisory Committee for Education Personnel reported on pupil density in January 1988; if so, (a) what was the composition of the committee and (b) what recommendations did it make;
- (2) whether this committee considered personnel implications of alterations from the present *b* values nearer to a *b* value of 1; if so, (a) what is the current *b* value for the Republic of South Africa and (b) what is the personnel implication of moving to a *b* value of 1;
- (3) whether he will make a statement on the matter?

*Hansard* 13/3/90 B399E  
THE MINISTER OF EDUCATION AND CULTURE:

- (1) and (2) The Department has 17 advisory committees which advise the Committee of Heads of Education (CHE) on a confidential basis on a variety of matters concerning education. This advice is taken into account by the CHE when it in turn advises the Minister and/or the Superintendent-General. Because the rec-

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Advisory Committee for Education Personnel: *b* value

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

- (1) Whether the Advisory Committee for Education Personnel considered the financial implications of a change in the *b* value; if not, why not; if so, what were these implications;
- (2) whether this committee made any representations concerning an alteration in the *b* value phases; if so, (a) what recommendation was made and (b) what are the financial implications of this step;
- (3) whether he will make a statement on the matter?

*Hansard* 13/3/90 B400E  
THE MINISTER OF EDUCATION AND CULTURE:

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- (3) no.

HOUSE OF DELEGATES

INTERPELLATIONS

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

Own Affairs:

Regional Services Councils: persons nominated  
Mr M RAJAB asked the Minister of Local Government and Agriculture:

Whether his Department has nominated any persons to any Regional Services Councils in the Transvaal, if so, what are the relevant details? *Hansard* 13/3/90 D62E.INT

THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE: Mr Chairman, the interpellation before this House in the name of the hon member for Springfield is as follows: Whether his department has nominated any persons to any regional services councils in the Transvaal and if so, what are the relevant details?

The interpellant merely poses a question. The answer to his question is obviously: No. A cursory glance at the Regional Services Councils Act would have provided the hon member with this simple answer.

It is inconceivable that the hon member, who is academically qualified in the legal field and has served in this institution for over five years, is not *au fait* with the fundamental provisions of the Regional Services Councils Act. I trust that in future he will make the necessary preliminary investigation before subjecting this House to an unnecessary expenditure of time in an exercise in futility.

I reiterate that the answer to the question posed by his interpellation is no. That is what I have to say for the time being.

Mr M RAJAB: Mr Chairman, I have noted the sarcasm in the hon the Minister's reply. May I just remind the hon the Minister that in terms of the Regional Services Councils Act provision is made, after consultation with the various Ministers of Local Government, for the appointment

of chairmen of regional services councils. My thought was that the hon the Minister would in fact have been consulted before such chairmen were appointed. However, it seems to me that the hon the Minister was not consulted.

Be that as it may, I would have thought that the hon the Minister, now that he is serving in the majority party in this House, would again have taken the trouble—as he did in 1987—to tell us about his abhorrence of this particular Act. I trust that in the time allocated to him in this interpellation he will do so

May I just remind that hon Minister of what he said. He said, and I quote from the *Stanger Mail*:

The RSC Bill creates general and own affairs at local government level. The endorsement of this Bill is in direct contradiction of the undertakings given to the electorate that the tricameral system will be used to dismantle apartheid.

I repeat—"to dismantle apartheid". He goes on: The NPP has now entrenched the system of apartheid at local government level and used its majority to push the Bill through.

The question that I would like to pose to the hon the Minister—he does not have to reply to that in an academic manner, but should give us a plain and simple answer—is whether, now that he has assumed the position of Minister of Local Government and Agriculture—I must not forget that—he is still going to apply the provisions of the Regional Services Councils Act, whether his opposition to that Act is as strong as it was in 1987 or whether it is political expediency on his part that will now compel him to say absolutely nothing about this Act, which he called obnoxious. *Hansard* 13/3/90

May I also remind the hon the Minister that he gave publicity to his views on this particular Act not only in the *Stanger Mail*, but also in *The Herald* of 12 July 1987. He contributed a very substantial article on this particular Act. To my mind the very important statement included there was that the Government should send this legislation to the political scrapheap.

The question I would like to ask the hon the Minister is whether he still believes that statement of his or whether political expediency has

Coitswold	+	13/3/90
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SO WETAN Monday, March 28, 1990

Page 11

# A 'New' solution to the black education problem should be found if the pass rate is expected to improve this year, the joint managing director of Mikrolab Systems, Mr Julian Visser, said.

He said an article that the problem in black education can be solved because it exists due to a lack of insight into the latest multi-media technology.

"In essence, there isn't a real problem. The idea of structuring schools on the same principles as factories came with the industrial revolution.

"At that time it was a solution to the 'new' problem of mass education.

"Trying to implement this solution to the present situation in black education, elevates the situation to 'problem status,' he said.

He argues that presently there are about 100 000 black matriculants who

# Education solution possible

## Education File by NKOPANE MAKOBANE

must pass matric at the end of the year.

Last year, he says, the pass rate was roughly 40 percent.

As a result, a new solution to the black education problem should be found if this rate is expected to increase this year.

### Factors

According to him, the so-called problems consist of the following factors:

There are not enough classrooms available;

Not enough teachers to accommodate students in a respectable teacher-pupil ratio;

Not enough money available so that the State can appoint more teachers or build more schools;

And not enough time in which to build more schools or train more

teachers.

"The situation has become a problem - only because we are trying to apply the wrong solution to it.

"I do not agree with one solution presently being discussed that a satellite could be used to transmit lessons all over the country.

"I suggests the following as a solution to the problem.

"The 100 000 matriculants can be trained intensively in their problem subjects for three hours each week for a period of one year at a centre in their vicinity.

"Using the latest multi-media technology, these pupils will receive lectures from the best teachers in the country,

both in person and via inter-active video systems.

"They will do exercises on inter-active heuristic systems with immediate feedback, while supported by only the best teachers in a ratio of one teacher for every 10 pupils.

"With this solution, no new classrooms need to be built, seeing that the present facilities would be utilised more effectively.

"It would also not be necessary to train new teachers, seeing that there would be a supply of the best.

"By referring to the best teachers in the country and the latest multi-media technology, most people expect such a solution to cost millions of rands to the tax payer's pocket.

"This, however, would not be the case.

"The final costing would amount to only R30 a month a pupil.

"This means the whole project can succeed

solely on contributions by the community and the private sector," he says.

He further maintains that another advantage is that educational systems do not have to be imported at a high cost, seeing that these educational needs are already locally produced.

He says locally designed systems, based on previous generation technology have been running profitably in South Africa for eight years.

Matriculants, pre-

### Systems

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Matriculants, pre-

He said if more time is wasted, it would be too late to apply any solution to black education this year.

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### Wasted

"The saddest fact is that South Africa is looking for answers to its problems in overseas countries.

"I cannot understand why foreign solutions have to be adapted to a unique local situation, especially if one keeps in mind that we already have a cost-effective solution and the educational knowledge to back it up."

# 'Education a priority' 50

THE Government's budget this week should recognise the enormity of the education problem and thereby make large increases in education expenditure.

This was said by Mr Theo Coggin, deputy director of the South African Institute of Race Relations (SAIRR), when he addressed a function in Johannesburg last week.

The function was to present bursaries to 16 non-racial schools.

Coggin said if the per capita spending on all pupils was raised to the level of spending for white pupils, the total annual education bill would jump from nearly R6 billion to over R15 billion.

He said the creation of a single education department and the formation of "school fraternities" were two ways in which pupils, parents and educationists could be per-

suaded that education was worthwhile pursuing.

Coggin said the argument that separate education departments should continue to exist was indefensible.

It is the height of absurdity that a government which, to all intents and purposes, has passed the death sentence on apartheid should allow separate education departments to exist," Coggin said, adding that a bold step by the Government was needed.

An announcement by the Government of its commitment to this principle was necessary, he said.

"Such a commitment would win more goodwill for the Government than anyone can imagine.

"It would focus the minds of people on the critical issues of how we can improve curricula, get the kids and teachers back to school and ensure that there is equal access for children to education," Coggin said.

Sowetan 12/3/90

c/press  
11/3/90

(50)

# Pupils missing education as teachers make protest

By **CONNIE MOLUSI**

THOUSANDS of pupils countrywide are losing valuable school time as the Department of Education and Training and teachers are locked in a struggle to resolve their differences.

Teachers under the auspices of the UDF-affiliated National Education Union of South Africa (Neusa) are sticking to their demands for improved conditions, while the DET has appealed for a settlement.

Meanwhile the "chalks down" strike, which started in Soweto early last month, shows no signs of stopping, and thousands of pupils go without tuition.

More than 5 000 teachers in Soweto, Tembisa, Pretoria, Bloemfontein and Potchefstroom this week joined the dispute by marching to DET regional offices to present their grievances.

DET spokesman Richard Chernis said

the director-general and senior officials on Friday held a six-hour meeting in an attempt to end the strike. The DET is to respond to the demands tomorrow.

While teachers engage the DET, students have been flocking to schools in large numbers in response to the ANC call to them to return to school.

Since the beginning of February, DET offices countrywide have been flooded with petitions from teachers demanding better working conditions. The strike was sparked by a statement from the DET Johannesburg regional office that the grievances were not genuine.

In a circular to teachers, Johannesburg regional director Peet Struwig warned the strike was in contravention of Section 22 of the Education and Training Act and they may be charged with misconduct.

NECC secretary Ihron Rensburg said it was necessary to highlight the plight of

teachers as workers, with a wide range of responsibilities to the community and to their families.

A Neusa spokesman said the strike would make the point that there could be no meaningful teaching and learning under current conditions.

- Teachers' grievances are:
- Congested timetables that require teachers to teach up to 42 periods a week;
  - Overcrowding in classes;
  - Freezing of posts;
  - Transfer of teachers to rural areas;
  - Retrenchment of teachers without consultation; and
  - Insufficient textbooks.

Meanwhile, Sapa reports 67 whites armed with sjamboks and other weapons were arrested on Friday when they tried to disrupt a legal protest march by teachers from Thabong to the Welkom Civic Centre.

Forty-three were charged with obstructing police in the execution of their duties.

# DET shock for matriculants as certificates don't arrive

City Press 4/3/90 (25) 50 (2)

By **DESMOND BLOW** and **COLLETTE CAINE**

THOUSANDS of students who have written matric are unable to go to university this year or to get jobs because of the lengthy delay by DET in issuing certificates.

Applicants are only receiving their certificates after 11 months and the period is becoming longer.

These are the "private" students - nearly 200 000 wrote exams last year (160 000 in November and 37 000 in May), at adult education part-time classes and correspondence.

There was a similar number who sat for the full-time examinations.

Despite long hours worked by the small DET staff in the "part-time" section, the applications keep piling higher and higher.

These are some of the disgraceful facts revealed in a *City Press* investigation after *Learning Press* had received scores of letters of complaint.

Yet DET has done very little to alleviate the situation despite the mushrooming problem over the past decade and constant complaints from the head of the Std 10 (private) examining section, Maud Schoeman.

She confirmed this week that the Deputy Minister of Education and Training, Piet Marais, has consented to see her - in June this year.

This is despite the fact that the situation is worsening daily.

"It is very difficult to build bridges between the DET and our students, if the students believe we do not have their interests at heart. It is difficult to face them - because they blame my overworked staff and I. They believe we are deliberately holding back their certificates."

Students are often not told of their failure or pass rates, sometimes they only discover after nearly a year that they have failed and cannot go back to classes and so miss a year's schooling. Others have had to withdraw their registrations from universities or technikons or have been unable to find em-

ployment because of the delay in receiving their certificates.

Although they receive their symbols shortly after their papers have been marked, they have to wait for 11 months to find out if these symbols have been sufficient to give them a university entry pass.

Unlike examinations for full-time students, there is a complicated system of deciding whether a part-time student has passed or not, because different subjects are sometimes written over a period of years by "private" students.

Last year 149 190 applications were received and in January and February this year almost 85 000 applications for certificates were received.

Unless something dramatic is done immediately, they will have to wait for up to a year to get their results.

Those who think they passed apply for their certificates, but nearly half of these are eventually informed that they have failed.

Those who have passed wait a similar time, if not longer, for their certificates.

Added work is given to the small staff by students who write letters complaining that they have not received their certificates and these go into waiting boxes as well.

Further delays are caused by students who travel personally to DET headquarters in Pretoria from as far as Cape Town, Durban and Nelspruit to try and get their results in time for university.

"We can only see five students at a time and sometimes students have to queue for days to be interviewed and then learn that they have failed," Schoeman said.

When possible she and her small staff will give these students priority, "but it is impossible for us to find their original application forms among the thousands waiting in boxes, so they make out a fresh application."

"Between January and April, students who can produce receipts for university or technikon enrolment get priority, but we cannot handle everyone,"



Students mill around the DET offices waiting for their certificates.

she said.

A typical example is Lindelwa Mfobo of Jabulani, who works for DET as a school secretary. She applied for her certificate after last year's examinations.

In December she went to Pretoria in the hope of obtaining it, but was told they were still processing earlier applications.

She was warned not to make a further application as it would only delay the process.

In January she wrote complaining that she still had not received her certificate and that she had to withdraw her registration to study public administration at the RSA Technikon

She also wrote that until she received her certificate she could not improve her salary in her present job.

Schoeman estimates she needs a staff of 50 trained personnel to handle the volume of applications, but she has only a quarter of this figure.

Until May last year she had a staff of nine, but then after numerous complaints and a five-month time and motion study, she was permitted to increase her staff by three.

"I find it difficult to keep staff," she said, "because the job is poorly paid and staff do not get any experience they can use elsewhere and the long hours of overtime. Last year there was a 100 per cent turnover in staff."

# Closing white schools 'a recipe for disaster'

Staff Reporter

It was shameful and destructive to close white schools, the deputy director of the South African Institute of Race Relations, Mr Theo Coggin, said in Johannesburg yesterday.

Addressing a function at which National Beverage Services made bursary awards to 16 non-racial schools, Mr Coggin said it was shameful because there were thousands of black children who required schooling, and it was destructive "because access to education is being denied to children who are tomorrow's leaders".

## ERODE GROWTH

He warned that the denial of access to education on this scale was "a recipe for the creation of generations of semi-literate citizens who will become an even bigger burden on the society of tomorrow than the educational crisis in the society of today.

"We cannot afford to have that happen. Not only will such a situation create massive social/pathological problems which we have not yet thought through, but it will also erode South Africa's ability to grow at

the pace required to sustain the sort of economic growth that it required to provide as many jobs as possible."

He dismissed suggestions that an answer to the problem lay in the creation of more private non-racial schools. He said private schools could only admit a finite number of pupils and that their fees were beyond the means "of the vast majority of South Africans who cannot find a place in school".

Noting that education remained the responsibility of the State, Mr Coggin praised the role played by private schools in spearheading the breakdown in educational segregation in the 1970s and 1980s.

"This will be chronicled by future historians as the most constructive contribution to education of the time. Donors in the private sector who have helped create a new era in education, as well as donors such as foreign governments, multi-nationals and foundations, can also be well-satisfied that their investment has been most fruitful.

"But the job is far from over, and a concerted effort by both the private and the public sectors is still necessary."

Average 72 000 pupils out of school

# Mandela's call to pupils 'ignored'

CAPT Tufts 9/3/90

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## Political Staff

MR Nelson Mandela's call for pupils to return to school appeared to have had little impact on pupils in several parts of the country, Deputy Education and Training Minister Mr Piet Marais said yesterday.

Mr Marais said he was not yet pessimistic enough to believe that the lack of discipline among pupils had reached a point where no one could control them, but was worried at the lack of impact of the ANC leader's call.

The deputy minister said he was also concerned at the National Education Crisis Committee's failure to come forward for further discussion with government at a time when on average there were 72 000 pupils out of school. Government, he said, was worried that the organisation, which it regarded as an umbrella body with which it

could negotiate an end to stayaways, perhaps did not have the necessary authority with pupils and teachers.

Giving details on the renewed crisis in black education, Mr Marais said that on Tuesday this week, no tuition took place at any of the 63 secondary schools in the Johannesburg region.

Although there was still a high degree of absenteeism among pupils at these schools, the main reason for this was the continuing teachers' strike.

In the rest of the country, no tuition took place at 14 of the 179 schools in the Diamond Fields region; four of the 337 schools in the Highveld region; three of the 409 schools in the Cape Province; five of the 170 schools in Natal, and 42 of the 255 schools in the northern Transvaal region.

He did not have figures for stayaways in homeland areas which fell outside the jurisdiction of his department.

Mr Marais said there was no way his department could meet

striking teachers' demands for an 80% increase on top of the 22% they had already received.

Other demands such as the call for a reduction of taxation fell outside the ambit of his department.

Other matters like the call for a reduction of the teacher:pupil ratio and improvement in facilities had already been the subject of lengthy discussions with the NECC. It had been agreed that these areas would be further addressed in a follow-up meeting, but as yet no request for such a meeting had been forthcoming from the NECC.

The NECC had also undertaken to come forward with proposals to involve parents and the community in the running of schools as well as in the establishment of SRCs. On these issues government was quite prepared to work in co-operation with the NECC as it regarded the demands put forward as being justifiable and reasonable.

The pamphlets said the <sup>Soweto</sup> teachers absent and that all

# Closures will create bigger burden on SA

Soweto 8/3/90

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IT was shameful and destructive to close white schools, the Deputy Director of the South African Institute of Race Relations, Mr Theo Coggin, said yesterday.

Addressing a function at which a private company made bursary awards to 16 non-racial schools, Mr Coggin said it was shameful because there were thousands of black children who required schooling, and it was destructive because access to education was being denied to children

who were tomorrow's leaders.

He warned the denial of access to education on this scale was a recipe for the creation of generations of semi-literate citizens who would become an even bigger burden on the society of tomorrow than the educational crisis in the society of today.

## Problems

"We cannot afford to have that happen. Not only will such a situation create massive social/pathological problems which we have not yet thought through, but it will also erode South Africa's ability to grow at the pace required to sustain the sort of economic growth that it requires to provide as many jobs as possible."

He dismissed suggestions that an answer to the problem lay in the creation of more private non-racial schools.

He pointed out private schools could admit only a finite number of pupils and their fees were beyond the means of the vast majority of South Africans who cannot find a place in school. Sapa

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# Schools to be open by next year?

Cape Times

8/3/90

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Staff Reporter

EDUCATIONISTS, teaching bodies and principals of white Cape Town schools which would like to be non-racial have welcomed the government's "admissions policy investigation", which some feel will lead to open schools by early next year.

Mr Piet Clase, Minister of Education and Culture in the House of Assembly, hinted in Parliament recently that admission policies could become "more flexible" after the "urgent investigation" had been completed.

Mr Clive Roos, executive director of the SA Teachers' Association (SATA), predicted that those schools which wanted to be open would be allowed to be so by January 1 next year.

SACS principal Mr Gordon Law, whose school was one of the leaders in the campaign to open schools, said he doubted the change to an open school would be dramatic.

"But there will be small changes over the years, and eventually the ethos of the school will change too," he said.

Dr John Gibbon, principal of Westerford, said his school regarded the prospect of open schools as "very exciting".

"There are already some black families living within the area that our school serves," he said. "Some have already made application to send their children here."

He said a post-apartheid admissions policy had not yet been worked

out. The change would not be dramatic, he said. It would be most visible in the lower classes initially.

Several other schools have also received applications for admission of non-white children. There has been talk among educationists of open defiance of the government's policies, but nothing has come of this yet.

Mr Rodney Mazinter, chairman of the BP-backed Open Schools Association, said last week that his organisation had a membership of "some 30 schools whose parents have overwhelmingly indicated that they would favour an enrolment policy that does not include the criterion of race".

Mr Nugent Field, principal of Cape Town High, said that even at his school with its relative shortage of pupils, the transition to non-racial schooling was expected to be gradual.

All schools were bound by an ordinance which obliged them to give preference to pupils from the area they served, which in his school's case was the city bowl, he said.

However, once those pupils had been accommodated the school was free to admit pupils from anywhere else.

"We have pupils from as far away as Melkbosstrand at present," he said. Cape Town High was very pleased that there were moves towards open schools.

Mr Roos said neither SATA nor the Open Schools Association had ever advocated defiance of the law, "as we are convinced that the rightness of our case will get us where we want to be".



# Other groups to use unused white schools

CMF T44S 8/3/90 Political Staff

(50) (80)

THE government has transferred three and leased 22 unused white schools to the Departments of Education and Culture in the House of Representatives and House of Delegates.

It is also considering transferring the Sir Lowry's Pass Primary School to the Department of Education and Culture in the House of Representatives.

This was disclosed yesterday by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

The three schools which were transferred to the Department of Education and Culture in the House of Representatives were the Eerste River Primary School at Eerste River, F J van Niekerk Primary School at Sishen and Primère Skool Perdeberg at Perdeberg.

Those leased to the same department were: Klaasvoogds Primary in the Robertson district, Klipdam-Holpan Primary in Holpan, Kranzbosch Primary in the Knysna district, Novo Primary in the Riversdale district, Transvaal Road Primary in Kimberley, Papendorp Primary in the Lutzville district, Redlands Primary in the Knysna district, Ruigtevlei Primary in the Knysna district, Salt Lake Primary in the Douglas district, Wolraad Woltemade Primary in Cape Town, Wakkerstroom West Primary in the Robertson district, Epsom Road School in Durban, Durban Technical High School in Durban, Franklin Primary in Durban and Umbilo Road School in Durban.

Schools to be open by next year? — Page 7

By 2025, there were expected to be 8,5-

growth will become uncontrollable," Venter said. — Sapa.

# Empty school desks cost R1,5bn

15/5um 815 190  
GOVERNMENT wasted more than R1,5bn last year by not filling empty places at white schools around the country.

According to figures obtained yesterday from DP education spokesman Roger Burrows, a total of 307 597 vacant places at white primary and high schools cost the government R1 557,5m last year.

Burrows said R4 000 was spent on each place at primary school level and R6 800 per high school place. These figures had recently been provided by Education and Culture Minister Piet Clase.

Statistics provided by Burrows showed that 190 757 unused places at white primary schools cost government about R763m last year.

A further R794,5m was wasted on 116 840 vacancies at high schools.

Almost half the country's unused capacity occurred at schools in the Transvaal.

Wits University Education Policy Unit head Johan Muller said a quarter of Johannesburg's 175 white schools risked closure within the next five years because of declining enrolment rates. An additional

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TANIA LEVY

1 600 places a year were expected to fall vacant.

Both technical schools in the city were at risk.

□ However, our Political Staff reports from Cape Town that Clase said in the Assembly yesterday government had transferred three and leased 22 white schools to the Departments of Education and Culture in the House of Representatives and House of Delegates.

□ It was shameful and destructive to close white schools, said SA Institute of Race Relations deputy director Theo Coggin yesterday, reports Sapa.

Addressing a Johannesburg function at which a private company made bursary awards to 16 non-racial schools, Coggin said it was shameful because there were thousands of black children who required schooling, and it was destructive because access to education was being denied to children who were tomorrow's leaders.

It was a recipe for the creation of generations of semiliterate citizens.

## Change in policy needed — DET

TANIA LEVY

A CHANGE in education policy was needed to solve the crisis in black schools, Department of Education and Training Johannesburg regional director Peet Struwig said in an interview yesterday as teachers in Soweto and Alexandra refused to teach for a second day. (50)

Government would respond to the situation as soon as possible, an Education and Development Aid spokesman said.

Struwig said until policy was changed, pupils and teachers should apply themselves under the existing system.

He said he believed effective education was possible in the existing system.

At Realogile High School in Alexandra, for example, a 92% pass rate had been achieved last year, despite a 60% growth in pupils which had led to a teacher-pupil ratio of about 1:46.

He said the ratio was not the norm in Alexandra and Soweto.

However, the average ratio of teachers to pupils in the Johannesburg region, which had an oversupply of teachers, was 1:28 at high schools and 1:30 at primary schools. B/Day 7/3/90

These ratios were rejected by the NECC and the National Education Union of SA (Neusa), representing the striking teachers, which said the ratios were more like 1:50.

One of the demands being made by striking teachers is a moratorium on retrenchments.

Struwig said there had been no retrenchment of permanently appointed teachers last year.

The 124 teachers whose services were terminated had been employed on a temporary basis. Struwig said 22 of them had ended their contracts with the department, 60 had taken study leave and the rest had been invited to discuss their cases with the DET.

Neusa spokesman Fred Sikhakhane said teachers would decide on future courses of action at a report-back meeting in Soweto tomorrow.

## Black education crisis affects all of SA — govt

**HOUSE OF DELEGATES.** — The problems of black education were the problems of the whole of South Africa, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Speaking in the debate on a motion by Mr Mahmoud Rajab (DP Springfield), Dr Van der Merwe said it was true that space was available in white schools.

However, even if such space were used optimally, it would resolve only a fraction of the problem in black education.

White facilities were not always accessible to black pupils, but the DET was looking into using such facilities. While there was a tendency

to open up schools, this should not be forced since it would create resentment and resistance.

Sensible education would entail a core syllabus with an educational goal adapted optimally to a child's situation.

There were shortcomings in black education.

While apartheid could not take the blame for everything, he was not trying to minimise the problems due

to the heritage of apartheid. Dr Van der Merwe said that while Zimbabwe had not had apartheid in education for the past 10 years, it recorded a less than 20% matric pass rate when figures were last released. South African black matriculants recorded a 42% pass rate.

He said the key question was whether South Africa wanted one education department.

There was already one education system in South Africa looking after the norms and standards in education in a variety of different fields.

These included determining general policy and financing, teacher and staff salaries, the professional regulations of teachers, the norms and standards of syllabuses and exams and certification of qualifications.

While the situation in South Africa was not unique, the different distribution of educational resources between population groups was not acceptable.

This could, however, not be changed overnight and the government had devised a 10-year plan to move towards equal opportunity. — Sapa

# DET 'failed to do forward planning'

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EDWARD WEST

513190

THE Department of Education and Training (DET) had not taken cognisance of the rate of increase in the numbers of school-going children, with the result that the required forward planning had not taken place, said the Black Sash at the weekend.

The Sash Transvaal regional education committee presented a paper on the crisis at DET schools at the Black Sash 1990 National Conference in Grahamstown.

The vast number of pupils in SA was central to the DET's problems, it said.

The total number of black pupils during 1981 was 5,1-million, while the number in grade 1 during 1981 was 1-million.

This had grown to 6,6-million (29% increase) and 1,1-million (13% increase) respectively in the seven-year period to 1987.

This was less than the 6% average annual growth rate over the past 40 years. Projections were that the number of pupils would double to 14,5-million in 10 years.

The committee said the media recently highlighted overcrowded schools. Not highlighted was the fact that schooling was not compulsory and there were at least 1-million children of school-going age who had never attended school.

In 1987, almost 500 000 children dropped out of school. None of these children had reached standard 6 and 63% of all school-leavers were in the primary phase.

Teachers in the DET worked under appalling conditions such as overcrowded classrooms, heavy teaching loads and poor salaries, the Black Sash said.

Meanwhile, 196 white schools were closed last year and 278 000 empty places were being maintained in white schools.

The Black Sash said a creative response was needed to solve a complex situation. The Sash demanded the establishment of a single education system.

# Campaign to fight Press restrictions

513190

Business Day Reporter

513190

DESPITE the improving political climate since President F W de Klerk's Opening of Parliament speech on February 2, there has been no substantive decline in media censorship.

This is according to the Anti-Censorship Action Group (Acag) whose Campaign for Open Media (COM) is to convene in a fortnight to launch an assault on regulations constraining the media.

Acag and COM executive committee member Raymond Louw said on Friday the government's lifting of the media regulations represented no more than a marginal shift away from its capacity for muzzling the media.

The provisions of the Internal Security Act, whereby police had the power to eject reporters from any situation under police control, and the television coverage ban on unrest, represented intolerable obstacles in the way of Press freedom.

The unbanning of political organisations such as the ANC and their office bearers, though, had meant essential information could be published and attributed to individuals. This was a major breakthrough, highlighted by the SABC's realisation of the existence of the ANC, Louw said.

With regard to publications, Directorate of Publications deputy director 'SF' du Toit said the effect political events in the country had had on the interpretation of the Publications Act was limited.

He foresaw no changes in the department's policies.

SABC radio head Roelf Jacobs said there was no change in general policy regarding broadcasting of politically sensitive material. 513190

Jacobs said lyrics with revolutionary undertones would still not be broadcast by the SABC.

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# Foreign Affairs asks council for traffic escort

# Revolution needs pupils at school

South 113-713/90

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THE African National Congress (ANC) Youth League has thrown its weight behind the "back to school" campaign because it believes a successful revolution cannot be achieved without literate people.

In an interview, ANC Youth League secretary Jackie Selebi said: "We want revolutionaries who are literate. No revolution can succeed if the overwhelming majority of people are illiterate.

"We will never be able to govern and consolidate people's power without education."

Selebi said students should return to school and form structures to raise their grievances and continue the struggle.

"We accept we have not done away with Bantu Education. But alternative education can only be adequately addressed in a post-apartheid South Africa."

In the meantime, Selebi said, students should return to school because it was their "arena of struggle". Not only the National Education Coordinating Committee (NECC) but also youth, civic, teacher and other organisations should support the "back to school" campaign.

Asked whether the "back to school" campaign indicated the failure of the boycott tactic, Selebi replied the boycott tactic had lost its effect.

"I'm not suggesting it was overused. What I am saying is that we must weigh our strength before we call a boycott. We can't sustain a boycott forever."

The youth should create, train and establish a pioneer movement of children and adolescents who should

**Pupils should attend school because the liberation struggle needs people who are literate, says Jackie Selebi of the ANC Youth League, who supports the "back to school" campaign. FAROUK CHOTHIA reports.**

be organised into youth structures from an early age.

"Most of us became involved (in the struggle) when we were old and this led to problems of one type or another for us to become members of organised formations," said Selebi.

However, he acknowledged the youth learnt from the 1976 revolt that they could not play a vanguard role in the struggle. Instead, this role could be played by the working class because it constituted the majority.

Nevertheless, the youth were still in the "forefront among the trenches in the struggle" because of the enormous sacrifices they were prepared to make and because of their impatience for liberation.

Speaking on the view that the youth — being more militant — were opposed to negotiations, Selebi said he did not believe the youth wanted to fight for the sake of fighting.

He said while the youth were "part and parcel" of the struggle through mass action and the taking up of

arms, it was true they were also prepared to use negotiations as another method of struggle.

In a message to the youth who are mainly involved in the Natal violence, Selebi said it was essential they used their power and energy to start a movement of peace.

"This violence is not assisting anybody. It is not bringing liberation any nearer. It is directing attention from the real enemy, the apartheid system," he said.

"We must work for peace, but this does not mean that we must be at peace with oppression and dictatorships," said Selebi.

He also welcomed the fact that whites were joining the South African Youth Congress (Sayco).

In the same vein, Selebi said the South African National Student Congress (Sansco) and the National Union of South African Students (Nusas) should unite to form a single, non-racial students' body.

"Fundamentally, the position of the two seems to be the same. We must work towards establishing a single, democratic, non-racial organisation," Selebi said.

On the view that the Nusas constituency was not ready to join Sansco, Selebi said: "It's important that whites begin to accept a non-racial South Africa. The imaginary fears of a reality that is coming must begin to be addressed. If whites can join Sayco, why can't Nusas members join Sansco?"

He said recognition between black and white had to be addressed now in the theatre of struggle and not after the flag was hoisted. — *The New African*

W/Mail 2/3. - 8/2/70

ALBIE SACHS' paper *Preparing Ourselves For Freedom*, an excerpt of which was printed in the *Weekly Mail* on February 2, comes as South Africa enters a phase of rapid transition, of unstoppable movement to democratic government. New power relations, an end to racially- and undemocratically-designed political structures, more equitable systems for allocation of resources and an end to the culture of conflict and violence are all in sight.

Culture organisations, as well as other community groups, education and resource groups and service organisations will all have to re-examine their roles critically in the light of the swiftly-changing context.

For a long while we have spoken of a culture of resistance (in the same way we used terms such as "alternative", "oppositional" or "anti"). The priority was to rouse and embolden the oppressed. Now we need a new language, one imbued with the promotion of life, a celebration of democracy building on creative grassroot energy.

Cultural workers need to extend the debate brought sharply into focus by Sachs' paper.

In his paper, Sachs debunks the idea that progressive culture is by definition direct, propagandistic and confined to reflex responses to oppression — but warns political organisations will be practising regimentation, Stalinism and the suppression of cultural democracy if they issue rigid instructions to artists.

This does not mean that Sachs believes that art can absolve itself from facing the ugly social realities of South Africa today. We must remember that Sachs' paper was presented at an African National Congress seminar, comprised of people who shared a common political ethos, no doubt it would have been superfluous for Sachs to spell out the inevitable political role of art.

It is anyone's guess what Sachs would say to a completely converse group — one which denied that cultural activity, in transmitting ideas and values, plays a political role. What would he emphasise to artists who see art as a pursuit of private reflection with little place for the community-linked oral poet or protest theatre? Or to the literary critic whose university education has denied him/her an appreciation of the umbilical cord that links the artist to the community in Africa and Latin America? Would the message have been different?

Any critical assessment of an artist, white or black, liberal or radical, does not end with the aesthetic, it necessarily takes account of the specific milieu and how the artist engages with, relates to, is influenced by social circumstances and the issues of the times.

Sachs seems to agree with this: calling for broader parameters, he says "the criterion must be pro- or anti-apartheid". As co-architect of the ANC's Constitutional Guidelines, he acknowledges that free speech is always circumscribed by other democratic interests of the community. Thus the Guidelines place a sanction on the propagation of racism, anti-Semitism, and fascism.

It is impossible simply to throw overboard the age-old debate between those who accept the artist's social responsibility and those who opt for a narrower, more Eurocentric conception of art. Many black artists become writers or artists because they seek to express political ideas.

The classroom, the workplace, parliament, the broadcast media, daily newspapers and the courts, with their direct or structural censorship, have no place for their aspirations. They are drawn to the cultural arena where they hope to create their own space for political articulation. The Emergency clampdown and vicious media gags have spurred artists to commandeer artistic space for voicing political ideals.

The direct approach in art, addressing topical political issues, cannot be summarily denounced as invalid. Bertold Brecht, Ngugi wa Thiong'o, the Soviet poster-makers and numerous Third World poets have proved beyond question that such work has an important place in the spectrum of cultural expression.

However, Sachs is charging that South Africa has had too much of a good thing — which is doing more harm than good if it is undercutting other forms of art that could be more liberating and revitalising.

There is too little focus on how the ordinary person in an everyday situation is fighting back with laughter and wit and relationships and a refusal to succumb to despair. In addition, clenched fists and militant rhetoric alone do not denote important cultural work.

## OPINION

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# Albie Sachs and the art of protest

When ANC lawyer Albie Sachs suggested art was more than a weapon of the struggle, he set off a raging debate among cultural workers. FRANK MEINTJIES, executive member of the Congress of South African Writers, takes up the issue



Nadine Gordimer ... crusading for an art that goes beyond apartheid's pain

The best exponents of political art are those who strive for mastery of their craft, who exercise utmost artistic discipline and diligence, and who study different forms and techniques. It is these ingredients which demarcate the difference between effective art and works which count as important historical and cultural records or tools for mobilisation.

Far too many young progressive artists are anxious to follow role models but shirk discipline and hard work.

Art is born through experience, through grappling with issues, through working over perceptions and thoughts and feelings.

Sloganeering soon becomes a barrier to depth and genuine expression. It stifles creativity and reflection, replacing it with a mechanical incantatory approach which severs the organic link between the work and the artist and community he is trying to serve. And when the drum-beating drowns out the needs and interests and doubts of ordinary people, it becomes an obstacle to the

building of a democratic ethos.

It would be wrong to condemn politically orientated work altogether. It would be a stultifying action, indulging in the same dictatorial prescriptiveness that Sachs labels "our own internal States of Emergency".

But it is an inadequate response merely to highlight the problem of poor quality and the dominance of overt political messages in art. Cultural organisations need to expose young artists to different forms of writing and painting and theatre, and to encourage greater attention to craft. Perhaps it is time to give space and recognition to the quieter, more reflective voices on our festival platforms, instead of only the more strident voices that usually come forward.

Sachs' paper has been hailed as a breakthrough. Perhaps what he says is unique because it is from the pen of a political leader, or because he addresses himself so frankly to political organisations. However, much of what he says echoes what several leading cultural workers have been advocating for some time.

Novelist Nadine Gordimer, Congress of South African Writers president Njabulo Ndebele and poet Chris van Wyk have all been crusading for an art that goes beyond the knee-jerk responses to the hurt caused by apartheid.

Ndebele has deplored the "overt political nature and journalistic reportage of some black South African fiction" as far back as 1984.

Van Wyk, reflecting on the "inadequacy" of post-1976 poetry, has lamented that political writing has been weakened where "writing was not sustained by a rich human and cultural dimension".

Even the performer/poet Mzwakhe Mbuli, the king of agit-prop, has denounced the tendency among younger poets — many of whom unsuccessfully try to emulate his artistry — of thinking it's as easy as knocking out a few "instant" lines for every political occasion.

Mr Hlatwayo, cultural co-ordinator of the Congress of South African Trade Unions, has appealed for an "upgrading" of the cultural output of workers. "It needs to be of such a quality that it can challenge commercial cultural productions on merit, not on the basis that it's coming from progressive cultural organisations and thus has to be popular."

On the theatre front, many voices have called for a break with clichés and the hackneyed approach found in so much protest drama. Last year actor/director John Kani complained that imposters "jumping on the bandwagon" had lowered the quality of protest theatre: "No one wants to sit back and be told that we are black and we are suffering. We know that."

Ari Stias, director of worker-culture programmes, has slammed theatre practitioners who produce work according to a set "formula", work that is lacking in depth and abounding in stereotypes, aimed more at overseas audiences than at the community at home.

The *New Nation's* former arts editor, Tyrone August, has been one of the most consistent and outspoken voices in calling for new ideas in theatre. As far back as 1987 he told his politicised readership: "Stop the Revolution, I want to get off! That's what I feel like after seeing what passes for protest theatre at the National Arts Festival in Grahamstown."

Although his newspaper was explicitly the voice of the oppressed, August ensured that the arts pages covered cultural events more broadly. Coverage included reviews from the Alhambra, Alexander, Andre Huegenot and Windybrow, even though few black people patronised these palaces of mainstream theatre.

This approach endorses the position that the construction of a new culture cannot take root without absorbing certain elements of the old.

Why did all these voices urging a new direction not coalesce into a beacon to mark the way forward for progressive artists?

Perhaps the time was not right — the state's mailed fist hung over the townships and thousands were experiencing detention. Perhaps it required members of the political leadership to give the cue.

Whichever way we look at it, now is the time to break with a culture in which, as Sachs puts it, "our rulers stalk every page and haunt every picture"; in which "everything is obsessed with the oppressors and the trauma they have imposed".

Now is the time to take up Njabulo Ndebele's challenge (uttered by a character in

● To PAGE 24

P.T.O.

# More than a million never go to school

11/3/90  
By Helen Grange

More than a million black children of school-going age have never attended school because schooling is not compulsory, says a Black Sash paper on the schools crisis presented at the organisation's 1990 conference in Grahamstown.

In South Africa, excluding the homelands, at least 1,1 million children had never attended school. In addition, almost 500 000 out of 5,6 million primary school pupils dropped out in 1987. None of these children had yet reached Std 6.

Sixty-three percent of all school leavers were in the primary phase, the paper said.

"It is generally accepted that at least four years of schooling is required to maintain a level of functional literacy.

## PLANNING

"In 1987, approximately 42 percent of the black school-leavers (almost 300 000 children) left school before reaching Std 3," the paper said.

The Department of Education and Training (DET) had also not taken cognisance of the rate of increase in the number of children needing to attend school, and the required forward planning had not taken place.

Another severe problem was the shortage of textbooks. Pupils either did not have textbooks at all, or had to share with other pupils. This was because the DET supplied books according to a teacher-pupil ratio of one to 28.

The paper demanded that apartheid education be abandoned and a single education system be established to help resolve the crisis.

Authors of the paper are P J Lloyd, M E Metcalfe and Y Shalem of the Black Sash's Transvaal education committee.



(50)

System must stay, say Ministers

# Scrap education, health own affairs — DP's Soal

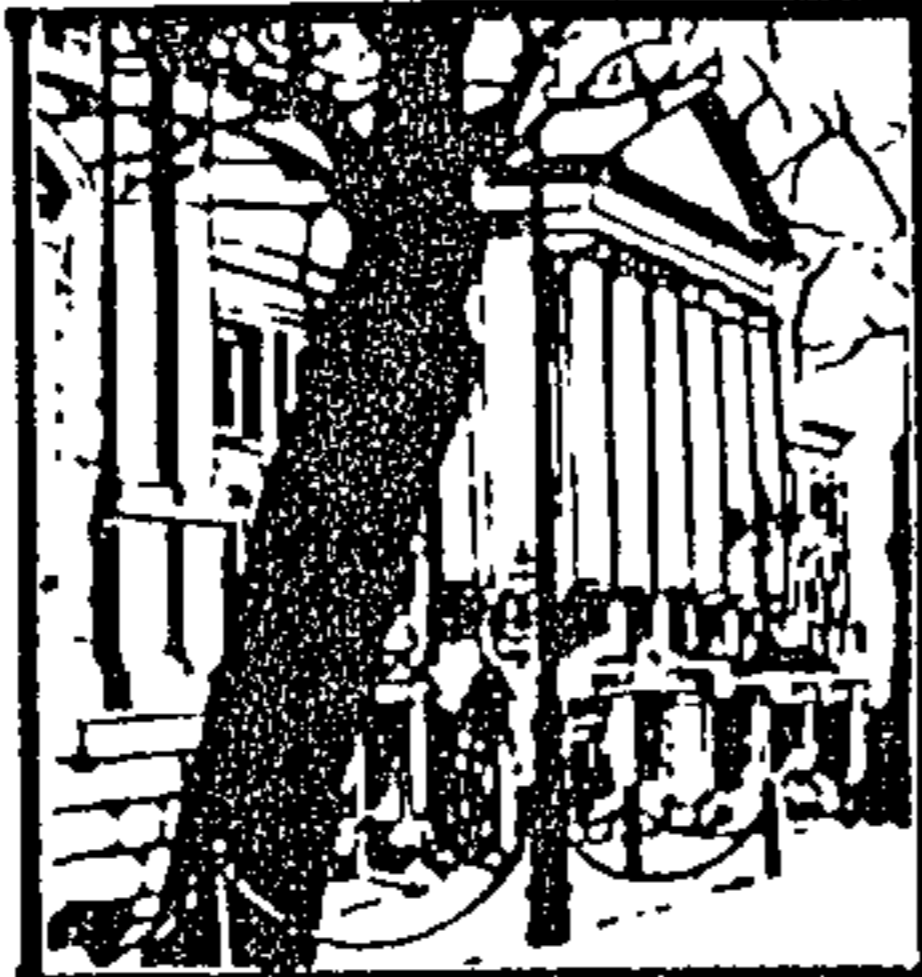
Health and education should be removed from the schedule of own affairs in the Constitution, Mr Peter Soal (DP, Johannesburg North), said in the House of Assembly yesterday.

Proposing a motion to this effect, he said in the new South Africa which President de Klerk was promising, the country would be unable to continue to afford — politically and economically — the system of own and general affairs.

"In particular the crises which have developed in education and in health care require special attention and there is no doubt in my mind that it is important to remove these two subjects from the schedule of own affairs in our Constitution."

The Government acknowledged that there were problems in the country's health services, but the own affairs health system could not simply be scrapped, the Minister of Health Services, Mr Sam de Beer, said in reply.

He said it was a "total over-



**PARLIAMENT  
1990**

simplification" to suggest this as a solution to a problem which could not be solved overnight.

The country was moving into a new dispensation but it had not arrived there yet. The future had to be addressed "from this base".

Not one member on the Government benches was in favour of discrimination.

Mr de Beer said that this administration aimed to offer in-

clusive, not exclusive, services at its hospitals.

Own Affairs hospitals could and would render services to other race groups, as had happened at the J G Strijdom hospital where two wards had been opened to coloured people.

In this manner vacant accommodation was presently being used in a meaningful manner and all patients in that hospital were getting a better service.

Mr Soal said that when black education was introduced by Dr Verwoerd, he made it clear that the intention was not to create "black Englishmen" but that blacks were to be equipped to prepare themselves for their position in society as drawers of water and hewers of wood.

"The present system of education therefore is perceived by black people to be a malevolent and deliberate attempt to relegate black South Africans to subordinate positions in society," Mr Soal said.

The lack of trust and faith in the education system was leading to a degree of anger and hos-

tility in the black community which could again precipitate widespread protest and could once more lead to violent conflict.

Groupings in schools should be allowed on a rational basis and not a racial one.

"Now is the time to end the march of folly. Scrap own affairs," Mr Soal said.

No country in the world adopted a general affairs policy on education, the Minister of Education and Culture, Mr Piet Clase, said in reply.

He said countries such as the United States, the United Kingdom and Belgium all applied an own affairs approach to their education systems.

Mr Andrew Gerber (CP, Brits) proposed an amendment to the effect that the present Constitution was not working and that the only solution lay in creating a political dispensation for each nation in its own fatherland.

It was a myth to think that equal inputs in education would deliver equal results. — Sapa.

5/10/90 (50)

# Marchers hand over education petition

By Stan Hlophe

More than 2 000 students marched yesterday through the centre of Johannesburg to the Department of Education and Training offices, where a petition to the State President was handed to regional education director Mr Peet Struwig.

The petition appeals to Mr F W de Klerk, Minister of National Education Dr Gerrit Viljoen and Minister of Education and Development Aid Dr Stoffel van der Merwe to intervene in the education crisis and the exclusion of more than 1 000 students from tertiary institutions.

It was presented by members of the SA National Students' Congress (Sansco), Black Students' Society and National Education Co-ordinating Committee.

## FILMED

Mr Struwig received the petition and thanked the delegation. He promised to send it to the Ministers concerned.

Police followed and filmed the procession while traffic officers kept roads clear.

Sansco general secretary Mr Jerry Maseko urged students to continue with the education struggle to ensure that a non-racial education department was established.

He also pledged solidarity with Northern Transvaal students allegedly killed in a confrontation with police.

● The University of Cape Town's administration building was barricaded yesterday by security staff during a march and sit-in by students.

Several hundred students marched on the campus to protest against what they called "First World" admissions policies at universities nationwide.

# Top-level probe into education

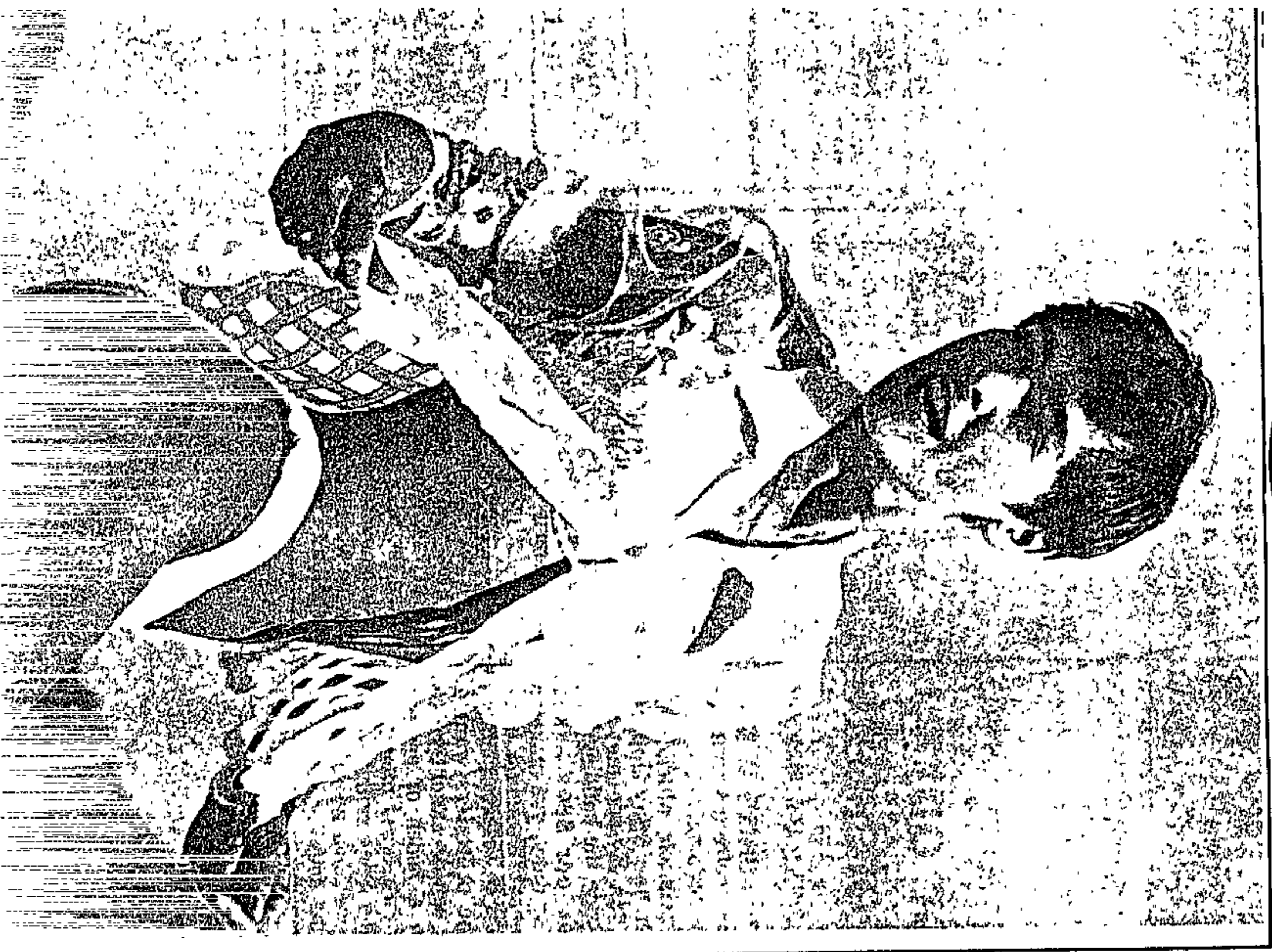
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Political Staff 50

MR Eugene Louw, Minister of National Education, has announced a top-level investigation into an "educational renewal strategy" which could ease university payments and pave the way for a new pay deal for educators.

Directed by the Committee of Heads of Educational Departments, Mr Louw said some of the matters the investigating team would go into were:

- Finding a solution to the high cost of university and technikon studies through loan schemes;
- New entrance qualifications;
- New pay scales for educators;
- The expansion of educational technology;
- Phasing out overlapping between university and technikon programmes and reducing the number of courses available;
- Structured links between formal and informal education;
- Correspondence courses as an alternative to school education; and,
- Involving private enterprise in education.

# Briser Education



# Probe Always

ARC 415 18/5/90

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By MICHAEL MORRIS, Political Correspondent

MAJOR changes in South Africa's education at school, technikon and university level have been heralded by National Education Minister Gene Louw's announcement in parliament today of a wide-ranging one-year study.

Specialists from inside and outside government departments will be drawn into working groups to analyse problems in the present education system and to report within a year on solutions.

Mr Louw said the study was intended to create a co-ordinated approach to education. His announcement is in line with the government's commitment to create a single education system in South Africa.

Mr Louw told parliamentarians that without an effective educational system, the new South Africa would not "materialise to its full extent".

He highlighted criticism of the apartheid-based own and general affairs approach to education as one of the key aspects to be



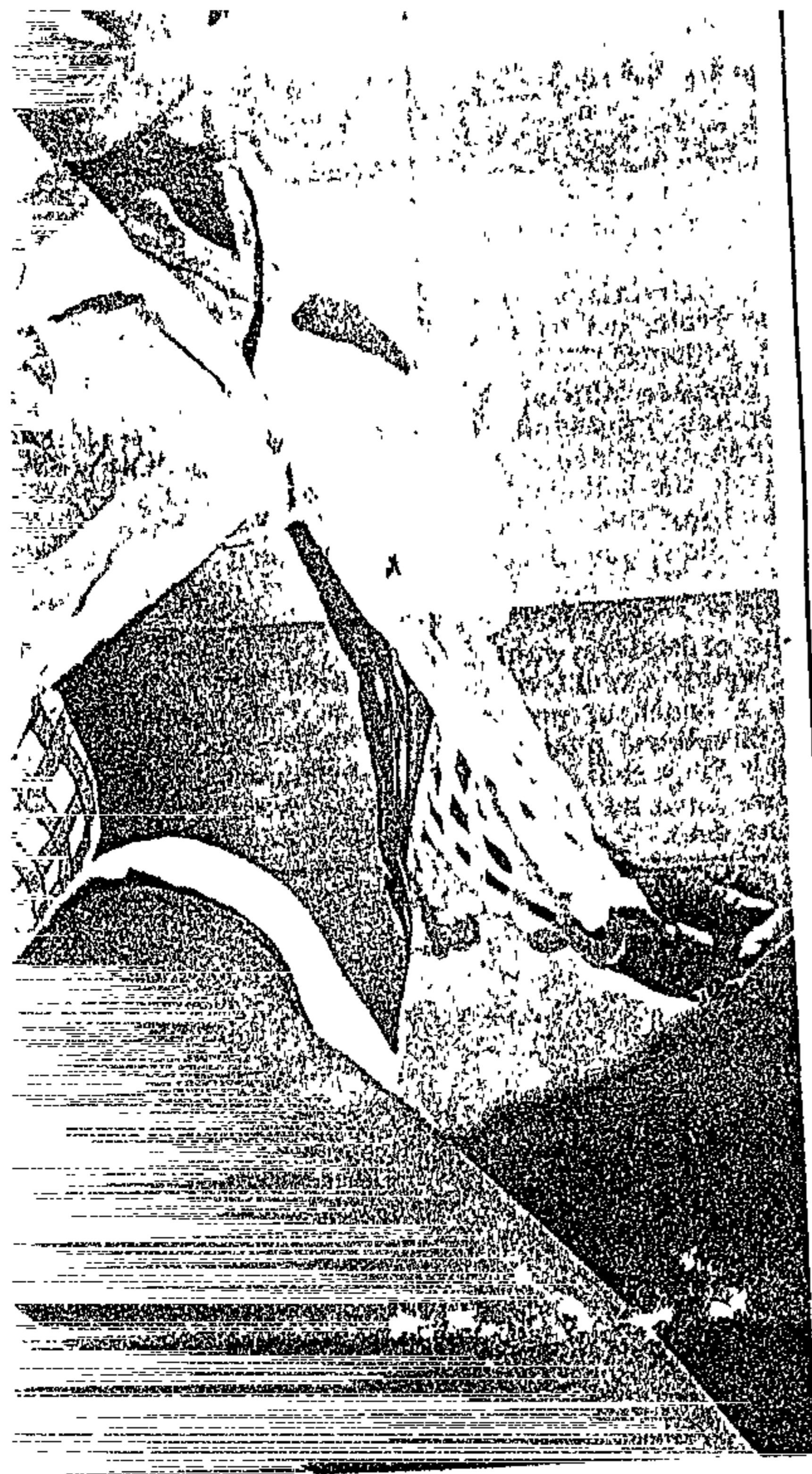
THE ENVIRONMENT  
SCHOOL COMPETITION

**Inside today:  
Schools competition**

Inside your copy of The Argus today — details of The Argus/Pick'n Pay Green Week competition. The supplement includes an entry form which

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# on 50 W



Picture: DANA LE ROUX, The Argus.

Ignoring predictions of rain, Jenni Leonard of last gasp of summer sunshine on Hout Bay tied overnight failed to materialise and there is weekend. Make the most of it while it lasts

By MICHAEL MORRIS, Political Correspondent

MAJOR changes in South Africa's education at school, technikon and university level have been heralded by National Education Minister Gene Louw's announcement in parliament today of a wide-ranging one-year study.

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Mr Louw told parliamentarians that without an effective educational system, the new South Africa would not "materialise to its full extent".

He highlighted criticism of the apartheid-based own and general affairs approach to education as one of the key aspects to be addressed in the study.

Others were the relevance of existing educational programmes, the growing demand for training and learning, more opportunities for parents and the public to influence education, and financial challenges.

It was against this background that a search for a more co-ordinated system was being launched.

Mr Louw told parliament: "This investigation will be aimed at developing an education renewal strategy for solving on a short- and medium-term basis the most pressing problems presently faced in our education system."

The emphasis would be on how schools, technikons and universities were actually run.

Every aspect of education would be studied, such as:

- Advantages and disadvantages of the present system.
  - Creating links between formal and informal education.
  - Phasing out overlapping and duplication in university and technikon programmes.
  - Developing a general policy for teacher training.
  - Possible changes to university and technikon entrance requirements.
  - Finding ways to use television and other technology for education.
  - Assessing future manpower in order to plan education better.
  - Creating a new system for working out the conditions and service of educators.
  - Creating a professional register of teachers.
  - Making the most of resources at teacher training colleges.
  - Phasing in the full funding of the subsidy formula for universities.
  - Finding ways to help university and technikon students through a loan scheme.
- Specialists outside the government would be invited to present proposals.

# Govt torpedoed non-racial school plan

HOPES that the near-empty Western High School in Homestead Park, Johannesburg, will open as a non-racial government school next year have been dashed by the Minister of Education and Culture, P J Clase.

A request that the school be reconstituted "on an open basis" in January 1991, was made earlier this year after the parent body had overwhelmingly approved the motion.

Pops Chibabhai, the chairman of the Western High Support Group, said yesterday he had received a letter from Mr Clase which clearly contradicted the new mood in South Africa.

Instead of agreeing to the request, "democratically made with the support of the present parent body", the Minister had informed him that the

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**WINNIE GRAHAM**

school would be closed on December 31 1990.

The Minister told Mr Chibabhai the school buildings would be available for hire from January 1 next year.

He added: "My department will not be involved in the provision of schooling at Western High from the end of 1990 and does

not contemplate the registration or operation of a school such as you envisage."

Western High School, the only English-medium school in the area, has an enrolment of 147 pupils but accommodation for about 700.

At the annual general meeting of the school late last year, the parent body asked for the closure of Western High and its re-

constitution as an open school.

Encouraged by the "spirit of reconciliation in the the State President's opening of Parliament speech", an optimistic Western High Support Group wrote to the Minister informing him of the decision.

The Minister's response, Mr Chibabhai said, was a crushing disappointment.

"His response is morally indefensible," he said. "It prompts us to ask: 'Is Mr Clase out of step with the State President? Will he only take bold steps when protest steps are initiated?'"

"Non-white" schools in the area, he added, were seriously overcrowded. The opening of Western High as a non-racial school would have been a boon to pupils of all races.

## Thanks for nothing

The two models government has proposed to allow the opening of white State schools to all races are seriously defective. They are so loaded in favour of retaining apartheid that there seems little chance of changing the status quo while the NP remains in power.

The models have been circulated to "statutorily recognised advisory bodies" for comment and advice. They have as their aim achieving "local parental choice" for the opening of schools.

"Model A" is titled "Parental choice coupled to privatisation." It requires an unequivocal majority (a figure of 90% is suggested) of parents voting by secret ballot to agree to recommend to government that a school should be privatised. If the recommendation is approved, the school grounds, buildings, furniture and stock will be hired at a nominal rent to the local school committee. It will then be responsible for replacement and maintenance costs.

The school will be registered as a private school in terms of the Private Schools Act. State financial support will be scaled down over a three-year period until it is the same as that for existing private schools.

A new formula for private school subsidies is also suggested. Instead of current 15% and 45% subsidies calculated on the basis of certain criteria, subsidies would be 30% and 75% depending on curriculums, government representation on the controlling body and

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State authority over the appointment of teachers. The size of the subsidy would, therefore, depend directly on the extent of government involvement in affairs of the school.

Provision would be made for children whose parents did not want them to stay at the school and staff who want to leave would



Clase

be "dealt with by the Department (of Education and Culture) in the usual manner." Preferential admission would be granted to pupils in the "natural feeder area of the school" and parents would have to be prepared to make "an increased financial contribution."

Model B, titled "Parental choice with retention of status as a

State school," also requires an unequivocal vote (also suggested as 90%) to recommend to government that "pupils from other groups" should be admitted.

The school would retain its status. Provision would be made for pupils whose parents did not want them to stay at the school and staff who wanted to leave would again be dealt with departmentally.

In terms of this model, "pupils from other groups being considered for admission would have to be in a position to benefit from the instruction offered, and to be incorporated into the school without disruption of the essential nature and character of the school."

The chances of many State schools complying with all the requirements of the models seem remote.

Almost every parent would have to agree to an "open" school, which has not been the approach adopted in the scrapping of other apartheid measures such as trading area restrictions and the desegregation of public facilities.

In parliament last week DP education spokesman Roger Burrows said government needed to be absolutely clear about its view on how schools would be opened. There was a feeling that the Group Areas Act would be scrapped next year and that the norm would be for all schools to be open. A vote would then be needed to close them. He wanted to know if the models meant 10% of parents could close a school which was open in terms of the "norm."

White Education Minister Piet Clase said the possible scrapping of the GAA "will not affect the provision of education in my department" because parents would be able to maintain the status quo if they wished.

Clase said a large majority was necessary to change the status quo because the opening of State schools was a "sensitive issue" and changes would not be easy to reverse. He added it would, therefore, be unwise to allow radical change unless the vast majority of parents were in favour. ■

FINANCIAL MAIL MAY 18 1990

# Minister speaks of single education system for country

# Big shift in schools policy

Political Staff

The Government has made a major shift away from its strict apartheid education policy. A single education system is now on the agenda.

Three important developments towards a changed education system were reported yesterday:

- Education Deputy Minister Piet Marais said in a television interview on SABC-TV news last night that the Government was prepared to sit down and talk about a single education system for the whole country.
- Mr Marais disclosed that white schools closed for lack of pupils would be bought for black pupils, to relieve overcrowding in black schools.
- The Human Sciences Research Council has released the results of an opinion poll it conducted showing that a majority of white adults favoured racially open schools.

## Financial side

In his interview, Mr Marais said he foresaw a future in which there would be a single education department such as that which existed in the Department of National Education. This education department would plan the policies and the syllabi as well as look at the "financial side of matters".

A future South African government would be non-racial, and the department would also be non-racial.

On the subject of using empty white schools for blacks, Mr Marais said the Department of Education and Training has started the selective purchasing of empty white schools to be used by black pupils to solve overcrowding.

A primary school at Suurbekom near

Bekkersdal in the Western Transvaal is the first empty white school in South Africa earmarked for this purpose.

In a new approach, empty white schools will be purchased by the DET to help alleviate the overcrowding.

Mr Marais said a number of considerations had to be taken into account, like the proximity of these schools in relation to the needs of specific communities.

The HSRC survey, conducted with 1 856 respondents across the country, showed 52 percent of whites "strongly" or "predominantly" favoured racially open schools provided the standards and admittance requirements were maintained.

There were, however, almost 41 percent of respondents who were either "strongly" or "predominantly" against open schools.

The HSRC survey explored public reaction of whites to two education models, recently announced in Parliament, providing for admittance of other races to white schools.

More than two-thirds of respondents were positive about the model providing for existing white schools being privatised, if supported by the majority of parents.

For the second model, which provided that white government schools could admit other races if this was favoured by a majority of parents, there was 54 percent support.

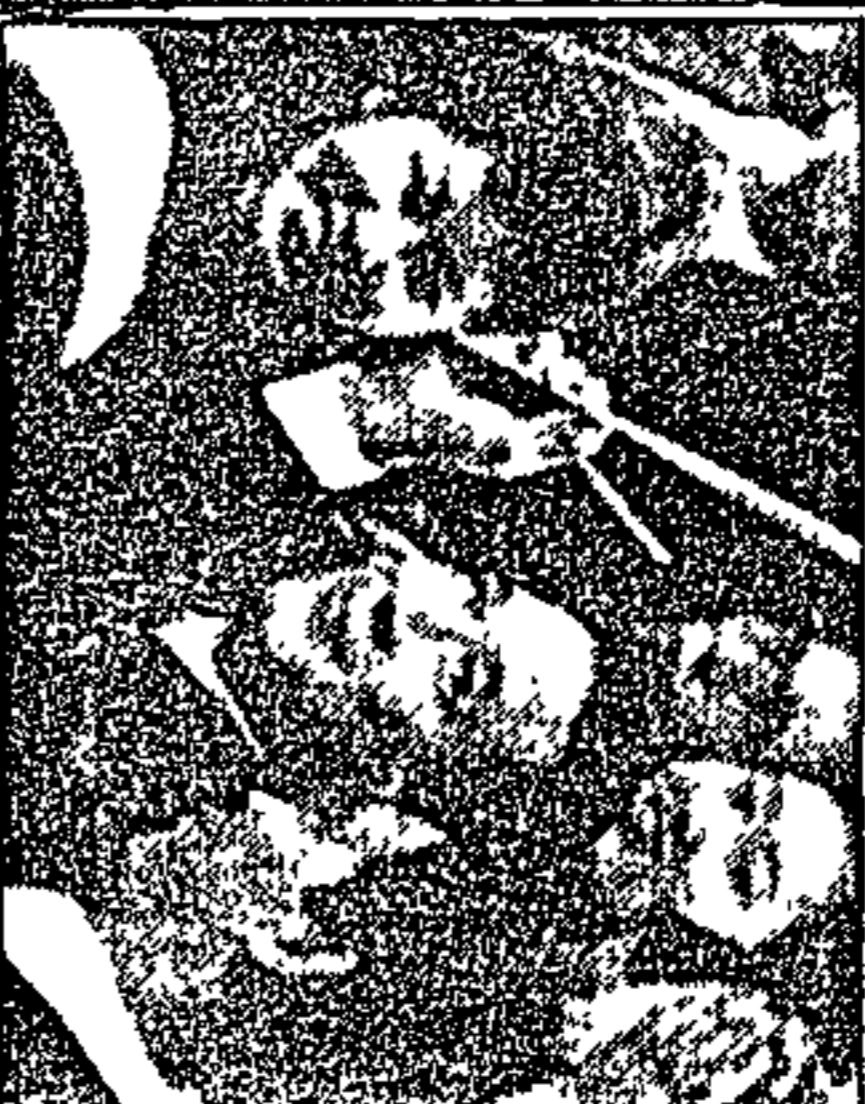
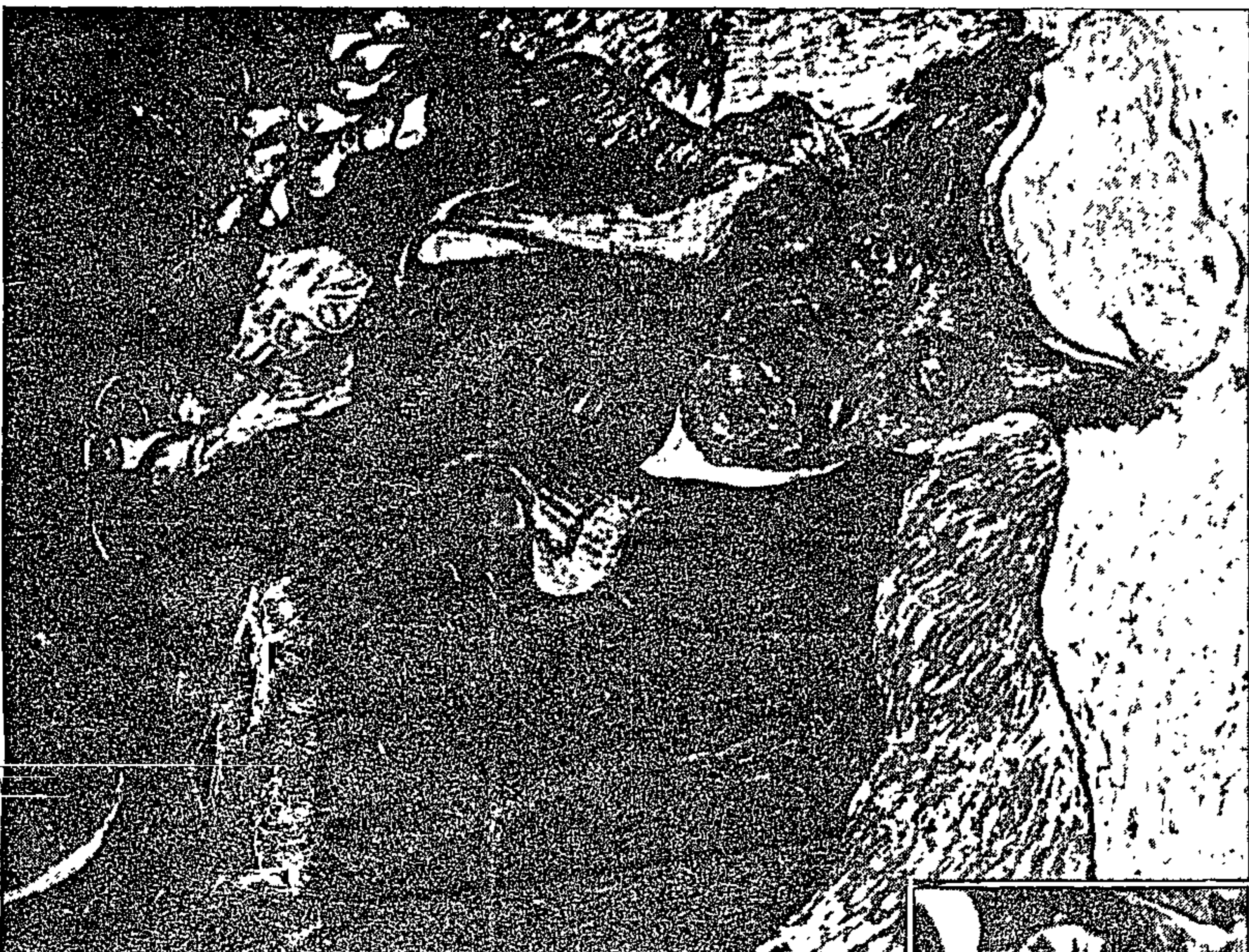
Just over two-thirds of respondents felt parents should have the final say. More than two-thirds also supported the use of empty white schools for pupils of other groups.

There was 33 percent support for a central education department, with 16 percent against.

The HSRC survey was conducted by Chris de Kock and Nic Rhoades.

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SO



## Top Van Gogh fetches R218-m

NEW YORK — An outstanding blue portrait by Vincent Van Gogh of his doctor stunned the art market yesterday by selling for \$92.5 million (R218.6 million) smashing the world record for the sale of a painting by R80 million.

"Portrait of Doctor Gache" was bought by a Japanese dealer — who had apparently been willing to go even higher — for an unnamed Japanese corporation.

But the record sale failed to allay fears in the art market, fuelled by two disappointing contemporary art sales last week in which many works remained unsold, that the five-year art boom is over.

At the end of the evening auction at Christie's, 24 of the 81 art works offered remained unsold. Said head auctioneer, Christopher Burge: "People won't be making double their money in a few months any more." — Reuter.



# Single education system 'coming'

*Copy 7/10/73 16/5/90 50*

JOHANNESBURG. — The government is prepared to sit down and talk about a single education system, Mr Piet Marais, Deputy Minister of Education and Training, said last night.

In an interview on SABC TV news, Mr Marais said he foresaw a future in which there would be a single education department such as that which existed in the Department of National Education.

He said this education department would plan the policies and the syllabi as well as look at the "financial side of matters".

The future South African government would be a non-racial government, and the department would also be non-racial.

Meanwhile, the Department of Education and Training had started the selective purchasing of empty white schools to be used by black pupils to solve overcrowding in schools.

● Most white adults favour "open" schools — providing standards and admission requirements are maintained, according to the findings of a nationwide Human Sciences Research Council study involving 1 856

whites.

Nearly 52% of respondents strongly favoured or predominantly favoured open schools, while 40,9% were either strongly opposed to the concept or predominantly against it.

The study, by researchers Mr Chris de Kock and Mr Nic Rhodie, followed the announcement in Parliament recently of two new education models which provide for the admission of other races to white schools.

More than 66% of respondents supported the model which provides for existing white schools to be privatised if this is the wish of most parents.

They wanted the schools to be able to decide for themselves whether to admit pupils of other races.

There was a positive reaction of 54,2% to the second model which provides for white government schools to admit non-white pupils if this is favoured by a majority of parents.

On the issue of a central education department for all South Africans, 33,1% were strongly in favour and 16,3% strongly against with 9,5% predominantly against the concept. — Sapa and Own Correspondent

# 'One education system for all on the way'

Mr Piet Marais



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18/5/90

(50)

By MICHAEL MORRIS, Political Correspondent

THE government has signalled a major shift away from its strict apartheid education policy. A single education system for the whole country is now on the agenda.

South Africa's State schools of the future will all fall under a single "over-arching" education policy but will be administered by a number of decentralised departments.

Deputy Minister of Education and Training Mr Piet Marais says that while schools will not be run along segregated lines, integration will not be forced.

Three important developments towards a changed education system were reported yesterday:

- Mr Marais said in a television interview on SABC-TV news last night that the government was prepared to sit down and talk about a single education system.

- He disclosed that, to relieve overcrowding in black schools, white schools closed because of a lack of pupils would be bought for black pupils.

- The Human Sciences Research Council has released the results of an opinion poll showing a majority of white adults favour racially-open schools.

In his television interview Mr Marais said he foresaw a future in which there would be a single education department, which would plan policies, syllabuses and finance.

## Selective purchasing

A future South African government would be non-racial, as would its system of education.

On the use of empty white schools for blacks, Mr Marais said the Department of Education and Training had started the selective purchasing of empty white schools to be used by black pupils to solve overcrowding in schools.

In a new approach, empty white schools would be bought by the DET to alleviate overcrowding.

Various considerations had to be taken into account, like the needs of specific communities.

"We will be looking at more possibilities and hopefully in the future we will be able to make use of those empty schools for our purposes."

Mr Marais said today the government was open to discussions on the creation of a single education system.

He envisaged such a system providing a single overall policy for all State schools to plan syllabuses and financial matters. But schools themselves would be administered by separate decentralised departments.

## Parental choice

On the question of mixed or closed schools, Mr Marais emphasised the importance of parental choice.

"Whereas I do not believe the schools of the future will be run along racial lines, there will not be enforced integration either."

The HSRC survey, using 1 856 respondents countrywide, showed 52 percent of whites favoured racially-open schools, provided standards and admittance requirements were maintained.

Almost 41 percent of respondents were against open schools.

# 'Not consulted' on education plan

*Chit Tint 3/5/90* Political Staff 50

THE House of Representatives administration was never consulted about the formula for spending on education when President F W de Klerk was Minister of National Education.


This was disclosed in evidence to the House of Representatives Committee on Public Accounts by the director-general of its administration, Mr P D McEnery.

Mr McEnery told the committee that neither he nor the Ministers' Council was consulted about the formula.

"We were only informed that the formula was found to be acceptable by education departments and it would be implemented for the first time in the 1987/8 financial year."

During the year, he said, "we found that the formula made absolutely no provision for pre-primary education; it made no provision for backlogs and the replacement of school buildings; also not for bus transport and hostels, and definitely not for the replacement of existing buildings."

Mr McEnery said this in evidence about overspending of R50,6 million by the House of Representatives' Department of Education and Culture.



EDUCATION - GENERAL

1990

MARCH - APRIL

# 'Education is like a garden - if it is not cultivated, it can't be harvested'

*Success 2/5/90*

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THE culture of protest politics seems to be growing stronger at a time when I thought we would have graduated to being solution-oriented in our approach to developments in South Africa/Azania.

As a parent who works closely with teachers through a Parent Teachers Association in Diepkloof, I sympathized with our teachers when they went on strike because I thought they had valid grievances.

When weeks went by with no response from the Government, I joined parents from other schools and we met the deputy Minister of Education and Development Aid. Among other things, we expressed our concern about what was happening to our children's education.

## Crisis

We told him the most dangerous thing to do when there is a crisis, is to be silent and keep the nation in the dark about what you intend doing or not doing. We warned him against taking any hard-line stance against teachers who were on strike as we thought that would be politically suicidal. We also urged him to respond to the teachers' demands and

principals to be engaged in full-time teaching. This doesn't make sense. What alternative programme are they providing to ensure that the wheels of learning will not stop turning?

## Problems

Quite rightly, we have serious problems with our education. But taking punitive or spiteful action instead of corrective action can only make us feel good that we are frustrating the Government, but frustrating the Government as an end in itself can only benefit all but our children.

And heaven help us all if our objective is to make schools ungovernable, for we could be

starting what we may not be able to end. We are creating a culture we will not require in a post-apartheid society.

The tragedy of what is happening in education is that we have a bunch of cowards among parents, teachers and politicians who are opposed to what is happening, but are scared to death to publicly admit that we create more problems than we are solving.

They still labour under the notion that disagreeing with opponents of apartheid is being anti-revolutionary. They concern themselves with preserving their political credibility even if at the expense of noble ideals for which some of our children - not teachers - have died.

Last year in Diepkloof, we quietly fought against the transfer of teachers whom the DET said were underworked. We insisted that principals who were also subject teachers concentrate on their management function to open up more job opportunities for teachers who had just been trained at the Soweto College of Education but were without jobs.

## Bosses

Now fellow teachers are putting this to a stop. I would like to see teachers resuming their roles as the bosses in the classroom. But they will not inspire the pupils' confidence if they display a lack of depth and

maturity in handling educational issues.

There is a Guinean proverb that says education is like a garden - if it is not cultivated, it cannot be harvested. Now that teachers have become more courageous in their dealings with the DET than they have been in the past, they could be concentrating on doing things that will change the content of what they give to our children.

Extra-mural activities like sports, music and dance, for instance, have a significant role they play in the development of the child. You cannot educate the child effectively without developing his cultural, manual, spiritual and vocational talents. The PTA to which I

belong has organised non-examination lessons in our school where children have shown a marked improvement in language proficiency, in debating issues and in expanding their understanding of what happens around them.

## Events

When we report back to parents on the progress we are making, we ask the children themselves to tell parents in their own words what they do and what they think about it. We organise social, cultural, recreational and educational events that help in broadening the children's horizons. We even organise tours in which parents participate together with their children.

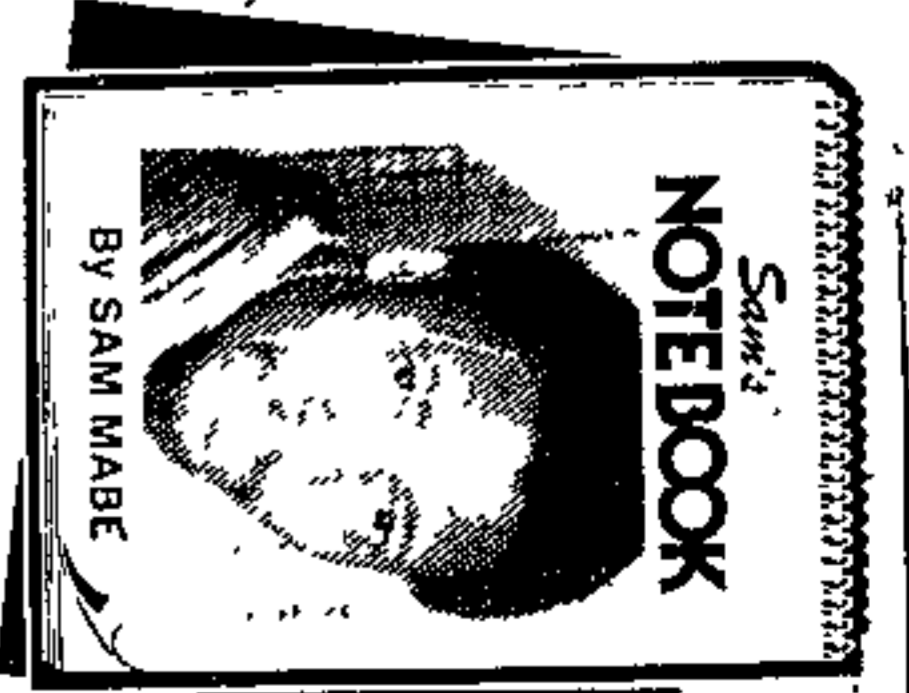
We have even sent some teachers for training to improve their qualifications. There is a lot we are achieving in changing the quality of education and we have refrained from blowing our trumpet because we want education to be centred around the child rather than use education or our children to build our political images.

Also, the changes we are effecting are not externally imposed by some experts except when specifically invited to help. Decisions are taken democratically by parents and teachers.

to speak to organisations that represented their interests.

We requested the building of more classrooms and the repair of the damaged ones. The minister heeded our call and met teachers' representatives. A great percentage of our other demands have been addressed or are being addressed and we were happy to see teachers going back to school.

But their conditions for returning were among other things that they would not engage in extra-mural activities organised by the DET or non-examination subjects. Also, they want



# Tales about giants, spells and talking animals

By VICTOR METSOAMERE  
STORYTELLERS

Olga Mbini, Nomusa Buthelezi and Goitsewang Ngcungwane will present exciting African folk tales by Gcina Mhlophe at the Market Theatre in Newtown on May 12 and 13.

They will tell tales about the times when animals could speak and be understood by the people, and when giants used to eat people and spells could be cast, changing people from one form to another.

The three women will also do their storytelling beat at the schools festival in Grahamstown on July 5, 6, and 7. Their stories, certain to thrill children, are bound to grip adults as well.

Mhlophe, who made headlines and won several awards both here and abroad with her true life drama, *Have You Seen Zandile*, is an actress, poet and writer whose talents are marvelled at by many.

She was born in Hammersdale and came to Johannesburg in

1979. Mhlophe worked as a domestic servant before fully discovering her writing talents.

She worked as a news presenter for foreign radio and later as a journalist. Her first overseas tour was in Maishe Mponya's *Umongikazi*. Her first award was an Obie for her remarkable prowess in Barney Simon's *Born in the RSA*.

*Have You Seen Zandile* won her the Chicago Jefferson Award for best actress and the Fringe First at Edinburgh for best production.

After discovering that she had her grandmother's gift for spiriting up folktales, Mhlophe wrote *Tales That Nolali Tells* and later *The Snake With Seven Heads*, which has been published in English and will soon be available in five African languages.

Mbini is a Soweto schoolteacher who loves working

with children. She fell in love with children's drama when she did storytelling for the first time at the Market Theatre last year.

Buthelezi, a storyteller from Durban, does a lot of church work which involves children, and was the first woman to be employed by Radio Zulu. Her 9am slot used to entertain children at pre-school and lower primary school and she was well known as *Umgane We zingane* - the children's friend.

Ngcungwane, who lives in Soweto, is a student in Library Science at the University of South Africa. She does storytelling at the Diepkloof library where she does part-time work. Ngcungwane derives boundless pleasure from the sound of tiny chattering voices, their faces painted with wide smiles or scared expressions. Her other love is seeing words in books come to life.



DAN SELEBANO



GCINA MHLOPHE

Sowetan  
315790  
50

# Forget apartheid and think of fairness, says Player

By Winnie Graham

The new school on Gary Player's farm at Lanseria, north of Johannesburg, was opened yesterday to the sound of gumboot dancing and song.

Pupils left their classrooms to entertain the guests who included a delegation of American educationists led by Mrs Rose Elder, Mr Job Schoeman of the Department of Education and Training and Professor David Freer, dean of the faculty of education at the University of the Witwatersrand.

In his keynote address, Mr Player called on South Africans to build a new South Africa.

"To hell with black power, to hell with white power," he said. "Let us build this great country together: they don't come any better than this Let's forget apartheid and think of fairness."

The opening of the Blair Atholl Farm School, Mr Player said, had come at a watershed in our history. "The decade of the '90s would see South Africa entering the most challenging and exciting phase of our development. Old structures were being replaced by new, and old attitudes were being cast aside in favour of the belief that consensus had to be reached if all South Africans were to walk together on the road to a new future.

"There are major hurdles on the way and I share with many the belief that education represents possibly the most important challenge of the day," he said. "If the children are to take full advantage of the opportunities that will emerge in a new South Africa, then solutions must be found to the education crisis."

The great problem, he added, lay in the shortage of teachers, adequate training facilities and the lack of classrooms. The quality of education had to be improved.

## Active support

"The task is enormous," he said. "If there is to be meaningful change, there is a need for co-operation and I believe the Government, community and private enterprise must join together and commit themselves to providing a better education for our children. The pupils themselves must be willing to learn and parents should actively support the education of their children."

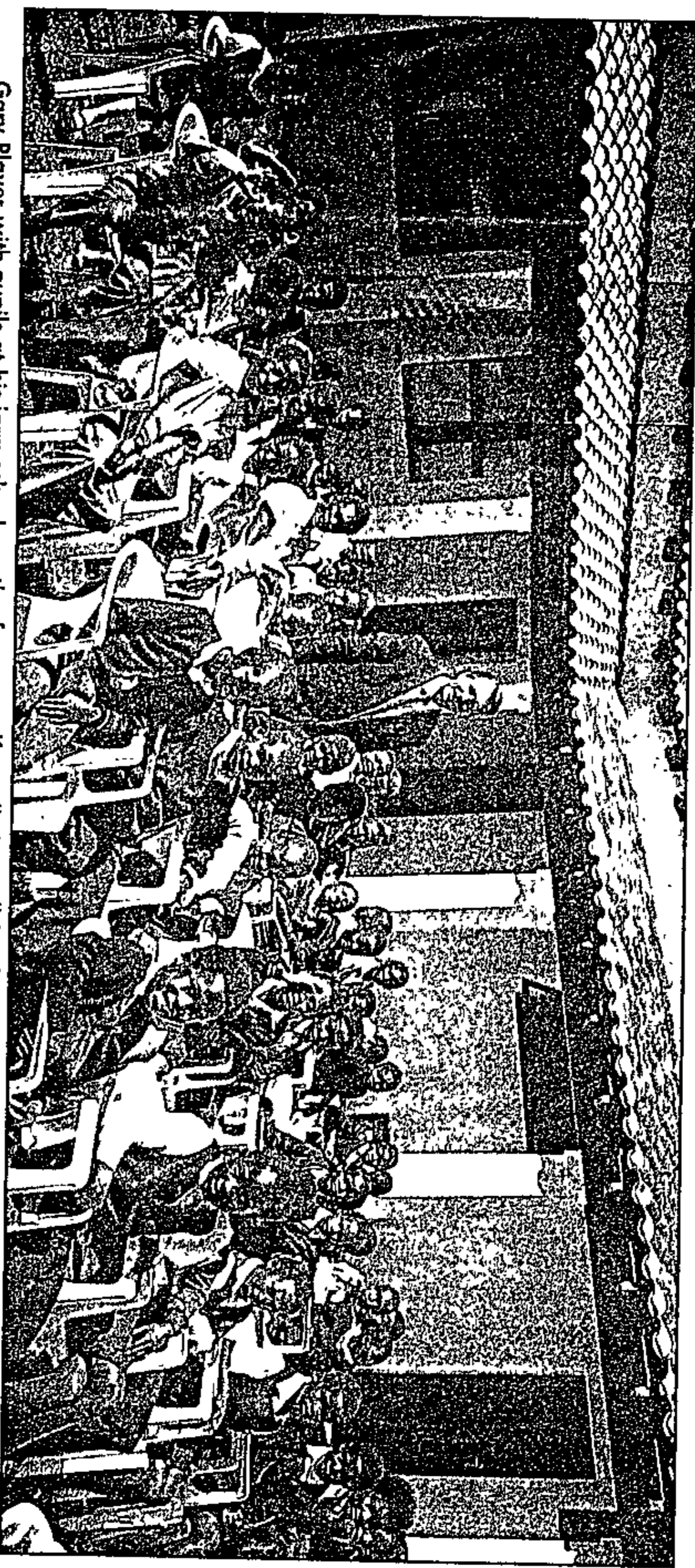
Each speaker paid tribute to Mr Player for the vision he displayed in establishing the school.

Mr Schoeman told the gathering there were 5 670 farm schools catering for 480 000 children in South Africa. The Blair Atholl Farm School was unique, he said, not only because it was situated in pleasant surroundings, "and the concrete vision of a great South African", but because the partnership concept on which it was established involved the community, the private sector, teachers and the State.

He added: "The children most in need of enrichment in education are in the rural areas. Everyone involved in the establishment of this school can be proud and privileged by their association."

Professor Freer said that although the school was registered as a "farm school", he hoped this would not preclude any children from gaining admission.

Mrs Rose Elder, leader of the delegation of educationists visiting South Africa and a trustee of the Gary Player Foundation, described the new school as "a significant development for education in South Africa" which would serve as a model for future farm schools.



Gary Player with pupils at his farm school . . . the famous golfer called on all South Africans to build a new South Africa together.

## Gas blast death toll now 8; probe launched

DURBAN — The Department of Manpower has started an investigation into the death of eight people in a gas bottle explosion in Stanger on the North Coast.

A department spokesman says no statements had been taken yet, and the police were helping with the investigation. The spokesman said the legislation under the Machinery and Occupational Safety Act of 1983 laid down certain safety requirements relating to the handling and use of liquid petroleum gases.

It is commonly thought the explosion occurred when a worker struck a match during off-loading operations. The names of the three victims who died at the R K Khan in Chatsworth near Durban have been released.

They were 30-year-old Mr Ray Pillay and his 25-year-old wife Kalyani of Empanangeni in Zululand, and Mrs Gurumah Moonsamy of Stanger.

The names of five men who were killed in the disaster are to be released as soon as their next of kin have been informed. Several seriously injured people are recovering in various hospitals. — Sapa

# BIGGEST

# SALES EVER

# 1000 PRODUCTIONS

# Many black schools without sports fields

Cape Times 4/5/90

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## Political Staff

THERE were 39 black schools in the Western Cape which did not have tennis or netball courts and 29 did not have grassed playing fields, the Minister of Education, Dr Stoffel van der Merwe, revealed yesterday.

He also said that none of the 11 black high or 45 primary schools had swimming pools.

However, 17 black schools in the Cape Town circuit office region had tennis and netball courts and 25 had grassed soccer fields.

Dr Van der Merwe, who was replying to questions tabled in the House of Assembly by Mr Ken Andrew (DP, Gardens), said his department allocated R722 497 for sports facilities and equipment for black schools in the Western Cape during the 1989/90 financial year.

He also said 11 "sports/youth/culture officials" were at his department's Cape circuit office at a cost of R522 264 for "the advancement of sport and culture in schools and communities".

His figures showed that 11 primary schools and six high schools had tennis courts, and 19 primary and six high schools had grassed fields.

But 34 primary and five schools did not have tennis or netball courts, while 26 primary and five high schools did not have grassed fields.

Dr Van der Merwe said his department provided financial and other assistance to buy or build as well as to maintain sports facilities, but it did not provide funds for equipment.

It was expected of schools to pay for equipment with school funds.

In reply to another question by Mr Andrew, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said his department provided financial assistance to schools in the Western Cape to build or buy sports facilities but not for maintenance or equipment.

Schools which qualified were supplied with basic facilities for grass fields for rugby, soccer or hockey, cricket pitches, cricket nets, tennis courts, tennis practice walls, netball courts and athletics tracks.



turned down and (ii) were still under consideration as at the end of that year;

(2) what was the total number of Black persons receiving old-age pensions as at the latest specified date for which figures are available?

B736E

The MINISTER OF PLANNING AND PROVINCIAL AFFAIRS:

Transvaal:

(1) (a) 41 134.

(b) (i) (aa) 37 768.

(bb) 1 967.

(ii) 1 399 which in the majority of cases are applications returned to the offices of origin for correction and/or the furnishing of missing information.

(2) 31 March 1990 — 197 235.

Cape Province:

This information is not available as it is not kept separately in respect of the four types of social pensions, namely old age, disability, blind and war veterans.

As far as the Cape Province is concerned the combined information in respect of these four types of pensions are as follows:

(1) (a) 20 180

(b) (i) (aa) 16 789

(bb) 3 391

(ii) Nil.

(2) 119 758 on 31 January 1990.

Orange Free State:

(1) (a) 6 003

(b) (i) (aa) 4 725

(bb) 1 181

(ii) 97.

(2) 64 915 on 31 December 1989.

Natal:

(1) Unfortunately it is not possible to furnish the required information in respect of applications of old-age pensions only. It can be stated however, that very few applications for old-age pensions are

for the admission of pupils classified as non-White; if so, (a) what total number of applications of this nature was made and (b) what was the response thereto?

B652E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, to render service if so requested;

(2) yes.

(a) applications from 47 individual parents who are on the protocol list and enjoy diplomatic privileges and from 153 other parents.

(b) all requests from diplomatic personnel were granted as well as one request from another parent with regard to three pupils.

Own Affairs:

Teacher-training colleges: applicants not admitted

89. Mr J J WALSH 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 1989; if so, how many such prospective students were (i) admitted and (ii) refused admission to these colleges in 1989; if not, (aa) what is the combined capacity of these colleges and (bb) what total number of students is enrolled at present?

Transvaal 415190 B646E

The MINISTER OF EDUCATION AND CULTURE:

(a) No.

(b) yes, quotas were met and certain applicants did not meet minimum admission requirements,

(i) 1 436

(ii) 2 780

(aa) 10 150

(bb) 6 585.

Free settlement areas: education

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

(1) Whether he has determined a policy for the provision of education in free settlement areas; if not, why not; if so, what is this policy?

(2) whether his department and/or individual schools falling under his Department have received requests from individual parents

# Protec drive for black technical skill pays off

STimes 6/5/90

By Dirk Tiemann

OF every 10 000 black children who start school, only 1 300 reach matriculation, 27 achieve a university entrance pass and only one gets an exemption in mathematics and science.

By the year 2000, 90% of SA pupils will be black, but statistics indicate a low pass rate and unmarketable qualifications among school leavers.

A total of 78% of pupils fall under the Department of Education and Training (DET).

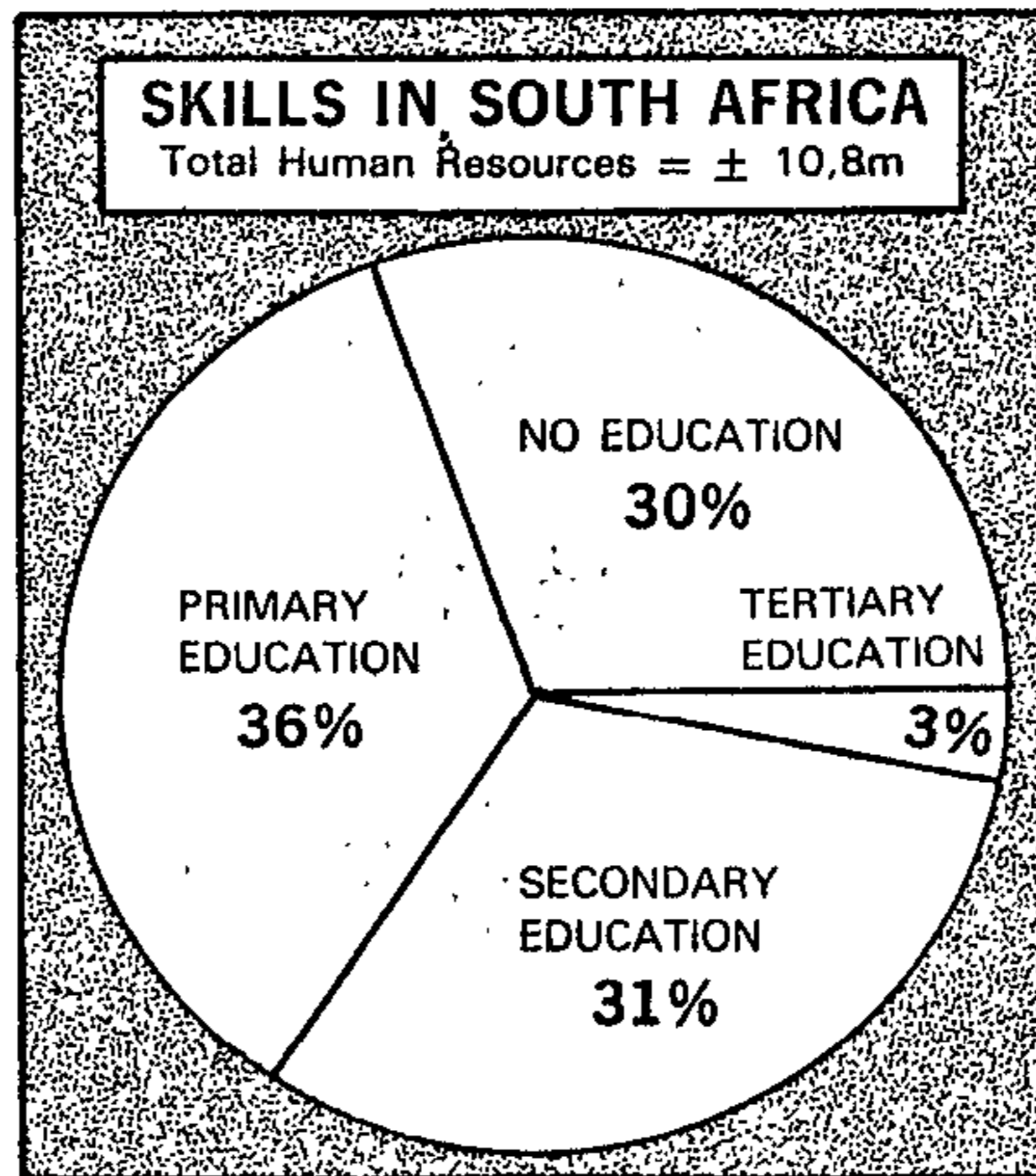
## Morale

Protec national director David Kramer says overcrowding in schools and a teacher-pupil ratio of 1:40 make the task of qualified tutors difficult.

Protec promotes training in technical skills. Its objective is to help pupils studying mathematics and science to take up technological careers.

Mr Kramer says more than 16% of teachers employed by the DET do not have appropriate qualifications and 90% are underqualified.

"Morale among the teachers and pupils is low and in Soweto 10% of teachers regularly miss classes. The immediate future looks bleak as



politically motivated disruptions increase.

"Last year's results were worse than in the past, but should be seen as the harvest of black education in the Eighties."

Technical education declined in 1989, 18 000 (9%) in a total of 196 000 DET matriculation pupils choosing mathematics and 24 000 (12%) science. The respective percentages for 1988 were 32% and 17%.

Of those taking both mathematics and science, it is unlikely that more than 4 500

passed. This means that 2,3% of black matriculants qualify for tertiary technological education.

## Concern

James Mulder, of the University of Natal, says: "The technikon-university enrolment ratio is further cause for concern because 267 000 students are enrolled at SA's 21 universities, while only 60 000 are at the 13 technikons. This ratio should be the inverse of what it is now."

The crisis has far-reaching

effects on the economy, 30% of the workforce having no education, 36% only primary schooling, while 3% have tertiary education.

Former Manpower Minister Pietie du Plessis estimates the shortage of technical skills by the year 2000 at 200 000. The Institute of Race Relations foresees an overall skills shortage of 500 000.

Mr Kramer says: "New apprenticeships declined by 45% between 1982 and 1988. The supply of engineers will be half that demanded by 1991 and CSIR's Professor Louw Alberts forecasts a further 20% decline in science and engineering students by the end of the century."

## Regional

The Protec programme is run on regional lines, being introduced to children in Standard 8. It lasts from three to seven years and requires the involvement of employers, educational institutes, parents and pupils.

Protec has 15 branches, most of them on the Witwatersrand. Of the 625 matriculation pupils involved in Protec, 476 have passed. That is a pass rate of 96%. A 47% exemption rate was achieved compared with a national average of 10%.

The mathematics and science exemption rate achieved by Protec pupils was 32% compared with a national average of 0,4%.

Protec started with 67 students under its wing in 1982 and expanded to 5 019 in 1990.

CP/rom 6/5/90



# Thousands of KwaZulu pupils remain idle while striking teachers demand security

By S'BU MNGADI

THE KwaZulu Department of Education and Culture is heading for a showdown with its teachers in several circuits in the province.

About 180 000 pupils in the Mpumalanga and Vumindela circuits are sitting idly at home because their teachers are on strike over security problems which they say are hampering effective learning.

The striking teachers want the KwaZulu government to restrain Inkatha "warlords" from invading schools. They resolved to stay away from work until their and the pupils' safety was guaranteed by an agreement between the KwaZulu authorities and the warring parties - Inkatha, the UDF, Cosatu and the ANC.

If and when heeded, the teachers' demands may force Inkatha, the UDF, Cosatu and the ANC back into the peace talks they had endorsed in July last year.

Teachers and principals from some of the estimated 120 schools in the Mpumalanga Circuit this week told journalists the attack by armed men on Chief Luthayi High School on April 5 was a turning point.

The impis opened fire on pupils and teachers. Two pupils were killed and 15 injured, while three teachers were admitted to hospital. Angry teachers refused to go back until security was stepped up.

On April 17, about 1 000 teachers from the Mpumalanga Circuit, which includes outlying villages, squatter settlements and a township, also resolved on a stayaway from school until security was provided.

"We felt schools could no longer function because there were no safe places," a teacher said.

"We are concerned about the safety of our pupils. We can no longer teach. We write on the board while looking over our shoulders," a teacher said this week.

Teachers also complained they could no longer give pupils homework because when pupils left school in the afternoons they were expected to go on guard duty to protect their communities from attack.

They were also at risk when they waited at bus stops. Students had to hide then run to catch the bus when it appeared. Teachers said they wanted security throughout the area to be improved because it was the only way that effective education could get under way again.

Across the region at Edendale, 1 000 teachers entered their fifth stayaway week.

Holding aloft placards reading: "KwaZulu Education Minister Oscar Dhlomo Come Here", and "We Demand Security for Teachers War-torn Areas", the teachers marched to the local circuit office.

A memorandum, reaffirming previous conditions set by teachers before they could return to school, was

The teachers demanded that the KwaZulu government restrain Inkatha "warlords" from interfering with education.

# Clash as pupils receive refund

By DAN DHLAMINI

4/5/90 (50) ~~50~~

THE government must fund black education fully and stop trying to convince parents to pay school fees.

This was the reaction of Ikageng Education Crisis Committee spokesman Duduetsang Modise to an incident this week in which police clashed with pupils as headmasters refunded their school fees.

Modise said the IECC believed the DET should refund fees because it was the government's duty to pay for the education of black children.

Police who had escorted Tlokwe Secondary School headmaster J Nel – who was refunding the pupils – fired teargas to disperse pupils who could not produce receipts of payment.

The situation was tense this week as student representative councils demanded all pupils be refunded whether they had receipts or not.

Western Transvaal police spokesman, Maj Ben van Heerden confirmed the incident but said no one was injured.

# R47-m for black students

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Last year more than R47-million was given by the Anglo American and De Beers Chairman's Fund and the Chairman's Fund Educational Trust towards

improvements in education.

In a statement of the company's annual report released this week, the directors said this in-

cluded R33-m which was spent on secondary and tertiary education, primarily for the benefit of black students.

One of the major

projects was the incorporation of Saint Ansgar's School and Grace College into the non-racial Schools of the Resurrection at a cost of R15 million.

Other educational projects included the recent opening of Saint Andrew's High School in Welkom. A pre-primary school, an additional classroom block and a media centre were also added to the existing primary school buildings.

## Grant

A tertiary college in Cape Town is expected to open in January 1991 after a R6-m grant was made to the LEAF organisation.

The college will provide bridging tuition from school to tertiary institutions for students with ability but an inadequate educational background.

A R15-m technical college in Atteridgeville is also expected to open in January next year and a

R3,6-million grant was made to the Technikon Witwatersrand towards establishing a technology library. In addition, a R5,8-m residence with 220 beds was opened in November last year.

At the University of Natal, a R4,4-m residence accommodating a total of 96 pupils has been completed.

Other areas of expenditure included a home for the mentally handicapped in Soweto, which should reach completion at the end of the year, an art gallery at the University of Fort Hare and a three-year educational project in the Kimberley region run by the Read Educational Trust.

The directors said the focus last year was also on the development of the small business sector.

# More bursaries awarded

01/18/78  
Source: 7/5/78  
The South African Institute of Race Relations has awarded more new bursaries than it had previously anticipated and also doubled the number of technikon awards this year.

The deputy director of the Institute, Mr Theo Coggin, said that a record number of 42 975 ap-

plication forms were sent to aspirant students who had hoped to receive bursaries for 1990. (SD)

He said this was an increase of almost 5,5 per cent compared to the number of application forms despatched the previous year. (SD)

The number of new

bursaries awarded this year comes to 395. This brings the total number of bursaries administered by the Institute to 917, when renewals are also counted. A total of 91 more new bursaries were awarded than previously anticipated.

According to Coggin, the significant feature of this year's awards was the big increase in awards made to technikon students. He said it was also important to note that the number of new bursaries awarded to students at teacher training colleges had also increased.

"We have almost doubled the number of awards made to technikon students. This is in keeping with the Institute's belief that we must provide funds that will enable students to receive training in as many varied fields as possible, particularly in the science, engineering, technical and related fields.

"A developing South Africa is going to require more people with such skills if our infrastructure is to be maintained and developed," he said.

Because of this he would have to be found to test the wishes of the community.

would have of local income

# 45 empty SA schools 'being sold, leased'

*CME 1st 8/5/90*

By BARRY STREEK  
Political Staff

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THERE were 45 empty white schools in South Africa which were in the process of being sold or leased, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

A further 33 schools had been leased to various institutions, including eight which had been leased to the police and defence force for purposes other than education.

In the Cape, 45 schools were unutilised or utilised for purposes other than education, as was the case with four schools in Natal, five in the Free State and 24 in the Transvaal.

Mr Clase was replying to a question tabled by Mr Jan van Eck (DP, Claremont).

# 45 empty SA schools 'being sold, leased'

CME-1007  
8/5/90

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- (b) Because the agreement of lease was terminated in terms of Clause No 6 thereof.
- (c) (i) Shop No 13.
- (ii) Messrs A Fogia and Sons.

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, arising out of the hon the Minister's reply, will he concede that his answer on 24 April 1990 in response to a question regarding shop 13 was incorrect? The hon the Minister probably did not intend to mislead the House, but was himself misled.

**THE MINISTER:** Mr Chairman, I am glad that the hon the Leader of the Official Opposition asked me that question. He in fact referred it to me when we adjourned the other day. The question refers to the fact that the word "tenant" implies somebody in legal occupation. Therefore, my answer is given in that fashion, as the person in occupation illegally was not a tenant. Once somebody is in illegal occupation he cannot be a tenant.

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, further arising out of the hon the Minister's reply, will he be prepared to check the correctness of the further answers given because this particular answer was incorrect. Fogia and Sons was the legal tenant. [Interjections.] You see, the hon the Minister has been misled again.

**THE CHAIRMAN OF THE HOUSE:** Order! Is the hon the Minister going to respond?

**THE MINISTER:** Mr Chairman, as far as I am aware, according to the information at my disposal, Fogia and Sons are in occupation. However, they have been given notice to move and so they are illegal occupants at this point in time.

**THE LEADER OF THE OFFICIAL OPPOSITION:** They are the legal tenants!

**THE MINISTER:** They were, according to our records, not the legal tenants.

**THE MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:** Mr Chairman, on a point of order: I did not want to disturb the proceedings earlier on, but I think that the hon the Leader of the Official Opposition indicated to you that he unreservedly withdrew what he

HOUSE OF DELEGATES

said, but as he resumed his seat he said: "But I said it!" This was not an unreserved withdrawal of the statement.

**MR K PANDAY:** He has said it!

**THE CHAIRMAN OF THE HOUSE:** Order! Will the hon the Leader of the Official Opposition intimate what he said? Did the hon the Leader of the Official Opposition unreservedly withdraw the statement?

**THE LEADER OF THE OFFICIAL OPPOSITION:** Mr Chairman, that is correct. However, just as an aside I indicated . . . [Interjections]

**THE CHAIRMAN OF THE HOUSE:** Order! **THE LEADER OF THE OFFICIAL OPPOSITION:** . . . that it is a fact that I had made a statement and was asked to withdraw it.

**THE CHAIRMAN OF THE HOUSE:** Order! I accept that the hon the Leader of the Official Opposition has withdrawn the statement.

*For written reply:*

*Own Affairs:*

**Johannesburg Secondary School: renovations**

31. Mr D K PADIACHEY asked the Minister of Education and Culture:

- (1) Whether the Johannesburg Secondary School is to be renovated; if not, why not; if so, (a) when, (b) by whom and (c) at what cost;
- (2) whether any section of this school is not supplied with electricity; if so, (a) why and (b) when is electricity expected to be supplied to this section;
- (3) whether the Goedehoop Primary School in Mayfair now falls under the control of his Department; if so, what are the relevant details; if not, why not;
- (4) whether all schools falling under the control of his Department are open to all race groups; if not, why not?

D125E

**THE MINISTER OF EDUCATION AND CULTURE:**

(1) Yes

(a) 1990/91 financial year.

(b) Not yet determined.

Department of Local Government, Housing and Agriculture to call for tenders.

(c) ± R200 000

(2) Yes

(a) Approval has to be sought from the Transvaal Provincial Administration which owns the school for a separate sub-station to be built to electrify the new section of the school.

(b) 1990/91 financial year.

(3) No

A request to lease or purchase the school was made to the Department of Public Works and Land Affairs of the Administration: House of Assembly. A response is being awaited.

(4) Yes, subject to certain conditions.

**Teachers retrenched/made redundant:**

32. Mr M RAJAB asked the Minister of Education and Culture:

Whether any teachers in his Department were retrenched or made redundant in or at the end of 1989; if so, (a) how many, (b) what compensation is offered to such teachers and (c) what was the total cost of the compensation paid to these teachers?

**THE MINISTER OF EDUCATION AND CULTURE:**

No.

(a); (b) and (c) fall away.

**Indian schoolchildren: per capita expenditure**

33. Mr M RAJAB asked the Minister of Education and Culture:

What was the expenditure per capita, (a) including and (b) excluding expenditure of a capital nature, on Indian schoolchildren at State Schools in the 1988-89 financial year?

**THE MINISTER OF EDUCATION AND CULTURE:**

(a) R2 227

(b) R2 067

HOUSE OF DELEGATES

last day of each month during 1989, are as follows:	
31 January 1989	20 082
28 February 1989	19 887
31 March 1989	19 716
30 April 1989	19 521
31 May 1989	19 416
30 June 1989	18 971
31 July 1989	18 901
31 August 1989	18 791
30 September 1989	18 472
31 October 1989	18 498
30 November 1989	18 368
31 December 1989	18 514

*Own Affairs:*

**White State schools: expenditure**

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

(1) How much was spent *per capita* on

primary schools?

(a) teachers, (b) administrative staff, (c) grounds, cleaning and caretaker staff, (d) books and stationery, (e) equipment, (f) building maintenance and (g) other specified items in respect of (i) primary and (ii) secondary White State school pupils in the 1988-89 financial year.

(2) whether the above personnel expenditure includes employer contributions to pension funds; if not, what is the employer contribution to pension funds calculated on the same *per capita* basis?

THE MINISTER OF EDUCATION AND CULTURE:

(1) This information is not available as the SANEP system does not provide for information according to these categories;

(2) falls away.

### HOUSE OF REPRESENTATIVES

#### QUESTIONS

+ Indicates translated version.

*For oral reply:*

*Own Affairs:*

UWC: certain professor

\*1. Mr W J DIETRICH asked the Minister of Education and Culture:

(1) Whether he will furnish information on a certain professor at the University of the Western Cape, whose name has been furnished to the Minister's Department for the purpose of his reply; if not, who not; if so, what is the name of this professor;

(2) whether a settlement was made in respect of this professor; if so, (a) why, (b) what were the amounts involved and (c) what were the other terms of the settlement;

C86E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes. The person in question is Professor J Cohen of the Department of Conserva-

tive Dentistry at the University of the Western Cape. The information relating to the question is that during 1987 a dispute had arisen between the two parties because of the student stay-away from classes attached to the particular department and the students' demand that Professor Cohen resign.

(2) A settlement was achieved between the two partners — i.e. the University and Professor Cohen.

(a) because it was deemed to be in the interest of the University to settle the matter;

(b) In terms of the settlement the University is not obliged to disclose the amounts involved because the investigation of the matter was regarded as an internal matter for which purpose an "in-house" report was tabled. In this connection the Department at the time indicated that it would honour the University's status of autonomy and I have no intention of dishonouring such agreement now;

(c) The other terms of the settlement were that the University apologise to Professor Cohen in public and such apology was widely published in the local media by Professor Cohen.

(3) No. A Statement on the matter is not deemed necessary.

(c) (i) Request for a statement of policy in respect of the importation of fireworks with a view to banning them.

(ii) I responded in the negative for cultural and religious reasons.

(2) No, because I consider that such a ban will interfere with the cultural and religious freedom of people.

**Decentralisation/deconcentration**

\*21. Mr H H SCHWARZ asked the Minister of Trade and Industry and Tourism:

What was the total amount paid out in respect of decentralisation or deconcentration benefits in 1989?

B922E

The MINISTER OF TRADE AND INDUSTRY AND TOURISM:

R786 655 000.

**Decentralisation/deconcentration: tax lost**

\*22. Mr H H SCHWARZ asked the Minister of Finance:

What is the total amount of tax lost or expected to be lost as a result of tax concessions granted to decentralised or deconcentrated industries in respect of the year ended 31 March 1989?

B923E

The MINISTER OF FINANCE:

It is estimated that the loss of tax as a result of the granting of concessions to industries in decentralised or deconcentrated areas will amount to approximately R1 million for the financial year ended on 31 March 1989. Final figures are not available as many assessments, especially in respect of companies, have yet to be processed.

With effect from 1 April 1982 the allowances have been phased out of the Income Tax Act and replaced by direct subsidisation by the Department of Trade and Industry and Tourism. This is why the loss of tax is much smaller than in previous years.

**Teachers not paid**

\*23. Mr K N ANDREW asked the Minister of Education:

HOUSE OF ASSEMBLY

Whether any teachers employed by his Department on or before January 1990 had not been paid by 15 March 1990; if so, (a) how many, (b) why and (c) what steps (i) have been taken in this regard and (ii) are being taken to prevent a recurrence of such delays in the payment of salaries?

B924E

The MINISTER OF EDUCATION:

Yes

(a) 1 217

(b) In most cases the documents required for payment of salaries were not received in time. The unrest in some schools apparently largely contributed to this state of affairs.

(c) (i) Area officers were instructed to assist in receiving and completing application forms for employment of teachers.

(ii) Principals have been instructed to report to regional officers cases of teachers in any of their schools whose salaries are not paid at the end of each month.

(iii) Regional offices must report monthly to head office on outstanding salary enquiries.

**Job creation scheme**

\*24. Mr J VAN ECK asked the Minister of Manpower:

With reference to the job creation scheme, (a) what amount was made available for the (i) 1989-90 and (ii) 1990-91 financial years, (b) how are allocations to provinces, organisations, other Government Departments and individual companies determined and (c) (i) according to what rules and (ii) under what conditions are moneys so earmarked for job creation allocated to those who make use of the scheme?

B928E

The MINISTER OF MANPOWER:

(a) (i) 1989/90 - R60 million

(ii) 1990/91 - R75 million

(b) An inter-departmental committee is responsible for the distribution of funds between Departments and Administrations.

Thereafter each department and administration allocates funds according to applications received for funds to be made available. As far as is known only the Department of Manpower allocates funds to private companies and organisations.

(c) (i) and (ii) Job Creation projects administered by the Department of Manpower must meet the following criteria and funds are allocated accordingly:

It should

— be labour intensive;

— focus on the creation of permanent assets;

— be aimed at the upliftment of underdeveloped communities;

— serve the interests of the community as a whole;

— whenever possible, be combined with training; and

— be distributed geographically country-wide as proportionately as possible.

**Crime prevention unit in Sandton: arrests**

\*25. Mr D J DALLING asked the Minister of Law and Order:

How many arrests in respect of each specified offence were effected in 1989 by the special crime prevention unit stationed in Sandton?

B935E

The MINISTER OF LAW AND ORDER:

1 240 arrests on a variety of charges *inter alia*:

- Assault
- Malicious damage to property
- Possession of drugs
- Dealing in drugs
- Illegal immigration
- Consuming liquor in public
- Trespassing
- Motor vehicle theft

Certain police stations: serviceable patrol vehicles

\*26. Mr D J DALLING asked the Minister of Law and Order:

(a) How many serviceable patrol vehicles (i) with and (ii) without radio equipment installed

are stationed on a daily basis at the (aa) Sandton, (bb) Bramley, (cc) Wynburg/Alexandra and (dd) Lombardy East police stations and (b) in respect of what date is this information furnished?

B936E

The MINISTER OF LAW AND ORDER:

(a)

(aa) (i) 19 vehicles

(ii) 12 vehicles

(bb) (i) 4 vehicles

(ii) none

(cc) (i) 6 vehicles

(ii) none

(dd) (i) 3 vehicles

(ii) 5 vehicles

(b) 30 April 1990

Members on duty using vehicles which are not equipped with radios, are issued with portable radios.

**INTERPELLATIONS**

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

**Own Affairs:**

**White schools: mandate from parent community**  
Mr R M BURROWS asked the Minister of Education and Culture:

Whether, in the light of the proposed abolition of the Group Areas Act, he intends to require schools wishing to remain open to White pupils exclusively, to obtain an overwhelming mandate to this effect from the parent community concerned; if not, why not?

B977E INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, on 19 April 1990, the hon the State President referred to the proposed scrapping of the Group Areas Act and the Government's mandate to put in its place a general pattern of residential areas which will be generally acceptable. He also stated that *inter alia*, generally acceptable means a system which

will give communities peace of mind with regard to their wishes and ideals on a fair and just basis. I am convinced that this would also apply to the provision of education.

While we are in the present period of reform, and even if the Group Areas Act is repealed, the country is being governed on the basis of our present constitution which will remain effective until a new constitution has been negotiated and approved.

May I once again refer to the hon the State President who also stressed that orderly government will continue in terms of the existing constitutional system. This means that a status quo regarding the provision of education will be maintained in State schools, and also in private schools registered with the department. It will not be expected of any school to test the opinion of the parents of its pupils if it wants to continue functioning in its present form.

At present, two additional models—may I emphasise, additional—are under consideration. After I have been advised by my statutorily recognised bodies, a decision will be taken by the Government which may lead to the acceptance of one or both or perhaps a variation of the models. Only when this stage has been reached, and assuming that a new model or models has or have been approved, the parents of the pupils of a particular school will be able to indicate in a prescribed manner their support for the model of their choice.

From what I have said it is clear that the scrapping of the Group Areas Act will not affect the provision of education in my department to the extent that parents wishing to maintain the status quo for their children have to indicate their preference in the way implied in the question put by the hon member. There are valid reasons why a large majority will be required for the acceptance of an alternative model.

As changing the status quo and the opening of state schools are obviously sensitive issues, and any decisions in this regard will lead to far-reaching changes which will not be easily reversible, it will be unwise to allow any radical change unless the vast majority of pupils' parents are in favour of such a move.

Mr R M BURROWS: Mr Speaker, the hon the Minister of Education and Culture has proposed these two models for the exercising of parental

choice regarding admissions, but I would like to quote from the proposals of the department where they say the following:

A model or models must be sought which will offer the possibility for the greater recognition of the diverse character of the educational ethos within the system for White pupils, without affecting the culturally based character of that system. The acceptance of any additional model would grant recognition to further diversity at school level, while the department as such will still pursue its mission of culturally based education.

This reduces, from the words of the hon the Minister, to the principle of the exercise of parental choice by school communities which may choose to make use thereof. Decisions must be taken "on the basis of an unequivocal majority vote (e.g. 90%)" for either model.

The hon the Minister made these announcements on 23 March 1990. On 23 April, in an interview with *Die Burger*, the hon the Minister of Constitutional Development made certain comments regarding schools in this department when the Group Areas Act is scrapped. When asked specifically about schools, the hon the Minister of Constitutional Development said the following:

Die bepalende van die karakter van 'n skool borus by die vermoë van die ouergemeenskap om hulle keuse ten opsigte van die karakter van die skool uit te oefen.

He went on to say the following, which is the most important part—

Indien die meerderheid van die ouers byvoorbeeld sou besluit dat gekleurde kinders nie in hulle skool toegelate sal word nie, sal die keuse ook gerespekteer moet word.

I shall be quite frank. That is exactly the opposite of what this hon Minister has just said. [Interjections.] The hon the Minister of Constitutional Development has clearly said the majority of parents, if they choose to keep the school closed, will have that decision respected. [Interjections.] Of course, the question is what is required? Is it a 90% vote that is required to be open, or a 90% vote that is required to be closed? Can 10% of the parents, in either case, block a school from being closed, or disallow it from being open? The hon the Minister must be clear about this. Outside in the school communities they are

saying that the Group Areas Act is going next year, that the norm will be open schools and therefore they should vote in order to keep them closed, and then 10% of them can make sure they will never be open.

The hon the Minister must be clear on the subject. In a situation where there is no race application in suburbs, one cannot have race-based government schools as the norm. From what the hon the Minister has said now, it seems that he intends going the route which means—to use the very words of an hon member of the NP in an earlier debate when he interjected today, namely: "We are going for an open country"—that the hon the Minister wants an open country, but dotted around closed schools. It cannot be done. [Time expired.]

\*Mr A GERBER: Mr Speaker, the hon the Minister has one big problem. He does not understand the logic inherent in politics. [Interjections.] That is why for the past few years the hon the Minister has had to be forced in interpellation after interpellation to realise the logical consequences of the Government's policy of power-sharing. Today's interpellation—I want to give the DP credit for this—also spells out to him the consequences of the course they are starting to adopt.

Now that the Group Areas Act is going to be abolished and every White school in South Africa will, in principle, be open, there is no logical reason why 90% of the parents must agree before a school in their area is open. What kind of democracy is it when everyone in South Africa will soon be able to live where they like, but 11% of the parents of a particular school will be able to prevent its being thrown open? This is a ridiculous situation.

What is the hon the Minister's record in connection with promises about education? [Interjections.] In 1987 this hon Minister considered mixed school sport wrong in principle; the very next year he sacrificed that principle. [Interjections.] In 1989 the hon the Minister considered open schools wrong in principle, but in 1990 the hon the Minister has abandoned that principle.

I want to put it to the hon the Minister that he will soon yield to the fatal logic of politics, and will have to open schools unconditionally, without the parents having any say.

It is thus political unreliability of the NP which caused a letter-writer to write the following in the latest edition of *Parrot*:

Nasionale Party bedank! Die volk, ons Blankes, het u uitgewind. Ons respekteer u nie meer nie. Ons verrou u nie meer nie. Ons glo u nie meer nie. Ons is moeg vir u en u stories. Ons is keelvol vir u nuwe Suid-Afrika.

[Interjections.] [Time expired.]

\*THE MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the letter-writer in *Parrot* to whom the hon member for Brits has referred can write whatever she likes; as long as the NP is in power and as long as it pleases the hon the State President to allow me to occupy this post, I shall continue to occupy it. Let us understand one another clearly on this point. [Interjections.]

However, I shall react as follows to what the hon member for Pinetown and the hon member for Brits have said. I think the hon member for Pinetown is being unnecessarily spiteful. [Interjections.] After all, this has been very clearly stated—again this afternoon—and the hon member need only look at my speech; he will find it there: In both my announcement and my speech. The fact of the matter is that the present two models will continue to exist, irrespective of whether a choice can be exercised in connection with either of two additional models. This present model, the status quo, means in terms of the present Constitution that the present state schools are separate schools, whereas, in terms of legislation in connection with private schools, there may be private schools.

The development in connection with parental choice lies in the fact that if a specific parent community of a specific school is for some or other reason not satisfied with the status quo, they may exercise a choice—with a large majority of say 90%, as I said. Obviously this is not in conflict with what the hon the Minister of Constitutional Development has said.

The hon the Minister of Constitutional Development has said that if such a school wants to exercise one of the options after say 90% of the parents have agreed to its being made a private school model, the parent community of the relevant school can also decide that that private school is for Whites only. In the same way a school community can decide to adopt the

private school model in terms of which they also want to admit pupils of colour. [Time expired.]

\*Mr J VAN ECK: Mr Speaker, what we have heard from this hon Minister is really the old language of an old dispensation. Language of that kind is not going to get us anywhere in future. In the new South Africa there is not going to be apartheid in schools. There are not going to be separate schools. That hon Minister should accept that now. [Interjections.] He must either accept that or find himself another party. [Interjections.]

It is of cardinal importance for the reforms introduced here not to be implemented reluctantly or half-heartedly. The hon the Minister's announcement that only a majority of 90% of the parents community can result in a school being open, is an example of what I am referring to: A reluctant approach to reform. [Interjections.] The hon the Minister would have received far more praise if he had simply announced that from now on state schools could be open. But no, all manner of qualifications have been introduced. Why must it be a ratio of 90:10? It is like a 90cm chair and a 10cm chair, and the hon the Minister cannot decide which one he must sit on. It therefore means that 90% of the parents can ensure that a school can be open, whereas 10% can keep that school closed. That is what it amounts to. The hon the Minister is therefore opening for apartheid. [Interjections.] Yes, 10% of the parent community has the power to keep the school closed, but 90% is needed to open the school. [Interjections.] That hon Minister is therefore still supporting racism, because 10% of racists can keep the school closed. [Interjections.]

As regards the second aspect—that of local option—the DP does not believe that communities must have the right to decide whether or not they want to apply racism in a state school. [Interjections.] We believe school apartheid is both immoral and educationally stupid, particularly in the days ahead. In a new South Africa, with a bill of rights, no state school is going to have the right to turn pupils away on the basis of race or colour. The sooner that hon Minister accepts this the better.

\*Mr SPEAKER: Order! The hon member's time has expired.

HOUSE OF ASSEMBLY

Those hon members are peddling this in the rural areas and elsewhere. [Interjections.] I have said repeatedly—I am saying so again—that the hon members must put the entire matter in perspective, and then I will be satisfied. The status quo of state schools is separate schools. I have said repeatedly that this will remain in the case. [Interjections.] This is therefore not in line with what the hon member for Brits has said. [Interjections.]

(1) Whether his Department notified interested parties in a circular that a uniform system of self-supporting operation of school bus transport was to be implemented for the four provincial education departments with effect from 1 April 1990; if so, what are the main contents thereof;

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

BS43E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the system is being phased in over a period of seven years. The Department will continue to make transport bursaries available to needy pupils;

(2) no.

Let me come back to the hon member for Pinetown. There is something he does not want to understand, and he can understand it if he wants to. We require 90% for example—I have referred to a high percentage—of the parents of a specific school to decide. What must be decided? If that percentage of parents prefer, it can become a private school, and that school can be open. In other words it can admit pupils of another colour. However, 90% of the parents of another specific school can also opt for the private school model to run that private school for Whites only. That is precisely what the hon the Minister of Constitutional Development said. [Time expired.]

\*Nkosi Sikelele' i-Afrika!

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

(1) Whether it is the standpoint of his Department that teachers may compel pupils to sing 'Nkosi Sikelele' i-Afrika' during school hours; if so, why; if not,

(2) whether he will consider sending a circular in this regard to all principals under the control of his Department to inform them about this;

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

BS58E

THE MINISTER OF EDUCATION AND CULTURE:

\*Mr SPEAKER: Order! I should like to tell the hon member for Claremont that it has in all seriousness been brought to my attention now why he did not hear me the first time, and I greatly appreciate that.

Debate concluded.

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

Pre-primary schools: subsidisation

\*3. Mr K M ANDREW asked the Minister of Education and Culture:

(1) Whether pre-primary schools are eligible for any form of subsidisation; if not, why not, if so, for what forms of subsidisation;

(2) whether the admission to such schools of children of races other than White (a)

Mr SPEAKER: Order! I regret that the hon member's time has expired.

Mr R M BURROWS: So do I, Sir.

\*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, before I reply to the hon member for Pinetown, let me first refer to the contribution of the hon member for Brits. In the course of his speech he again made a statement, and I have written it down. He said that in principle every White school was open.

Own Affairs: 8/5/90

School bus transport

\*1. Mr A GERBER asked the Minister of Education and Culture:

(1) Whether pre-primary schools are eligible for any form of subsidisation; if not, why not, if so, for what forms of subsidisation;

(2) whether the admission to such schools of children of races other than White (a)

Mr R M BURROWS: So do I, Sir.

HOUSE OF ASSEMBLY

affects the subsidy and (b) is subject to a quota; if so, (i) why, (ii) how is the subsidy affected and (iii) what are the quotas set?

12/5/90 S/S/11 B925E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, there are three categories which are eligible for subsidy:

- public pre-primary schools which are fully maintained by the Department
- departmentally controlled private pre-primary schools, the teaching staff of which are paid in full by the Department
- grant-aided private pre-primary schools receiving an annual *per capita* subsidy according to a specific scale to a fixed maximum;

(2) (a) no,  
(b) Yes,

(i) Own affairs schools for White pupils are provided in accordance with the existing Constitution and legislation. Pupils of other races are admitted in accordance with the principle of rendering service to other population groups

(ii) see (2)(a)  
(iii) as agreed upon after consideration of the local circumstances. These may differ in the provincial education departments.

New models for schools

\*4. Mr K M ANDREW asked the Minister of Education and Culture: *12/5/90 S/S/11*

(1) Whether he intends to announce final decisions in respect of new models for schools by a particular date; if so, by what date, if not, why not; *(S)*

(2) whether the delay in announcing these decisions has any effect on the forward planning of schools; if so, what steps are being taken to assist schools in this regard?

B925E

HOUSE OF ASSEMBLY

Unemployment Insurance Fund: balance

320. Mr P H P GASTROW asked the Minister of Manpower: *12/5/90 S/S/11*

(1) What was balance of the Unemployment Insurance Fund at the end of 1989;

(2) (a) what was the total amount (i) paid into the Fund by State employers and employees and (ii) paid out in benefits in that year and (b) to how many applicants were benefits paid;

(3) (a) what is the present average rate of interest received by the Fund and (b) what amount was paid from the Fund in 1989 in respect of administration costs;

(4) (a) what total amount in unclaimed money is held in the Fund and (b) how many persons are involved in this amount;

(5) how many employers were registered with the unemployment Insurance Fund as at 31 December 1989?

B810E

The MINISTER OF MANPOWER:

(1) R862 808 398 (reserves)

(2) (a) (i) R 43 980 883  
(ii) R562 965 266\*

(b) 472 091\*

(3) (a) 14,74%

(b) R35 218 064 (depreciation excluded)

(4) (a) Not available

(b) Not available

(5) 158 793

\*Total benefits and applicants, not only in respect of State employees. Those figures are not available. See question 319.

Note: The above-mentioned figures are provisional and subject to audit. Please see also the annual report for this information.

SABC: curtailing of external broadcasting services

334 Mr P G SOAL asked the Minister of Foreign Affairs: *12/5/90 S/S/11*

(1) Whether the South African Broadcasting Corporation recently held consultations with his Department with a view to cur-

tailing certain external broadcasting services; if so, (a) what was the import of these discussions and (b) (i) what decision was reached and (ii) what were the (aa) reasons for and (bb) financial implications of this decision;

(2) whether he will make a statement on the matter? *12/5/90 S/S/11* B824E

The MINISTER OF FOREIGN AFFAIRS:

(1) Yes

(a) Over the past three years extended and regular consultations were conducted at the highest level between the SABC and the Department of Foreign Affairs regarding the rationalisation of some of the external services of Radio RSA which proved to be no longer audience — and cost-effective. In the light of these consultations, based on a comprehensive study by the Department on the utilisation and cost-effectiveness of short wave radio broadcasting to North America and Europe, the Department of Foreign Affairs, in consultation with the SABC, came to the conclusion that there was a need for improvement and rationalisation.

(b) (i) the decision taken entails:

— The improvement and expansion of Radio RSA's short wave broadcasting to Africa where this type of communication method is highly effective and where South Africa does not readily enjoy access through the use of alternative communication media.

— The suspension of such services to the Northern Hemisphere and South America. At the same time there will be concentration on more modern, more effective and more accessible communication methods in order to reach in this way the key multipliers in those communities, knowing that the majority of Radio RSA's current short wave listeners in these areas do not fall within this category.

HOUSE OF ASSEMBLY

# Boycotts close 74 schools

Political Staff

CAME TIMES 9/5/90 (50)

A TOTAL of 74 schools out of 2 224 administered by the Department of Education and Training were closed yesterday because of school boycotts and another 103 recorded an attendance of less than 80%.

A department spokesman disclosed that the majority of the schools affected were in the Free State, where 38, mainly on the Goldfields, were closed.

The only area totally unaffected was Johannesburg.

The spokesman said there were no reports of any of the department's 59 217 teachers being on strike.

Replying to a question in Parlia-

ment earlier, Minister of Education and Training Dr Stoffel van der Merwe said no disciplinary action had been taken against teachers who had been absent from service for more than 14 days without leave.

He said the black community interpreted inequalities in educational facilities as discriminatory and this naturally led to frustration and dissatisfaction — feelings which could easily be exploited for political gain.

He said it had been impossible to identify individual teachers who had participated in protest marches, and some principals and senior staff had been intimidated.

# Race quota on white pre-school subsidies

App. 7m75 9/5/90 Political Staff 50

THE payment of subsidies to white pre-primary schools was not affected if they admitted pupils of other races, but it was subject to a quota, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

The quota was applied because "own affairs schools for white pupils are provided in accordance with the existing constitution and legislation.

"Pupils of other races are admitted in accordance with the principle of rendering service to other population groups," he said in reply to a question, which was tabled by Mr Ken Andrew (DP, Gardens).

These quotas were "as agreed upon after consideration of the local circumstances.

"These may differ in the provincial education departments," Mr Clase said.



# Alexandra education project receives R100 000 boost

Staff Reporter

9/5/90  
The Alexandra Community Education Centre (ACE), a R15 million project undertaken jointly by The Star, Bramley Rotary Club and the Department of Education and Training, has received a R100 000 boost from the Otis Elevator Company.

Last August, Otis donated R50 000 towards the centre.

Building of a technical high school, which will accommodate 450 students, is already underway at the centre.

The multi-purpose ACE Centre was made possible by major donations from Barlow Rand

and Toyota. Barlow Rand donated R3 million over three years and Toyota will provide workshops for the second phase of the school.

Other donors are JCI Chairman's Fund R250 000, AECI R120 000, The Star Teach Fund R100 000, Sasol R90 000, Millionex R65 000, Premier Food R63 482, Estate late Carleo-Putco R50 000, Allied Building Society Educational Trust R50 000, Argus Newspapers Ltd R50 000, National Orchestra concert proceeds R16 500, Hyde Park Centre R11 000, sundry donations R3 563.

● Barlow Rand Educational Trust has donated R1 million towards building the first students' residence in a residential village at Mangosuthu Technikon, KwaZulu, bringing to R5 million the amount the company has donated to technical education in South Africa in six months. A total of R3 million went to the ACE Centre in Alexandra and R1 million to Durban's M L Sultan Technikon.

● The residence at Mangosuthu Technikon will accommodate about 50 students. It is part of a R4 million development which will house 400 students.

# Nonracial school makes waves in Brits

11/5/90

50

A new South Africa is taking shape on the playing fields of King's College, Brits.

The school, in the heart of conservative white South Africa, is the first nonracial English-medium school in the town. Set on a hill in the midst of thick indigenous bush, it opened in January this year with an enrolment of 100. About half the pupils are black.

The Brits Town Council last year approved plans for the buildings, apparently without realising the "religious school" had received Government permission to admit all races.

Its opening has caused bitterness in some sections of the Brits community. One resident said a home-owner near the college was so angry about the "black" school in a white suburb that she was threatening legal action.

He also claimed the electricity was deliberately cut when the school opened, forcing the purchase of a power plant so lessons could continue. The power has still not been restored as the CP-controlled council looks at ways of forcing the school to close.

Hein Enslin, managing director of Vametco, shrugs off the town's irritation.

"You know how conservative the plateland is," he said. "The school is here to stay."

King's College was built with the help of Vametco, a local vanadium mining company which was prepared to make a substantial contribution — provided the school was "open". The church group had no problem with this and went ahead to obtain permission.

Vametco manager (social responsibilities) Asaph Moshikaro

When the CP-dominated Brits Town Council approved plans for an "open" English-medium school in the town, a local mining company jumped or the chance to assist the community, reports WINNIE GRAHAM

said when King's approached his company for financial aid. It was to build an English-medium school in Brits. "There wasn't one in the town. We agreed to help, provided the school was nonracial."

Apart from the new college, Vametco has adopted 12 schools in the area catering for more than 10 000 pupils. It has built additional classrooms at each and, in response to requests from the community, built and equipped a comprehensive library at Mothotlung.

Two engineers at Vametco, aware of the shortage of maths and science teachers, last year helped teach pupils of the near-by Mothotlung high school.

## Beauty contest

According to Mr Moshikaro, the school's matric pupils last year received among the highest marks in Bophuthatswana for these two subjects.

Vametco has arranged for headmasters to attend courses in administration at St Alban's College in Pretoria and, working with the local communities, has helped start youth clubs, specifically for leadership training, in the area.

A "Miss Mothotlung" beauty contest, held in conjunction with a 25 km marathon, is planned for today.

Mr Moshikaro says school/

university/technikon fees of all children of Vametco employees are paid by the company. It also makes bursaries available to young people wanting to study engineering, metallurgy and accountancy.

Vametco is committed to social justice, education and the upliftment of black communities, and is exerting increasing influence in the Brits area.

Originally owned by Union Carbide, 90 percent of Vametco's shares were taken over in 1986 by a small American company, the Strategic Mineral Corporation of America. The remaining 10 percent of the company is locally owned.

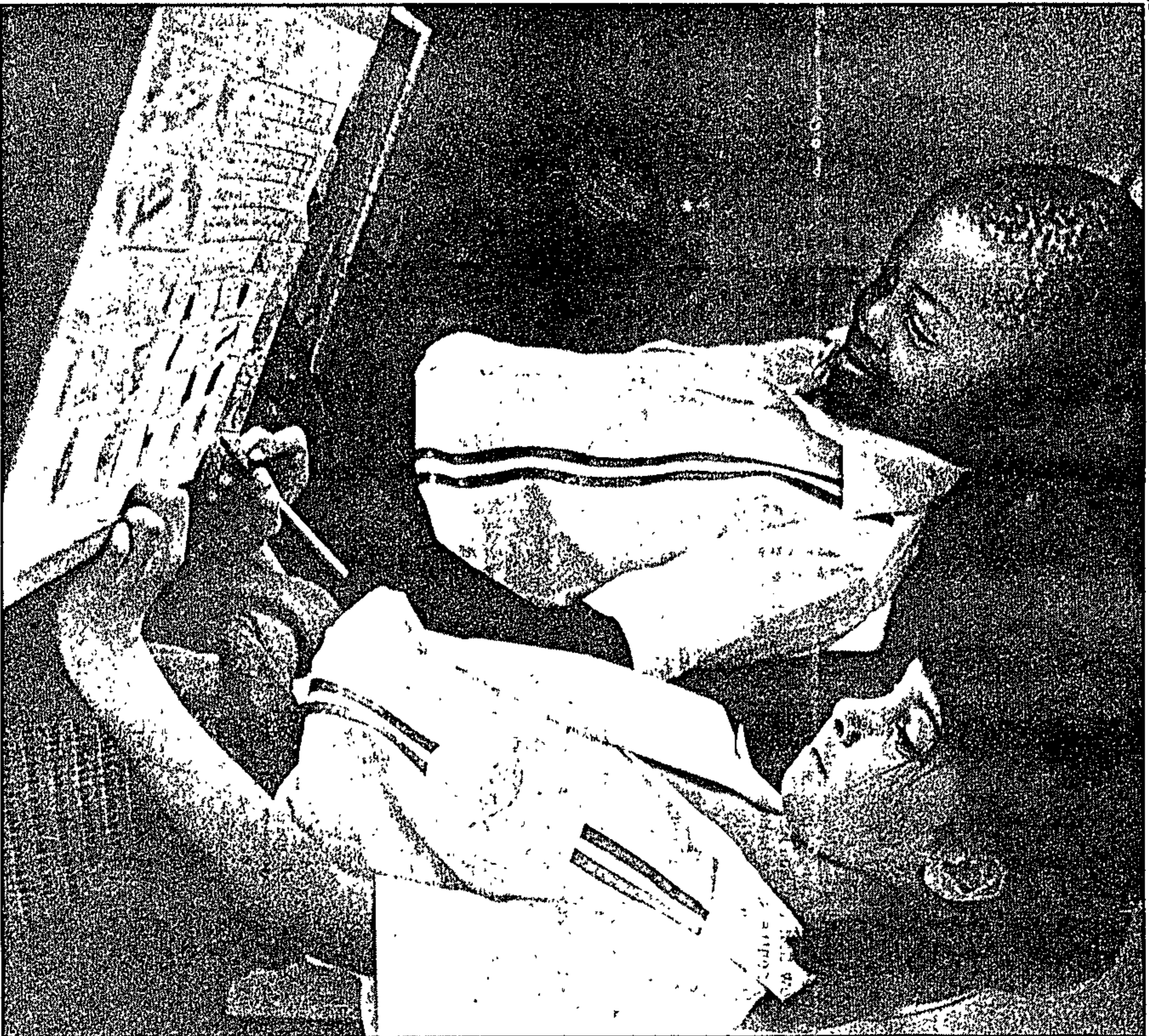
Mr Enslin said the driving force behind the company's community involvement stemmed originally from its American associations and the Sullivan code of principles.

"As the years went by, however, we realised increasingly how much upliftment the community needed and decided to go all out to help. We're a small company with just 420 black employees, but we're determined to do our best for them and the community."

With about R10 million a year available for "social responsibility" projects, Vametco works closely with the community on dozens of new schemes.

But its influence is more than financial. When someone at the Vametco offices asked the white women staff to teach the wives of black mine-workers to knit and sew, they accepted the challenge. As a result, nearly 500 women have acquired new skills.

The company's main focus, however, remains on schooling. "We see education as the top priority," Mr Moshikaro said.



Two young pupils at King's College, Brits, go about their lessons while the CP-controlled town decides what should be done to close down the "black" school.

# Sharpeville faces new education crisis as pupils stage protest

C/Pres 13/5/90

SD

By STAN MHLONGO

SHARPEVILLE, the Vaal township that has known so much sorrow during the past three decades, is facing a new crisis - this time in education.

Principals, teachers and pupils this week told *City Press* that since schools opened on January 10 this year pupils have been to school for only 35 days.

While the rest of the country responded with excitement to the back-to-school call, Sharpeville pupils made it clear they were returning to classes under protest.

The situation deteriorated after 5 000 teachers affiliated to the Vaal Progressive Teachers' Organisation staged a chalks-down protest claiming the Department of Education and Train-

ing had ignored a memorandum handed to them on February 21.

The protest started on March 19 - a month after Sharpeville pupils had embarked on a class boycott.

Five days before this pupils had staged another protest, claiming the DET Vaal region had failed to respond to a memorandum listing their grievances and presented to the DET on February 14.

Sharpeville pupils said they knew education in 1990 would open on a sour note unless the DET acted swiftly to address problems in black education.

While pupils in other areas were still recovering from Christmas holidays, Sharpeville pupils had already drafted complaints to be addressed by the

DET Vaal region.

"If this was not done, we realised this would be a year of hardship for Sharpeville pupils," said a member of the area's Student Representative Council.

The main grievances contained in the memorandum handed to the DET's Vereeniging regional office were the lack of stationery and textbooks, and a shortage of teachers.

Director of the Vaal regional office, FH Foster, said the head office in Pretoria had not yet responded to the pupils' demand for more textbooks and stationery.

On the shortage of teachers, Foster said the DET allocated a fixed ratio of teachers to all schools and this had been done in Sharpeville as in all other areas.

# Club grants funds for Sotho encyclopaedia

THE Ikageng Women's Club (Rockville branch) has become the first organisation to respond with funds to help a Soweto clergyman publish a Northern Sotho encyclopaedia.

The Rev Pheagane Michael Makoela of the Evangelical Lutheran Church in Zone 5 Meadowlands, recently appealed to the community and business sector to sponsor the encyclopaedia's publication.

Makoela told *Sowetan* last month that since 1978, he had approached several publishers to look at his manuscripts, but all had turned them down.

## Pioneer

He said as a result of the donation from the women's club, he has opened a trust fund called the Ikgantshe -Ka Segageno Trust Fund with the Perm Building Society in Dube, Soweto. The number of the transmission account is 1118228400104. Those who wish to make donations to the fund can make deposits at any Board to publish my



REV MAKOELA

Perm branch and must quote the account number.

According to Makoela, he is the pioneer of a Northern Sotho encyclopaedia. It is called *Ikgantshe Ka Segageno* and has three volumes: Volume 1 (African culture and nature), Volume 2 (The comparison between African culture and theology) and Volume 3 (Dictionary).

"The unpublished encyclopedia is a study guide to be prescribed to primary and high schools, colleges and universities. I have even obtained permission from the Northern Sotho Language

work," Makoela said.

"I am now appealing to the community: authors, journalists, business people or any interested individuals, to assist me. I believe this encyclopaedia will go a long way in helping our children to master their language," he said.

Makoela can be contacted at: The Evangelical Lutheran Church, 126 Ntuli Street, Zone 5 Meadowlands (next to Meadowlands Stadium). Alternatively, telephone (011) 936-8721.

1118228400104

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# Verdict soon on DET youth camps

THE Government had received the third report of the Van der Heever Commission of Inquiry into the Department of Education's youth camps and would soon give its reaction to it, Minister of Education Dr Stoffel van der Merwe, said yesterday. 50

Speaking in his vote on the Budget, he said any irregularities uncovered by the commission would be thoroughly dealt with as had happened with the first two reports. Sowetan 15/5/90

## Library books

The Attorney-General was still studying the commission's earlier findings and had not yet given its response. Sowetan 15/5/90

The only matter still outstanding in the inquiry was the question of a supply of library books on which the commission had not yet reported. - Sapa.

## Black education stifled - Minister

RESOURCES for black education were lost over the years because those involved had pulled in opposite directions, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday. Sowetan 15/5/90

This had happened because the schools had been made the focal point of a political struggle. A more mature approach was now needed. Sowetan 15/5/90

"From my side we stand ready to muster all available resources and all our energy towards the goal of attaining sensible education for black children," he said.

He called on people and organisations genuinely interested in the improvement of education for blacks to co-operate. Sowetan 15/5/90

There were more than 7,5 million blacks at school in South Africa today compared with 750 000, 40 years ago. - Sapa.

# Education is state 'responsibility'

CARE T-12  
15/5/70  
50

Staff Reporter

SCHOOLS should not be privatised because education should remain the responsibility of the state, the chairman of the National Education Crisis Committee, Mr Monde Tulwane, said last night.

Conveying "greetings in the name of the ANC" to a spirited public meeting on open education, at a packed St Joseph's School Hall in Rondebosch, he said: "The dreadful plight of African education does not make white education 'better'."

Mr Tulwane called for "assistance to bring about people's education to empower all South Africans".

The NECC wanted a single education authority and schools to be opened, he said.

Presenting another viewpoint, the principal of Westerford High School,

Dr John Gibbon, said the present school committees would be called upon to exercise their discretion as to the admission of other races.

He believed that, besides the scrapping of race bars, there should be no changes to admission criteria.

Most schools were already full and people should not fear a drop in standards, Dr Gibbon said.

Schools with extra space should consider entrance tests, while communities should "work out particular criteria" to address the problem of big age discrepancies among pupils in the same standard that may arise if blacks were admitted.

The meeting was arranged by, among other bodies, the Black Sash, the NECC, the National Union of South African Students and the South African Youth Congress.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising from the reply of the hon the Minister, is he aware that a question with regard to this matter was raised at the Natal Provincial Committee meeting and that the reply of the province was that the authorities concerned do not know anything about this?

The MINISTER: Good luck to them if they do not know anything about it. The less they know about it, the better! As far as I am concerned, I want the lot to go. [Interjections.]

Mr M Y BAIG: Mr Chairman, further arising from the reply of the hon the Minister, has he taken into consideration that, whilst this is a good measure, the establishment of this road will place a heavier strain on Higgenson Highway? Therefore, whilst this is on the drawing board, a second access road should also get off the ground to accommodate the additional flow of traffic.

The MINISTER: Sir, I take the point that has been made by the hon member for Moorross. The most important point that was made in the consultant's report was that the planning and execution of a road of this nature had been long overdue. The Shallcross area does not have a proper access or link road into the main road system.

**First-time home owners: subsidy**

\*5. Mr K PANDAY asked the Minister of Housing: *Hansard 15/5/90*

Whether, with reference to the reply by the Minister of Planning and Provincial Affairs to Question No 1 on 26 April 1990, he is giving consideration to raising the ceiling of the subsidy for first-time home owners from R65 000 to R75 000; if not, why not; if so, what are the relevant details?

The MINISTER OF HOUSING:

D163E

No. Under normal conditions the maximum total cost of a property including all cost in respect of stand, dwelling, administration, financing, freehold rights and consultant's fees may not exceed the amount of R65 000. However under exceptional conditions where inexpensive sands are not available and the valuation of the stand by the building society/

HOUSE OF DELEGATES

financial institution exceeds R20 000, an increase in the total maximum limit may be allowed up to R75 000 if approved by the responsible Minister. Each case is treated independently and on merit.

Mr K PANDAY: Mr Chairman, arising out of the reply of the hon the Minister, has he considered that the servicing of land in Natal — where more than 80% of the Indian people live — will cost twice as much, particularly because of the terrain there as compared to land elsewhere in the Republic of South Africa?

The MINISTER: Sir, I appreciate that. That is why a certain measure of discretion is necessary. However the hon member may be aware that a limited amount of money is made available as far as subsidies concerned and we therefore have to work within certain parameters. However, when the joint meeting of the Housing Ministers takes place, I will certainly bring this to their notice to see whether we can get further relief. *Hansard 15/5/90*

Mr K PANDAY: Mr Chairman, further arising out of the reply by the hon the Minister, has he considered the fact that this amount was raised some three to four years ago and that there had not been a review since? I think it is time that this should be reviewed, particularly with regard to the inflation cost. If it has not been reviewed, it should be reviewed now.

The MINISTER: Sir, I made the point that I will certainly go forward with this during the joint meeting of the Housing Ministers to see what relief can be obtained. It has more chance of success if there is a measure of agreement amongst all the hon Ministers to announce the amount of money available to us in terms of our budgets.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, further arising out of the reply by the hon the Minister, and in respect to his answer regarding more chance of success, is the hon the Minister aware that the hon the Minister of Planning and Provincial Affairs had indicated that an hon Minister in this house has the complete autonomy to raise the ceiling, particularly from the point of view that millions and millions of rands for housing were unutilised at the end of the last financial year?

The MINISTER: Sir, all the funds that had been allocated to this Ministry have been earmarked for some purpose.

The LEADER OF THE OFFICIAL OPPOSITION: You are inefficient! [Interjections.]

The MINISTER: I just want to say that I have only been in this position for six months. If the money has not been used, the person who was here before me, must have been hopeless. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! The hon the Minister is on his feet.

The MINISTER: Mr Chairman, I was saying earlier that funds allocated to us in our budgets, have been allocated for a great many projects. The fact that that money may not have been

utilised entirely because a project had not reached completion, is no cause for handing out money left, right and centre. The hon member may know that the House of Assembly, in fact, stopped this kind of subsidy last year, while we went on giving that money. [Interjections.]

*Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.*

**Education budget: shortfall**

\*6. Mr K PANDAY asked the Minister of Education and Culture:

Whether there is a shortfall in the education budget for the 1990-91 financial year; if so, (a) why, (b) what (i) is the extent and (ii) are the details of this shortfall and (c) what steps have been taken and/or are to be taken in this regard?

D167E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) Due to a general cut-back on Government expenditure a consequential shortfall was passed on to the education function. This in turn restricted the allocation to this Administration to a level where at this moment in time our actual requirements cannot be met by the allocation.

(b) (i) R73 096 000

(ii) **EDUCATION AND CULTURE VOTE**

Programme 1 : Administration	R 27 435 000
Programme 2 : Education	R 1 456 000
Programme 4 : Culture Promotion	R 25 677 000
	R 302 000

**EDUCATION RELATED SERVICES**

Budgetary and Auxiliary Services	R 45 661 000
Programme 2 : Associated and Supporting Services	R 456 000
Local Government, Housing and Agriculture	
Programme 1 : Administration	R 67 000
Programme 3 : Acquisition of Land	R 823 000
Programme 4 : Provision of Building and Structures	R 23 286 000
: Hire of Accommodation	R 61 000
: Minor Works	R 988 000
: Repairs and Renovations	R 17 107 000

HOUSE OF DELEGATES

Health Services and Welfare	
Programme 3 : School Health Services	R 48 000
National Health and Population Development	
Programme 8 : Civil Pensions	R 2 757 000
Transport	
Programme 4 : G G. Transport	R 68 000

(c) A strategic adjustment for this and the next four years is at this stage being planned to determine what expenditure could possibly be deferred without affecting the standard of education. As soon as the full implications of such an adjustment have been evaluated, the necessary authorities (including the Departments of National Education and Finance) will be approached conveying our predicament. If necessary the matter will be taken up at ministerial level and if need be with the State President.

For written reply.

General Affairs:

SATS: Strike

16. Mr K CHETTY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

- (a) What are the dates of the most recent strike by workers of the South African Transport Services, (b) how many workers participated in this strike, (c) what were the causes of the strike, (d) how many man-days were lost as a result, (e) what was the total financial loss in respect of damage to property and (f) what total amount was lost by these workers in earnings?

*Hansard 15/5/90* D111E  
 THE MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

- (a) 2 November 1989-31 January 1990.
- (b) 26 745.
- (c) (i) Minimum wage of R1 500 per month.
- (ii) Recognition of SARHWU as a Trade Union.
- (iii) Revision of the Disciplinary Code.

The MINISTER OF HOUSING:

- (1) No.
- (a) Because in terms of a directive issued by the former Minister of Housing (Mr A Rajbansi) the Housing Development Board resolved at its meeting held in Johannesburg on 17 November 1988 that when a tenant sold his business, it would accept the purchaser of such business, as the new tenant.

(b)	R Parther	
	S Govender (Mrs)	
	K Naidoo	
	A A Vally	
	Jivan Seebran	
	M P Moodley	
	M E Govender (Dr)	
	R Perumal	
	O F Manjoo	
	S A Perm	
	M Jeena (Dr)	
	I Dada (Dr)	

(2) (a)	B Seetbran (Autobran (Pty) Ltd)	62 Bellair Road, Cato Manor
	D Parmanand	121/123 Dorchester Road, Sea View
	Messrs Chatsmoor Trading (pty) Ltd.	15 Mansfield Road, Warwick Avenue
	(D Paragjee)	
	A K Suleman	94 River Road, Sea View
	A Khan	272 Randles Road, Cato Manor
	S G Ram	22 Acorn Road, Durban
	A S Wahab	97 Trimborne Road, Cato Manor
	A M Moola	188 Umgeni Road, Greyville
	A F Bee Bee	741 Bellair Road, Cato Manor

(3) (a)	No.	
	(i) Because the difference in extent of the different shops.	
	(ii) Shop 6 — B Seebran (Autobran (Pty) Ltd)	: R12.01/m <sup>2</sup>
	Shop 8 — D Parmanand	: 11.20/m <sup>2</sup>
	Shop 9 — Messrs Chatsmoor Trading	: 10.50/m <sup>2</sup>
	Shop 11 — A K Suleman	: 12.00/m <sup>2</sup>
	Shop 12 — A Khan	: 11.77/m <sup>2</sup>
	Shop 14 — S G Ram	: 11.89/m <sup>2</sup>
	Shop 15 — A S Wahab	: 10.92/m <sup>2</sup>
	Shop 18 — A M Moola	: 10.93/m <sup>2</sup>
	Shop 21 — A F Bee Bee	: 11.95/m <sup>2</sup>

(b) No.

D31E



Minister is so involved in practising politics and in carrying out his Broederbond instructions that he is trampling agriculture underfoot in the process. [Interjections.]

In the Free State, with which I am familiar, there are people who, when they join the CP, have not participated in those activities which the hon the Minister has just read out from the Act, but they are simply not reappointed to the agricultural credit committees. [Interjections.] The hon the Minister is aware of this because his friend the former MP for Heilbron was also involved in this. The hon the Minister, too, was involved in this. He knows about it. He knows which people I am referring to. I want to tell him that this nepotism which he is displaying here by way of the type of remark he has just uttered once again, is a typical Third World characteristic. It is one of those characteristics that cause foreign investors to say that they are not interested in us.

I can understand the hon the Minister displaying a Third World tendency. After all, he is on the road to an Azanian culture. [Interjections.] It is a typical Third World approach that he is displaying here. [Interjections.] That approach is that those people should look after themselves—at the expense of the industry. [Interjections.] [Time expired.]

\*Mr A A B BRUWER: Mr Speaker, this hon Minister has just told us that once a man begins to practise politics or to concern himself with politics, he will no longer appoint him to those committees. Surely Dr Grobler, whom they had to get onto that committee at any cost, also practises politics. Does he not practise politics? Did he not practise politics? [Interjections.]

If, according to this letter, he consults the NP in connection with names of members of the committees, why does he not also consult the CP? [Interjections.] Surely if he were to do this, he would be acting fairly. [Interjections.]

Another statement which this hon Minister made, was that there were, in fact, CPs on those committees. Those places in which there are, in fact, CPs serving on those committees are those places where there are no longer any Nationalists to serve on those committees. [Interjections.] Yes, they are in the Transvaal. [Interjections.] There are certain places in the Transvaal where there are no more Nationalists! [Interjections.] They have no confidence in this hon Minister. I

think this hon Minister has disappointed the farmers. He ought to resign. I believe it would be in the interests of the farmers of South Africa if he were to resign. [Interjections.] [Time expired.]

\*The MINISTER OF AGRICULTURAL DEVELOPMENT: Mr Speaker, I just want to reply firstly to the hon member for Albany.

I should like to tell the hon member I am delighted with his support. I take it to heart. We try to select the best farmers for this very important job, and we will continue to do just that.

\*I now come back to the charge the CP have laid at my door in this regard. We will relieve anyone, regardless of whether he is a Nationalist, a CP or whatever, of that office if he practises politics whilst he holds that office. [Interjections.] If he practises politics under the guise of the Agricultural Credit Board, I shall relieve him of his post. [Interjections.] That applies to everyone. He must therefore serve agriculture independently. That, of course, is not what the CP does. [Interjections.]

Surely this is an old game of the CP! They have brought about a division in politics. They have divided the cultural organisations. They have even made an assault on the church. [Interjections.] Surely that is true! Now they are attempting to divide agriculture. [Interjections.] Do they think we are going to accept that? No, Sir! [Interjections.] Let us just take a look at how we reacted.

The hon member for Lydenburg is fighting with me about so-called political appointments. There are quite a number of former chairmen of district and regional agricultural unions sitting in this House whom I could mention—they are from Wellington, Humansdorp and Cradock—who, when they were elected to Parliament, resigned from their positions in organised agriculture. [Interjections.]

Did the hon member for Lydenburg resign from his position? [Interjections.] He wears two hats on his head, a political hat and an agricultural hat, and the word "CP" is written on both of them. [Interjections.] Does he think we will fall for that little joke?

With regard to this little game I just want to say that we in agriculture work with realities and with facts, but realities and facts are foreign to the CP. They are working with emotions and

attempting to take over things to the detriment of agriculture. I also want to warn organised agriculture that if they do not watch out for this, they will become bogged down in the empty ideology of the CP. [Interjections.] [Time expired.]

(2) whether it is his intention to give academic status to the college and hospital at Onderstepoort; if not, why not; if so, when?

\*The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) June 1991

(ii) R38 000 000,

(b) still under consideration;

(2) no, because the facility at Onderstepoort is a full faculty of veterinary science of the University of Pretoria and not a separate institution.

†Indicates translated version.  
For oral reply:  
Own Affairs:

Onderstepoort: teaching establishment

\*1. Mr R V CARLISLE asked the Minister of Education and Culture:

(1) What is the (a) total planned teaching establishment and (b) current staff complement of the Onderstepoort Veterinary College;

(2) whether there is a shortage of teaching staff at this college at present; if so, (a) to what is this attributable and (b) what steps are being taken to eliminate the shortage?

Answers: 15/5/90 B929E  
The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Still being considered,  
(b) 83;

(2) yes,  
(a) a shortage of veterinary surgeons with post-graduate qualifications who are interested in an academic career,  
(b) veterinary surgeons are encouraged to undertake post-graduate studies.

Onderstepoort: new animal hospital

\*2. Mr R V CARLISLE asked the Minister of Education and Culture:

(1) (a) (i) When and (ii) at what estimated cost will the new animal hospital at Onderstepoort be commissioned and (b) what is the proposed staff establishment of this hospital;

BHS: bomb threat

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

(1) Whether a bomb threat was received at the Boys High School in Paarl on or about 23 April 1990; if so, what are the relevant details; Answers: 15/5/90

(2) whether security measures for the protection of the pupils and teachers at this school have since been taken; if not, why not;

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

Answers: B933E  
The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, a telephonic warning was received. The necessary security measures were taken whereafter the normal school programme continued;

(2) no, the existing measures are sufficient;

(3) no.

Schoolchildren smoking

\*4. Mr K M ANDREW asked the Minister of Education and Culture: Answers: 15/5/90

(1) Whether his Department has any estimate of the number of schoolchildren smoking cigarettes; if not, why not; if so, (a) how many are cigarette-smokers and (b) what are their ages; Answers: SO

(2) whether this number is increasing or decreasing;

(3) whether his Department conducts specific campaigns to discourage children from smoking; if not, why not; if so, what campaigns?

*Hansard* 15/5/90 B994E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, ~~(S)~~ (SD)

(a) and (b) results of a recent empirical survey by the Pilot Committee Care for our Youth 2000 will shortly be released as a component of the full report;

(2) see (1);

(3) yes, the campaign against the smoking habit amongst pupils receives continual attention during the lessons in applicable subjects and in programmes in the curriculum of primary and high schools. In addition the recommendations of the Pilot Committee Care for our Youth 2000 will also receive serious attention.

For written reply:

General Affairs:

Black apprentices

300 Mr S S VAN DER MERWE asked the Minister for Administration and Economic Co-ordination: *Hansard* 15/5/90

(1) (a) How many persons were serving apprenticeships in the public service as at the latest specified date for which information is available. (b) how many of these persons were Black and (c) (i) in what capacity and (ii) in which Departments were such Blacks serving apprenticeships; (2) whether there are currently any limitations on the employment of Blacks as apprentices in any Government Departments; if so, (a) what limitations, and (b) why, in each case? ~~(S)~~ B777E

THE MINISTER FOR ADMINISTRATION AND ECONOMIC CO-ORDINATION:

Details as on 31 December 1989 are as follows:

(1) (a) 379  
(b) 56

Force, (b) how many of these are filled by conscripted national servicemen and (c) in respect of what date is this information furnished;

(3) how long is the basic training period under the new one-year national service scheme? *Hansard* 15/5/90 B890E

THE MINISTER OF DEFENCE:

(1) (a) The figures for each intake differ and the February 1990 intake is used as an example.

(i) PhD Law	: 2
LLM	: 2
LLB	: 144
BA Law	: 10
B Proc	: 27
B Juris	: 16
B Comm Law	: 7
BLC	: 2

(ii) This statistic is not kept and is therefore not readily available.

(b) National servicemen who possess the degrees PhD Law, LLM, LLB or B Proc are utilised as Military Law Officers or Law Clerks. Those in possession of the degrees BA Law, B Comm Law, B Juris or BLC are utilised as Military Police Officers or Military Police Clerks.

(2) (a) 214  
(b) 112  
(c) 30 April 1990.  
(3) 7 weeks.

Exchequer personnel corps in Natal: employees

364. Mr W C MALAN asked the Minister for Administration and Economic Co-ordination:

How many (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians were employed in each specified salary interval of the exchequer personnel corps in Natal, excluding Kwazulu, in September 1988? *Hansard* 15/5/90 B892E

THE MINISTER FOR ADMINISTRATION AND ECONOMIC CO-ORDINATION:  
Information regarding the geographical distribution of the exchequer personnel corps is not readily available. It would also not be possible to obtain information as far back as September 1988 from departments. *Hansard* 15/5/90

Exchequer personnel corps in Transvaal: employees

365. Mr W C MALAN asked the Minister for Administration and Economic Co-ordination:

How many (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians were employed in each specified salary interval of the exchequer personnel corps in the Transvaal, excluding the self-governing territories, in September 1988? *Hansard* 15/5/90 B893E

THE MINISTER FOR ADMINISTRATION AND ECONOMIC CO-ORDINATION:

Information regarding the geographical distribution of the exchequer personnel corps is not readily available. It would also not be possible to obtain information as far back as September 1988 from departments.

SADF: suicides

376. Lt-Gen R H D ROGERS asked the Minister of Defence:

Whether any (a) national servicemen, (b) members of the Permanent Force and (c) members of the Citizen Force Commandos (i) attempted to commit and (ii) committed suicide in 1989; if so, (aa) how many in each case and (bb) what means did each such person employ? *Hansard* 15/5/90 B904E

THE MINISTER OF DEFENCE:

(a) National Servicemen

(i)	(ii)
(aa) 259	11
(bb) Overdose	168
Slashed wrists	70
Drank poison	3
Hanged	3
Shot	1
Gassed	4
Suffocated	1
Ate metal	5
Bumped head	1
Self-mutilating	2
Drank brasso	1

# I dread black exam results – Marais

The present system of education was unacceptable to most blacks, *Deputy Minister of Education and Training Pieter Marais* said in Parliament yesterday.

Several breakthroughs had been made, said Mr Marais, but as long as blacks believed, rightly or wrongly, that the system was disadvantageous to them, no general success would be achieved.

The chances of good results this year were disturbingly limited because of the disruption already experienced in many schools, said Mr Marais.

"It would be irresponsible for me not to say at this early stage that I experience a feeling of dread when I think of what is going to happen to thousands of Std 10 pupils at the end of the year.

"Even at this late stage, I still invite our pupils, teachers, communities and politicians of all persuasions to join us in an extraordinary effort to try to save what can still be saved."

18/5/98 Homelands 50

*Minister of Education and Training Stoffel van der Merwe* said more than 7,5 million blacks were at schools in South Africa and the homelands. Forty years ago the figure was 750 000.

Dr van der Merwe said in his budget vote that a great part of the resources for black education had been lost over the years because schools had been made the focal point of a political struggle.

His deputy, Mr Marais, said South Africa was a land of promise and opportunities for all its people, but those promises would only be fulfilled if people were willing to work hard.

In the new South Africa, the colour of one's skin

would not be a deciding factor, only what kind of training had been received, said Mr Marais.

Over the last 10 years, an annual average of 2 100 classrooms had been built, 2 000 teachers appointed and 45 schools opened, and the department was still unable to cope.

"I can only be honest and say we are busy providing more and more pupils with an unsuitable education and the results are getting weaker every year.

"The growth in pupil numbers and teachers is forcing us to make watershed decisions."

## Adapted

Too many children were being educated too similarly, and the teaching programmes would have to be adapted.

Senior certificates were being issued with less and less relevance to an increasing number of children.

"We will have to concentrate on giving all citizens of the country the same basic, generally formative education for a certain period of time.

"Together with that, we will have to provide a large variety of opportunities for career education for all who want to qualify themselves for a useful job," said Mr Marais.

"The career education must be available at many sites, also at employers in the private sector. It must be planned and provided on a regional basis and a trainee must receive a certificate on completion of a course.

"These certificates must have market value as a top priority. They must be useful and practicable, they must enable people to earn a living." — Sapa.

8/21 15/5/90

(50)

NE

# Schools can join fight against threats to planet

By Adam Gordon

Throughout history, humans have had to deal with menaces such as drought, floods, icy winters and wild animals.

Nature was a huge, powerful and unpredictable enemy that had to be conquered. Human survival itself depended on it.

Super-technology turned the tables in the 20th century. Natural disasters still occur, but humans believe they can overcome nature.

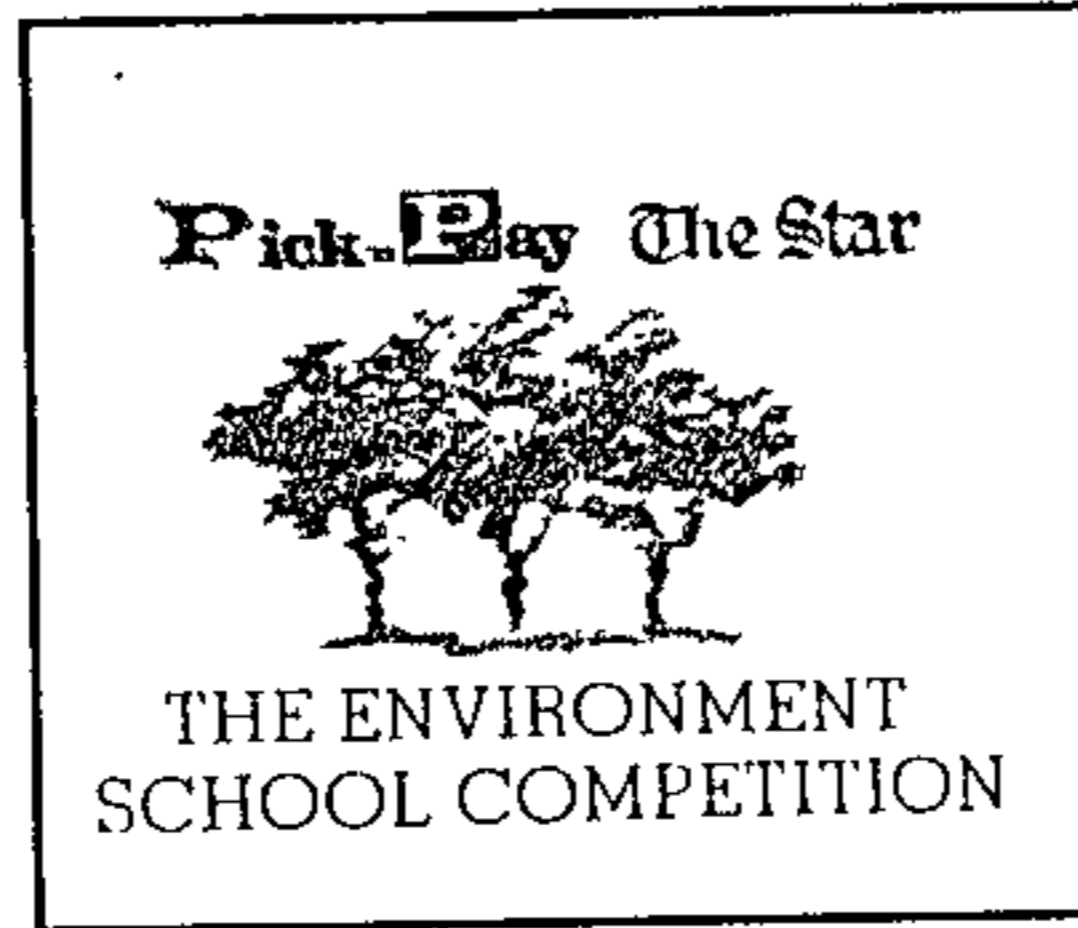
Now it looks like human progress has become the danger.

Acid rain, global warming, ozone depletion, toxic waste, mass forest destruction and more. These phenomena all threaten life as we know it.

When we've fished all the fish, shot all the wild animals, and fouled up the seas and the air, we might have a hard time recognising this planet.

So suddenly, ironically, humans are beginning to perceive their survival as bound up in the protection of nature.

The history of the South African landscape tells this story. Once wild and unknown, it has slowly been subjected to European style "progress". Where in the past



this country was an ecological paradise, unduly blessed with natural resources and relatively few people to spoil them, we now face serious environmental decay.

Alarming reports have surfaced in recent years: acid rain from factory sulphuric air pollution in the Eastern Transvaal, lethal mercury levels in Natal's river water, thousands of dead fish in the river near the Sappi paper plant last year, gene-bending pesticides, and toxic waste processing in Natal.

In a few years, parts of this country could resemble the infamous industrial wastelands of Europe and America.

The main enemy is ignorance. People are simply unaware of the extent of environmental damage and the risks this brings. The biggest danger is the feeling that the environment is "someone else's problem", or there are "experts" that have everything under control.

People often complacently feel that if anything was really life threatening it wouldn't be allowed. Wrong. The ozone has a huge hole because nobody would listen until it was too late.

The major task of the Pick 'n Pay/Star Green Week competition is to educate young people. Everybody should know what the dangers are, who is guilty of environment destruction, and what can be done.

By participating in this massive clean-up of South Africa, schools will not only learn about the threats facing the planet and help to solve the problem of solid waste — but entrants in each region stand the chance of winning a computer and software for the school valued at about R12 000.

And the national winner will receive a computer network for the school valued at R92 000. Read The Star every day this week for more details on how to enter the competition.

# Most whites favour open schools <sup>(50)</sup> study

PRETORIA — The majority of white adults favoured "open" schools, providing standards and admission requirements were maintained.

This was a finding of a nationwide Human Sciences Research Council (HSRC) study involving 1 856 whites.

Nearly 52% of respondents strongly favoured or predominantly favoured open schools while 40,9% were either strongly opposed to the concept or predominantly against it.

The study by researchers Chris de Kock and Nic Rhodie, was made after the recent announcement in Parliament of two

GERALD REILLY

education models which provided for the admission of other races to white schools.

More than 66% were positive about the model which provided for existing white schools being privatised if supported by a majority of parents. They felt schools should decide whether to admit other races.

There was a positive reaction of 54,2% to the second model which provided that white government schools could admit non-white pupils if this was favoured by a majority of parents.

<sup>B 10 am 16/5/70</sup>  
The belief that pupils would get a higher quality of education was one reason why the privatisation model was found acceptable.

The researchers said 66,2% of respondents believed parents should have the final say.

On the issue of a central education department for all South Africans, 33,1% were strongly in favour and 16,3% strongly against.

The study also showed that 67% of respondents supported empty white schools being used for the education of pupils of other races.

BID<sup>m</sup> 16/5/90

**Businessmen back rabbi's education fund-raising drive**

THE Hebrew letters which spell out the current Jewish year, 5750, form an acronym meaning, "this will be a year of miracles". Johannesburg rabbi David Masinter intends making the prediction come true for Jewish education in SA.

Backed by top businessmen, he has launched Miracle Drive 1990 with a fund-raising target of R500 000.

Masinter has good reason to believe he can succeed — he raised R400 000 last year.

Chairman of the fund-raising board is SA Breweries MD Meyer Kahn. Other members include Max

**DANIEL FELDMAN**

Pollak and Freemantle senior partner David Shapiro and Twins Pharmaceuticals MDs Solly and Abie Krok.

All the money will go directly to educational programmes to benefit many of SA's 118 000 Jews.

Masinter and Rabbi Michael Katz run Chabad House in Yeoville — the "outreach arm" and activities centre of the Lubavitch Foundation of Southern Africa. The Lubavitch movement is a worldwide organisation, based in New York and led by Rabbi Menachem Schneerson.

Total value of prizes in the fund-raising competition is R130 000. They include a car, a portable telephone, Krugerrands, and a spa bath.

Tickets don't come cheap — they are R500 each, and you can get four draws for a "gold ticket" at R1 000.

Masinter says every service the campaign uses is donated.

Chabad House offers adult education classes from basic Hebrew to Jewish mysticism, organises rural communities, and runs the largest camp in SA, the Gan Yisrael Day Camp. It also maintains a hospital-visiting programme and counselling services.

(50)

# Bid to find more African talent 50

A GROUP of individuals in Chuenespoort in the Northern Transvaal have come together to form "Kopano Reading Club" aimed at unearthing more African writers.

The club's secretary, Mr M G Ngoana, said in addition to writers, the club wanted to research and pool a talent of actors

*so we have*  
and musicians for cultural enrichment.

"We shall also be doing research and storing cultural data for future social and national education. We want to encourage pupils, students and the public to read.

"In future, we also intend to have members who are teachers to intro-

*16/5/90*  
duce literacy classes and also visit schools to emphasise to pupils the importance of education," he said.

Ngoana said the club was in need of donations or sponsorship from companies, businessmen or individuals. He also said members of the public were welcome for membership.

Any correspondence can be directed at Kopana Reading Club, PO Box 1261, Chuenespoort, 0745.

# Writers respond

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OXFORD University Press has announced that it has received great response from established and potential writers in a new competition in which it invited them to tell teenagers about a story they might be "hiding".

A spokesman said although anyone can enter, the publisher hopes to discover new talent. (50)

She said they wanted people who have had interesting experiences to write stories about those experiences.

The competition closes on June 30, this year. It carries a first prize of R5 000.

For further information, contact, The Organiser, Betrokke Tienerprosa Kompetisie, Oxford University Press, Box 1141, Cape Town.

16/5/90



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**SABC relying increasingly on computers,**

**says Harmse**

*Bryan 17/5/90*  
THE SABC was a high-tech organisation that would rely increasingly on the power and flexibility of computers, SABC director-general Wynand Harmse said yesterday.

Opening the 12th annual Computer Faire at Nasrec, Harmse said the use of digital techniques in broadcasting and the SABC's investigation into subscription TV illustrated its increasing involvement with information technology. In the 1990s the SABC would make more use of satellites in broadcasting.

And in gathering and disseminating information, broadcasting would need to join forces with data capture systems and associated technology.

Through a combination of broadcasting technology and computerisation, a source of information could be created which almost everyone in SA could have access to.

Distance education was important, but the problem was the need to overcome distance and the lack of means of most.

Harmse said a country with a similar disadvantage was Alaska, where about 8 000 teachers served an area of 95 000km<sup>2</sup>.

The Alaskan solution was a state-wide computer network which allowed swift communication between educators and teaching authorities. The SABC was negotiating on a project with Alaska involving on-air communication between Alaskan and SA school children.

Other SABC applications of sophisticated information technology included goal oriented broadcasts aimed at various professionals.

On the SABC's increasing use of computers, he said together with the radio data system which would be introduced in the next few years, microcomputers in radios would allow listeners to drive long distances without retuning radios. In the SABC's investigation into subscription TV, smart cards (like credit cards with microprocessors built in) could be used to gain access to the service.

The Computer Faire will run until May 19 from 10am to 7pm daily. — Sapa.

TELEVISION should be used to help educate the masses in South Africa - and TV lessons can be on the air within six months if the Government gives the go-ahead.

So says television personality-turned-MP, Mrs Carol Charlewood.

Speaking in the SABC debate yesterday, Charlewood warned that if South Africa was to have a healthy economy and stable social foundation in the future, it would have to intensify efforts to educate its children.

Within 20 years, the country would have 8-million school children - more than 7-million of them black.

To educate them would take about 450 000 teachers ... "an impossible demand".

But television, "the

# Use TV to teach - MP

SOWETAN Correspondent

most powerful medium in the world, can be used to educate the masses in this country if it is given a chance.

"There are six hours of dead air time between 8,30 am and 2,30 pm that could be perfect for the

To Page 2

17/5/90

## Teach with TV call

From Page 1

purpose. SOWETAN 17/5/90 Academics and business leaders believed television could play a pivotal role in the education.

However, Charlewood said, there were problems that would have to be resolved first.

One of the chief ob-

stacles was the "unwieldy presence" of 15 departments of education and 1 400 syllabi.

### Lessons

She said the SABC chairman Professor Christo Pienaar had spelled out two major requirements for using television for teaching: that programmes be produced locally and that the number of syllabi be reduced.

Charlewood said televised lessons could be backed up "on paper" to integrate them into the curriculum.

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however, be obtained from the schools concerned.

Hostel management: uniform system

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

- (1) Whether his Department sent a circular to interested parties in which it was stated that a uniform system of hostel management was being implemented for the four provincial education departments with effect from 1 April 1990; if so, what are the main contents thereof;
- (2) whether this decision has been implemented;
- (3) whether he will make a statement on the matter?

B857E

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, details are given of the new system of the economic management of hostels which is based on the principle of each hostel being run as an economic unit;
- (2) yes, partially because the system is to be phased in over a period of three years;
- (3) no.

Official newspaper of Department

122. Mr H H SCHWARZ asked the Minister of Education and Culture:

- (1) Whether his Department has an official newspaper; if so, (a) what is it called, (b) when was it printed for the first time, (c) what has been the cost of publishing it to date, (d) how many copies of the publication were printed for the first issue and (e) what purpose does it serve;
- (2) whether tenders were called for this publication; if so,
- (3) whether the lowest tender was accepted; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
  - (a) DEC News/DOK Nuus,
  - (b) November 1989,
  - (c) R7 498,54 for two editions,
  - (d) 12 000,
  - (e) to inform opinion makers and other parties interested in education of the policies of the Department and to keep them abreast of recent events in education with a view to meaningful mutual communication;
- (2) no, it was handled by The Government Printing Works in accordance with Treasury Instruction S2.1.1;
- (3) falls away.

### HOUSE OF DELEGATES

#### QUESTIONS

† Indicates translated version.

For written reply:

Own Affairs:

#### AIDS information programmes in schools

37. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether his Department is devising Aids information programmes for use in schools falling under his control; if not, why not; if so, what are the names of the educational authorities that are involved in these programmes;
- (2) whether these education authorities or his Department is seeking advice from individuals or organisations in devising such programmes; if not, why not; if so, from which individuals or organisations;
- (3) whether any instructions and/or recommendations are to be conveyed to education authorities regarding the introduction of such programmes at school level; if not, why not; if so, (a) what instructions and recommendations and (b) when?

The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes  
Whist educational authorities per se are not involved in these programmes, five teachers' centres under the control of my Department are disseminating titles of video tapes and pertinent literature to all Indian schools.
- (2) Yes  
My Department is working in co-operation with national committees to design awareness and preventative programmes for implementation at its schools. The information paper entitled, "Educational principles regarding AIDS-control and behavioural Change" by Dr Linda van Rooyen is being used as a basis to formu-

late the Department's programme.

Further, the Department of Health Services and Welfare which has the expertise to handle topics of this nature, provides guidance to pupils via their nursing staff.

An Inter-Departmental Committee (Department of Education and Culture and Department of Health Services and Welfare) is responsible for co-ordination.

- (3) No  
The Department is giving attention to the revision of its Health Education syllabuses to make provision for the teaching of topics which deal with not only present day health issues but also the inculcation of values and attitudes which hold good for all times.

#### Repayment of bursaries

38. Mr M RAJAB asked the Minister of Education and Culture:

- (1) Whether, during the latest specified period of three years for which information is available, teachers to whom his Department was unable to offer posts were required to repay bursaries provided by his Department; if so, (a) why, (b) on what terms and (c) how many teachers fell into this category; if not,
- (2) whether the money advanced by way of such bursaries is written off; if so, what total amount of money was so written off during the above-mentioned period; if not, what procedure is followed in this regard?

D151E

The MINISTER OF EDUCATION AND CULTURE:

- (1) No.  
(a), (b) and (c) fall away.
- (2) No.

All educators who received bursaries have been offered employment, either against substantive posts or as locos tenentes. The service so rendered counts against redeeming the bursary obligations and only those educators who either decline appointments or resign without redeeming their bursary obligations are

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B997E

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D150E

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BACKGROUND

# Pollution battle will cause anguish - UK Minister

**RICHARD NORTH** reports from the United Nations environment conference where 34 nations have signed a declaration on action to combat global warming.

Britain will establish a national strategy to control greenhouse gases such as carbon dioxide by November, says David Trippier, the British Environment Minister.

"It will have serious implications for transport and energy," he said and warned of "pain and anguish" in the battle to curb rising emissions from traffic and industry.

It was the first time the government had pledged Britain to drawing up a timetable on cutbacks in carbon dioxide emissions. Mr Trippier said details would be given at the second World Climate Conference in Geneva in November.

He was speaking during the UN Environmental Conference in Bergen, Norway, as Britain was identified as the only north European industrial country which will not yet agree to a commitment that the gases should be stabilised at present emission levels by the year 2000.

The US has joined Canada and all the

West and East European countries in signing a unanimous declaration on sustainable development. There had been fears the US might refuse to sign a declaration which included what it considered to be open-ended commitments to helping Third World countries adjust to international environmental regulations, especially the phasing out of CFCs, which are damaging the ozone layer.

Third-world countries, including India, had privately threatened not to come to a CFC conference in London next month unless new money was made available to help them acquire the new, more expensive replacements for CFCs which are used extensively in refrigerators.

Mr Trippier said yesterday that last-minute sessions in which he had acted as

"honest broker" had brought the US to agree to a form of words "They are going to bring money to the table," he added.

The declaration, signed by the environment Ministers from 34 countries, adopts a "precautionary" approach. Environmental control measures "must anticipate, prevent and attack the causes of environmental degradation", it says and adds that "final scientific proof" cannot always be expected before action on serious environmental matters is decided. The statement drops some extreme wording which would

have forced countries to take action even where they had reasonable doubts about its benefits.

The conference was, to some extent, side-tracked into discussions about controlling carbon dioxide emissions in rich countries so as to mitigate the greenhouse effect, at the cost of talking about how the rich world can encourage ecologically sustainable economic growth in poor, southern hemisphere countries.

The US and Britain maintained that Bergen was not the main forum for climate

change discussions. But they did not dissent from hints that a 20 percent reduction in greenhouse gases by 2005 will be the kind of target negotiators will aim at in discussions later in the year. Mr Trippier believes energy efficiency will be crucial to the environment. White Paper the government will publish later in the year.

One little-noticed clause in the declaration insists that international trade negotiations should take note of the environmental implications of tariff barriers and protectionism by rich countries. This is the first time environment Ministers have accepted that trade policy is one of the most important levers rich countries have in helping or hindering poor countries develop sustainable and profitable agriculture

and resource management.

Tom Burke, a representative of the Green Alliance and an important broker between environment groups and the government at the conference said that the conference had been a setback. "It will send a signal to the developing world that we don't care and that we will not take any measures that cause pain."

The Bergen conference is likely to be remembered most as the place in which environment campaigners, industry and governments agreed to a parallel process of informal discussions outside the formal negotiations. The ministerial conference was preceded by a week of talks between governments and interest groups which produced a joint statement.

On Tuesday, representatives of environmental groups were allowed into the ministerial drafting sessions. It was not meant to set a precedent, but almost certainly has - The Independent News Service

See 19/5/90

SC

# Basis of hope in desert of strife

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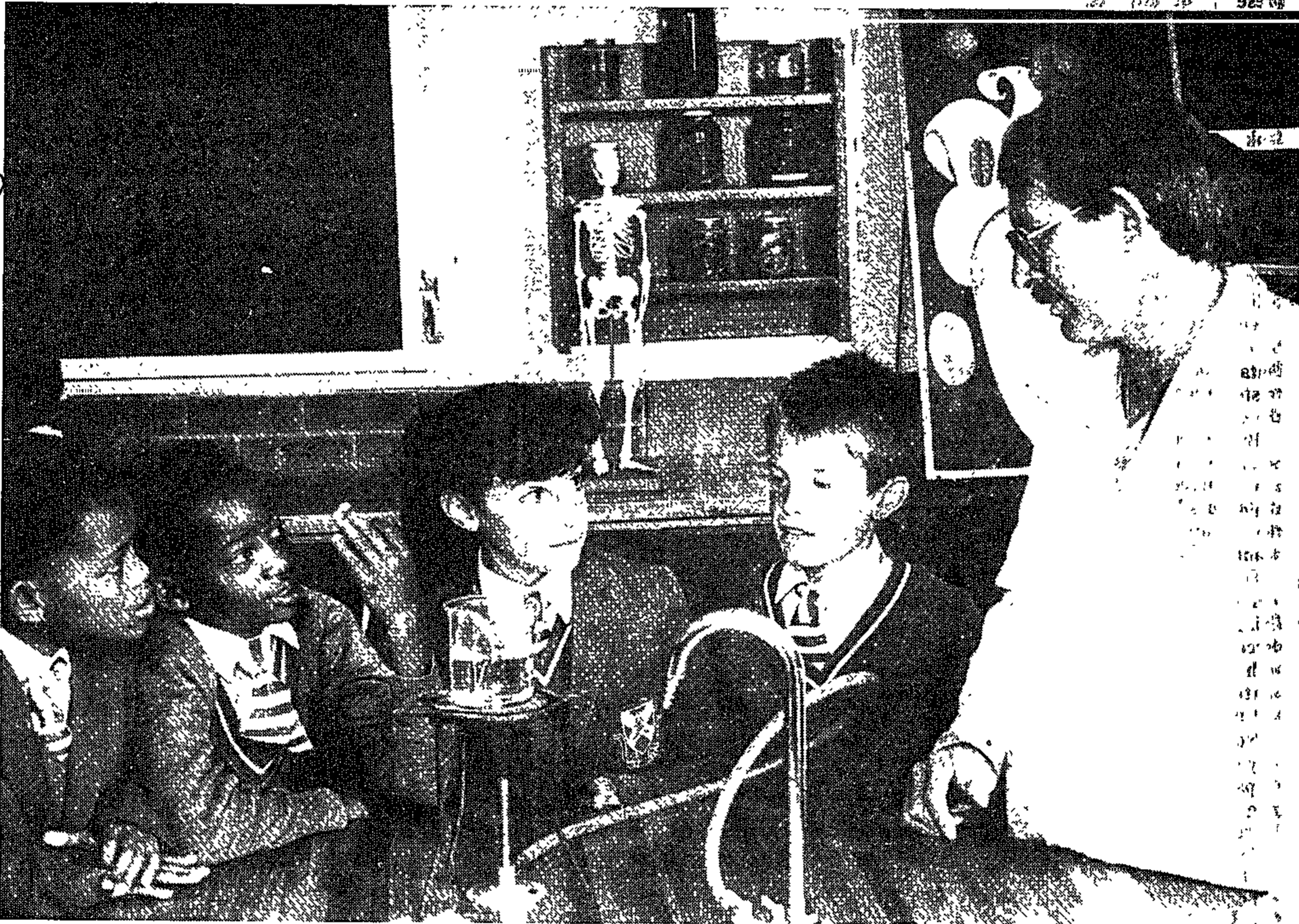
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The R3,5 million first-phase expansion project at Welkom's St Andrews School includes among its facilities a fully equipped science laboratory.

The school's expansion includes the construction of a fully-equipped secondary school block of nine classrooms, biology and science labs and a geography room.

A new media centre incorporating a fully-equipped computer centre and auditorium forms the hub of the school.

At the moment the school also boasts pre-preparatory classes which cater for children from the age of three before starting Sub A. In addition, there are also preparatory classes which go up to Std 5.

Stobie also said the school has a carefully planned curriculum which will be followed in the secondary school to be built.

The school became non-racial in 1980 after land was donated by then mining group Union Corporation along with R65 000 from Anglo American Corporation.

# Belhar's MIP hits at school funds system

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## Political Staff

**THE** government's formula for financing education is blatant discrimination and makes no provision for the backlogs in coloured schools, says the Labour Party MP for Belhar, Mr J Simmons.

There were 158 double-session classes and 146 mobile units and 191 secondary schools did not even have halls, but the formula did not provide funds for dealing with these shortages, he said in Parliament on Friday during the national education vote.

The A-factor in the formula differed from department to department, and was 1,5 for House of Assembly schools, 0,87 for House of Representatives and 0,48 for Department of Education and Training schools.

However, if the formula in

white schools was applied to coloured schools, the House of Representatives Department of Education and Culture had a shortage of R1,3 billion and 22 000 teachers.

On the basis of pupil numbers, black schools should have received R17bn instead of the R2,6bn in the current budget if the same formula was applied as in white schools.

Mr Simmons said the subsidy made no provision for the backlog in classroom accommodation, particularly in regard to double session classes, where the same classroom is used for different classes on the same day, or to the forced use of mobile units.

Since 1984, 28 halls had been built at House of Representative schools at a cost of R18,7m, but 191 of the 242 secondary schools still did not have halls, and 775

state primary schools and 981 state-supported schools had no halls.

Since 1984, 32 hostels had been built at a cost of R59,9m but the provision of hostels at 20 secondary and 48 primary schools had been identified as necessary.

The formula also did not provide for pre-primary education, although this was regarded as essential.

Ever since 1964, the department had had to cope with a large backlog in the provision of schools.

Mr Simmons said he welcomed the investigation by the education ministers in a wide-ranging education renewal strategy but he urged the government to reassess the education formula so that funds could be provided in the new formula to deal with these shortages.

# DET won't resolve its legitimacy crisis: NECC

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Sowetan 21/5/90

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THE National Education Co-ordinating Committee has welcomed the Government's announcement last week that a single education system was on the agenda and up for discussion.

In a statement, the NECC said the announcement was a step forward as the DET had recognised that the present black education was un-

## SOWETAN REPORTER

acceptable to the people it was intended for.

"We welcome their proposal to develop an acceptable formula that is determined by the people and also a proposal to review the Council of Education and Training (CET).

"However, the NECC still believes that the DET is inherently undemocratic because it is fundamentally unaccountable to the people it claims to serve.

## Crisis

"Regardless of the Education and Training Act (Act 35 of 9189), the DET will not be able to resolve its crisis of legitimacy and acceptability and thereby be unable to resolve the crisis in education.

"We in the NECC believe that the resolution to the crisis lies in the resolution of the national

political crisis. However, in the meantime (prior to the election of a national constituent assembly), the crisis can be reduced if an interim government, consisting of the main actors, namely the ANC and the NP is constituted as a matter of urgency.

"With regard to education, this proposed interim government would then be responsible for the establishment of an interim education department whose objective it would be to resolve the crisis in all areas of education.

"We believe that this would result in both quantitative and qualitative changes.

"Talking of a single education department rings hollow without fundamental changes. Indeed, talking a single department of education that does not address or respond to the people's concerns, grievances or suspicions will remain fundamentally undemocratic."



# School opens on Gary Player's farm

By STAN MHLONGO

GOLF maestro Gary Player received a thunderous applause from hundreds of black kids after a posh school was opened on his farm this week.

Blair Atholl School, north-west of Johannesburg in a little-known area called Lanseria, was inherited by Player after he bought the farm in 1984.

At the time the school was in a sorry state - 30 pupils were jampacked inside a disused garage. As the number of pupils grew, they had to be accommodated in a barn.

Player's son Mark is now the manager of the farm school.

Blair Atholl School was financed by the Gary Player Foundation in liaison with several international companies.

National Education Co-ordinating Committee general secretary Ihron Rensburg said intervention and programmes in education will lay the foundations upon which a future people's government is built.

Addressing United States educationists and dignitaries who attended the

opening function of the the school this week, Mark Player said two-thirds of South Africa's young black pupils were being educated in farm schools - not in the townships.

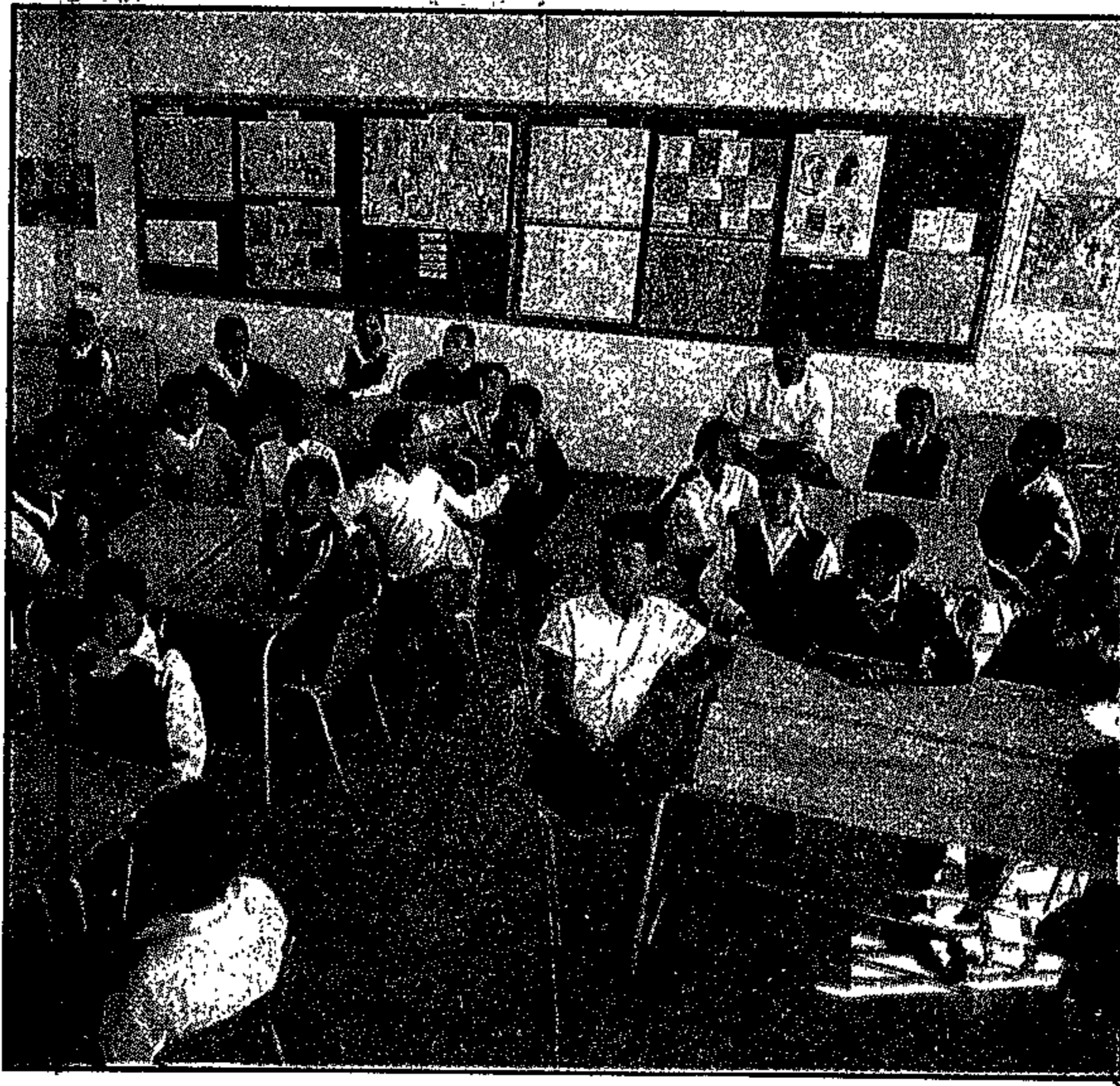
"This realisation has prompted the Gary Player Foundation to try and raise money locally and overseas to construct better farm schools," he said.

Mark thinks the Department of Education and Training - with private enterprise - should make a combined effort to improve the standard of black education.

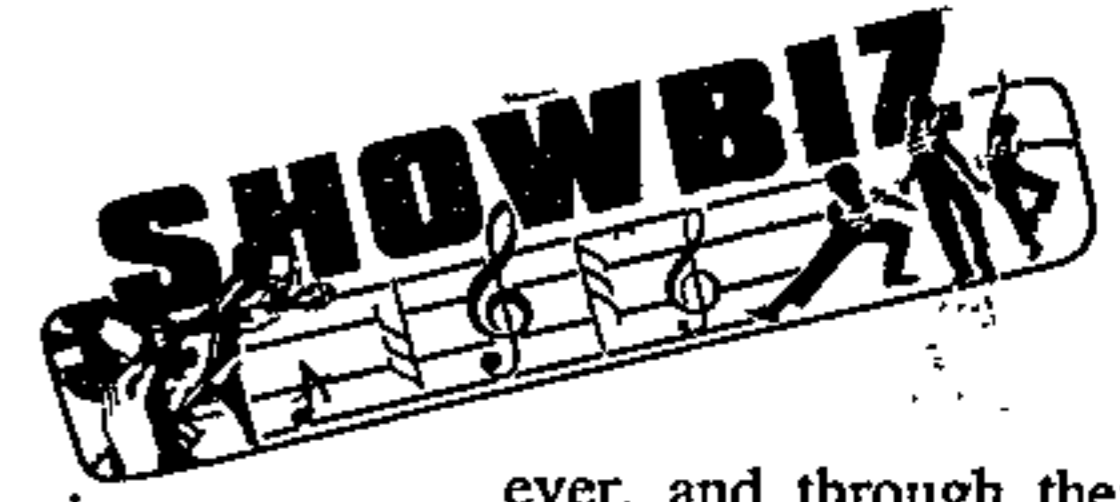
Explaining the reasons which prompted his father to start the foundation which has built the school, Mark said the golfing legend used to receive numerous letters every week from farm employees, pleading with him to provide educational facilities on the farms.

The new Blair Atholl School accommodates 280 pupils from Grade One to Std 5. Its principal is Anna Modise, who has been toiling and fighting all the way to provide the area's farm kids with education.

The old school is being developed as pre-school centre.



# Vaal groups to host two cultural sessions



THE Vul'Umqondo Book Club and the Busang Thakaneng School of Dramatic Art and Research will hold two cultural sessions at the Busang Thakaneng Theatres in Sharpeville on Sunday at noon.

The first session will be a seminar on the theme: Towards the Education for Critical Consciousness - An African Perspective.

Speakers at this seminar include representatives of the African Writers Association, Pan Africanist Students Organisation, Council For Enrichment on African Political Affairs and the Vul'Umqondo Book Club.

By VICTOR  
METSAMERE

Moritso Makhunga of Vul'Umqondo will deliver a critique on the book, "Education for Critical Consciousness" by Paulo Ferreira - in the second session.

Poetry recitals will be presented by Busang Thakaneng, Mafube Arts Commune, poets Sipho Sepamla and Ingoapele Madingoane.

Many other cultural groups will also entertain at the event.

Makhunga said about this weekend's event: "The cultural sessions are a means of introducing students to a democratic platform

in the formal sector and their contribution at the sessions is important.

"Education, currently a sensitive issue, concerns them more than

ever, and through their ideas at these sessions, will be able to seek and assess alternative strategies towards the implementation of a democratic education system."

# Cawu congress in call for night schools

THE Western Cape region of the Construction and Allied Workers Union (Cawu) has called on the Congress of South African Trade Unions (Cosatu) to initiate a literacy programme within the federation as a "matter of urgency".

The call was part of a resolution on education adopted by more than 150 delegates from three branches attending the Cawu regional congress in Athlone last Sunday.

African National Congress (ANC) interim committee deputy convenor in the Western Cape, Mr Trevor Manuel, and regional secretary for Cosatu (W Cape), Ms

Luci Neyembe, were guest speakers at the congress — the first ever in the region.

The congress endorsed the recent meeting between the ANC and the government, noting mass pressure and other forms of struggle had forced the government to negotiate.

It also re-endorsed the Harare Declaration, resolving to encourage Cawu members to join the ANC and to understand and popularise ANC policies and principles.

Delegates resolved to organise and consolidate members with a view to participating in the next

round of negotiations with the South African Civil Engineering Council which, they said, was formed specifically to exclude workers from decision making and wage determination in one of the country's lowest-paying industries. *South 2315-2715190*

The congress, with other organisations, resolved to address the educational crisis in South Africa and called for night schools as a matter of urgency. Delegates agreed to call on employers to invest in such schools and to add the price of a progressive newspaper to paypackets.

Resolutions on a national mini-

imum wage, housing and subscriptions were referred to the regional executive committee.

Support was expressed for Cosatu's policy of worker unity and mergers such as that with the South African Allied Workers' Union.

Cawu also committed itself to encouraging female participation in the union, also at leadership level, in line with its non-sexist policy.

Elected office bearers: Chairperson: Mr G Qandela; vice-chairperson: Mr E Siqwabe; treasurer: Mr C Mangunai; and regional secretary: Mr I Ramtlakane.

Star 25/5/90

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BACKGROUND

# Call to decide now on TV education

Tens of thousands of students could be instantly helped — if the State allowed its transmitters to be used for privately sponsored education. **WINNIE GRAHAM** reports.

A bold new concept which will bring education to the masses virtually overnight is ready for launching once Education Minister Gene Louw gives SABC-TV the authority to beam television education during off-time.

The concept has already been approved by the SABC board, which has agreed to show educational videos daily between 8.30 am and 3 pm as soon as it receives the Government's go-ahead.

The new service is to be funded by private enterprise at no cost to the SABC, taxpayers or students.

The project has most political parties' support. Star Schools head William Smith this week said the first

programmes could be ready for broadcast within two months.

They would provide most South Africans with something for which they had been clamouring — a form of "equal education for all, whether the students come from Soweto or Sandringham".

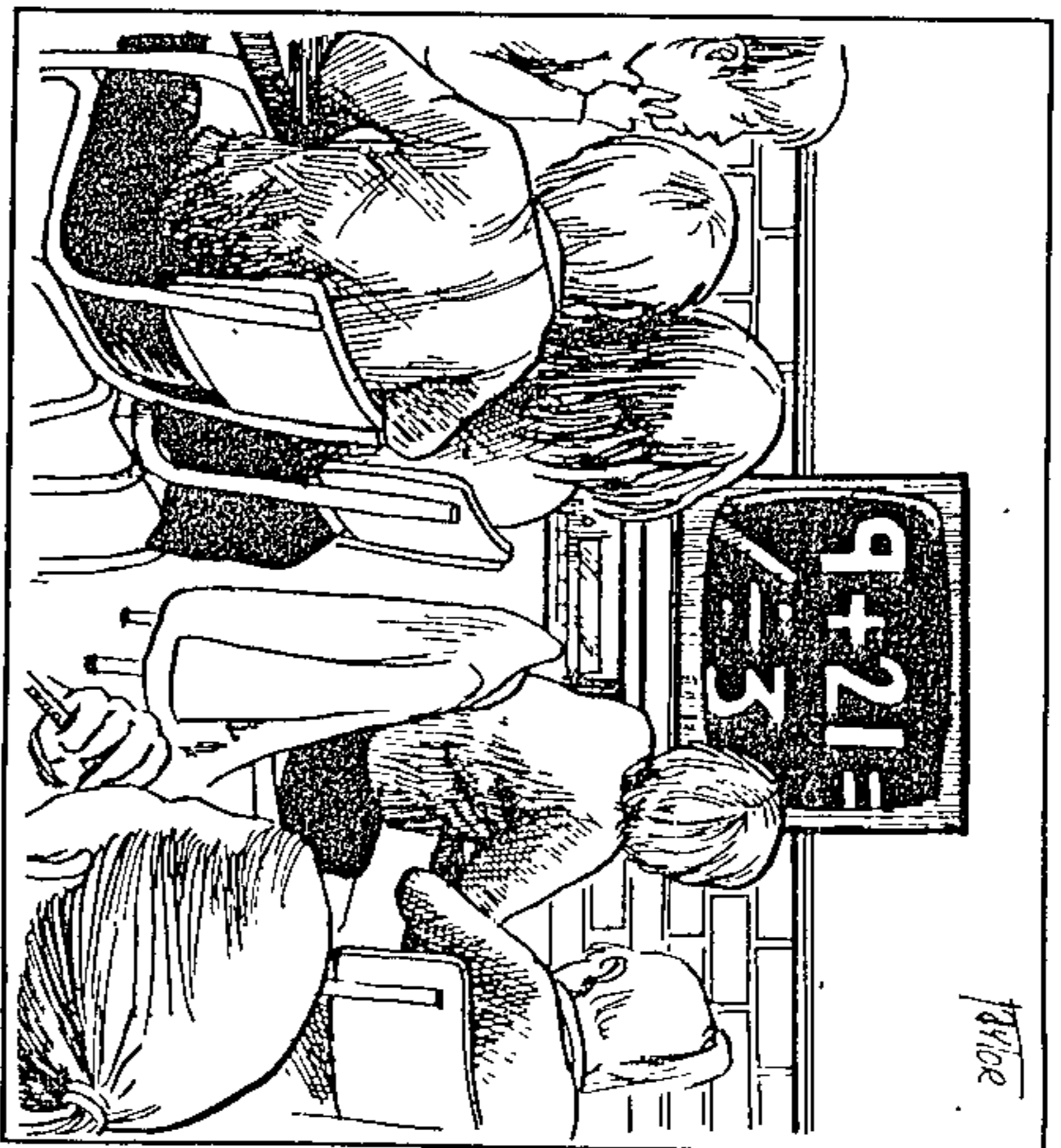
Mr Smith added: "We are in a position to help the pass rate this year — if the Minister can make a decision within the next few weeks."

## Failures

Mr Smith said he was alarmed that an education committee created by the Minister to explore reforms had been given a year in which to report back.

"Why are we waiting?" he asked. "There is nothing to lose and everything to gain in starting TV education now."

Unless immediate action was taken, thousands of failures —



"students with nowhere to go and no hope of a future" — would again be on the streets at year-end. Conventional educational

methods, he said, could not solve the education crisis. The proposed TV alternative, Mr Smith said, had been made possible by the development of

a unique facility for producing educational videos of broadcast quality at a fraction of the normal costs.

Small businesses as well as large corporations could contribute towards the cost of production, which would be "as low as R100 a minute".

Sponsors' names could appear on each programme produced under their sponsorship.

"We have been experimenting for nine years and believe the results now achieved could well be the answer to the education crisis," Mr Smith said.

Star Schools had already produced 400 hours of master video lessons over a trial period.

These had been used very effectively by teachers in schools, adult centres, the home and in teacher training.

It was possible, Mr Smith said, to produce entire syllabuses in all the major high school subjects, beaming upwards of 16 school subjects, for all standards, in all the major languages, within two years.

Special supplementary programmes would be prepared for teachers to enable them to get the most out of transmissions.

Back-up material would be made available through the press and in book form.

He added: "The success of the project will depend on teacher participation."

## Essential

Mr Smith said he believed schools would acquire television sets as soon as they perceived the value of the programmes.

Solar-powered TV units would be available for rural viewing at relatively low cost.

"What can be lost by giving immediate approval to the SABC to use their transmitters for education?"

"Broadcasting cannot possibly make the education crisis worse.

"It's more likely to be the dawn of a new era in education."

Star 24/5/90

# Education is key to economic development

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By Marguerite Moody

South Africa's ability to offer adequate educational opportunities to everyone is one of the key elements of a programme of managing our future economic development to the best advantage of all its people, Standard Bank Investment Corporation MD Conrad Strauss said on Tuesday.

Speaking at the OFS Goldfields Chamber of Commerce and Industry's annual dinner, Dr Strauss said a well-educated population was a prime requirement for a successful economy, and that South Africa's education system was so poor that most observers believed it would prove the biggest single constraint on national development.

"Of our total workforce of about 11 million, 30 percent have no education at all, 36 percent have primary schooling only and 31 percent secondary schooling. Only three percent have degrees or diplomas, and possibly 45 percent of black South Africans cannot read or write."

He cited several reasons for this, one being the rapidly rising demand for educational services.

"The Government says that the growth rate in education client numbers at schools run by the Department of Education and Training exceeds the annual economic growth rate by three percent, which implies growth of about five percent. The annual demand growth for education in the TBVC territories and the 'homelands' is at least six percent," he said.

The second major problem was that the South African educational structure was "one of the last remnants of old-fashioned apart-

heid."

"At present, South Africa tries to support 19 educational departments and six different examining authorities, and it has been estimated that there might be as many as one thousand different individual syllabuses."

Other obstacles to educational progress were the gross distortion of resources and funding in favour of whites, negative environmental factors including an unsettled political climate, the failure of the educational system to supply the skills needed by the future South Africa, and the failure of the system to produce the right quality or quantities of potential managers.

## Swift action

Dr Strauss said actions which could be taken fairly quickly to correct the flaws in the educational system included reducing the "wasteful and inefficient" duplication of services, and introducing compulsory and free primary education for all children.

He called on the business community to make a substantial contribution to the funding required to reform educational structures.

"Businessmen should recognise that the market economy will not survive in South Africa if it does not offer its benefits to the mass of our people. The right to the same education as their white fellow-countrymen is possibly the most important of these in the eyes of black South Africans. We shall not enjoy peace and stability in this country until their sense of grievance is addressed," Dr Strauss said.

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Star  
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## Teargas used to disperse 350 pupils

By Therese Anders,  
Highveld Bureau

ERMELO — Police used teargas to disperse hundreds of black school pupils who gathered for a march in Wesselton township yesterday to protest against poor education conditions.

According to a Wesselton Youth Congress spokesman, the students' planned march to the township soccer stadium was legal because permission had been given by Wesselton's town clerk.

He said students from neighbouring towns, including Breyton and Amsterdam, were to have joined.

An application to march to the Department of Education and Training (DET) office in Ermelo had earlier been refused by the town's chief magistrate.

The spokesman said police fired teargas at the 350-strong group on two occasions.

The students had then dispersed and there had been no other incidents.

The purpose of the march was to protest against the shortage of text books, the lack of teachers and classrooms and the retrenchment of unqualified teachers.

There have been no classes in Wesselton this week.

Eastern Transvaal police liaison officer, Captain Ogies van Straaten, confirmed that teargas had been used to disperse students.

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By NKOPANE  
MAKOBANE

## Education Council offers two more lectures

*Sowetan*  
25/5/90 (50)

THE Council for Black Education and Research is to offer two more lectures to complete its series on "The Role of the Arts in a Deteriorating Education."

A spokesman said tomorrow Mr Andrew Feinstein, director of In-

terface Africa, will talk on "Perceptions, Interest, and Involvement in Arts Education".

Next Saturday (June 2) Mr Motsumi Makhene of the Funda Arts Centre will deliver a lecture on "Strategies for expanding and stimulating effective structures for meaningful education through formal and non-formal arts education".

These lectures, which have been taking place every Saturday since April 21, will close with a festival presenting work by community arts projects.

Those who have presented lectures in the current series include: Chabani Manganyi of Mofolo Arts Centre, Napo Mokoena of Katlehong Arts Centre, Maishe Maponya of Wits Drama Department, Dan Lefoka of Phafogang Secondary School and former lecturer at the Soweto College of Education, Michael Muller, principal of Pelmama Academy and Frank Ledimo of the African Institute of Art.

The lectures start at 10am and finish at 12 noon. For further information contact Mrs Tshidi Napo at 938-1485.

25/1/90 (50)

# Education as a source of change

South Africa's educational challenges came into the spotlight with a speech at the University of the Witwatersrand this week.

**JANET HEARD** reports.

The clamour for a single education department and integration of schools, however justified, eventually only changes one kind of bureaucracy for another, according to educationist Professor Es'kia Mphahlele.

In a speech, "Education as community development", presented at the Dennis Etheridge commemoration lecture at the University of the Witwatersrand, Professor Mphahlele said it was imperative to discuss what was missing in the curriculum, in teaching practices, in the examination questions set and the cultural goals of a sound education system informed by democratic ideas.

"We seem to be scared to get down to these fundamentals and re-examine them. We are not asking ourselves where the relative emphasis went wrong; why education, equally for black and white, has distanced itself from well-reasoned cultural goals and the whole purpose of living, nor has itself discovered new or extended cultural goals.

"It makes our hearts bleed to see our rural communities isolated out there to sink or swim in their soul-battering poverty. Where is the kind of education that can help us to tame and change our environment instead of simply adapting to it?"

He said a lot of damage had been done to the thinking capacities of social science students who had studied from textbooks and had to prove what they had committed to memory.

"No community should be static and entrust to the State all ideological planning.

"There are programmes it would be incapable of conducting. The State is not always, if ever, going to respond to the changes felt by the community from time to time," said the professor.

## Priorities

"It is these changes in the people's wants and priorities that require a flexible core curriculum. The community ought then to organise a volunteer teachers' corps as one of its self-help development projects.

"Even the developed democracies, where the State is relatively better equipped and more sophisticated, have alternative education centres. In several cases the local government comes up with financial assistance for the projects without demanding even a small measure of control."

Professor Mphahlele said black communities had been dumped in urban and rural communities with neither the material nor the political resources to create an education that could empower people to take charge of community organisation.

"Adult education and after-school child care and education are sadly lacking. State schools have in most cases not been willing to make premises available for any activity outside its own night high schools, and these in venues that are few and far between.

"South Africa has the most disgracefully under-used educational and welfare centres in the Third World."

Professor Mphahlele said the "community education process" required public forums, committees and task forces with large numbers of individuals representing segments of the community as community facilitators for problem-solving.

"It becomes a matter of bringing school to the community in more than just the physical sense of its presence, and the community to the school.

"This is the case both for the school that develops the child and those that develop the adult, young and older. It is in this effort that the relationship between learning for the job market, and learning for living come fully into play and find a point of reconciliation."



# Conference will focus on the education of children

By ELIAS MALULEKE

EDUCATION of children is high on the agenda of political organisations, trade unions and liberation movements.

This was said by Aziz Jardine, liaison office of Vumani Pre-school Project, formed in 1986 to coordinate the development of courses for early education and to prepare children for a non-racial and non-sexist future in South Africa.

According to Jardine, blacks experience inequality from the cradle to the grave, unlike their white counterparts.

"In this period of transition and transformation of South African society, the question of responsibility for children will be of crucial concern," Jardine said. To provide answers to this problem, the Vumani "All Our Children" Education Conference will be held at the University of the Western Cape from June 29 to July 1.

The conference aims to:

- Highlight key issues which a progressive, strong pre-school movement should address;
  - Formulate policy issues on educare in a new South Africa; and
  - Investigate approaches to early education.
- The conference will also focus on:
- Handicapped and rural children;
  - Poor working conditions and the low salaries of educare workers;
  - The lack of State and business responsibility for educare; and
  - How the community can control the education of young children through democratic procedures.
- Organisations invited to attend include unions, the ANC, UDF, Azapo and the PAC.



Vumani Pre-school Project staffers (from left) Aziz Jardine, Fasiqhu Arendse and Haroon Patel.

# 'Tragic' year in KwaZulu schooling

By SBU MNGADI

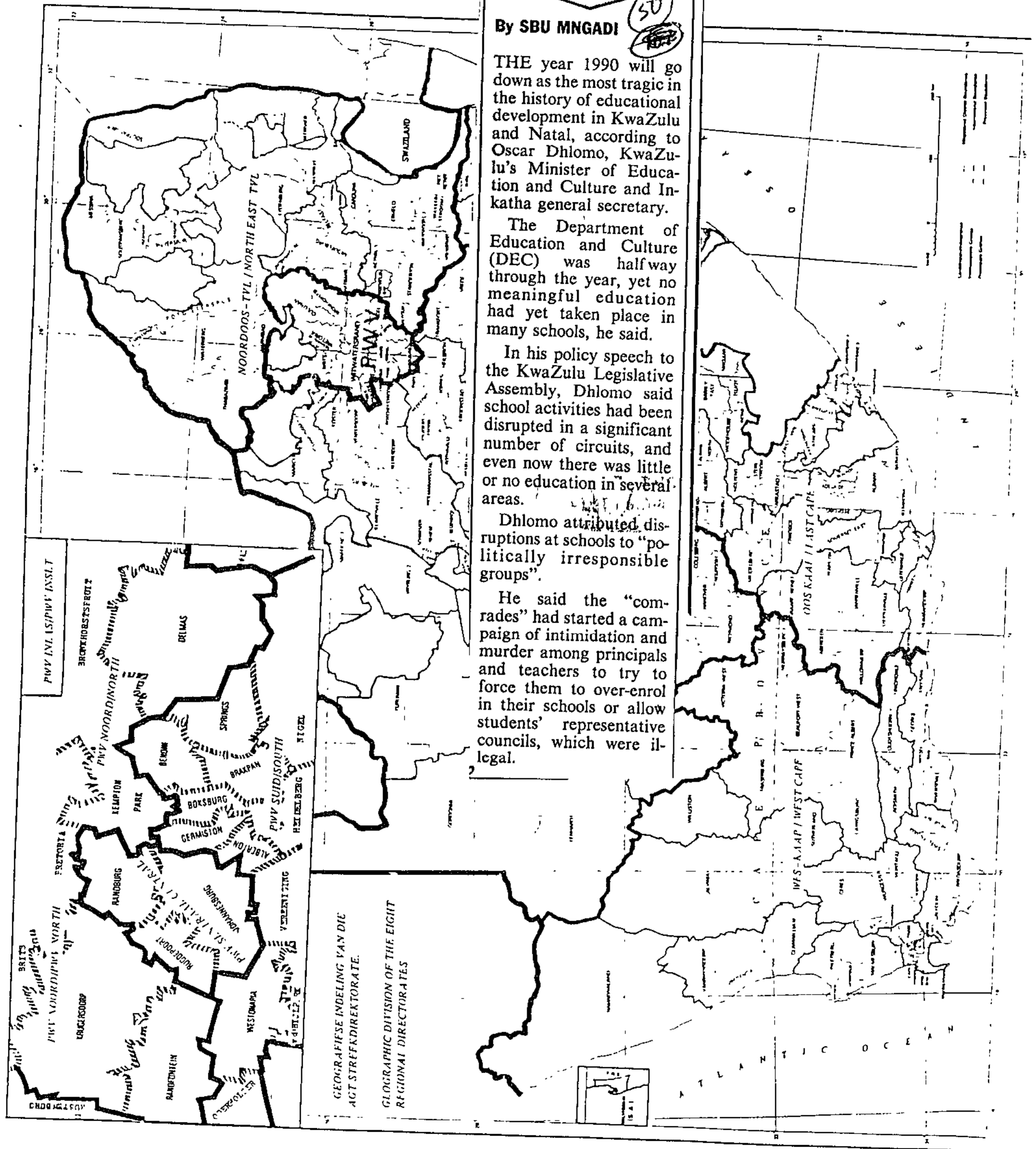
THE year 1990 will go down as the most tragic in the history of educational development in KwaZulu and Natal, according to Oscar Dhloomo, KwaZulu's Minister of Education and Culture and Inkatha general secretary.

The Department of Education and Culture (DEC) was half way through the year, yet no meaningful education had yet taken place in many schools, he said.

In his policy speech to the KwaZulu Legislative Assembly, Dhloomo said school activities had been disrupted in a significant number of circuits, and even now there was little or no education in several areas.

Dhloomo attributed disruptions at schools to "politically irresponsible groups".

He said the "comrades" had started a campaign of intimidation and murder among principals and teachers to try to force them to over-enrol in their schools or allow students' representative councils, which were illegal.



# Formal education <sup>(50)</sup> 'failing to meet needs'

SA's 50% illiteracy rate is testimony to the drop-out problem in the formal education system, with latest estimates saying 25% of black children experience at most one year of schooling.

The latest Institute of Directors' News Digest says statistics show that every population group has too few students studying in the maths and science area.

The article, written by Rod Spence and Jane Hofmeyr, says in 1986 the highest percentage of secondary school pupils studying maths and science was found in Indian schools: 9,3% and 8,3% respectively.

On average, 8% of pupils were enrolled in these subject areas.

"Interventions are needed at the bottom end of the system to consolidate our education base, but immediate strategies to assist bridging education at the tertiary level ... are also important."

Technikons had to play a dominant role in the development of high-level manpower for SA. Over-subscription to university education and the under-provision of technical and vocational education had contributed to the skills shortage.

"In 1988 there were four times more students at SA universities than at technikons, whereas the reverse ratio is what the economy needs. At present only about 10% of the students studying at traditionally white technikons are black. ... These technikons are concerned about the influx of black students and the possibility of lowered standards and pass rates."

## Business Day Reporter

To meet manpower requirements, industry would need to lobby technikons to increase the number of black students admitted, and to work with technikons to develop bridging education programmes to cater for black matriculants' educational deprivation.

Bridging education demanded significant private sector involvement, including research sponsorship and lobbying for institutional change.

This, bursaries and mentor schemes were short-term solutions. "Business must keep an eye on the long term and support initiatives that will tackle educational problems earlier in the system and promote policy change."

## Aim

However, there was a danger business would adopt a short-sighted view of its needs and conflate its requirements with SA's needs by redirecting the entire schooling system towards narrowly based technical and vocational education.

"The aim should be to give all children at least nine years of broad basic education, combining literacy and numeracy, the theoretical and the practical, the arts and the sciences." From this a flexible work force with a capacity for further training would emerge.

There was a great need to increase the pool of matriculants in science and maths through intervention in primary and teacher education.

## Black bursary fund launched

YOUNG & Rubicam (Y & R) has launched a R100 000 Advertising Education Fund aimed at combatting the shortage of black professionals in the industry.

The fund will make available two bursaries for full-time study on the AAA School of Advertising course in Cape Town and Johannesburg and two courses for graphic design students at technikons.

Y & R executives and outside advisers, particularly from teaching institutions, will be involved in the selection process. *B10 27/5/90*

Agency SA CE David McKinstry says the shortage of trained people in the ad business — especially that of black professionals — is partly due to the comparatively recent recognition of the growing dominance of the black consumer in many markets.

"But the shortage is exacerbated by the fact that an unequal education system and lack of personal funds produces few quality black trainee candidates," he says. *(50)*

"We have to move past the stage where the few black advertising professionals are almost exclusively in the research and copy-writing areas. We have to train for jobs in strategic planning, media, account service and art direction as well."

McKinstry says his agency will have first call on students' services once they have graduated, but accepts that in the industry's mobile job environment "many of them will end up with marketers, media or competitors".

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**TEACHERS' MEETING** . . . About 5 000 people, mostly teachers, marched yesterday in protest against the education system. Afterwards they were addressed at the city hall by members of the National Teachers' Unity Forum, Cosatu and the ANC. ● Report — Page 2 Picture: GLENN SHEPHERD

M-Net broadcasting licence

\*13. Mr D J DALLING asked the Minister of Home Affairs:

Whether, with reference to his reply to Question No 29 on 20 March 1990, the consideration of the application by M-Net with regard to amending its broadcasting licence has been completed: if not, why not; if so, with what result?

B1124E

The MINISTER OF HOME AFFAIRS.

No, further particulars were requested. The matter is therefore still under consideration.

Mr P G SOAL: Mr Chairman, arising from the reply of the hon the Minister, when does he anticipate the Cabinet will take a decision and, secondly, what is his personal recommendation with regard to the suggestion that M-Net should be allowed to broadcast news?

The MINISTER. Mr Chairman, it will be done in a matter of weeks and the decision will be taken by the full Cabinet. There are no personal recommendations in this regard.

\*Dr P W A MULDER. Mr Chairman, further arising out of the hon the Minister's reply, how extensively is he prepared to consult with a view to the recommendation to the Cabinet on the M-Net situation?

\*The MINISTER. Mr Chairman, all possible relevant information is being gathered and after it is available, a decision will be taken. It should take place within weeks.

Assault against members of SAP

\*14. Mr P C CRONJÉ asked the Minister of Law and Order:

Whether any progress has been made in the cases of five persons, particulars of whom have been furnished to the South African Police for the purpose of the Minister's reply, relating to charges of assault against members of the South African Police; if not, why not; if so, (a) what progress, (b) what are the names of these persons and (c) what were the circumstances surrounding these charges?

B1125E

The MINISTER OF LAW AND ORDER:

Three of the cases to which the hon member refers, namely those of Lydia Mazibuko, the Majoji family and the Mkhize family, are being investigated under the personal supervision of General Stan Schutte. The investigation of these cases has almost been completed and it is anticipated that they will shortly be submitted to the Attorney-General for his decision.

Victor Langa lodged a charge of assault at the South African Police, Plessislaer, after he had been arrested on a charge of attempted murder. However, this complainant refuses to assist the Police in their investigation. He informed the investigating officer that he would convey the information at his disposal to the Police, via his attorney. He was also not prepared to reveal the identity of his attorney. Up until now, no further information has been received from him or his attorney. He is at present awaiting trial on the charge of attempted murder.

In the instance of Lucky Ndlovu, no record of the complaint that was alleged to have been lodged, could be traced. If he would still like to lodge a complaint, it would be appreciated if he could immediately make an affidavit available to the South African Police.

\*15 Mr L Fuchs — Justice. [Withdrawn.]

St Lucia wilderness area: KwaZulu

\*16. Mr J CHIOLE asked the Minister of Development Aid:

(1) Whether any portion of KwaZulu falls within the boundaries of the new larger St Lucia wilderness area; if so,

(2) whether the Government intends removing the portion concerned from the said wilderness area; if not, why not; if so, (a) in what way, (b) when and (c) what is the size of this portion?

B1137E

The MINISTER OF DEVELOPMENT AID:

(1) No. To avoid any misconception I however wish to point out that there is a portion of KwaZulu (Reserve No 1) which is surrounded by the St Lucia wilderness area.

(2) Falls away.

Dukuduku forest: Black squatters

\*17. Mr J CHIOLE asked the Minister of Planning and Provincial Affairs:

(1) Whether there are any Black squatters living in the Dukuduku forest near St Lucia, if so, (a) (i) how many are estimated to be living in this forest at present and (ii) in respect of what date is this figure furnished and (b) since when have they been squatting there;

(2) whether the Government intends taking any steps to remove these squatters; if not, why not; if so, (a) what steps and (b) when?

B1139E

The MINISTER OF PLANNING AND PROVINCIAL AFFAIRS:

(1) Yes.  
(a) (i) Estimated 400 families.  
(ii) 30 April 1990.  
(b) Squatting commenced immediately after the 1987 floods and gained momentum during 1989.

(2) The Department of Environment Affairs and the State Attorney have already instituted legal proceedings, and in terms of the sub judice rule, neither my colleague the Minister of Environment Affairs nor I can supply any further information at this stage.

Smutsville: referendum

\*18. Mr A GERBER asked the Minister of Planning and Provincial Affairs:

(1) Whether, with reference to his reply to Question No 4 on 15 May 1990, his Department and/or the Cape Provincial Administration has been informed that the town council of Sedgfield held a referendum among the Coloured community of Smutsville in connection with the settlement of approximately 35 Black families in their area; if so, what was the result of the referendum;

(2) whether his Department has been informed what steps the said town council has taken or intends taking in this regard; if so, what are the relevant details;

B1151E

(3) whether these steps are in accordance with the policy of his Department?

B1140E

The MINISTER OF PLANNING AND PROVINCIAL AFFAIRS:

(1) No. The Cape Provincial Administration ascertained telephonically from the Town Clerk of Sedgfield that a referendum was held on 8 November 1989. Of the 500 registered voters 114 voted against the settlement of Blacks in Smutsville and 21 voted in favour thereof.

(2) No.  
(3) As the reply to question (2) supra is no, it is not possible to supply an answer in this regard.

INTERPELLATIONS

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

Own Affairs:

New education models: additional information

Mr A GERBER asked the Minister of Education and Culture:

(1) Whether he has submitted any additional information on the two new education models to the bodies which he had approached to advise him on them before 15 June; if so, what are the relevant details;

(2) whether at that time this additional information was also made available to opposition parties in the House of Assembly; if not, why not; if so—when?

B1160E.INT

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, with reference to the two questions asked in the first part of this interpellation, my reply is that additional guidelines and not information, have in fact been given only to the advisory bodies on a confidential basis for assessment of the models, or for further inputs. The reply to the second part of the interpellation is no.

\*Mr A GERBER. Mr Chairman, what is happening in this House this afternoon is simply

astounding. [Interjections.] For the first time since interpellations began in this Parliament the hon Minister is refusing to at least furnish the reasons for his conduct.

It makes one wonder what this hon Minister has to hide. Is there information concerning the throwing open of schools that he wants to withhold from the public? [Interjections.] Is there information which he dures not subject to a debate with the opposition parties here in Parliament?

Surely this raises a question in one's mind as to the throwing open of schools not part of the gentlemen's agreement reached with the ANC in the Groote Schuur Minute, but not made public. This afternoon the hon the Minister had an opportunity to give a reply to this, but he refused to furnish his reasons for not wanting to provide us with the information. [Interjections.]

Yesterday afternoon the hon the Minister accused the CP here in this House of noising abroad a misrepresentation of the new education models. I request him, now that he has an opportunity in this debate, to make that information fully available to this House and to the general public. [Interjections.] He must inform the public and disclose all the information to the opposition parties. In that way the hon the Minister can rectify all misrepresentations, and afterwards the naughty CP will not again succeed in presenting the parents of this country with misrepresentations and deceiving them. That is how easy it is for the hon the Minister. [Interjections.]

I think the hon the Minister must take cognisance of one thing. The throwing open of schools is unacceptable to the Whites, even to supporters of the NP. It is upsetting our people. It will upset them even more when they hear that certain information is being withheld from the public and that not even the opposition parties in Parliament can obtain it. [Interjections.]

They are asking meaningful questions to which only the hon the Minister can reply. They are asking, in respect of the private school model, what the cost per pupil in such a private school is going to be. What subsidy is a private school going to receive. They are asking, in regard to the throwing open of state schools, whether mixed schools are going to be funded from the White education budget.

HOUSE OF ASSEMBLY

What is going to become of those pupils and teachers who do not want to be part of mixed schools? Are Black teachers going to be appointed in those mixed schools? Are those Black teachers going to be allowed, or even perhaps compelled, to join White teachers' associations? Are curricula in the White education set-up going to be adjusted to reflect a Black perspective as well?

Only the hon the Minister can provide us with answers to these important questions. [Interjections.] Why he did not avail himself of that opportunity this afternoon, goodness alone knows. [Interjections.] [Time expired.]

Mr R M BURROWS: Mr Chairman, I quote from *Finance Week* of this week:

One body which received Clase's memo is the Transvaal English Medium Parents' Association. Its chairman contends: 'We got copies, so did the TFC for education authorities in each province and the Federation of Parents' Associations. Tempa distributed copies to the management councils of various schools in the Transvaal as did similar bodies in other provinces!'

I received copies of the document that was circulated which the hon the Minister sent to the advisory bodies as a parent—not as a member of Parliament but as a parent with children in State schools. It is also on that basis that I reacted to the school committee, which then reacted to the provincial body, which then reacted to the federal body that, says the hon the Minister, was wanting it.

I do have one factor that I think the hon the Minister should be aware of if we look back at the speech in which he announced these models on 23 March, and I want to quote. On the private school model he said:

... while the payment of salaries of teachers and other administrative staff will be undertaken by the Department.

The model—whilst it makes provision for that in part, in fact makes provision more for a subsidy base to private education. What I believe, is that the models that have been circulated, as well as the announcement of the hon the Minister, have generated a vast number of questions. The very questions that the hon member for Brits is asking, have been asked by the parents in the

schools and by the advisory bodies. I want to continue by quoting again from *Finance Week*:

Our difficulty is that Clase's models are so vague that it has been difficult to take a view. His department officials have not helped clarify the issue either. On the other hand, Clase may have done it this way deliberately to get a feel for the principle without committing himself to a course of action.

That is what we think is going on. [Time expired.]

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I have nothing to say at the moment, thank you.

\*Mr H D K VAN DER MERWE: Mr Chairman, the unwillingness of the hon the Minister to inform our people and Parliament of the ultimate object of his so-called own education policy stems from the underground abdication planning of the NP for the Whites of South Africa. The hon the Minister of Justice said yesterday:

... let me state categorically that this Administration has adopted a resolution, of its own free will, that all own affairs Acts should be stripped of any discrimination.

The hon the Minister of Constitutional Development said a moment ago that he was referring to minorities that would have to be defined according to a new, acceptable and non-racial set of guidelines.

The hon the Minister is steering us towards a confrontation in the sphere of education as well. The hon the Minister is seeking consensus with the communists and with the ANC on education too, and I want to say that this hon Minister is capable of enforcing on the Whites of South Africa the bussing policy of the White integrationists of America. [Interjections.]

I want to quote what the hon the Minister himself said:

On the other hand we would be making a mistake: in fact, it is mistake the PFP frequently makes, if we underestimate the will of the people to remain itself, the will of the people to govern itself and to preserve what is its own. If we do that, we will inevitably be faced with confrontation.

I want to urge the hon the Minister very earnestly to cease his integration of education! The reality he is going to come up against is that the

nationalism of a people should never be underestimated. I want to tell the hon the Minister that the nationalism of the Afrikaner people is on the march and the hon the Minister is standing in its way. [Time expired.]

\*Mr A GERBER: Mr Chairman, South Africa has taken note that the hon the Minister remain seated in his bench this afternoon and refused to debate this matter with the CP. [Interjections.] However, I promise him that the Afrikaners are going to be called up to speak to him about how our people feel about education. [Interjections.]

On 24 and 25 August, and the hon the Minister is very welcome to attend the congress, a people's congress is going to be held in Pretoria on education, and there the Government will be told how the Afrikaner people in this country feel about these two new education models. [Interjections.]

In the meantime I request everyone who has an interest in this matter to reject these half-baked models that are being crammed down our throats with feverish haste, and about which we do not have the full information. Reject them vigorously! How can a government be trusted with the education of our children if that government does not trust us with what it is planning for our children.

\*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, if we interpret the interpellation as it stands there, I have nothing to add to what I said in the beginning, because I am not prepared to join the CP in speculating and in trying to turn the education of this country into a political issue. [Interjections.]

We made a statement. We made a speech in the House of Assembly. Subsequently I rectified the misperceptions, for which the CP was largely responsible, on TV. I subsequently issued a statement through Sapa that was reported by all the media and was strongly supported.

We spelt out once again the various misperceptions in regard to the education models, which the CP was going around proclaiming outside, namely that it was a choice between the two models or the status quo. We spelt out that there was no need to try them out on the parents because they were draft models.

We spelt out that the actual models, after the Government had an opportunity to look at the

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comments of the advisory bodies, would be made available in the fullest detail to every parent in this country so that every parent in this country would know precisely what was involved.

What are we dealing with? This interpellation was placed on the Question Paper by the hon member for Brns for the sole reason of playing politics with education, and I refuse to participate in the political discussion I am not prepared to join the Official Opposition in wasting time when it comes to the education of this country. As far as this side of the House is concerned the education of this country is far too responsible a matter to turn into a party-political football. Debate concluded.

#### QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Speaker at schools

\*1. Mr K M ANDREW asked the Minister of Education and Culture: **50**

Whether, since 1 January 1989, any officials of his Department have refused permission to allow any school in the Cape Peninsula to have a particular speaker or taken any action after any school had a speaker: if so, (a) on how many occasions, (b) why and (c) what are the names of the speakers? **B1069E**

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) 4,

(b) the appearances were to take place during school hours and were therefore contrary to relevant departmental policy,

(c) (i) Messrs K M Andrew MP and G Rossiter of the NECC

(ii) Mr G Rossiter of the NECC

(iii) Mrs P van der Velde

(iv) Mr G Rockman (formerly Lt Rockman of the SAP).

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Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him why he does not wish to leave it to the discretion of school principals and school committees as to who the appropriate speakers should be on various occasions at their schools?

†The MINISTER: Mr Chairman, in the first place, the teaching body is a disciplined and orderly professional body. The principals are quite happy and satisfied to act within an organised professional system.

The hon member is making a mistake, because it is not that we are acting against a particular person. **50**

My reply was that these requests came to allow persons from outside to address pupils during school hours. It is departmental policy that we are not going to interrupt the school programme for persons from outside to address pupils because if you do this with one you are swamped by so many different cases, and we do not regard it in the interests of an orderly teaching programme to do it. It is therefore not about who the persons are, and in this particular case also not about what the subject was as such. It is about the perfectly normal disciplined manner in which we run our schools and that is that we do not interrupt the programmes with addresses by persons from outside.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, is he saying to us that schools are not ever permitted to have guest speakers during school hours?

†The MINISTER: Mr Chairman, not during school hours, except if it should occur in exceptional cases with the permission of the Superintendent of Education and the Director of Education.

Mr K M ANDREW: Mr Chairman, further arising from the hon the Minister's reply, may I ask him whether permission is obtained from the Department both for the occasion and for the speaker on every occasion that schools have guest speakers during school hours, for example at their Founders Day ceremonies?

†The MINISTER: Mr Chairman, it is just plain foolish. It is obviously not the same as when there is a request that a particular person from outside address the children during a class period. What happens is that if it is for example

April, 31 May or 10 October or a particular day, arrangements are made in the school programme in respect of the honouring of a particular hero or cultural matter. It has nothing to do with a normal question to have somebody addressed on the desirability of open schools, as it was in this particular case.

Rent control: income limits

\*2. Mr K M ANDREW asked the Minister of Health Services, Welfare and Housing:

(1) Whether it is intended to review in the near future the income limits of tenants qualifying for rent control, if not, why not; if so, when;

(2) (a) when last were these income limits adjusted and (b) what are the current limits? **B1123E**

†The MINISTER OF THE BUDGET AND LOCAL GOVERNMENT (for the Minister of Health Services, Welfare and Housing):

- (1) No. The Government has committed itself to the speedy removal of measures which constrain the economy unnecessarily and are in conflict with free market principles. By increasing the income limits to qualify for continued rent protection the rent control phasing-out process will be prolonged. Such a step could only be justified should wide-spread rent exploitation become evident, which is presently not the case.
- (2) (a) 1 February 1987, by virtue of Proclamation No 24 of 1987.
- (b) A gross monthly income of not more than R750 in respect of single tenants without dependants; and a gross monthly income of not more than R1 250 in respect of married tenants or tenants with dependants. The gross monthly income is considered to be the joint income of husband and wife.

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, and in view of the fact that he was the responsible Minister when this policy was introduced, may I ask him what the Government's plans are for the thousands of people who, simple because of inflation, move out of the brackets as rent-controlled tenants and who end up not having a place to live?

The MINISTER: Mr Chairman, I think the reply I have just given does give a perspective on the matter. I would suggest that the hon member first study the reply. However, what he has put before me now I will pass on to my hon colleague.

Pre-primary teachers: pupil/teacher ratio

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

- (1) Whether the number of pre-primary teachers employed in schools subsidised or controlled by his Department was directly related to the number of pupils in those schools by way of a pupil/teacher ratio laid down in terms of the provincial ordinances prior to April 1990; if not, according to what criteria was the number of teachers established; if so, what was the pupil/teacher ratio laid down in these ordinances;
- (2) whether the termination of the services of pre-primary teachers in Natal was effected in accordance with the provisions of any ordinances; if not, why not; if so, in accordance with which such provisions;
- (3) whether he will make a statement on the matter? **B1129E**

The MINISTER OF EDUCATION AND CULTURE:

- (1) Cape: yes, 23:1  
Natal: yes, ± 23:1  
OFS: no, posts have been created taking available funds into consideration  
Transvaal: yes, ± 20:1

- (2) the services of no permanent teachers in the pre-primary phase were terminated;
- (3) no.

Mr R M BURROWS: Mr Chairman, arising from the hon the Minister's reply, I would like to know if he can indicate to me whether the number of teachers appointed per number of pupils in the first part of the question were all permanent, or permanent and temporary, and if so, why he is only concerned that no permanent teachers' services were terminated?

†The MINISTER: Mr Chairman, the answer is simple. The hon member has often spoken of this and now he is looking for something sinister behind it which is not there.

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ter's Department for the purpose of his reply, were tried in the Litenhage magistrate's court on or about 27 April 1990 for the illegal receipt, sale, transporting and export of approximately 370 ceyads from the Cape Province; if so, (a) (i) with what result; and (ii) what penalties were imposed; (b) what was the estimated value of the ceyads and (c) what are the names of the persons concerned.

- (2) whether an order concerning the disposal of the ceyads was made by the court; if so, what order; if not, why not?

B1075E

**THE MINISTER OF THE BUDGET AND LOCAL GOVERNMENT** (for the Minister of Justice):

- (1) Yes

(a) (i) All four accused were found guilty of contravention of section 62(1) read with sections 85(1) and 86 of Ordinance 19 of 1974 (Cape Province)

(ii) and (c) The sentences imposed by the court are as follows:

J Albert — a fine of R500,00  
K Albert — a fine of R300,00  
M Killian — a fine of R500,00  
E J Boucher — a fine of R800,00

(b) The estimated value is approximately R600 000.

(2) No The ceyads were not placed before court as exhibits. The South African Police may, however, in terms of section 31 of the Criminal Procedure Act, 1977 (Act 51 of 1977) make an order concerning the disposal thereof.

**MR R J LORIMER**, Mr Chairman, arising from the hon the Minister's reply, perhaps he will be able to exert some pressure on the hon the Minister of Law and Order to ensure that that procedure set out in the Police Act is followed.

**THE CHAIRMAN OF THE HOUSE**: Order! What is the hon member's question?  
**MR R J LORIMER**: My question is whether he will ensure that this is done [Interjections] On an estimated value of R600 000, or in excess of

HOUSE OF ASSEMBLY

R1 million, the punishment does not appear to fit the crime. [Interjections]

**THE MINISTER**: Mr Chairman, the hon member is welcome to approach my colleague directly, but anyhow, I shall give him this Hansard.  
**MR R J LORIMER**: I hope he is listening.

\*9. Adv C H Preenaar — Trade and Industry and Tourism (Question standing over.)

\*10. Adv C H Preenaar — Planning and Provincial Affairs (Question standing over.)

**Hospital staff: instruction in African languages**

\*11. Mr K M ANDREW asked the Minister of National Health and Population Development:

Whether instruction in African languages is made available to hospital staff to enable them to communicate better with patients; if not, why not; if so, (a) on what basis, (b) at what percentage of hospitals and (c) who (i) provides and (ii) pays for such instruction?

B1121E

**THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT**

**NATAL PROVINCIAL ADMINISTRATION**

No, the majority of nursing staff dealing with black patients are able to converse in the patient's home language. Other workers are generally fluent in the Zulu language and in cases where a doctor is unable to speak the language, use is made of interpreters. In general, personnel in the Natal Provincial Administration are encouraged to become more proficient in the Zulu language.

**CAPE PROVINCIAL ADMINISTRATION**

yes.  
**PROVINCIAL ADMINISTRATION OF THE ORANGE FREE STATE**

yes.  
**TRANSVAAL PROVINCIAL ADMINISTRATION**

no, patients who speak one of the African languages as home language are often treated by someone who can communicate in that language. These personnel are available to act as interpreters.

(a) **CAPE PROVINCIAL ADMINISTRATION**  
regular classes are offered in Xhosa.  
**PROVINCIAL ADMINISTRATION OF THE ORANGE FREE STATE**

a Sotho course consisting of twenty one-hour sessions per annum is made available during which a prescribed curriculum prepared by an expert is followed. Basic communication is covered, which makes modes of greeting, instructions and conversation on basic level possible. The norm applied when nominating persons for the course, is that they have to be in daily contact with Sotho subordinates and public.

(b) **CAPE PROVINCIAL ADMINISTRATION**

solely at the Groote Schuur Hospital.  
**PROVINCIAL ADMINISTRATION OF THE ORANGE FREE STATE**

the course is offered only at the four academic hospitals in Bloemfontein

(c) **CAPE PROVINCIAL ADMINISTRATION**

(i) a black qualified teacher.

(ii) the Hospital Board of the Groote Schuur Hospital

**PROVINCIAL ADMINISTRATION OF THE ORANGE FREE STATE**

(i) an official of the Sotho Department, University of the Orange Free State,  
(ii) the Provincial Administration of the Orange Free State.

**MR K M ANDREW**, Mr Chairman, arising from the hon the Minister's reply, in respect of the Cape Province would she not see it as desirable to have far more hospitals than Cape Town's Groote Schuur Hospital funded by voluntary donations — that being the only hospital that provides opportunity for instruction in African languages? Should that practice not be extended to some of the other major hospitals in the province?

**THE MINISTER**: Mr Chairman, the need for these courses has not been brought to my attention, but I will look into the matter.

**Opening of schools**

\*12. Mr K M ANDREW asked the Minister of Education: Whether it is his intention to ask parents whether they wish to have schools run by his Department opened to children of all races, if not, why not; if so, when?

B1122E

**THE DEPUTY MINISTER OF EDUCATION**:

No. To date no requests have been received from parents or members of the public concerning the opening of schools, except the general demand by some groups that education must be "non-racial". The Department of Education and Training is in any case faced with the practical problem of already being unable to accommodate all black pupils in its schools satisfactorily.

**MR K M ANDREW**, Mr Chairman, arising from the hon the Deputy Minister's reply I want to ask him, surely by implication, when he meets with NECC and many other Black teachers and so on and they call for a non-racial education system in all schools for all children, he could hardly have a more direct request that their schools, amongst other things, be opened to all?

**THE DEPUTY MINISTER**, Mr Chairman, that is exactly what I said. I said in my reply that we had received general demands from some groups that education be non-racial.

**THE CHAIRMAN OF THE HOUSE**: Order! I am not going to allow argumentative questions. If the hon member has a question to elicit information he may put the question, but I am not going to allow arguments to be put in the form of questions.

**MR K M ANDREW**: Mr Chairman, arising out of the hon the Deputy Minister's original reply may I ask him, in the light of the fact that all other education departments will be open to some extent to children of all races, whether he will not take the initiative to see to it that the Department of Education and Training also does so as from next year?

**THE DEPUTY MINISTER**: Mr Chairman, I am not able to accommodate all the clients of this Department right now. I think it would be absolutely senseless to consider opening the Black schools.

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The LEADER OF THE OFFICIAL OPPOSITION. Shut up!

The MINISTER OF EDUCATION AND CULTURE: It is simply that I made a facetious statement as far as tax is concerned.

Mr Y N MAKDA, Mr Chairman, on a point of order: We clearly heard the hon the Leader of the Official Opposition saying "Shut up!" Is that parliamentary, Sir?

The CHAIRMAN OF THE HOUSE: Order! It is parliamentary to an extent, but I think the hon the Leader of the Official Opposition must withdraw it unconditionally.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, I confirm that I said "Shut up!" because the more he speaks the more he is insulting this whole House. However, I withdraw it unreservedly.

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I would not like to comment on the hon the Leader of the Official Opposition's statements because they betit his image and this has always been so.

What I would simply like to state is that I am not attacking those people who are giving tuition after school. I agree that tuition is necessary for the weaker student. I should like to quote the newspaper article that my hon colleague from Reservoir Hills seemed to state without really quoting. We are simply stating that we do not want tuition to be a sphere in which large sums of money are collected. I can tell hon members today that a teacher giving tuition to our students is collecting R1 400 per day. Those students who think that they need this type of tuition come from far and wide. They demigrate our poor people. If my poor students need that type of tuition, I honestly ask hon members—they sit there and say that I stated all these things—why they are not fighting for our poor people. They are people who cannot afford tuition, who cannot afford R10 or R12 an hour and want three hours of tuition at a time, which would come to R30. How are they to pay? In one school in Durban there are more than 800 students going to tuition on a Saturday. These are facts [Interjections]

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The CHAIRMAN OF THE HOUSE: Order! The hon the Minister must be afforded the opportunity to complete what he wishes to say.

The MINISTER: I should just like to quote from a newspaper article what I stated:

In a statement this week, the Minister of Education and Culture, Dr Kisten Rajoo, appealed to educators to take into account the low income of the vast majority of parents whose children are often in greater need of such assistance as they live in poor socioeconomic conditions.

This is what I stated.

He acknowledged with appreciation that such classes were being conducted at certain schools and that Tasa, too, laid on free extra lessons in various regions.

I accept this.

The CHAIRMAN OF THE HOUSE: Order! I regret to interrupt the hon the Minister, but his time has expired. I wish to state that I gave the hon the Minister some injury time.

Indian pupils: social problems

2. Mr K PANDAY to ask the Minister of Education and Culture: *Indian pupils: social problems*

Whether he intends taking any steps aimed at eliminating the various social problems which affect Indian pupils and their scholastic performance; if not, why not; if so, what steps?

D209E INT

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the answers is: Yes. Social problems in the community are causing widespread concern to educationists and parents. A school is part of a community and the problems experienced in the community can affect its functioning and, more specifically, the academic performance of pupils.

The following social problems can be identified at the macro level—I should like to add that at the meso levels we are looking at structures. Mounting unemployment is a concern to us, as are the following: Rising costs of living; breakdown in the traditional family system and a lack of a network of support services; social and political changes sweeping this country; drug and substance abuse, and AIDS.

HOUSE OF DELEGATES

to address some of the social problems which have been adversely affecting education the department has undertaken the following programmes: A survey has been completed on the possible effects of socio-economic and emotional factors on under-achievement. The data is presently being analysed and interpreted by the school psychologists, and we have records of this.

Secondly, the department is represented on the following community-based organisations which are involved in promoting community life. We are doing this in co-ordination with the hon the Minister of Health Services and Welfare and his department: The Suicide Prevention Society; Chatsworth Child Protection Unit; Phoenix Protection Unit; Welbedacht Upliftment Committee; Chatsworth Co-ordinating Council for Health Services and Education; Child Protection Unit (Addington Hospital); Verulam Child and Family Welfare Society; Chatsworth Child and Family Welfare Society; Stanger Child and Family Welfare Society; Natal Blind and Deaf Society; Lakehaven Children's Home; Stanger Child Protection Unit; Sub-committee After-school Care; and Durban Indian Child Welfare.

As far as school social work is concerned, school social work services will be introduced as a pilot study in the Chatsworth area during the next school term this year. [Time expired.]

Mr K PANDAY: Mr Chairman, I should like to know what tangible actions have been taken to uplift education in the socio-economically disadvantaged areas. The hon the Minister has repeatedly expressed his concern for people from these socio-economic areas. I am of the belief that all socio-economically disadvantaged areas should have pre-school facilities for children. Will the hon the Minister provide facts and figures about the extent to which provision is being made for this? He will be given the opportunity in a question a little later.

Factors at home have a strong influence on the quality of education. What kind of service is being provided to help children coming from broken homes or problem parents? What is the extent of the service and how effective is it? Are schools in socio-economically deprived areas provided with more instructional resources to make up for the lack of these resources at home?

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What type of additional resources are provided at these schools? Since facilities for study purposes in socio-economically deprived areas are poor at home, the schools should endeavour to meet this vital need. Does the hon the Minister keep schools in such areas open for study purposes for students wanting to use such facilities? If so, in how many schools are such facilities open?

Has the hon the Minister given consideration to subnutrition—children not properly fed, poorly supervised diets and children coming to school on empty stomachs, resulting in poor performance at school? What about drug abuse? What are the statistics? What percentage of our children are taking Indian hemp, dagga or Mandrax, and what tangible action is being taken?

Do lessons delivered at schools by social workers and others, such as the one the hon the Minister mentioned which takes place only once a year, sufficiently address the problem? What about child abuse? Is this on the increase? [Time expired.]

The MINISTER OF HEALTH AND WELFARE: Mr Chairman, further to what my colleague, the hon the Minister of Education and Culture, has said in this House, my department also supplements and assists with school health and nursing services, through which many social problems are revealed and then passed on to the social work services. Therefore, this year we have taken a decision to provide social work services at schools and in the community in the near future, in order to address the many additional problems which have arisen through drugs and substance abuse and child abuse and many of the matters which the hon member for Reservoir Hill raised.

In addition, we are in the process of setting up the machinery and have also made a request to the Commission for Administration for an additional social work post. We hope that with this machinery we will be able to help the education department regarding many of the issues which have been raised by the hon member for Reservoir Hills.

The LEADER OF THE OFFICIAL OPPOSITION: Mr Chairman, of the three particular areas, this administration has neglected the

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arena of pre-primary education when compared to previous years. If one compares the monetary allocation for pre-primary education in the last and this financial year with that for primary, secondary and tertiary education, one finds that there is not an increase of even one cent in the allocation of funds. Hon members can examine the budget.

Secondly, I want to suggest to the hon the Minister that he examine the activities of the Chief Executive Director, who is giving jobs to friends in a very important branch of our education, the psychological services, where the appointment and the promotion of persons are suspect.

Thirdly, the hon the Minister of Health Services and Welfare referred to social care in schools. This is also an area where one will find that there is no progress when one examines the monetary allocation in this important area, where as a result of a broad mass of our people being put into high density housing schemes . . . [Time expired.]

Mr P IDEVAN: Mr Chairman, the social health of our young and the youth is of paramount importance. I would say that no amount of money is too much to spend to investigate the welfare of our youth.

I want to make a practical suggestion this afternoon. I want to suggest that the Ministers' Council seriously considers setting aside at least R100 000 to hold a few serious conferences where one can have different parties—the social workers, the psychologists and the educationists—look at this. I can tell hon members that the anti-social problems which are prevalent in our society, particularly among the youth and the children, are startling. I think this matter has to be looked into before it becomes too serious.

On the other hand, youth organisations such as Boy Scouts, Girl Guides and others are scarcely represented in our schools. I would like to know why. It is really saddening that teachers cannot find time for this. Another matter is that we have heard of an increase in drug addiction, absenteeism, truancy and also . . . [Time expired.]

Mr K PANDAY: Mr Chairman, my submission is that we should not totally depend upon these

Reservoir Hills that this is now being considered for implementation next year

I would simply like to state that violence in South Africa—and in Natal, specifically—is a problem. It has a psychological and social impact on children and this is a deep-rooted problem. I would like welfare departments, parents and community-based organisations to work on this. It cannot be solved within the school structures only, because violence occurs outside the school.

The LEADER OF THE OFFICIAL OPPOSITION: We have a Minister who promotes violence!

The MINISTER: As far as grading is concerned, we have eliminated lower grades in our school system, starting now. From now on the new children will not have a lower grading. I would like to see grading eliminated entirely. [Interjections.] Yes, we would like to remove that.

I realise that the socio-economic problems of this country cannot be solved by educators alone. One would have to make a concerted effort and adopt a proactive stance on this. I would welcome it if hon members on the other side could lend us their expertise on how best we could solve this problem.

As far as drug abuse is concerned, I wish to say that this is an escalating phenomenon and I am worried about it. We are working in conjunction with our health department and the police department to see how best we can address the drug situation, because it is destroying the lives of some of our children. It is an escalating problem which we should try and eliminate. As far as child abuse is concerned, this aspect, too . . .

The CHAIRMAN OF THE HOUSE: Order! Does the hon the Leader of the Official Opposition wish to ask a question?

The LEADER OF THE OFFICIAL OPPOSITION: No, Sir. I have decided not to disturb the hon the Minister. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! The hon the Minister may proceed.

The MINISTER: Mr Chairman, child abuse is a problem. [Time expired.]

The LEADER OF THE OFFICIAL OPPOSITION: We have a Minister with a social problem!

The CHAIRMAN OF THE HOUSE: Order! I wish to make an appeal to hon members. When hon Ministers are replying during interpellations, hon members should grant them the opportunity to complete their replies

QUESTIONS

Indicates translated version

For oral reply:

Own Affairs:

Housing Development Board: trading sites

\*1. Mr D K PADIACHEY asked the Minister of Housing: Whether the of the Housing Development Board intends repossessing any trading sites as a result of the report of the James Commission of Inquiry; if not, why not, if so, (a) which sites and (b) when? D191E

The MINISTER OF HOUSING:

No. Because the report of the James Commission of Enquiry made no reference to any trading sites.

- (a) Falls away.
- (b) Falls away.

Local affairs/management committees: meetings

\*2. Mr H M NEERAHOO asked the Minister of Local Government and Agriculture:

Whether he intends having meetings before the next Parliamentary session with all local affairs and/or management committees under his control in order to assess their problems with their respective municipalities; if not, why not; if so, when? D198E

The MINISTER OF LOCAL GOVERNMENT AND AGRICULTURE:

The answer is no since this Administration has in keeping with the decision of the Ministers' Council, not promulgated legislation to ad-



# Louw criticised for not meeting teachers

MR645  
29/6/90

By JOHN YELD  
Education Reporter  
and Sapa

50

THE Minister of National Education, Mr Gene Louw, has been slammed for his refusal to meet a National Teachers' Unity Forum delegation because of a protest march coinciding with the previously arranged appointment.

But Mr Louw said an attempt by members of the Forum to enter the H F Verwoerd building had been designed to create an incident and to give the incorrect impression he was "vehemently opposed" to meeting them.

It was a pity that discipline in education was "being supplanted by cleverly planned political confrontation".

## Rerouted march

About 4 000 teachers, student teachers and a small number of pupils gathered outside the City Hall about 12.45pm yesterday at the end of a rerouted march through Cape Town.

The march had originally been scheduled to end at parliament.

The Forum is demanding a single, nonracial, non-sexist system of education in a unitary South Africa, and spokesman Mr Poobie Naicker said Mr Louw had agreed to meet the delegation "unconditionally".

"Now he finds it necessary to go back on his words... (His refusal) is seen as high-handed and irresponsible in these critical times, given the militant mood of teachers nationally."

The delegation had demanded a rescheduled meeting for June 5 and Mr Louw had indicated that he could meet them then or a day earlier, Mr Naicker told the crowd.

"Teachers of the oppressed people have united in their demands. We have been physically and artificially separated for too long and it cannot go on. We are now on a march forward for teacher unity," he said to cheers.

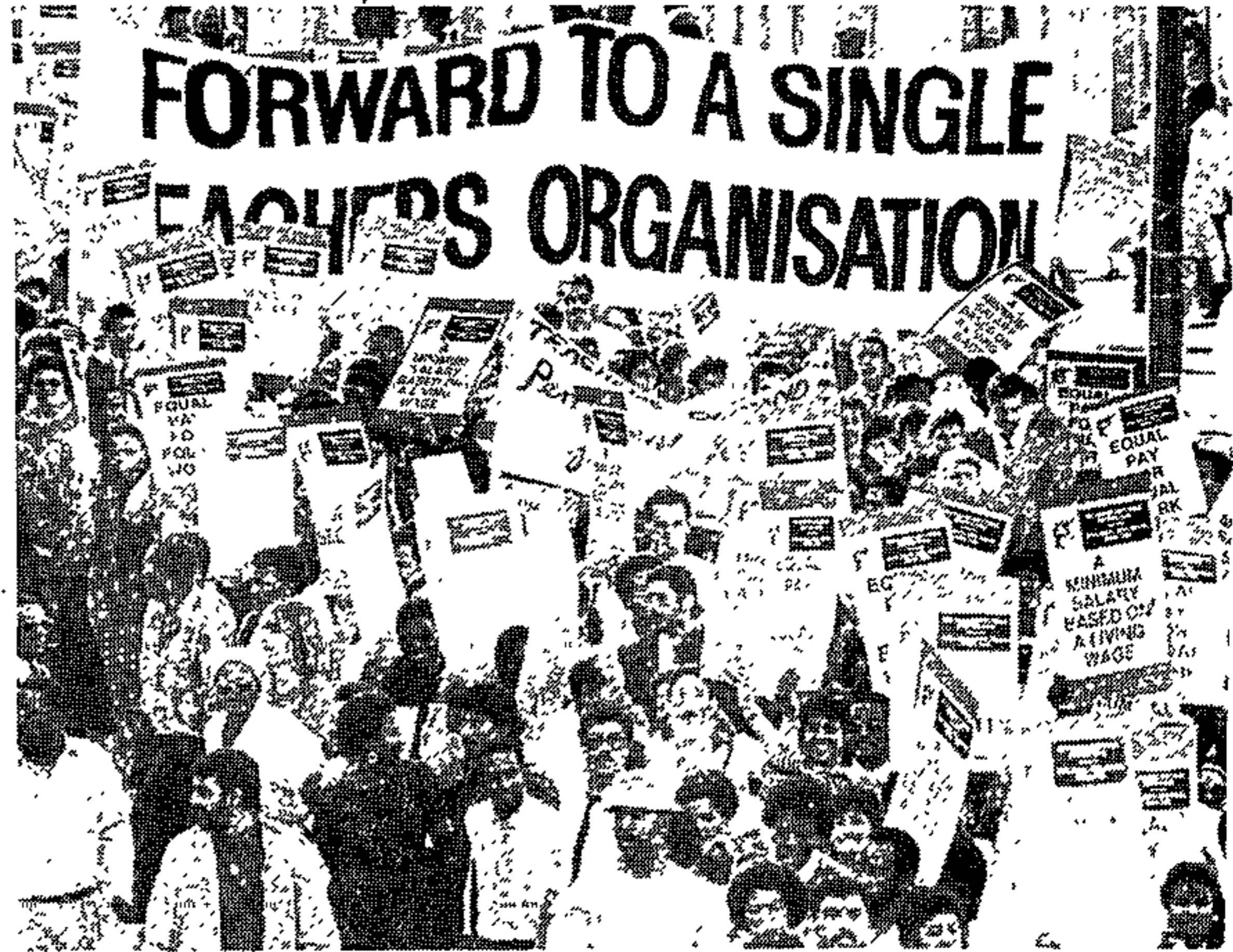
Forum spokesman Mr Shepherd Mdladlana said a "fundamental change" was required in education and he slammed Mr Louw's department as "arrogant".

They were "very disappointed" that Mr Louw had refused to meet the delegation.

"You must provide us with resources to teach, even if you refuse to meet us," Mr Mdladlana said.

National Education Co-ordinating Committee general secretary Mr Ihron Rensburg said the committee saluted teachers on their "courageous stand" to end apartheid education. Although Mr Louw had displayed "such arrogance", they would still meet him.

"We have to identify the (education) crisis together," Mr Rensburg said.



Picture: LEON MULLER, The Argus.

**WE PROTEST:** Part of the crowd of about 4 000 teachers, student teachers and pupils who marched to the City Hall yesterday.

# Industry will have to pay for education

Biday 30/5/90 (50)

SA INDUSTRY will pay for education and training one way or another, says Sapics education vice-president John Burmaz.

Unfortunately, too many companies see education and training as a cost instead of as a pre-requisite. They don't realise they either invest in employees' knowledge or pay later for the lack of it through mistakes and waste.

Running the American Production and Inventory Control Society (Apics) programme of certification courses is a central focus for Sapics.

Certification in Production and Inventory Management (CPIM) is the Apics qualification recognised in industry worldwide. To qualify, candidates have to pass five of the following six modules: inventory management, production activity control, just-in-time, capacity management, master planning and material requirements planning.

## Covered

Burmaz says it usually takes about two years part-time to complete the modules. Each module is covered in a three-month course of weekly lectures.

Exams, set and marked in the US by Apics, are sat three times a year. Candidates can write two modules — one in the morning and one in the afternoon — at each exam sitting.

The course material and exams are as easily adapted in SA as they are in Mexico, Turkey, New Guin-

ea or Scotland, says Burmaz.

Principles of good practice in production and inventory management are universal, he says.

Qualified Sapics members give lectures after hours at technikons in Johannesburg, Durban and Cape Town.

Sapics hopes to introduce the Certificate in Resource Management (CIRM), which broadens CPIM to include financial aspects, transportation and other aspects of the manufacturing picture, next year.

## Background

Apics principles and practitioners' courses can be studied as self-contained courses or as background to the CPIM qualification.

The basic principles course is ideal for anyone involved on the shop floor and in stores, purchasing, data processing and production-related areas.

Burmaz says the course — which has a three-hour lecture a week for 20 weeks — is very popular, with about 120 students enrolling every year.

The production and inventory management practitioners' course attracts about 60 students a year and is divided into four 11-week modules: master planning, inventory management, material requirements planning and capacity and priority control.

Burmaz says enrolment for Apics' courses has grown about 40% over the past few years. There is a

realisation that manufacturing creates wealth but economic growth will be constrained by lack of skills — which can't be created overnight, he says.

Industrialised countries have five technicians or support personnel for every degreed engineer. In SA there are three times more engineers than technical people.

It is a tragedy that South Africans — and blacks in particular — regard technical education as inferior, he says. Less than 30 students a year enrol for Wits Technikon's industrial engineering courses.

Many companies contact the technikon offering in-service training and employment to students in production management and industrial engineering, says Burmaz.

"We could place five times as many students as we have."

## Targeted

A direct mail advertising campaign targeted at about 10 000 companies has been launched by Sapics to promote its courses.

Burmaz says companies are discouraged by the high costs involved in putting an employee through three or four years of training while paying a salary. Bursaries may be a more economic alternative.

This year, Sapics introduced two bursaries for the range of courses leading up to the CPIM exam. The first two candidates will start studying next year.

# SAIM plea <sup>(50)</sup> on diplomas

*Sowetan 30/5/90*

EDUCATION authorities urgently need to review the anomalous situation in this country where professional diploma education is not recognised by the universities and technikons.

Mr Arie Hardam said this in his chairman's report to the South African Institute of Managements' annual general meeting.

He said this position was not adopted in major countries like the United States and Britain.

Fewer people were able to receive university education because of

costs and entry requirements.

"It is therefore imperative that self-supporting, private and independent tertiary education institutions are encouraged by greater recognition at universities and technikons," he said.

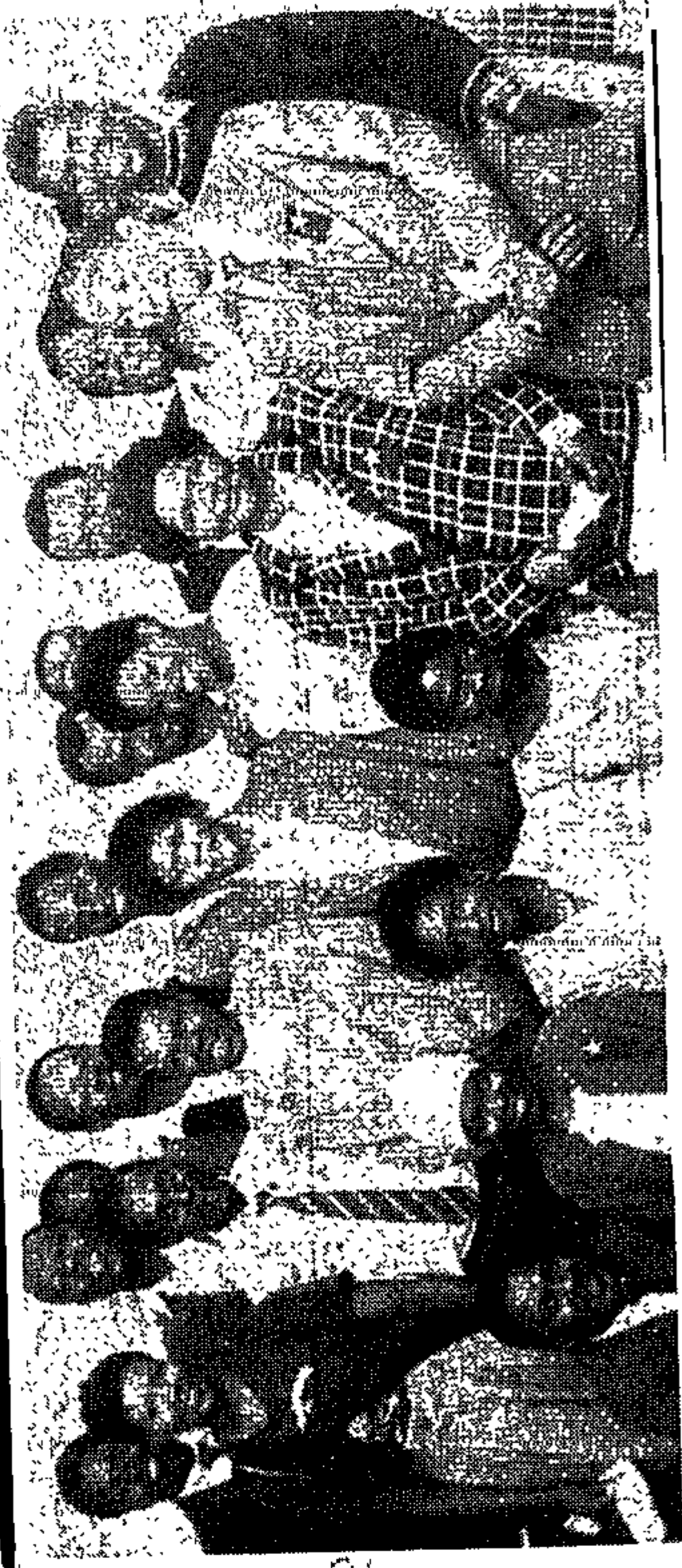
Supporting Hardam, Mr Morris Cowley, SAIM executive director, said it was time the Universities Act was amended to allow private tertiary institutions to offer university and technikon training.

The SAIM offers a three-year diploma course in business administration.

# EDUCATION FILE



The P.Q. Vundia Centre, Soweto's top adult education centre, was once again in the news when it presented 200 successful Standard 5 pupils with certificates at Vista University in Moroka at the weekend. Last year the centre obtained the best matric results in Soweto for private candidates. These candidates received certificates.



BY NKOPANE  
MAKOBANE



# Crisis in Skills training

*Sowetan 30/5/90 (50)*

**THE major crisis facing black education is not only its poor quality but its lack of relevance in preparing pupils for careers.**

This is the view of Mr Stephen Dallamore, chairman of Mast Holdings. He also sits on the Federated Chamber of Industries' Transvaal educational committee.

He says while the committee welcomes the Government's recent initiatives on black education, these will be almost irrelevant unless the whole focus of education and training in the country is changed.

He also says recent studies undertaken by the Human Sciences Research Council indicate that less than one percent of black students are matriculating in technical subjects.

This means that the number of pupils who passed matric in these

subjects in 1987 is under 200.

"While there is an acute shortage of technical skills in this country, there is a vast oversupply of people who are graduating in arts and social sciences," he says.

Dallamore contends that the problem, although critical in relation to black education, applies to all races in South Africa.

"Statistics from tertiary level institutions including technikon show that only 13 percent of registrations out of about 400 000 students are for technical subjects (blacks 7,2 percent).

He warns that the Government is digging its own grave in not applying itself to changing the focus of education from academic to technical.

"The current educational system is resulting in large numbers of frustrated, educated black people who are unable to find a job," he said.

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SEP 20 1960 (50)

## Open schools 'unacceptable'

The opening of schools was unacceptable to whites, even to supporters of the National Party, Andrew Gerber (CP Brits) said yesterday.

Speaking during an interpellation debate on a question he had put to Education and Culture Minister Piet Clase, he said a "volkskongres" on education would be held in Pretoria in August. The Government would be informed of public feelings on the matter.

Questions being asked at present included what would happen to those children and teachers who did not want to be part of mixed schools.

Mr Clase said additional guidelines on the two models he had announced for the opening of schools had been given to educational advisory bodies.

These bodies would advise him on their views by June 15. — Sapa.



# Education system 'on the verge of collapse'

By Janet Heard

The education system is on the verge of collapse and urgent intervention is necessary to ensure the academic year in black schooling is not lost, the National Education Co-ordinating Committee (NECC) warned yesterday.

At a Johannesburg press conference, Iron Rensburg, the NECC general secretary, said Stoffel van der Merwe, the Minister of Education and Development Aid, had indicated recently that the "way forward" was through engaging in a process of discussion and negotiation with relevant organisations.

"However, the real power in addressing the crisis lies with the Department of National Education ... and its approach differs substantially from negotiating an interim solution."

He said National Education Minister Gene Louw had in Parliament announced a plan for an "education renewal strategy" to address the most pressing problems in education.

Mr Rensburg accused the Minister of trying to seek solutions on the community's behalf, instead of through negotiation.

"We are concerned that the Minister has determined the agenda for addressing the crisis and a committee has already been appointed to address the crisis.

"We believe the education crisis cannot occur in this manner."

● At the conference, the NECC outlined proposals which will discuss ways in which the R800 million additional funds given in the education budget this year could be spent.

## Teachers 'down chalk' until minister responds

*Call Time 21/5/70*  
JOHANNESBURG. — About 1 200 Johannesburg teachers yesterday decided to "down chalk" until National Education Minister Mr Gene Louw responded to demands made by teachers on Monday.

The decision was taken at a meeting held by the Action Committee for Teachers at Eldorado Park.

The "chalk-down" would begin tomorrow, said a spokesman for the Action Committee, Mr Ronnie Swart.

The teachers' demands include a non-racial education department for all; gender parity for all teachers at all levels; "democratisation" of education; recognition of the National Teachers' Unity Forum and of a teachers' Bill of Rights. — Sapa

# SA 'can't afford education system

The Argus Correspondent *1640 5/3/90*

PRETORIA. — South Africa cannot afford its "expensive" education system.

If the per capita expenditure for whites was extended to the other population groups, school education would cost the country R37-billion this year.

Dr S W H Engelbrecht, executive director of the Institute for Educational Research at the Human Sciences Research Council (HSRC) said at a conference here that a "bold" and "resolutely implemented" programme was needed.

Desegregation of schools and sharing of school facilities alone would not bring utopia, but he suggested it as part of the solution. Among other suggestions made were:

- Sharing available funds by increasing the pupil teacher ratio from 20:1 to 35:1, or cutting teachers' salaries because 70 percent of the budget went on salaries.

- Privatising schools, leaving the community responsible for a greater financial contribution.

- Providing universal primary education but being selective in admission to secondary education.

Dr Engelbrecht said that by 2 000 there would be only 471 000 white children between ages 6 and 11. By comparison there would be 5,5-million black children in that age group — an increase of more than 1,5-million primary school children.

# Mandela: A

## promise on 'own schools'

CAPL TmtS 5/3/90

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HARARE. — The African National Congress would respect the many separate cultures of South Africa and would allow each community to run its own schools, Mr Nelson Mandela, new deputy president of the organisation, said at a rally in the Zimbabwean capital yesterday.

"We are aware of their (white) fear . . . that blacks are going to try and wreak vengeance upon them, that liberation in South Africa will mean not only the end of white rule, but also the domination of whites by blacks.

"We deny this," Mr Mandela told about 10 000 people at Harare's national sports stadium.

### Warning to SA whites — Page 3

It was his first speech on ANC policy since the movement's national executive committee (NEC) met in Lusaka on Thursday and Friday. He is expected to head an ANC delegation later this month in the first direct talks with the South African government for 30 years.

Mr Mandela said Zimbabwe's efforts at reconciliation between blacks and whites were an example for South Africa to follow.

"We have suffered for all these years . . . many of our children have paid with their lives. We know what hardship is brought by any form of racialism," Mr Mandela told the crowd. "That is why we have fought against all forms of domination, whether it is white or whether it is black.

"For our part, whites will not have to complain because the system of government we are bringing is intended to accommodate the aspirations of all South Africans." — Sapa-Reuter

Do Not Look Left

B/Dan 73190

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# Good progress in open schools probe

CAPE TOWN — Good progress in the investigation into the possible opening of white schools to all races was being made, Education and Culture Minister Piet Clase said yesterday.

"I hope to be able to make an announcement shortly," he said.

Clase told Ken Andrew (DP Gardens) 13 schools under the control of his department had directly applied to be allowed to admit children of all races, and a further eight had done so indirectly.

The direct requests included Johannesburg High School for Girls and Pretoria Boys' High School.

Clase said he could not guarantee that all schools threatened with closure, particularly in the rural areas, would not be closed before the investigation was completed.

Meanwhile, Education and Development Aid Minister Stoffel van der

### Political Staff

Merwe told the House of Delegates yesterday that while white facilities were not always accessible to black pupils, the Department of Education and Training was looking into using such facilities, reports Sapa.

Speaking in the debate on a motion by Mahmoud Rajab (DP, Springfield), Van der Merwe said there was no question that the problems of black education were the problems of the whole of SA. However, the question was whether the country wanted one education department.

What was required was good education, irrespective of race.

It was true there was space available in white schools. However, even if available space were used optimally, it would only resolve a fraction of the problem in black education.

There was already one education system in SA looking after the norms and standards in education in a variety of different fields.

Van der Merwe said there were areas common to all education departments, and that education was increasingly being handled by the Department of National Education.

There was sense in decentralising education and the department was moving away from a strictly racial basis, with many more pupils than ever before in mixed schools.

Sensible education would entail a core syllabus with an educational goal adapted optimally to a child's situation.

While the situation in SA was not unique, the different distribution of educational resources between population groups was not acceptable.

# Move towards open schools is welcomed

AC646 7/3/90

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By JOHN YELD  
Education Reporter

AN URGENT investigation into possible policy changes in white education — which could lead to some open schools — has been welcomed by teachers and parents.

The president of the South African Teachers' Association (Sata), Mr Des Duxbury, said recent statements by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, regarding his department's internal investigation were "welcome".

The investigation, which includes schools' admission policies, will be referred to all advisory bodies for comment.

## "MORE FLEXIBLE"

Indications of a "more flexible" policy with communities having a role in admissions policies were appreciated, Mr Duxbury said.

The Open Schools Association has also "noted with great interest" Mr Clase's comments and says it is hoping for "ample opportunity" to make constructive comment.

"Good progress" was being made with the investigation and a report would be ready soon, Mr Clase told parliament yesterday in answer to a ques-

tion by Democratic Party education spokesman Mr Roger Burrows.

And in reply to another question by alternative DP education spokesman Mr Ken Andrew, Mr Clase said nine Cape Town schools and one in Stellenbosch had told the government they wanted to open their doors to all races.

Thirteen high schools and eight primary schools had made this request.

Direct requests had come from Rondebosch Boys' High, Westerford High, SACS High and Primary, Rustenburg High and Junior Schools for Girls, Rondebosch Preparatory School, Grove Primary, Glenwood High in Durban, Johannesburg High School for Girls and Pretoria Boys' High.

Indirect requests had come from Cape Town High School, Rhenish Primary School in Stellenbosch, three schools in King William's Town — Kaffrarian High School for Girls, Dale College Boys' High School and Dale Junior School — York High in George, Brebner High in Bloemfontein, Pretoria High School for Girls, Queen's College Boys' Primary in Queens-town and Maidstone Primary in Tongaat.

Man arrested

# Open schools move erodes own affairs

Bl Day 26/3/90

CAPE TOWN — The partial opening of white schools to all races announced by government at the weekend is set to be followed by other moves that will signal the end of the present "own affairs" system.

Within the next few months, government is expected to announce the opening of teacher training colleges and hospitals to all races. The Land Acts are not expected to survive in their present form.

Government accepts that if it is to have any chance of securing some provision for "group rights" in negotiations, there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of own affairs.

This division, introduced with the tricameral constitution, gives each race group separate control of such matters as education, health services, local government and agriculture as they affect that group.

Government accepts that in any new dispensation, the vast majority of residential areas and schools would have to be open to all races, but is seeking to secure some provision for white control of these areas.

It is unlikely it will insist that health remain classified an own affair. While it wishes to retain white authority over primary and secondary education, teacher training, like other tertiary institutions, will be open to all races.

With Constitutional Development Minister Gerrit Viljoen investigating the scrapping of the Land Acts — an announcement can be expected later this year — the definition of agriculture as an own affair will have to be amended or dropped. Local government will increasingly become open with the speeded up establishment of free settlement areas.

## MIKE ROBERTSON

White own affairs Education Minister Piet Clase announced two schemes under which white schools can be opened by next year. DP education spokesman Roger Burrows said the move was as significant as President F W de Klerk's watershed February 2 speech.

Clase's first option for opening schools was an expansion of the policy applied to Barnato Park in Johannesburg. This involves the "privatisation" of a school with the state supplying greater financial support than it now does to private schools.

The second option requires acceptance by up to 90% of the parent body for school admissions to be opened to all races.

Clase said the aim of so high a percentage was that there could be no question about the decision. Provision would be made for teachers and pupils who did not accord with the majority decision of their school.

If a school chose to be privatised, Clase said furniture and equipment would be sold to it at a reasonable price, but the school would be liable for maintenance. Salaries of teaching and administrative staff would be paid by the state.

The privatisation option is the one likely to be applied by government to schools in free settlement areas.

Government is investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior Cabinet Ministers known to favour this option, is it possible that by next year all schools in the city could be opened.

The Cape Town City Council is also involved in delicate negotiations with gov-

□ To Page 2

# White parents will decide who

24/3/90 50

# Schools to be

## Schools

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FROM PAGE 1

● Schools which wanted to remain state schools could simply admit other races — but with a preference given to children from the surrounding community.

Black pupils admitted would have to be "in a position to benefit from the education at the school" — apparently meaning that they should be up to academic standard.

Their admission should not disrupt the "nature and character" of the school.

● Otherwise, white state schools wishing to integrate could also register as private schools. Those doing so would receive substantial subsidisation from the state — more than the maximum 45 percent subsidy which private schools now receive.

Other details of the plan are:

● The state would pay the salaries of teachers and other administrative personnel. The existing facilities of the school — such as buildings, furniture and equipment — would initially be hired to the school at a fair rate.

● Maintenance of buildings and replacement of equipment and teaching aids would have to be paid for by the "school community" (the parents).

● The consequent financial measures would be phased in so that private school parents would contribute an increasing amount over three years.

● Existing private schools would be allowed to come into the new scheme.

Mr Clase stressed that white state schools would only be opened if a high percentage — "for example 90 percent" — of the parents gave the go-ahead.

Provision would be made for the pupils and staff who did not accept a majority decision in favour of integration.

Mr Clase said that the principle of devolution of power implied that there should be more parents' choice in admitting pupils to schools.

The two suggested models would be referred to the Minister's statutory advisory bodies — the Provincial Education Councils, the Teachers Federal Council and the Federation of Parents Associations of South Africa — for their advice, to be given before June 15 this year.

Mr Clase said the Government would then decide whether to approve one or both models, to be implemented on January 1 1991.

He pointed out that the private school model would cost parents more than the state school model.

He added that his department would continue to maintain the "underlying principles of Christian, culture-oriented, mother-tongue education, through the present models for the provision of education".

Mr Clase's announcement will be a boon to the many parent bodies of white schools around the country which have voted to admit other races.

# ll be admitted

# O'opened

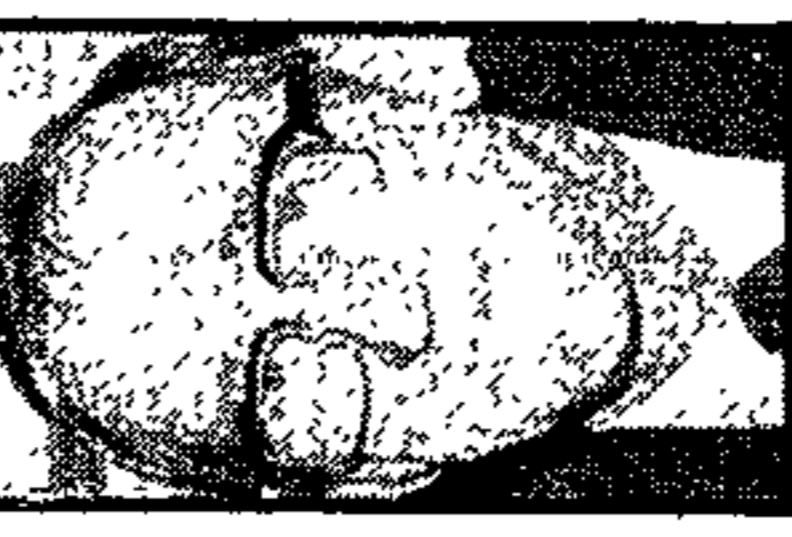
**PETER FABRICIUS**  
Political Correspondent

CAPE TOWN — The Government has given the go-ahead for white state schools to accept black schoolchildren next year.

In what has been described as a watershed reform move, parents will be free to decide who is admitted to white schools.

Two options have been proposed for integrated schools: to remain as state schools, or to register as private schools very substantially subsidised by the State.

Minister of (white) Education and Culture Mr Piet Clase announced the decision in Parliament yesterday. He said the Government had accepted in principle that parents should decide who should be admitted to white schools.



**MR PIET CLASE:** Proposed two options for integrated schools.

South African community as the moves of the State President.

Conservative Party education spokesman Mr Andrew Gerber MP slammed the move as a "drastic and tragic change of course in the history of education in South Africa".

Mr Clase said that the Government had decided on two possible models for integrating white state schools, one or both of which could be implemented in 1991.



# Open schools - Govt move questioned

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Soweto  
2/13/90

**PARENTAL approval for opening white state schools to all races should be about 66 percent, the Democratic Party's spokesman on Education and Culture, Mr Roger Burrows MP, said.**

He was responding to a suggestion from the Minister of Education and Culture, Mr Piet Clase, that schools should be opened on a 90 percent vote.

Burrows said the education advisory bodies now preparing comments on the government step announced on Friday would have to spell out the percentage of parents needed at each school to make the switch.

"The DP believes strongly this figure is purely an interim measure and that the government, in moving away from social apartheid, is having to take steps to placate what it sees as white fears," he said.

"Under those circumstances we would believe a figure of about 2/3 would be more appropriate."

That was the percentage by which Parliament could change South Africa's constitution, he noted.

Burrows was confident the advisory bodies - the Teachers' Federal Council, the organised teaching profession, and Provincial Education Councils - would not reject the government proposal.

"They are going to develop the fine print," he said.

He hailed the announcement of government acceptance of parental choice in the opening of schools as a watershed move.

But, "he (Clase) has included so many possible qualifying conditions which are a sop to the Far Right," he said.

Burrows saw this as an interim move until racially exclusive state schools became the exception rather than the norm in South Africa.

He said Clase's announcement marked the beginning of the end for "own affairs".

Opening of teachers' training colleges and hospitals was not far behind, he said.

# Return to school, says ANC leader

Capt  
Trent's  
26/3/90  
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PIETERSBURG. — Deputy ANC president Mr Nelson Mandela yesterday addressed the largest political rally ever held in the Northern Transvaal, receiving a tumultuous welcome from a crowd estimated at about 80 000 people.

Some of those at the rally, held at the University of the North's Turfloop Stadium, had camped near the venue since Friday to make sure of a seat.

Mr Mandela devoted a large part of his address to educational matters, saying it was not ANC policy to disrupt schooling.

He urged students to return to schools, colleges and universities, reminding them: "Without education you can forget about liberation."

He also praised traditional chiefs who had been in the forefront of the fight against apartheid and the homeland system.

Mr Mandela said he had told Mr Nelson Ramodike, Chief Minister of Lebowa, who had expressed a desire to attend the rally, that he would first need to release detainees and apologise to the people for his participation in the apartheid system.

However, homeland leaders who genuinely "repented" should be accepted by the people because the government could use such leaders to divide the people:

Mr Mandela shared a platform with Mr Walter Sisulu, Northern Transvaal UDF leader Mr Louis Mnguni, SA Youth Congress president Mr Peter Mokaba and Mr Elias Motsoaledi, a former Robben Island detainee.

Police kept a low profile during the rally and there were no incidents.

● At a rally in Nelspruit on Saturday Mr Mandela called for an urgent inquiry into reports that Mozambican guerillas have bases inside South Africa.

He also said the South African government and the United States, where the guerillas have an office, should make it a crime to give aid to Renamo.

— Sapa-AP

**MAJOR** moves which could lead to a new era of mixed education and the opening of white schools to all races, subject to parental choice, were announced yesterday by Mr Piet Clase, Minister Education and Culture in the House of Assembly.

His announcement immediately drew strong protests from the Conservative Party's Mr Schalk Pienaar, who said the government had no mandate to open schools, but was welcomed by the Democratic Party's Mr Roger Burrows, who said it was just as significant as President F W de Klerk's watershed speech on February 2.

Mr Clase announced two possible schemes, one of which involved "privatisation", which still had to be submitted to three different advisory boards for comment before they could be implemented.

Significantly, however, he confirmed that the government had in principle accepted "parental choice" in admission policy for "own" schools.

Members of the DP also did not appear to be concerned about the high percentage of parental approval that would be needed to open a school. Mr Clase said a "high percentage" of a school's total parent-body would have to approve one or the other of the choices and added "for example, 90%".

### Conditions

It appears, however, that this figure would be subject to the recommendations of the three advisory bodies.

Mr Clase said the first "model" involved "privatisation" of schools which chose that route, financing them on a more substantial basis than applied at present to private schools and providing education facilities on reasonable conditions.

These schools would be able to decide who to admit, subject to certain conditions.

"A model such as this naturally holds greater financial implications for the parents concerned," he said.

The second model would also give the school community the right to authorise the admission of pupils from other race groups, as long as the pupils would benefit and the nature and character of the school was not disrupted.

Mr Clase said provision would be made for pupils and staff who did not accord with the majority decision of their school.

He said a high percentage of parental approval was being aimed at, so there could be no question about the decision.

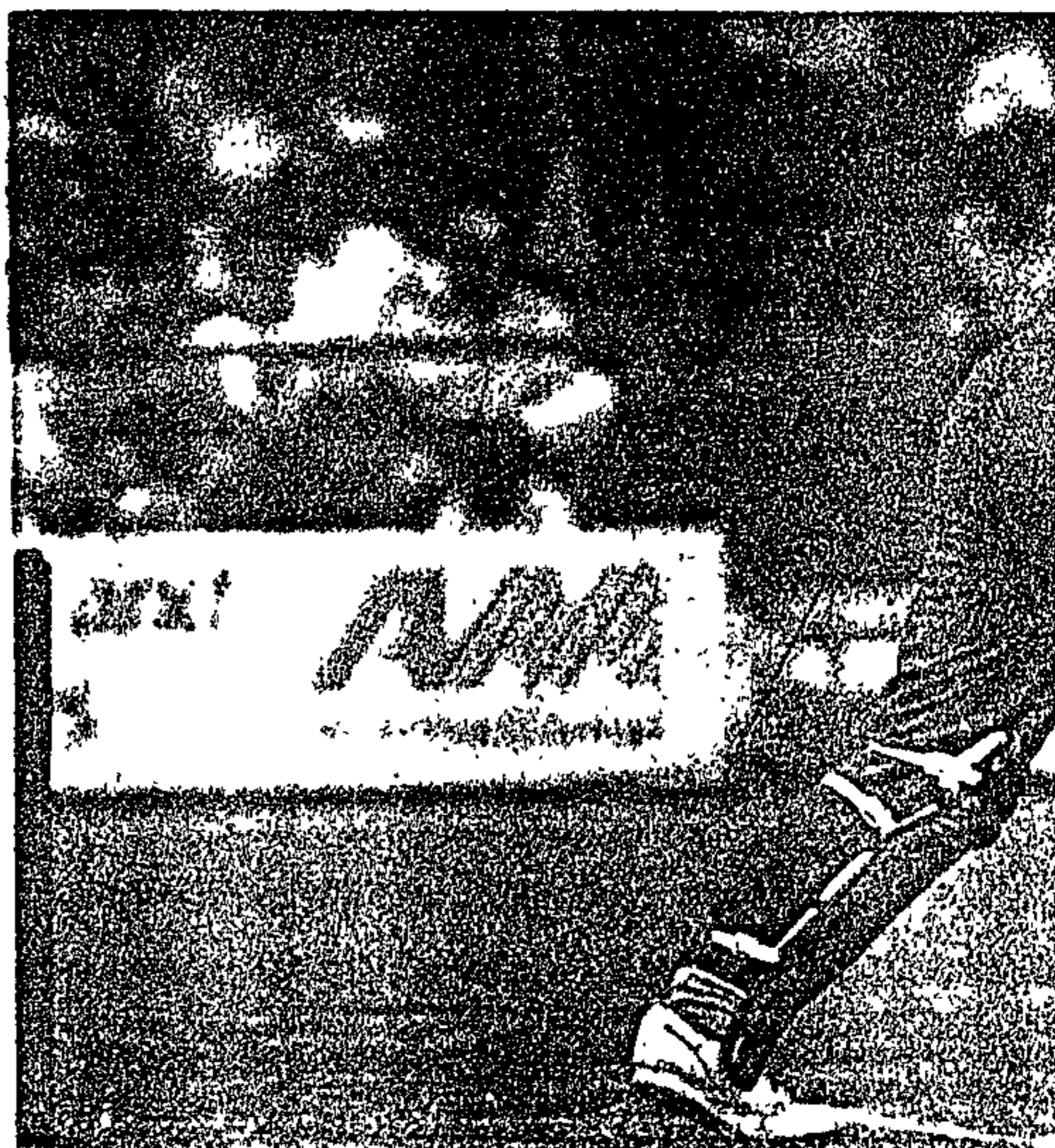
If a school went for "privatisation", furniture and equipment would be sold to it at a reasonable price and the school would be liable for the maintenance of the building.

Salaries of teaching and administrative staff would be paid by the state.

The new financial arrangements would be phased in so that parents would have three years in which to adjust to their increased financial contributions.

Mr Clase said existing private schools could possibly also be included in this arrangement.

# Parents can decide on schools



**DOUBLE FIGURES ...** Western Province opening Province at Newlands last night in the day-night crick double figures. ● Report — Page 20

### Staff Reporter

**POLICE** have mounted patrols on both the N1 and N2 highways to protect motorists following incidents of stone-throwing during the past week.

The patrols are part of Law and Order Minister Mr Adriaan Vlok's measures announced this week against stone-throwers on the country's roads, in which marked and unmarked

# Highway to stop

of the stone-throwers died.

Victims of recent ston-

and go bat yourself in tion.

# Move to mix schools welcomed

By FRANS ESTERHUYSE, MICHAEL MORRIS and  
SHARKEY ISAACS, Weekend Argus Reporters

SCHOOL principals, teachers and parents today welcomed the government move paving the way for State-run schools to be opened to all races if parents agree.

But educationists say the announcement by Education and Culture Minister Mr Piet Clase is unclear and they await details.

Among those who have welcomed the move are the South African Teachers' Association (Sata) and the Open Schools Association.

Under the new plan State schools could be given the option of going private, admitting pupils of any race, but paying more for upkeep.

Or they could remain under State control, admitting pupils of any race but under stricter conditions.

In both cases, however, the government would seek approval from a high percentage of parents — possibly as high as 90 percent.

Schools which do not want to change will not have to.

Sata president Mr Des Duxbury said his association welcomed the announcement.

Mr Rodney Mazinter, chair-

man of the Open Schools' Association, said his association noted "with great interest" the minister's statement and welcomed the new direction.

"With the advent of even a limited form of non-racial schooling imminent, it becomes even more imperative that educational institutions debate the issue and start preparing their responses.

## Face reality

"Not many schools have gone beyond the stage of mere debate, now they will have to face the reality of having to make a decision and then meeting the consequences," his statement said.

The fact that representations must be made before June 15 this year, with a view to possible implementation of one or both models by January 1991, was welcomed as an indication of the urgency with which the issue was being viewed.

Mr Chris Murison, principal of Rondebosch Boys' High School, said the move seemed to be "a very positive step", but he did not want to comment before he had read the minister's statement.

Democratic Party education spokesman Mr Roger Burrows said the implications would require careful study but the move signalled "a major change".

The Conservative Party's education spokesman Mr Andrew Gerber said it amounted to a "decisive and tragic" change of course, for which the National Party had neither sought nor received a mandate.

In terms of the first model Mr Clase announced, a State-run school could choose to privatise and, like private schools, decide for itself who to admit "subject to the provisions of the Constitution and the relevant education legislation".

The second option Mr Clase announced would be to give a school community the right to decide who to admit, provided newly admitted pupils were "in a position to benefit from the education at the school", that the change took place "without the nature and character of the school being disrupted".

Mr Clase also announced that provision would be made for pupils and staff "not in accord with the majority decision".

STimes 25/3/90. (50)

# Minister asked to spell out 'open schools' plan

THE Government's announced intention to open white schools to black children in 1991 met with a mixed welcome from educational groups yesterday.

Most hailed Minister of Education and Culture Piet Clase's announcement as "a bold breakthrough" for South African education.

But there remains dissatisfaction with what was being called an "inadequate solution".

Mr Clase said two different open school systems would be examined by the Teachers' Federation Council, the Federation of Par-

By CHARIS PERKINS

ents' Associations of South Africa and the Provincial Education Councils.

One option was to privatise white state schools choosing to be non-racial. These schools would receive a Government subsidy higher than the maximum 45 per cent which private schools now receive.

The other option was to give white schools the right to decide whether to open their facilities to black pupils while remaining state

schools. The nature and character of these schools would not change, and pupils in the schools' local communities would be given first preference in enrolling.

Strong criticism came from the All Schools For All Peoples Campaign. "We welcome any move which makes room for needy black students," said campaign spokesman Ian Moll, "but we seriously question whether this move offers any kind of solution. We reject the privatisation of white schools because the costs involved exclude most needy

black students — and needy whites will join their ranks."

He said Mr Clase's announcement amounted to an admission that whites-only schooling could not survive.

"We demand Minister Clase stop equivocating and open all schools to all races now," he said. Johannesburg's Sacred Heart College headmaster Brother Neil McGurk congratulated Mr Clase for his "bold initiative". But he said the move to open white schools to all races carried enormous challenges and problems which would not be solved overnight.

"The Government will have to look at what resources it can afford to put into the system to raise the education level of large numbers of blacks," he said.

"And the schools involved will face an enormous challenge in maintaining present education standards and coping with the very real differences between black and white pupils." The Independent Teachers' Association said the announcement showed the State was accepting its responsibility to educate all its children.

"This is the beginning of a move away from the present 14 education departments," said chairman Ahmed Moonda.

But the association rejected the option to privatise schools. "This would only entrench inequalities, making education more expensive for the people who can least afford it," said Mr Moonda. Progressive Teachers' Federation chairman Billy Morgan said it was vital that the Government not only consulted statutory bodies but also the National Education Crisis Committee in examining the feasibility of the announced plans.

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# Open schools move erodes own affairs

B/D ay 26/3/90

~~scribble~~

CAPE TOWN — The partial opening of white schools to all races announced by government at the weekend is set to be followed by other moves that will signal the end of the present "own affairs" system.

Within the next few months, government is expected to announce the opening of teacher training colleges and hospitals to all races. The Land Acts are not expected to survive in their present form.

Government accepts that if it is to have any chance of securing some provision for "group rights" in negotiations, there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of own affairs.

This division, introduced with the tricameral constitution, gives each race group separate control of such matters as education, health services, local government and agriculture as they affect that group.

Government accepts that in any new dispensation, the vast majority of residential areas and schools would have to be open to all races, but is seeking to secure some provision for white control of these areas.

It is unlikely it will insist that health remain classified an own affair. While it wishes to retain white authority over primary and secondary education, teacher training, like other tertiary institutions, will be open to all races.

With Constitutional Development Minister Gerrit Viljoen investigating the scrapping of the Land Acts — an announcement can be expected later this year — the definition of agriculture as an own affair will have to be amended or dropped. Local government will increasingly become open with the speeded up establishment of free settlement areas.

## MIKE ROBERTSON

White own affairs Education Minister Piet Clase announced two schemes under which white schools can be opened by next year. DP education spokesman Roger Burrows said the move was as significant as President F W de Klerk's watershed February 2 speech.

Clase's first option for opening schools was an expansion of the policy applied to Barnato Park in Johannesburg. This involves the "privatisation" of a school with the state supplying greater financial support than it now does to private schools.

The second option requires acceptance by up to 90% of the parent body for school admissions to be opened to all races.

Clase said the aim of so high a percentage was that there could be no question about the decision. Provision would be made for teachers and pupils who did not accord with the majority decision of their school.

If a school chose to be privatised, Clase said furniture and equipment would be sold to it at a reasonable price, but the school would be liable for maintenance. Salaries of teaching and administrative staff would be paid by the state.

The privatisation option is the one likely to be applied by government to schools in free settlement areas.

Government is investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior Cabinet Ministers known to favour this option, is it possible that by next year all schools in the city could be opened.

The Cape Town City Council is also involved in delicate negotiations with gov-

# Stoffel offers deal to end school crisis

CAT Times 29/3/90

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By ANTHONY JOHNSON  
Political Correspondent

THE government last night joined the ANC in calling on black teachers and pupils to "go back to school" after announcing a series of steps to alleviate the crisis in black education.

With an estimated 40% boycott action crippling black education in many areas, the government yesterday issued a detailed response to more than 90 demands made by a variety of teacher, student and community groups in recent months.

Unveiling the new deal for black education, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said: "We have gone as far as we can to address the issues and have tried within our means to remove all stumbling blocks."

He said it was now incumbent on the black community to "normalise" the situation in black schools which has been rocked by "physical violence, naked intimidation, and other illegal actions... to disrupt the process of tuition.

"This reflects very badly on the black community and on the country itself.

"I therefore call upon all concerned to return to school and resume tuition in a civilised way."

Dr Van der Merwe disclosed a number of concessions that the government was prepared to

make in a bid to break the deadlock.

These included:

- A willingness to subject the existing structure of community involvement in black education to "a thorough review".

- A preparedness to negotiate with black community groups regarding the replacement of controversial school management councils and eventually to introduce "a new structure" if consensus could be reached.

- A willingness to "keep an open mind" on the involvement of parent-teacher-student-associations (PTSAs) in decision-making on the management of schools — including the appointment of teachers. However, there was no recognition of SRCs at black schools "at this stage".

- The payment of salaries to teachers currently on strike but "this will not be able to continue indefinitely".

- A preparedness to "look at" the salary problems of the lowest-paid black teachers but general salary improvements were "not something that can be done immediately".

- A commitment to "consider sympathetically" the recognition of new bodies claiming to represent teachers' interests.

- Grievance procedures for teacher should be improved.

- A new procedure to prevent the late payment of salary cheques.

- Teachers could bring cases of unsatisfactory service by the

department in terms of salaries and claims "without fear of victimisation".

- Negotiations for a code of conduct for teachers are being negotiated on the basis of a draft from the African Teachers' Association.

- Apart from ongoing discussions with recognised educational bodies, "a preparedness to talk with anyone" informally in a bid to resolve the crisis.

- The concession that teacher may become members of political parties but should not use their positions of office to promote such parties at school.

Dr Van Merwe said the department had made "an honest attempt to improve the situation of black education and teachers" but cautioned that "nothing can be done to suddenly remove all difficulties".

He said the biggest obstacle to the normalisation of black education was "the willingness of teachers and students to resume the process of tuition".

"We don't intend to say that after today all problems have been resolved but we would like to establish a process whereby negotiation and education could continue at the same time."

Dr Van der Merwe said the government was "very concerned" about the effects of boycotts on black school results.

The department said that schools damaged by vandals and during unrest would be repaired provided the community made some financial contribution.

# State may push to open schools by next year

ARSCS 26/3/90 (50)

By MICHAEL MORRIS  
Political Correspondent

THERE are signs that the watershed proposals outlined by the government last week to allow white State schools to enrol blacks are being tackled as a matter of urgency.

The Minister of Education and Culture, Mr Piet Clase, has indicated that if all goes well one or both of the options will come into effect for the first term next year.

He has given the Teachers' Federal Council, the Federation of Parents Association of South Africa and the provincial educational councils just over two months to study the two ground-breaking models and offer advice and comment.

## Parent veto

The first option is to allow State schools to privatise, admit blacks if they wish but take on a greater financial responsibility. The second is to allow schools to admit blacks while remaining fully within State educational structures, but under stricter conditions.

In both cases, however, Mr Clase has indicated that he will insist on approval by a high percentage of parents... "for example 90 percent", was how he put it in Friday's statement.

This would mean just over 10 percent of the parent body would hold a veto on school policy.

The government will also leave the way clear for schools to remain for whites only. On this issue Mr Clase's statement said "every community... will be in a position to decide on an admission policy that is in accord with the predominant needs and points of view of that community".

Political reaction to the proposals has been mixed. However, the models have been welcomed by the South African Teachers' Association and the Open Schools Association.

## 10 W Cape schools want to be open

Staff Reporter

TEN of the 21 white schools that have asked to be allowed to admit children of all races are in and around Cape Town. Thirteen direct requests and eight indirect requests have been made.

Direct requests have been made by:

- SACS Junior and High.
- Rondebosch Preparatory and High.
- Westerford High.
- Rustenburg Junior and High.
- Grove Primary.

Glenwood High in Durban, Johannesburg High School for Girls and Pretoria Boys' High have also applied directly.

In the Western Cape, indirect requests have come from Cape Town High and Rhenish Primary in Stellenbosch

Other indirect requests have come from Kaffrarian High School for Girls and Dale College High and Junior (all King William's Town), York High in George, Brebnor High in Bloemfontein, Queen's College Junior (Queenstown), and Maidstone Primary in Tongaat.



EDUCATION

# Time for boldness

## ■ Reform can't wait for political negotiations

This was to be the year of education. After the disastrous matric results for blacks in December the alarm was sounded. It was time for education for liberation rather than liberation before education.

Then Nelson Mandela was released on February 11 and things have never been the same. Despite his calls for a return to school, stayaways and protest marches continue. Black teachers went on a four-week strike. The first quarter is already lost. This year's matric scores may be even worse.

Into this scenario the minister of white education, Piet Clase, dropped his recommendation for the opening of white State schools to all race groups. There were caveats, of course. A huge percentage ("for instance, 90%") of white parents would have to approve of opening their school. Even in the most progressive schools it would be difficult to get nine out of 10 parents to agree. Of two dozen schools that have conducted informal polls, not one has achieved 90%.

Clase also said that government schools could go private and get a subsidy in excess of the usual maximum 45%. The cost, however, could put off many parents. Also, some black leaders are against privatisation, saying it should be a topic for negotiation.

As the realities set in, enthusiasm for Clase's plan faded. While many still consider it a move in the right direction, more and more write it off as a sop.

"Clase was being pushed to make hopeful noises," says Johan Muller, co-ordinator of the Wits Education Policy Unit. "It's not going to happen. I don't trust Clase. In fact, it can't happen because they don't have the administrative structure."

But what is the answer? Can the education system be reformed or must it be scrapped and the whole thing re-established? Is there any hope for black children for whom schooling is still not compulsory?

There is a lot of history to undo:

- The SA Institute of Race Relations says that even if all empty spaces in white classrooms were filled by blacks there would still be a need for 32 000 new classrooms;
- The National Education Co-ordinating Committee estimates it could cost R21,2bn to bring equality to black education;
- Perhaps as many as 85% of Soweto's 280 primary schools lack electricity; and
- One recent poll showed that only 7% of black adults have matric or post-matric, while 29% have no education at all.

Contrary to myth, blacks do want education. One of the toughest jobs Sister Brigit Rose Tiernan faces is turning away children who want to attend the Catholic primary school next to her convent in Soweto. "Parents come begging," says Tiernan, who

heads the Catholic Institute of Education.

A familiar refrain from the left — including a mention in the DP platform last year — is that the 200 000 empty desks in white schools should be filled by blacks. But how this could be done raises myriad questions.

Which blacks would get a crack at those empty desks? Children who aren't enrolled anywhere or those who live nearest — though illegally — to the schools? Would the spots go to the brightest children? Who would do the testing? Would white teachers who oppose teaching blacks be accommodated? Which department's budget would provide funding? What syllabus would be used? In what language would they be taught?

Even if these problems could be solved, the move would help only 20% of those looking for spaces, so would be only symbolic.

"We can't do it piecemeal," Muller says. "There's a misconception that just opening schools will solve the crisis. But open desks in white schools are only a symptom."

Muller says integration is the answer. "The starting point has to be a unitary system" instead of the 14 departments that now handle education for four population groups in SA and the 10 homelands. The way to do that, he believes, is to repeal discriminatory laws keeping black education inferior and standardise norms for all.

Like every possible solution to the problem, there are huge blocks.

"Even if we get rid of legislated apartheid, in practice, State schools will remain segregated certainly for the rest of this century," says John Kane-Berman of the SA Institute of Race Relations. "Segregation will be the pattern even without the law because schools are spread around the country where people are living in racially defined areas. That won't change in a hurry."

Change means scrapping the Group Areas Act, which is not on government's immediate agenda because it will be a topic for negotiation. But isn't there anything that could be done meanwhile to alleviate the crisis?

Promoting blacks into decision-making levels of

the Department of (black) Education & Training (DET) would help, says Franz Auerbach, retired organiser of the Teachers' Centre at Funda Centre, Soweto.

Upgrading administrative efficiency would go far towards improving morale, too. That includes ensuring that teachers get paid on time and correctly, an especially severe problem in the DET. He would also like to see an emphasis on getting an adequate number of the appropriate textbooks and teaching materials to black schools.

"That would do something dramatic that would affect a lot of people," Auerbach says.

Long-term solutions are more difficult because the question turns from motivation and better accounting methods to cash. Schools must be built to accommodate the exploding population. Buildings damaged by vandals or neglect must be upgraded. Electricity must be laid on at powerless sites.

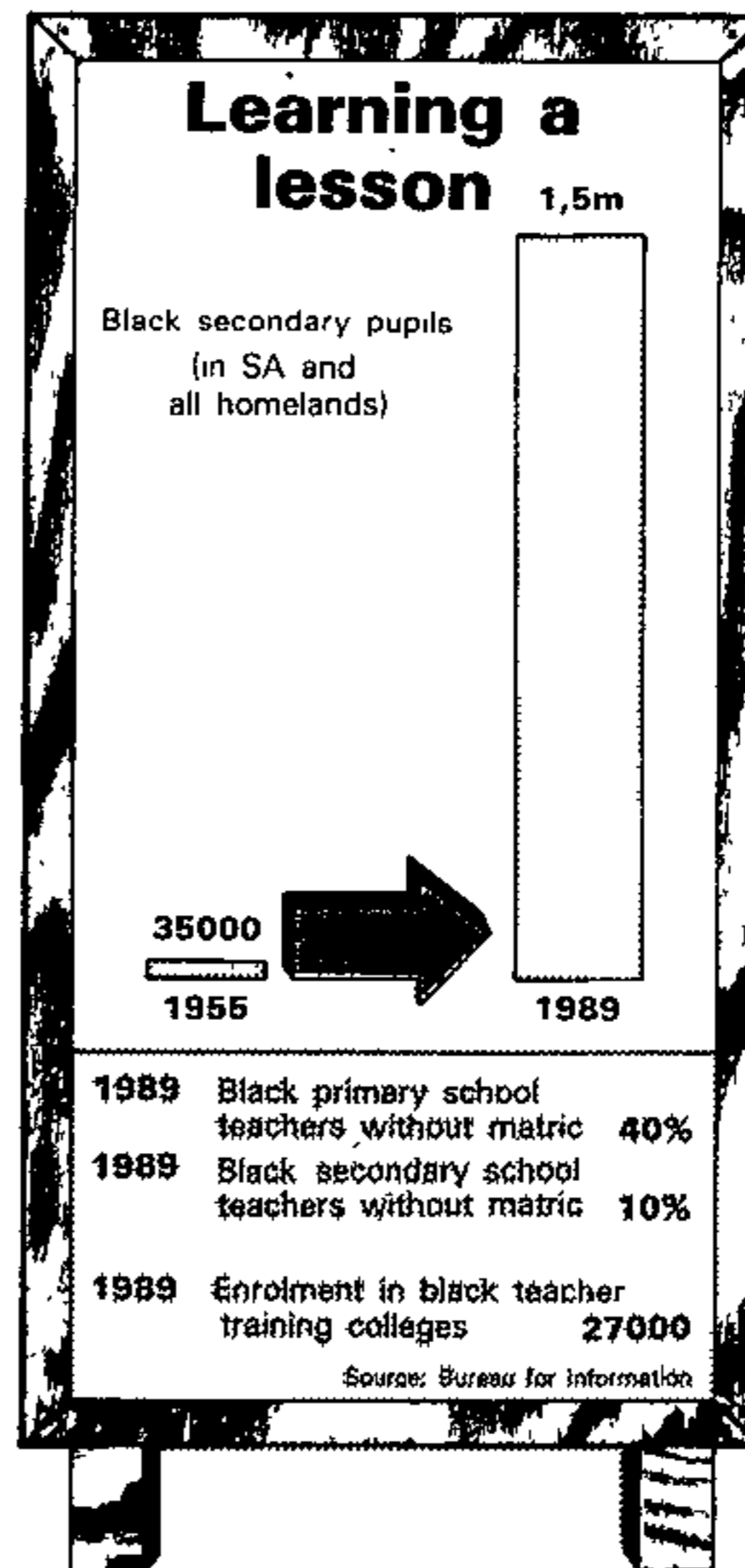
Auerbach believes that proper nutrition would be a boost to many black children who are hungry when they arrive at school each morning. "A school feeding programme would have a powerful effect on learning."

The battle cry of education reformers on both sides of the issue is the devolution of central control to the communities and parent organisations. It's one reason the All Schools for All People campaign has serious reservations about Clase's reform plans.

"If only white parents decide, it misses the point completely," says Ian Moll, a spokesman for the Johannesburg group. "Every child has a right to attend school in his or her neighbourhood. Parents, black and white, at the local level should work it out."

Privatisation is derided in most quarters because there is a strong feeling that government should pay the whole cost of educating the people. "There should be free, compulsory, accessible schooling for all and government should provide it," Moll says.

That cost is astronomical. The Institute of Race Relations estimates that expenditure on education, housing, health and pensions would have to be more than tripled to bring spending on blacks up to the level whites en-



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F/M 13/4/90

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joy. In terms of GDP that would be an increase from 11% to 35%.

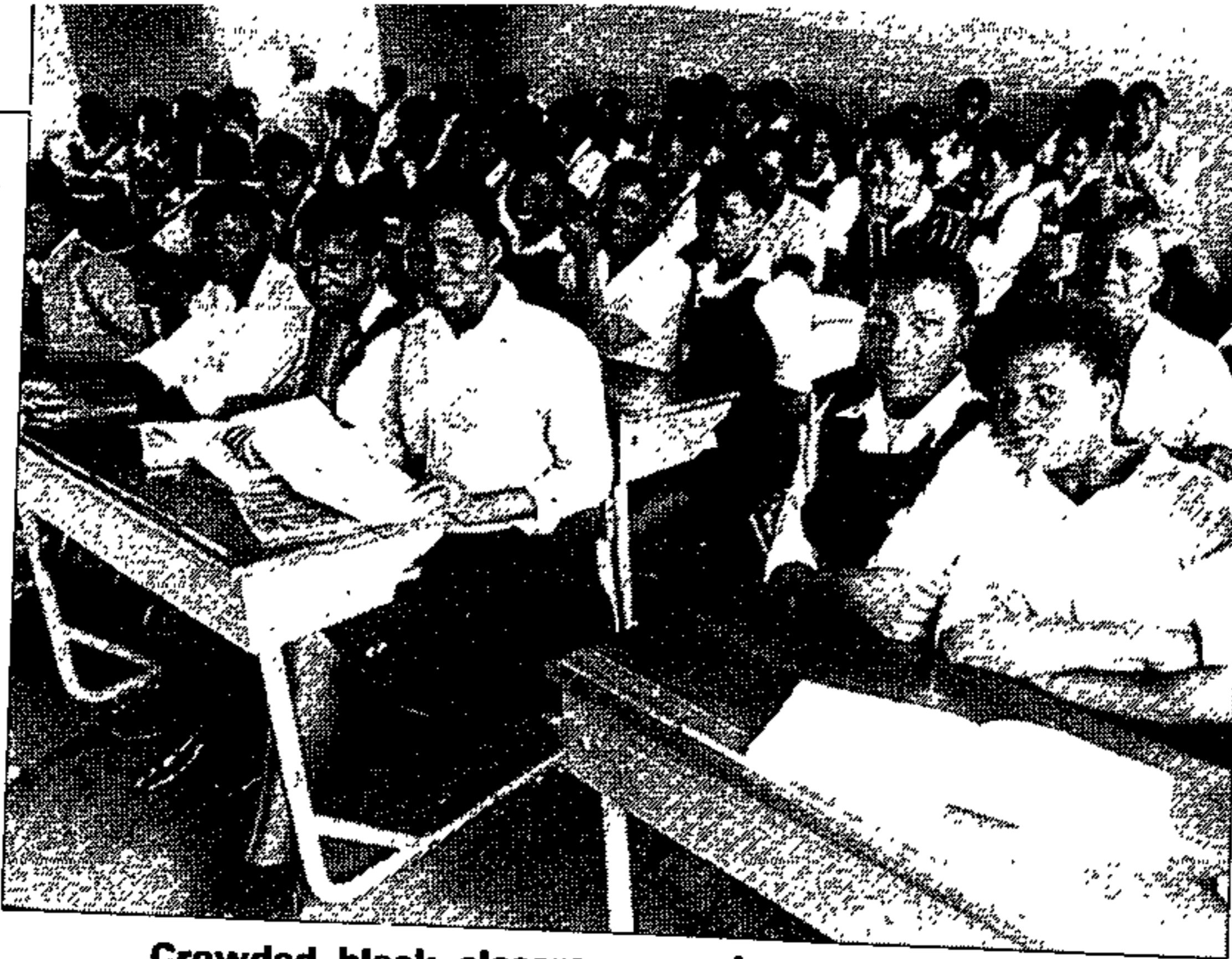
"There is no way we could afford that level of spending on just those four services," Kane-Berman says. "We'll have to face the fact that equality in provision of services by the State will mean lowering both white standards and black expectations."

The goal is to find a better way to spend available money. One free-market plan, outlined by Frances Kendall and Leon Louw in their book *Let the People Govern*, entails the State providing finance — but not the edu-

cation — in the form of vouchers. In 1987-1988, total expenditure on education was R8,13bn. If that were divided among the 8,16m pupils enrolled that year, each could have had R1 000 to spend on the school of his choice. A school with 300 pupils would receive R300 000, enough to pay teachers and basic upkeep for a year.

"People would vote with their vouchers," Kendall says. "It doesn't mean the end of State schools but they would have to compete with private schools."

Kendall believes this would satisfy the various factions because there would be competition and options, leading to greater efficiency and higher standards, as well as local control. Schools would be answerable to parents armed with R1 000 vouchers who could move their children to another school. Par-



**Crowded black classroom... let people choose**

ents who wanted their children in more expensive schools could make up the difference above the R1 000.

She says there would still be a need for an army of State employees to administer the voucher system (the State would turn over the money only after a child was registered) and inspect schools to ensure standards were maintained. To avoid fraud, vouchers would be redeemable only at schools that met minimum requirements.

Specialised schools offering everything from "people's education" to Montessori training would flourish. "Industry and commerce would be encouraged to train youngsters in technical skills if they could obtain vouchers to subsidise their costs," she says.

Yet the very word *voucher* turns off many people. British PM Margaret Thatcher sup-

ported a voucher system when she was minister of education but was blocked by the powerful teachers' lobby.

Free Market Foundation director Eustace Davie says the British idea of capitation funding, or equal per capita spending, is a marketable alternative, especially if parents who contribute fees over and beyond the State subsidy are offered a tax deduction or tax credit. The plan would abolish zoning and let children attend the school of their choice. It would also allow parent-teacher organisations to hire teachers and decide what to offer along

with the core curriculum.

Davie says MPs would support this but Pretoria's education bureaucracy would resist it fiercely. Popular support could build if people realised that "they may be better off with teachers under their control rather than under one education department."

Where would the money come from to provide equal spending on education? Economist Milton Friedman estimates that if all US schools were privatised, for example, costs would be reduced by 40%.

Davie says the same holds true for SA. "If you bring control to the local level, you remove the overburden of bureaucracy."

Bold moves are needed because the education system — and the children it is meant to serve — should not be left behind while the rest of SA moves ahead with reform. ■

## No education

### decision — Clase

25/4/90 (50) Sapa  
No final decisions had yet been made in regard to the new education models proposed on March 23 1990, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

During an interpellation debate by Mr A Gerber (CP Brits) on whether the Government would regard the standpoint of representative parent bodies in regard to the proposed new education models as binding, he said no specific advice must be regarded as binding.

The Government would collect all the advice, study it and then decide on a model.

"No one will force a decision on the parents. When all the facts are available, they will have to decide for themselves."

According to Mr Gerber the Government had already decided which model they would implement. — Sapa.

## Clase warning on politics in schools

Staff Reporter 286 50

The Government would take stringent action against anyone who attempted to misuse schools for party political ends, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

The recent admission by Conservative Party leader Dr Andries Treurnicht that the CP had decided to use pupils to boost its 1 million signature campaign was regrettable, Mr Clase said.

He warned that teachers involved in such actions would contravene both the Education Affairs Act and the code of the Teachers' Federal Council.

"All education personnel, from the most senior official to the teacher in the classroom, are requested to diligently ensure that no education institution is misused for any party-political aims ..."

Mr Clase said the department would take stringent action against anyone who attempted such misuse.

# Open schools: Parents say 'no'

CAP TENTS 7/14/70  
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Staff Reporter

AN Afrikaans parents' association representing parents from most Afrikaans schools in the Cape does not want schools to be opened to all races and will inform the government of this next month.

Kaaplandse Afrikaanse Ouervereniging spokesman Professor Bertus Koorts said yesterday following a recent congress at which the matter of open schools had been discussed intensively, the association had decided that "we as Afrikaans-speaking parents don't want our schools open".

Recent announcements by Education and Culture minister Mr Piet Clase about models for the opening of schools to all races could not be accepted by the association, Prof Koorts said.

The announcements went against "Volkseie Christelike" (own affairs Christian) education, he said, adding that the association was "not going to budge on it" and that the decision was neither racist nor political.

He questioned how the models for open schools would work in practice.

"We want a guarantee and the security of own Christian education for our own ethnic groups."

## 13 apply for open classes

# Govt to decide on open schools

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CAL Traits 7/3/80

By BARRY STREEK  
Political Staff

GOOD progress in the investigation into the possible opening of white schools to all races was being made, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

"I hope to be able to make an announcement shortly," he told Mr Ken Andrew (DP, Gardens).

Mr Clase said 13 schools under the control of his department had directly applied to be allowed to admit children of all races, and a further eight had done so indirectly.

He could not guarantee that all schools threatened with closure, particularly in the rural areas, would not be closed before the investigation was completed, but his department would be acting cautiously in this regard.

In reply to a question from Mr Roger Burrows (DP, Pinetown),

### The applicants

DIRECT requests have been made by Glenwood High School in Durban, SACS High, Rondebosch High, Westerford High, Rustenburg High, SACS Primary, Rondebosch Preparatory, Rustenburg Junior and Grove Primary, Johannesburg High School for Girls and Pretoria Boys' High.

Indirect requests have been made by Kaffrarian High School for Girls, Dale College High and Primary, York High in George, Brebner High in Bloemfontein, Cape Town High, Queen's College Primary, Rhenish Primary in Stellenbosch and Maidstone Primary in Tongaat.

Mr Clase said he had not introduced any restrictions in regard to the admission of students at technikons.

"Every technikon as an autonomous tertiary institution itself decides on the admission of students to courses and/or students

of the technikon concerned."

He said in reply to another question by Mr Burrows that there were 3 565 vacancies in colleges of education under the control of his department.

Mr Clase also told Mr Andrew that an African language was a compulsory subject in all primary schools with a senior primary phase, and was being taught at 1 037 of the 1 351 primary schools in his department.

● All the white teachers at Sebenza Secondary School in Crossroads left the school this year and have not returned, the Deputy Minister of Education, Mr Piet Marais, said yesterday.

Replying to Mr Andrew, he said the acting principal and acting deputy principal and three teachers had been violently forced out of the school on January 31 this year. The other two teachers resigned in February.

All told, nine white principals and acting principals at black schools in the Western Cape had left these schools, he said.

# Top marks for reform

## Open school

policy is a  
boost for **50**  
S Times 25/3/90.  
new society

By LESTER VENTER  
Political Correspondent

THE Government's plan to privatise non-racial schools will give its reform programme two major boosts.

● It will lay a long-term foundation for the sort of society the future now seems to hold.

● It will substantially ease the Government's financial burden in what is currently the single biggest area of public expenditure. Education for blacks and whites now

accounts for 18.7 percent of Government spending — higher than in many Western countries. And with funds sorely needed in many fields of reform, the partial privatisation of white education will bring welcome relief for the Exchequer.

A direct implication of the privatisation option in the Government's plans to create schools open to all races is that parents of such schools will shoulder a greater share of the costs of running and maintaining the school.

The Government's plans still have to go before three educational bodies and sectors: the provincial educational councils, the Teachers' Federal Council, and the Federation of Parents' Associations.

However, the beginning for an "open schools" policy is expected to be in place in January next year.

### Options

The Government's plans allow two options:

● Schools can, with the agreement of parents, privatise and admit children irrespective of race and according to the wishes and standards of the school.

Privatisation in this case means that the school and its parent body become responsible for maintaining the buildings and for the upkeep and supply of educational equipment. The Government will continue to pay the salaries of teachers and administrative staff.

● The second option allows schools to remain fully Government-funded — as at present — and then, if parents wish it, admit children of other races according to conditions that will be set out by the authorities.

Both the Democratic and Conservative parties called the proposals dramatic changes in direction — according to the DP, for the better, and according to the CP, for the worse.

● See opinion pages

Stev 7/3/90



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## Stoffel: Mixed schools shouldn't be forced **Good education needed 'irrespective of race'**

CAPE TOWN — The problems of black education were the problems of the whole of South Africa, Minister of Education and Development Aid Stoffel van der Merwe said in the House of Delegates yesterday.

Speaking in the debate on a motion by Mr Mahmoud Rajab (DP Springfield), Dr van der Merwe said the question was really whether the country wanted a single education department.

What was required was good education, irrespective of race. There were, however, some unfortunate shortcomings in black education.

It was true that Verwoerdism was part of history, and hence part of the problem in black education, but that was not what was being addressed. Since then, policies had changed totally.

It would be confusing to pretend that the policies of the present Government were in any way remotely related to the unhappy period of Dr Verwoerd.

### Apartheid heritage

If there had not been that approach, the situation in black education would have been slightly better.

While apartheid could not take the blame for everything, he was not trying to minimise the problems flowing from the heritage of apartheid.

The Minister said that even if available space at schools were used optimally, it would resolve only a fraction of the problem in black education.

White facilities were not always accessible to black pupils, but the Department of Education and Training was looking into using such facilities.

There was already one education system in South Africa looking after the norms and standards in edu-

cation in a variety of different fields. These included determining general policy and financing, teacher and staff salaries, the professional regulations of teachers, the norms and standards of syllabuses and examinations, and certification of qualifications.

Dr van der Merwe said these areas were common to all education departments, and that education in South Africa was increasingly being handled by the Department of National Education.

There was sense in decentralising education and the department was moving away from a strictly racial basis, with many more pupils than ever before in mixed schools. While there was a tendency to open up schools, this should not be forced since it would create resentment and resistance.

The example of mixed busing in the American South had been a dismal failure, and circumstances should be created whereby all pupils felt comfortable in their own schools.

If a child from a disadvantaged Third World background attended the same school as a child from a First World environment, such a child would have great difficulties. The opposite was also the case.

Sensible education would entail a core syllabus with an educational goal adapted optimally to a child's situation.

While the situation in South Africa was not unique, the different distribution of educational resources between population groups was unacceptable. This could, however, not be changed overnight.

The Government had devised a 10-year plan which would move towards equal distribution of equal opportunity as soon as possible, Dr van der Merwe told the House. — Sapa.