

EDUCATION -
PRIMARY

3 February 1975

HANSARD 2 Q. column 101-102.

13 February 1975

Bantu school children

38 Mrs H. SUZMAN asked the Minister of Statistics:

What percentage of Bantu school children was enrolled in each school class in each year from 1970 to 1973.

1. Educ - Prov
~~2. Edu - Secord~~

The MINISTER OF STATISTICS:

Class	Year and percentage			
	1970	1971	1972	1973
Sub A	23,57	23,19	22,34	22,18
Sub B	17,75	17,53	17,43	16,77
Standard 1	15,69	15,48	15,46	15,32
Standard 2	11,84	11,75	11,67	11,65
Standard 3	9,54	9,70	9,78	9,76
Standard 4	6,83	7,03	7,24	7,38
Standard 5	5,35	5,50	5,72	5,92
Standard 6	4,95	5,09	5,24	5,52
Form 1	1,80	1,84	2,07	2,15
Form 2	1,36	1,46	1,53	1,70
Form 3	0,98	1,02	1,04	1,13
Form 4	0,23	0,27	0,32	0,35
Form 5	0,11	0,14	0,16	0,
All classes	100,00	100,00	100,00	100,00

HANSARD 2 Q. column 140

14 February 1975.

Per capita expenditure on Coloured school children

*41. Dr. F. VAN Z. SLABBERT asked the Minister of Coloured, Rehoboth and Nama Relations:

What was the *per capita* expenditure on Coloured (a) primary and (b) secondary school children in the financial year ended 31 March 1974.

†The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) R106-17.
- (b) R136-56.

1. Educ - Primary

~~2. Educ - Secondary~~

HANSARD 3 Q. column 147-148
17 February 1975.

Bantu pupils enrolled

37. Mr. I. F. WOOD asked the Minister of Bantu Education:

What percentage of Bantu pupils was enrolled in each standard from sub-standard A to Form V as at June 1974.

The MINISTER OF BANTU EDUCATION:

Statistics for June 1974 are not available. The requested information as at March 1974 is as follows:

Sub-standard A	21,8%
Sub standard B	16,6%
Standard 1	14,9%
Standard 2	11,6%
Standard 3	9,8%
Standard 4	7,5%
Standard 5	6,0%
Standard 6	5,8%
Form I	2,4%
Form II	1,8%
Form III	1,2%
Form IV	0,4%
Form V	0,2%

1. Educ - Prm

2. Educ - Sunday

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HANDBOOK 3 Q. column 177-178.

18 February 1975.

Bantu pupils

*29. Dr. F. VAN Z. SLABBERT asked the Minister of Bantu Education.

How many Bantu pupils were enrolled in the Republic as at 31 March 1974 in each class from Sub A to Form V

† The DEPUTY MINISTER OF BANTU ADMINISTRATION AND EDUCATION (Reply laid upon Table with leave of House):

Substandard A	760 835
Substandard B	577 273
Standard 1	519 547
Standard 2	404 711
Standard 3	343 301
Standard 4	259 944
Standard 5	210 704
Standard 6	200 427

Form I	82 351
Form II	63 442
Form III	42 588
Form IV	14 406
Form V	6 732
Total	3 486 261

Statistics as on the first Tuesday of March 1974.

① Educ - Prim
② ~~Educ - Sec~~

HAWKARD, L. Q. 294-95.

26 February 1975.

Indian students attending academic part-time classes for adults

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

How many students are at present attending academic (a) primary and (b) secondary part-time classes for adults.

(1) Educ - Pm
(2) ~~Educ - Sec~~ - Secondary

The MINISTER OF INDIAN AFFAIRS:

(a) 14.

(b) 1492.

Investigation by Bureau of Standards of
hooters/warning devices on locomotives/
motor coaches.

HANUSARD 5

Q. column 393

7 March 1975

Indian school children

*9. Mr. R. J. FORIMER asked the Minister of Indian Affairs.

What was the percentage of Indian school children enrolled in each standard from Class I to Std. X at the end of each year from 1970 to 1974.

†The MINISTER OF INDIAN AFFAIRS (Reply laid upon Table with leave of House).

	1970	1971	1972	1973	1974
Class I	12.48	12.21	12.04	12	11.52
Class II	11	11.51	11.59	11.91	12.01
Std I	9.48	10.50	11.10	10.67	10.83
Std. II	8.90	9.06	9.97	10.50	10.18
Std III	12.15	9.22	9.20	9.95	10.57
Std IV	11.14	10.88	8.52	8.35	9.07
Std. V	10.45	10.12	9.80	7.66	7.40
Std. VI	8.37	9.49	9.99	9.23	6.96
Std VII	6.34	6.66	6.75	7.97	8.34
Std VIII	4.91	5.25	5.23	5.45	6.08
Std. IX	3.11	2.85	3.33	3.60	4.06
Std X	1.67	2.11	2.23	2.28	2.44

1. Educ - Prun

2. Educ - Sec

HANWARD 6

Q. column 461-462

12 March 1975.

Educ - Primary

School for Coloured children at Klapmuts

113 Mr T. ARONSON asked the Minister of Coloured, Rehoboth and Nama Relations:

(1) Whether his Department is to build a school at Klapmuts for Coloured children; if so, (a) when was the decision first taken to build a school, (b) when (i) was the school originally to be completed and (ii) will it actually be completed, (c) how many children will the school accommodate and (d) what is the building cost of the school,

(2) where are the children who will attend the school accommodated at present;

(3) whether the present premises have been approved as a school building; if not, why not;

(4) whether there has been any delay in commencing the project; if so, what are the reasons for the delay;

(5) whether representations have been made to his Department to expedite the erection of the school; if so, what representations.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

(1) Yes. A school will be built by the Department of Public Works for use by the Administration of Coloured Affairs

(a) The possibility of erecting a State School at Klapmuts was initiated by the Administration of Coloured Affairs in 1971 which subsequently led to the formal approval on 4 October 1973, to build a school.

(b) (i) November 1975

(ii) Completion is expected by the end of 1975 or early in 1976

(c) 600 pupils

(d) The building costs are estimated at R230 000

(2) In the state-aided St. Michael's Primary School under the control and management of a church body.

(3) Yes.

(4) Yes. The project could not be executed before the site aspect and the availability of domestic services were finalized the negotiations to this end were extensive and time-consuming.

(5) Yes. Apropos a report by the local authority on the prevailing conditions at the local state-aided St. Michael's Primary School, the controlling body of the latter made representations to the Administration of Coloured Affairs for the early provision of alternative and adequate state school accommodation at Klapmuts

10/4/75

White pupils

203. Mr. P. A. PYPFER asked the Minister of Statistics:

- (1) How many White pupils were attending (a) provincial, (b) provincial-aided and (c) private schools in the latest year for which figures are available;
- (2) what was the total enrolment in each class of these schools;

(2)

Enrolment of White pupils	Provincial schools	Provincial-aided schools	Private schools
Sub A (Gr. 1)	75 931	1 654	4 520
Sub B (Gr. 2)	74 711	1 723	4 060
Std. 1	74 351	1 626	3 781
Std. 2	73 019	1 566	3 486
Std. 3	73 188	1 647	3 662
Std. 4	69 045	1 676	3 686
Std. 5	67 153	1 746	3 975
Std. 6	72 535	1 526	4 078
Std. 7	70 020	1 341	4 102
Std. 8	63 237	1 194	3 809
Std. 9	48 487	1 160	3 227
Std. 10	35 693	1 030	3 158
Unspecified	13 398	277	383
Vocational courses for mental deviates	11 252	—	—
Total	822 050	10 166	45 927

- (3) how many pupils (a) passed the matriculation or equivalent examination and (b) obtained a university entrance pass in that year;
- (4) in respect of what year are these figures given

The MINISTER OF STATISTICS:

(1)	Number
(a)	822 050
(b)	18 166
(c)	45 927
	Total 886 143

① Edu - Prov
② Edu - Sec

- (3) The required statistics are not compiled by the Department of Statistics.
- (4) All figures are in respect of 1972.

7

HANSARD Q795-796
11

23 April 1975

1. Educ - Prog.

2. ~~Educ - Study~~

Indian pupils from Class I to Standard X

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

What was the total enrolment of Indians in each standard from Class I to Standard X in Government, State-aided and Private schools combined, as at 31 March 1975 or the latest date for which figures are available.

The MINISTER OF INDIAN AFFAIRS:

As at 4 March 1975

Class I	20 736
Class II	21 766
Std. I	20 313
Std. II	19 170

Std. III	19 309
Std. IV	179 694
Std. V	15 041
Std. VI	12 416
Std. VII	11 744
Std. VIII	13 404
Std. IX	6 115
Std. X	4 479
Special classes	1 162

HANSARD 14

Q . 931-2

12 May 1975 .

1. Education - Primary
2. ~~Education - Secondary~~

Total enrolment of Coloured pupils

232. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

What was the total enrolment of Coloured pupils in each standard from Sub-A to Standard X and in adaptation classes in Government, State-aided and private schools, combined, in (a) Republic and (b) South West Africa, excluding trade schools for apprentices, but including special and reform schools, in March 1975 or on the latest date for which figures are available.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) Sub-std. A—108 153.
Sub-std. B—93 026.
Std. 1—84 321.
Std. 2—72 234.
Std. 3—62 879.
Std. 4—53 165.
Std. 5—40 780.
Std. 6—32 406.
Std. 7—23 575.

Std. 8—14 661.
Std. 9—5 955.
Std. 10—3 244.
Adaptation classes—2 838.

- (b) Sub-std. A—1 732.
Sub-std. B—1 410.
Std. 1—1 347.
Std. 2—1 183.
Std. 3—1 028.
Std. 4—986.
Std. 5—890.
Std. 6—678.
Std. 7—469.
Std. 8—257.
Std. 9—136.
Std. 10—55.
Adaptation classes—35.

S.W.A.—Figures do not include Baster and Nama pupils.

Language

project

STAR 13/5/75
SUCCESS

Pretoria Bureau

The project to teach the North Sotho language in primary schools had aroused great interest even outside South Africa and might prove the most important undertaking in the past decade, Mr van Niekerk said.

The project was progressing to the extent that every school taking part in the project would have at least one teacher able to teach the language from Standard 3 during this year and next.

The aim was to teach up to 800 teachers the basics of the language.

TENDERS

Turning to the Works Department, he said the province's building programme gained momentum during the year.

Tenders for capital works exceeding R70-million had been accepted.

Eight new secondary schools and 12 primary schools had been completed during the year, while six secondary schools and 19 primary schools were being built.

Good progress was being made with the building of Johannesburg Academic Hospital and hospitals for Whites at Kempton Park, Pretoria West and Carletonville.

It was expected the hospitals for other races at Leratong and Klerksdorp would be completed this year, but there were serious delays over the hospital at Sebokeng.

The department was hit by a 20 percent increase in building costs during the year.

Afrikaans — a new 'taalstryd'

Rm 15/5/75

● Against the wishes of African homeland leaders, teachers and parents, the Department of Bantu Education has decided to persist in forcing high school pupils in "White" South Africa to learn through the medium of both official languages. The decision has been described as "morally indefensible and educationally unsound." Africans want English to be the language of instruction and Afrikoons to be taught as a subject.

MORE than 1 320 000 African school pupils in "White" South Africa have to contend with a burden which has been described as "morally indefensible and educationally unsound".

Hopes for a reprieve from the burden and the start of a new era in African education have been squashed by both the Minister of Bantu Education, Mr M. C. Botha, and his "verligte" deputy, Mr Punt Janson.

The burden is quite apart from Government reluctance to raise expenditure on African education to the point where it would be proportionally equal to the money set aside for White education.

It relates to the refusal of the Government to heed pleas and recommendations by African educationists for an end to the official policy of forcing African secondary school pupils to learn through the media of both English and Afrikaans.

African pupils learn through the medium of their mother tongues to the end of Standard 4 and then have to switch to instruction through both official languages on a 50-50 basis.

If White pupils were to face the same educational obstacle the equivalent position would be: instruction through the mother tongue (English or Afrikaans) until the end of Standard 4 and then change to instruction through, say, Zulu and Sotho.

Educationalists of the calibre of Professor W. G. Keware, professor of com-

parative education at the University of the North, accept that Africans cannot learn through the medium of their mother tongue from Sub A to Standard 10.

They recognise that African languages are unsuitable as vehicles for the teaching of Western-orientated subjects like science.

But they insist that when the switch comes it should be to one of the official languages only. In that way the burden is halved.

"We must make the best choice possible and pick one of the official languages," repeat one, says Prof Kgwara, a former inspector of schools under the Department of Bantu Education.

The theoretical purpose in switching from mother tongue instruction is to make it easier for the African pupil to master the content of the subjects he learns at high school, but it is defeated by the insistence that he learn through the medium of two "foreign" languages.

Professor L. W. Lanham, professor of phonetics and linguistics at the University of the Witwatersrand, speaks of "cross-linguistic interference" which hampers rather than assists understanding.

The African Teachers' Association of South Africa (Atasa), the voice of the majority of South Africa's African teachers, puts it more simply:

"With mother-tongue instruction up to Standard 4 it is difficult enough for the Bantu pupil to use either official language as



MR M. C. BOTHA



PROF W. N. KGWARE



PROF L. W. LANHAM

the medium of learning in post-primary schools.

"When both official languages are used as media, the child obviously experiences greater difficulty. A great deal of his effort has to be expended in learning terms, expanding his vocabulary and improving his grammar. The mastery of content becomes a painfully slow and frustratingly incomplete process."

The Government has taken its decision to persist with present policy in full awareness of African opposition to it.

It was put to the Prime Minister, Mr Vorster, in the presence of Mr Botha, by all eight African homeland leaders on two occasions — at the first "summit" talks on March 6, 1974 and then again at the second "summit" on January 22 this year.

was debated in Parliament the investigation had been completed and it was decided to retain the present policy, in spite of contrary views from homeland leaders. African teachers and parents (as represented on school committees).

What both Mr Botha and Mr Janson neglected to mention during the debate was that part of the departmental investigation into the question included an educational inquiry into what was best for African pupils educationally.

The Rand Daily Mail has learnt — from a top homeland source — that the inquiry recommended on educational grounds that only one language be used as the medium of instruction.

More important, Mr Janson did not deny that the inquiry had taken place or that it had made a recommendation in favour of one language only.

He said openly: "I have no doubt it was going on." But he then went on to stress that it was only part of a broader investigation and that it was not a "special investigation."

But the question remains: why did the department ignore the findings of its own inquiry into the language question and why did it not heed the almost unanimous stand of the African people themselves?

Mr Janson spoke about the necessity of Africans being able to speak both official languages because of the possibility of them working for an employer who spoke only English or Afrikaans.

But, as Mr Janson conceded and Atasa has stressed, instruction through the medium of one official language only would not mean that the second language would be neglected. It would be taught as a subject.

As for Africans learning both official languages as a consequence of being taught in them on a 50-50 basis, there is the warn-

ing of Prof Lanham: "There is cross-linguistic interference and pupils end up learning neither language properly."

There is, in addition Prof Keware's statement: "White children learn the second official language as a subject and seem able to communicate in it. I submit that if Black children were similarly placed they will be able to communicate in it nearly as well."

The question then remains: Why has the department persisted with its official policy?

The answer is simple. Africans have opted for English and most Nationalists cannot stomach that — in spite of constant emphasis by Atasa and homeland leaders that the choice is not motivated by hostility to Africans for se.

English is chosen for a variety of reasons, as Atasa made plain in its recommendations to Mr Rousseau: the key one being its status as a world language.

Whatever the long-term upshot of the controversy, one prediction is certain — forcing Africans to learn through the medium of Afrikaans will not endear the language to them. It is more likely to arouse resistance to it.

Coercing Africans into learning through the medium of Afrikaans in secondary school against the wishes of their parents parallels the policy of Lord Alfred Milner, that "fine flower of English culture" who tried to force Afrikaans children to learn through the medium of English against the wishes of their parents — and sparked the Afrikaners' "taalstryd".

As the great President Steyn of the old Free State Republic observed of Milner's anglicisation campaign in the wake of the Anglo-Boer War: "The language of the conqueror in the mouth of the conquered is the language of a slave."

23 May 1975.

Educ - Primary

X Double session/platoon system for Coloured pupils

231. Mr. W. G. KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

(a) In how many (i) Sub-standard classes, (ii) Standards I and II classes and (iii) Standards III and IV classes were double sessions or the platoon system operating in schools for Coloured pupils in March 1975 or on the latest date for which figures are available and (b) how many pupils were involved in each case.

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS:

- (a) (i) 1 545.
- (ii) 598.
- (iii) 70.
- (b) (i) 53 326.
- (ii) 20 137.
- (iii) 2 516.

Call for English rejected 'within 2 weeks'

rdn 10/6/75



Staff Reporter

EAST LONDON.—Within a fortnight of telling Homeland leaders that their proposed change in Bantu education involved extremely complicated adjustments and needed further study, the Minister of Bantu Education sent out a circular rejecting their recommendation.

Homeland leaders proposed at their meeting with the Prime Minister on January 22 that English be the medium of instruction in African secondary schools in "White" South Africa.

A key reason for their proposal was to bring educational policy in "White" areas in line with that followed in the homelands, where English is the medium of instruction in secondary schools.

The minister of Bantu Education, Mr M C Botha, who was at the meeting, told them the matter was extremely complicated and posed "enormous practical problems" which required further investigation.

He added that the matter was being taken up with the various school boards by the Secretary for Bantu Education and involved "more than 5 000 schools."

But two weeks later a circular was sent to Homeland leaders and school boards in "White" areas telling them the request had been turned down.

The circular read: "For the past 20 years the policy has been that the vernacular should be the medium of instruction in all primary education and that English and Afrikaans should be used on a 50-50 basis in secondary education.

"This policy remains unchanged.

"Principals of schools are requested to ensure that this policy is applied strictly."


On the following day a second circular was sent out reinforcing the instruction in the first.

It appears that a few school boards somehow got the impression that they had the right to decide what medium of instruction should be used in their schools.

"This is entirely wrong.

"Any contradictory instructions issued by school boards should be revoked immediately," it said.

Happiness is her name

ARGUS 10/6/75 

VUYIZWA in Xhosa means 'happiness.' And Mrs Vuyizwa Nabe, headmistress of the Mokone primary school at Langa, lives up to her name.

'I can only appeal to those people who are thinking about helping TEACH to give more money. They can come here and see what happiness it brings.'

Ask her what brought 'Vuyizwa' into her life and she will tell you without a moment's hesitation: 'This school.'

The Mokone Primary School is a very happy school. The pupils, she says with a proud laugh, are eager to learn.

And the parents?

'EVERYTHING'

'They are very, very proud of "their school". I only have to say I need help with this or that

and they will do everything they can for the school.'

For Mrs Nabe the school has a very special meaning. It was to this TEACH school that she was first promoted as headmistress.

'This was a very happy event. I am proud to be the head here,' she said.

What good had the school done so far?

'Immeasurable good,' she said. 'It has brought the community in Langa closer together; it has done away with the double-shift system of teaching; it has made parents proud . . . and it has made a lot of children happy.'

Problems? 'Many, many—but we are overcoming them. We need more books. Many of the children are very poor

and they need financial help at home. We need a lot,' she said.

DESPERATELY

'I can only appeal to those people who are thinking about helping TEACH to give more money. They can come here and see what happiness it brings,' Mrs Nabe added.

The Cape Peninsula needs more people like

Mrs Nabe and it desperately needs the type of school she is running.

The TEACH fund has set itself a target of R300 000 by June 17. It needs more cash.

Contributions should be sent to The Argus TEACH Fund, P.O. Box 11500, Cape Town, or brought into The Argus Building at 122 St George's Street, Cape Town.

HANISARD

19

Q. 1198-9

18 June 1975

Coloured students in part-time primary/
secondary classes for adults X

355. Mr. W. G. KINGWILL asked the
Minister of Coloured, Rehoboth and Nama
Relations:

How many Coloured students are at
present attending academic part-time (a)

primary and (b) secondary classes for
adults.

The MINISTER OF COLOURED, RE-
HOBOTH AND NAMA RELATIONS:

(a) 3 971.

(b) 6 291.

1. Educ - Pmg.

~~2. Educ - Sec~~

52

Challenge to African teachers

African Affairs Correspondent

CHIEF Gatsha Buthelezi, head of the KwaZulu Government, called on African teachers at the weekend to dedicate themselves to the development of their nation.

At the same time he emphasised that academic education was not sufficient to meet the needs of national development.

Speaking at the Natal African Teachers' Union conference at Edendale on Saturday night, Chief Buthelezi felt consideration should be given to a wide spectrum of educational processes.

The overtly racist origins of African education had blurred Black

perspectives. "The emphasis on academic education for Whites only (by South African Government) had jaundiced us against non-academic education which as a developing community we need desperately."

The Chief conceded that Africans had no real self-government, and Pretoria's refusal to allow African schools in White areas to use English as a medium of instruction had simply confirmed this, but it was essential that Zulus get on with the job of development and with planning ahead.

SHIRKING

If one took the view that KwaZulu, as conceived by the Government, could never be viable "one might be tempted to fold up." This, however, would be a shirking of responsibility to the people.

"We must therefore build on the limited resources under our control, both agriculturally and industrially."

Technical, trade and industrial training were essential to development, but it would have to be recognised that there would inevitably be many who could not be

accommodated at conventional schools.

"Quite clearly, we cannot rely entirely on orthodox methods of training for the mass of our people." The Chief pointed out that youth training in Africa had proved successful.

The Malawi Youth Pioneers, a good example, were given intensive training in modern agricultural methods so they could provide a core of disciplined leaders for rural progress. They were also taught civics, citizenship duties, Government policies, leadership techniques, literacy, rural vocational training and health education.

BRIGADE

There were others like the Zambia Youth Service whose aim was to prove that the land, if properly used, could yield profits equal to those found in industrial work.

Chief Buthelezi hoped the youth brigade of Inkatha, revived recently as a national development movement, would give KwaZulu something similar. "We need to widen our strategy to include various techniques as our problems are enormous."

Why 20 000

children will

Daily Dispatch 10/7/75
go hungry

Twenty thousand children will soon be going hungry in and around East London.

In fact, most of them are already permanently hungry: in a short while most of them will be even more hungry.

The reason?

They will be going hungry because, when they were asked to contribute to the Mayor's Feeding Fund, a pharmacy, an interior decorating firm, a drapery, a garage, a welding firm, an engineering firm, a hotel, an estate agency and an outfitters' all answered: "Maybe next year."

They will go hungry because a carpet supplier, a knitting factory, a pharmaceutical manufacturer, a coal merchant and another knitting factory all said: "Try us in May." And when May came, they were still not interested.

They will go hungry because a wholesalers', a furniture firm, a large general store, and a deep freezing company said: "Send us a personal letter — and we'll consider it." And they didn't consider it worth doing anything about.

They will go hungry because a bakery, a bus company, a scrap metal company, a wholesalers', and a shipping company said: "Our directors will consider the request." And their directors didn't consider the request worth doing anything about.

They will go hungry for a host of different excuses: "Get in touch with me again", or "Contact me in January", or "I'll have to look at my budget", "My kids give at school", or "I'll have to refer it to Johannesburg", or "I give to the blacks on my farm" or "Apply to the regional office", or "We don't give donations any more", or...

And a thousand more reasons.

But still those children will be going hungry.

I asked Mr Abe Addleson, former Mayor of East London and the man who started the Mayor's Feeding Fund in 1958, what the effect of these refusals would be. Was it true the fund was going to have to stop feeding children?

"Yes, we lack the means to carry out the objects of the fund," Mr Addleson said.

The fund exists to give every primary school child — of whatever race — who needs supplementary feeding, two specially fortified biscuits and a cup of skim

Mr Addleson did not agree. "There has been repeated press publicity and addresses to service clubs. Some time ago the Mayor of East London, Mr R.L. de Lange, who is titular head of the fund, convened a special meeting of members of the Chambers of Commerce and Industry. The facts were fully explained, but the results were negligible.

"We simply have not got our message across to those firms which employ large numbers of Africans," Mr Addleson said.

Perhaps that explains the "Come back in May," the "Contact head office", and the host of similar excuses.

The present funds of the feeding scheme derived, Mr Addleson said, from trusts, service clubs, schools, churches, "and principally from the man-in-the-street, who has generously supported us during all the years the fund has operated."

The next street appeal for the fund is in October. Normally about R500 is collected then.

"The Crewe Trust gives us R2 000 per annum, Selborne Primary School has collected the magnificent sum of R15 000 since 1958, with each pupil bringing 5c per week, and such industries as CDA, which gives us R250 per month, and Transkei Oil Products which gives R100 a month, all help to swell the budget.

"Recently a competition with the prize of a bicycle donated to the mayor netted some R500," Mr Addleson said.

"A capable young woman was engaged for one month to canvass for regular donations. The effort resulted in about R1 100 being collected — but this was made up of small amounts mainly, which shows how little interested the donors were.

"The highest donation was R120; the rest, with one or two exceptions, ranged from R3 to R10... and this was from reputable firms, not individuals."

The canvasser analysed the refusals and excuses — which is where the "Perhaps next year", the "write us a letter," and the host of other reasons for not giving, were found.

What then did Mr Addleson feel was the answer to the needs of the fund?

"Admirably this would be stop orders for so much per month, as this would mean continuity," he said. "At

needs supplementary feeding, two specially fortified biscuits and a cup of skim milk. When the skim milk is not available, the fund aims to give a third biscuit.

Is the fund managing to carry out this programme?

"No. In Mdantsane the amount of feeding being done by us is useless — one biscuit per child three times a week. That is as good as nothing."

What then would the cost be to cover Mdantsane fully?

"About R35 000. Together with the R15 000 spent on feeding pupils in the city area, that means R50 000 is needed altogether."

And how much are you actually getting?

Last year, Mr Addleson told me, the fund's income was only R21 500 — less than half of what was needed. The fund's actual expenditure was R22 000.

The fund started, Mr Addleson told me, because when he was Mayor of East London, he was approached by attorney Mr Edgar Glass in 1958 with the news that children had been fainting on arrival at school.

"They had had nothing to eat since waking. Mainly the reason was that their parents left for work before the children were awake, and there was nothing prepared for them."

"The fund was then launched," Mr Addleson said, "and with the generous support of institutions and the public all the primary schools in East London whose pupils required feeding — whether white, Coloured or black — were fed."

So why the crisis now, I asked Mr Addleson?

"With the gradual shift from Duncan Village to Mdantsane it became necessary for the fund to follow up the pupils in the schools now located in the township. But with the tremendous growth of Mdantsane, which now has 20 lower primary schools catering for about 20 000 children, the fund is unable to meet the costs involved."

School children in Mdantsane contribute to the fund.

"When the committee decided to extend the scheme to Mdantsane, it undertook to pay the school committee in Mdantsane a monthly grant depending on the funds contributed."

"We started with R250 per month, raised it later to R500 and are now contributing R750 per month."

"But we find that that amount, plus the monthly R200 contributed by the pupils, means we can only supply three biscuits a week — useless."

Was lack of publicity the problem?

stop orders for so much per month, as this would mean continuity," he said. "At present our total stop orders amount to R395."

"If donors are reluctant to sign stop orders a pledge of a monthly or quarterly payment would serve the same purpose. But unless commerce and industry, which between them employ many thousands of Africans and Coloureds, are prepared to support the fund adequately, our efforts as far as Mdantsane is concerned, must fail."

"Apart from the growth of the number of Africans and Coloureds employed by commerce and industry, the fact must not be forgotten that most businesses in East London rely heavily on African trade — and that a fund such as our's is entitled to a quid pro quo."

It seemed a legitimate question to ask: what are blacks themselves doing to help?

"As I said before, the pupils of each school in Mdantsane are asked to bring a cent a week and so far about R200 a month is paid in. An effort is also made to get African traders and others to make a contribution."

What other problems did the fund face?

"There is a lack of male personnel on the committee to deal with individual projects to raise funds, seek alternative means of feeding, and so on."

"I feel commerce, industry and service clubs ought to be directly represented."

"One of the difficulties we are facing is the continued rise in the cost of biscuits, and the prohibitive cost of skim milk. To reduce costs, we are investigating the possibility of substituting soup and bread for some days of the week, and biscuits and peanut butter on others."

Mr Addleson said that Santa regarded feeding schemes as a tremendous contribution to the elimination of tuberculosis. And, he said, "Let each donor remember our original slogan — 'A hungry stomach has no ears'. It would be a tremendous blow to our standing as a community if we should close our ears to the needs of the hungry children in Mdantsane and East London."

But there are plenty who still close their ears.

After all, it is so easy to say: "Come back next year", and "write me a letter."

So perhaps those 20 000 children will be going hungry — more hungry.

—JIM MITCHELL

RDM 5/7/75

Adendorff claim 'a big surprise'

52

By PATRICK LAURENCE

EDUCATIONISTS yesterday expressed astonishment at a claim by Dr Johannes Adendorff, of the Bantu Investment Corporation, that four out of every five Africans in South Africa are literate.

Dr Adendorff told an investment seminar in London: "The level of education among the Bantu people of South Africa is the highest in the whole continent of Africa and approximately 80 per cent of the population can read and write."

Mr Raymond Tunmer, senior lecturer in education at the University of the Witwatersrand, said: "It is quite obvious that Dr Adendorff knows very little about education statistics."

Many adult Africans continued to reflect the years of educational neglect which characterised earlier decades, as evidenced by:

⊙ The finding of the 1970 census that more than 48 per cent of Africans over the age of 15

were illiterate in terms of the United Nations definition of literacy.

⊙ The statement to Parliament last year by the Minister of Statistics that of the nearly 7.7-million Africans over the age of 18, more than 4.6-million — or well over half — had not passed standard 2.

Standard 2 is an important watershed because of the finding by United Nations literacy researchers that at least four years of schooling are necessary for a person to be "functionally" literate.

The Eiselen Commission — which drew up the blueprint for African education — seemed to accept that finding because it reported: "The Bantu child who does not complete at least Standard 2 has fulfilled so little that the money spent on his education is virtually lost."

Mr Tunmer conceded that a rising number of Africans of school-going age were now entering sub A or grade 1 — and that, expressed in percentages, it might be close

to Dr Adendorff's figure of 80 per cent.

But, he said, many dropped out before the end of standard 2.

The Secretary for Bantu Education, Mr G. J. Rousseau, said: "Dr Adendorff's figure is probably a bit high, although it all depends on how you interpret literacy."

Department figures show that of the nearly 543 370 Africans who entered sub A in 1970, only 343 300 went on to standard 3.

Mrs Shirley Frew, of the Bureau of Literacy, said of the official census figure on African illiteracy: "We regard it as a very low estimate. Officially there are about 4-million illiterate adults, but it is probably nearer 6-million. A lot of people simply say they have passed standard 2."

Mr Franz Auerbach, an educationist studying dropouts in African schools, has calculated there are nearly 4 470 000 adult Africans without any schooling.

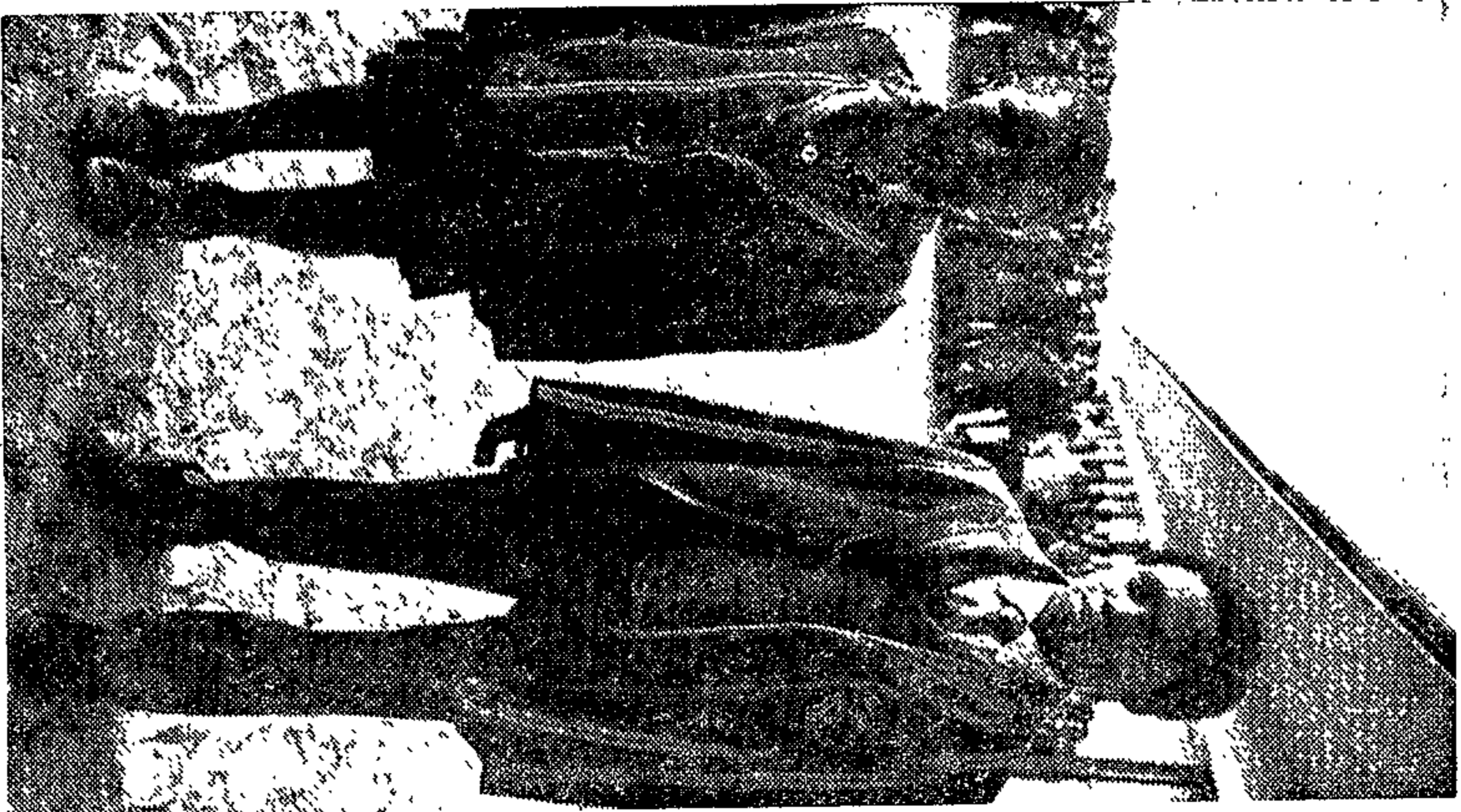
Uniforms for Black pupils: Is the cost too high?

IS too much emphasis placed on school uniforms in Black schools? A mother of a seven-year-old child who loves going to school described the child's distress when her black socks, an essential part of the uniform, were mislaid. She said she would not be allowed to attend class without the right dress.

The child is only in sub-R, and the mother has been advised she will need to change to a different uniform shortly. An appeal for funds for Black schools published recently mentioned a 10-year-old boy who started his day's learning on a break-fast of bread and sugar water. Yet his parents were expected to — and did — provide a uniform incorporating a smart green blazer which costs in the region of R15. Surely nutritious food is

more important to a growing child who has to walk 5km to school, than a splendid uniform?

The Cape Times Women's Page interviewed some of the parents of Black school children. Most of them would like to see a relaxation of uniform rules. Many of the parents of school-going children are proud of their uniforms, because it identifies them with education. In a society where school learning is not compulsory, this is very important.



Plaaitje Sibongile, 9, and Richard Anthony, 13, both of Vukukhanye School, Guguletu, in their full school uniforms.

out of it if they are not properly dressed. It is virtually imperative for them to wear uniforms, and costs are going up and up," said Mrs Mwelewa.

Not so fortunate is Mrs Agnes Nkoma. She had a good, living-in domestic job till she gave birth to twins and brought the number of her children up to six.

One of her children is an epileptic and she found it increasingly difficult to get proper care for her. All her children were in the homes of members of her family, and those in the country area went to school there — without school uniforms.

Now she has stopped working to have all her children with her — her husband has a good job, but he has to support them all.

Mrs Nkoma is trying to get her three older children into a school here, and has been told they will need uniforms. Once before she wanted to send her eldest son to boarding school in the Transkei, but was put off by the list of things he would need, including blankets, sheets and winter and summer play clothes.

— because they feel embarrassed. Sometimes the parents believe them, and take them out of school.

Mr T Mgijima, principal of Vukukhanye higher primary school, Guguletu, said he felt a solution to the high cost of school uniforms would be for all the African schools to approach one large company to make their regulation garments in their own colours. Bulk buying would reduce costs.

Mr Mgijima is in favour of a school uniform because in the same dress children from well-off homes do not show up the others. He certainly does not feel that it is a requisite for education.

He, like many of the parents and his colleagues, would like to see all the children in smart uniforms, but at a greatly reduced cost. He feels that many of the smaller concerns are exploiting the Black buyer.

The parents and children are proud of their uniforms, and their schools mean a lot to them, but does the price, of smaller and less nutritious meals for a growing child, justify the expense they involve?

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→ Photos

But, when the ever-increasing costs of a uniform are coupled with the price of books for the school-going child, the financial burden is often too great. School principals say they never force a child to appear in full dress, but the emphasis is there. What child likes to be out of place in ordinary clothes when all the others look alike? All too often they leave school rather than appear different.

● **Dr Margaret Elsworth**, trustee of the Bantu Scholars' Fund, said that tremendous pressure is exerted on school principals by the parents themselves. A scholar's pride in his uniform represents the pride both he and his parents take in his education. Such parental opinions are slow to change.

Dr Elsworth added that, in an unofficial way, the kind was trying to promote locally the use of track-suit style clothes as a cheaper alternative.

● **Mrs Grace Qunta**, a social worker, mother of six and the wife of a retired

school principal and school inspector, says she likes the idea of school uniforms for Black children, but she feels at all our schools," she suggested.

"The badges could all be different, or the colours of the shirts and girdles, but at least that way uniforms could be passed on in families, or resold."

★

Mrs Qunta has one child of seven years still at school. She paid R7 for his blazer, R3.95 each for his grey trousers and R2.75 each for his shirts. Because she is a working woman, and does her own washing at weekends, she bought four pairs of trousers and six shirts. His shoes cost her R6.50, and his socks, about 75c a pair. How many parents can afford this outlay?

"Our children feel so bad if they do not have a proper uniform that often they stay away from school — they play truant. And of course, schooling is not compulsory for African children.

"If more of their parents were paid decent salaries they would be able to afford books and uniforms, and more children would be at school."

● **Mrs Ray Mketwa**, also a social worker has only one child — a boy of 10 years old. She paid R13 for his blazer, R2.50 for his shirts, R3 to R4 for a pair of grey trousers and 75c approximately for each pair of socks.

"I am more fortunate than most mothers in that I have one child at school and I can afford to buy him books and clothes. I feel bitterly sorry for those who cannot because the children feel so

● **Julia Nyalasa**, a domestic worker, has one child at school — a boy of six. She tried to get an account on the only store from which his school uniform is available and her employer agreed to guarantee her monthly payments — but she was turned down.

She would have liked to pay the R7 for her son's grey trousers, 75c each for three pairs of socks, R4 for his black regulation shoes, R2.50 each for his two shirts, and R10.95 for his blazer over several months, but the shop wanted all or nothing.

School principals approached (some would not give their names because of departmental rules) felt that the question of uniforms was between school and parents. The Department of Bantu Education does not rule that they are compulsory.

Five school principals said that uniforms were not compulsory and that they would never turn a child away from school because his or her dress was not right. Neatness in appearance is something they strive for, and encourage in the pupils.

A visit to Guguletu proved that not all the children went to school in regulation dress, but the majority wore smart uniforms and many, at the end of the school day, looked neater than their counterparts from wealthier backgrounds. Often, a child would have the right colour dress and blazer, but no shoes and socks — but this was often because he was on his way home and did not want to dirty his shoes on the rough dirt roads.

★

● **Miss M Wala** is principal of the Maseki primary school, Guguletu. She said the pupils are expected to, and encouraged to, wear uniforms. In the case of very poor children, she herself helps them to acquire what they need from the families who are better off, so that they will be encouraged to stay on at school.

She has found that the children without uniforms go home to their parents and say they have been turned away from class because they are not properly dressed.

Private schools' role in SA

ARGUS
23/9/75

FOLLOWING the tradition of the public schools in England, private schools were established in South Africa, among the best known of them being Diocesan College in Rondebosch, Michaelhouse and Hilton College in Natal, St Andrew's and Kingswood College in Grahamstown and St John's in Johannesburg.

These are schools for the sons of the wealthy and are all English medium. There are no Afrikaans medium private schools.

These private schools have come to be regarded as exclusive 'snob' schools. From their ranks have emerged some of our foremost sportsmen, scholars, professional and businessmen.

The question is frequently asked whether such schools should exist in an egalitarian society, particularly when a number of Government schools have traditions and achievements of which they may be equally proud. Such famous schools as Maritzburg College, Rondebosch Boys' High, SACS, King Edward VII, Grey's and Pretoria Boys' High are run on the lines of English public schools and have produced men who have excelled in many spheres of public life.

What justification is there then for the expensive private schools? It is a question which the Labour Party in Britain has been asking. Yet, so strong is the force of tradition that no socialist government has dared to interfere with Eton, Har-

row, Rugby and the rest, though strenuous efforts are being made to stifle the intellectual snobbery of grammar schools by converting them into comprehensive schools.

The private schools do offer many advantages: a generous teacher-pupil ratio, smaller classes, a wide range of subjects, more extra-curricular activities, time to pursue and to share personal interests and hobbies such as music, philately, photography, handicrafts and radio. When all pupils are boarders, there is continuous contact with masters and fellows. It may well also create a sense of superiority over less fortunate mortals and a feeling of disdain for those who have not attended such a school. The danger is that all boys are crushed into a mould of conformity, leaving little scope for the development of individuality. One thinks of the misery of Shelley at Eton, the cruelty described by Kipling in *Stalky and Co* and the loss of parental influence.

The private schools are regarded by many Afrikaners as ultra-British and un-South African. There is the story of a junior Afrikaans master at a well-known private school who, on a dull Sunday after-

noon, found the boys playing a game of soccer against the Africans and Indians on the domestic staff. He reported it indignantly to the senior Afrikaans master. Yet it is in these schools that the best of British traditions can be maintained. They are not subject to the dictates of any government. They need not be concerned about the narrow concept of 'youth preparedness.'

They can admit Afrikaans-speaking pupils who wish to learn English and to absorb the way of life of their English-speaking compatriots. Such pupils have had a beneficial influence on these schools. They have often excelled at games, done well academically; and contributed greatly to inter-racial understanding.

These schools mostly have a strong religious affiliation — Anglican, Methodist, Catholic — exercising a stronger and more lasting influence than is found in many homes to-day. But they remain the preserve of the wealthy and of those who, for reasons of tradition, send their children there at great financial sacrifice. Despite the enormous fees the private schools remain full, most of them with a waiting list. They are a part of our educational system and should remain to ensure that our education is not forced into narrow

channels but retains something of what is provided by the public schools of Britain without affecting their South African patriotism. There is certainly no harmful in-

A well-known educationist writes on two aspects of the South African school scene. Today he discusses private schools and tomorrow he expresses some thoughts on the university entrance examination.

fluence exercised by the comparative few who do attend these schools.

Tomorrow: The University Entrance Examination.

L.D.M.C. - Primary

Schools 'forced into ban'

Children aged five will be turned away from at least two schools in Johannesburg's north-west and Randburg next year because of a severe shortage of schools.

"There is no end in sight to the impasse," says Mr Ivor Robinson, chairman of the North West School Board.

"In an attempt to ease the pressure, the board has decided that at both Randpark and Boskop primary schools, children who are not six by January 1 cannot be admitted for the year.

WARNING

"Parents of five-year-olds will still be able to send them to school however, as long as they transport them to other schools in the area which have vacancies."

Mr Robinson warned parents not to try to send five-year-olds to Risidale primary school which was also overcrowded.

The crisis in the rapidly-developing residential area, he said, was caused by lack of funds available to the Transvaal Education Department and lack of administrative staff employed by Witwatersrand Central School Board, which administers the area.

ASKING

Mr Robinson added that the shortage affected English-speaking pupils because the area had attracted mostly English-speakers recently.

"We asked for two English-medium* primary schools by 1976," he said.

"We have been told that one, Randpark Primary School, will be ready in 1978.

"We have heard nothing of the other."

At present Randpark Primary is using prefabricated classrooms vacated by Cliffview School nearly three years ago.

Primary school curb in W Rand

Education Reporter

Overcrowding in West Rand primary schools has forced a restriction on new admissions next year.

Children whose sixth birthday falls in the first half of the year, normally eligible to start school, are being turned away. Parents have been told to keep them at home until the following year.

Only if there is room left after the fifth day of the new year will principals consider applications for the six-year-olds.

Mr Donovan McDonald, a member of the West Rand School Board, said the accommodation problem had been building up for some years but relief was on the way.

"One new English-medium school is planned for 1978 and another for 1980," he said. "Ten new schools are due over the next decade and of these four are English primaries. On the Afrikaans side relief will come even sooner."

Mr McDonald said a new approach was also being considered that could ease the situation some time next year. He did not elaborate.

He blamed the overcrowding on a system that planned for specific language groups and often left a 10-year time lag before construction.

"By that time the balance of population may have shifted. It is time we planned for children, not for language groups."

A similar restriction was announced last month at certain schools in the North-West School Board area, covering the Northcliff-Berario suburbs of Johannesburg and parts of Randburg.

EDUC - PRIMARY

Cape Times 24/10/75
School in Ciskei ^{①/105}
'an act of faith' ^{② Educ - Primary}

THE ADMINISTRATOR of the Cape, Dr L A P A Munnik, said yesterday that the building of a new school for White children in King William's Town, the traditional capital of the Ciskei, was an act of "faith".

Laying the foundation stone for the new Central Primary School in the town, he said that the Cape Education Department had shown its faith "in the firm belief that notwithstanding the present changes taking place in this area, God will allow the peoples, no matter of what race, colour or

creed, to live and prosper together and share everything the Ciskei had to offer.

"I believe that this is a change and a challenge we accept, because you and I, citizens not only of King William's Town, but indeed of South Africa, have the abiding faith not only in mankind, but more important, in the Lord Almighty."

He said that change was inevitable and people who were not prepared to accept changes in their lives deteriorated, living virtually a life of isolation.

Parents in protest

Angry parents protested last night against overcrowding and inadequate facilities at the Randpark Primary School in Randburg.

They called for a meeting with the Transvaal Executive Committee member in charge of education, Mr D S van der Merwe Brink, to discuss their grievances.

They will want to know why no action has been taken on plans submitted by the school board.

The invitation will be extended to Mr van der Merwe Brink by the MPC for Randburg, Mr Ray Dunlee, who spoke at the meeting.

Mr Dunlee said if he received no satisfaction from Mr van der Merwe Brink, he would approach the Minister of National Education, Senator van der Spuy. If necessary he would go to the Prime Minister.

"The school board has already recommended building two new primary schools and a new high school," he said. "But these are scheduled to be ready only by 1983.

"That is far too late. Tonight's turnout shows how concerned parents are."

Parents at the meeting cited inadequate lighting and heating at the school and the lack of sports facilities.

They also complained that children under the compulsory schooling age of seven years had been turned away because there was no room for them.

Educat - Primary

No room for 200 pupils

STAD 26/11/75

Nearly 200 prospective primary schoolchildren in Randburg will have to stay at home next year because there is no room in any of the eight primary schools in the area.

Unless the Transvaal Provincial Administration agrees to the immediate construction of at least three temporary classrooms to allow the children to go to school, concerned parents want permission to build the classrooms themselves.

A deputation led by Mr Ray Dunlee, Randburg's MPC and a town councillor, and which will include members of the Johannesburg North-West School Board, is to meet Mr D S van der Merwe Brink, the Transvaal Executive Committee member in charge of education.

The meeting takes place tomorrow and will discuss the immediate construction of temporary classrooms at Randpark Primary School.

The North-West School

Board, which conducted a survey with the assistance of the Randburg Town Council, established the need for at least two primary schools and one English Medium High School in the Randpark Ridge area.

Although funds have been allocated and plans passed for one primary school and the education authorities have agreed in principle to a second primary school and an English-medium high school, nothing further has been done and the delegation wants to know why.

"The first concern of the board and the parents of Randburg is the immediate construction of the temporary classrooms to allow the children to attend school next year," Mr Dunlee said today.

DEMANDS

"But we will also press for a number of other demands."

These demands are that:

① Construction begins next year on the building of two primary schools and an English-medium high school.

② Improvements be made to the temporary headquarters of the Randpark Primary School as they claim it will be used as a temporary school site for at least 10 years. They want five additional classrooms, a school hall, a library, sport facilities and electricity in more than half the classrooms.

③ An amount of R27 705 be spent on vital maintenance on all existing school buildings in Randburg.

Education - Primary

Walkout over school name

Coloured Affairs
Reporter

A DISPUTE over the naming of a school after a Roman Catholic priest has led to the resignation of the entire Natal Regional Coloured Education Board. It was learned yesterday.

The members have confirmed that they sent their resignations to the Minister of Coloured Affairs and the State President.

Their move comes after a former executive member of the Coloured Representative Council and a leader of the Labour Party, Mr. Alan

Mercury 26/1/77
Hendrikse, last month overrode the members to give a new Coloured school a name of which they did not approve.

The school, in Randles Road, Sparks Estate, officially opened last month to replace the Coloured primary school in Umbilo Road, was named Charles Hugo Primary School after a Catholic priest, the late Father Hugo, a working pioneer among Coloureds. A road in Sparks Estate had also been named after him.

The board members who resigned were Mr. E. C. Swales, (also leader

of the Natal Federal Party), Mr. J. L. Rampono, the Rev. W. C. Engelbrecht, Mr. Hawthorn, H. Landers, Mr. W. Goldstone and Mr. S. Abduregman.

One member said: "We were sick and tired of the high-handed interference in Coloured educational matters by members of the former CRC executive."

He added: "Who is Mr. Hendrikse to come in here, after five months, show no respect for the board that has been there for more than 10 years, and name a school against our will?"

Board members claimed that two days before the school opening ceremony, the Regional Representative of the Administration of Coloured Affairs in Durban, Mr. Lesley Gray, had telephoned his head office in Cape Town to obtain confirmation that the school could only be officially opened but not named.

"The naming had to be done by the Education Board next year," a spokesman for the board said.

Neither Mr. Hendrikse nor Mr. Gray could be reached for comment.

1 254
2 Coloured Affairs

Bulging pupil numbers are causing serious problems for the Bantu Education Department and the quality of African schooling. The EDUCATION CORRESPONDENT reports.

Losing battle of the education bulge

E. Du La Tour - Primary

BANTU Education Department schools are bulging. Look at the figures for children entering Form 1. In 1974 there were 72 134. In 1975 there were 123 972 — an increase of 71.8 per cent on the previous year. In 1976 there will be 200 000.

While everyone is glad to see pupil numbers rising in the Bantu high schools, the sudden bulge is presenting the department with enormous problems in terms of teachers and accommodation.

How did this bulge occur?

It cannot be explained as an unexpected population bulge, such as that which put White education into disarray after the end of the Second World War. In fact, the bulge has been caused by administrative decisions. Bantu education has until the

present been based on a 13-year plan, whereas White education is built around a 12-year school span, and had done away with the Standard VI examination many years ago.

This Standard VI examination was intended not only to provide a certificate for elementary education, but also to sift entrants into the high schools, in much the same way that at the end of the

high school course matriculation admitted pupils to the university and certified a level of high school education.

African pupils wishing to proceed to high school had to obtain 45 per cent of the Standard VI examination aggregate, and a first, second and third class certificate was awarded.

This has now disappeared, thanks mainly to pres-

sure exerted on the Department by African parents.

An examination is still held, the results of which are expressed in a pass or fail and a first class.

It was to a large extent this administrative change, which is a sensible one, that led in 1975 to enlarged Form Is.

One must bear in mind that this occurred at a time when the high

schools of the Bantu Education Department were already badly under strain in regard to accommodation and teacher supply. Most schools were operating with classes of 50 or 60 a teacher.

The "bulge" was further exacerbated by another administrative decision to reduce the 13-year school span to a 12-year one, thus bringing it into line with the other educational departments.

For a transition period, therefore, beginning in 1976, one has not only the new Standard V pupils moving into high school, but the contemporary Standard VI pupils who were on the old syllabus; for what has happened is that the old eight years' primary education plus five years' secondary education formula has been replaced



Shoestring budget for four-million pupils next year.

by seven years' primary (four plus three) followed by five years' secondary starting at Form I.

Even allowing for a failure rate of 20 per cent in Standard V, that leaves 80 per cent from that level looking for high school places.

Where, then, will some 240 000 children find places in Form I of our Bantu

high schools in 1976?

One of the ways of dealing with the situation, at least temporarily, is to put back into use the old Standard six classrooms —

which is what the Bantu Education Department intends to do.

That means that a large number of pupils will have to start their high school career on primary school

premises: not ideal, but better than setting nothing at all.

Teachers who used to teach Standard Six will be available. Senior primary teachers have for the past few years been systematically retrained by departmental in-service courses of mental the lower classes of the high school.

When high schools receive the 1975 ex-Standard VIs in 1977, they will go into Form Two, where more room is expected.

All this has happened at an unfortunate moment. Economists have said that the Government must cut back on public spending. If the Bantu Education Department is to meet its obligations it will have to build more schools and em-

ploy more teachers; and there just are not the funds available.

For the first time in history some four million African children are at school on a shoestring.

Nor is the building of schools a matter which simply requires Government funding and the approval of the Bantu Education Department. In urban areas it is the Bantu Administration Boards that are concerned with school buildings, and these boards have been badly hit by the current recession.

The emergency of the bulge may take at least until 1977 to resolve.

One of the problems that the Bantu education planners have to face is that they always live from hand to mouth: there is no such thing as a "five-year plan".

The best that can happen is that they can plan the year ahead on the current parliamentary allocations — a financial formula that makes forward planning exceptionally difficult.

In any planning that involves capital expenditure, and this would include school buildings, the department makes use of monies allocated by parliament to the Community Development Department. The frustrations of Black education are indeed numerous.

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E. Du La Tour - Primary

POSITION, the National Party condemned education as then

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Frank

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Lower

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... TWELEVE TIMES: Ten...
... years on, in the financial...
... 1983-4, State expendi-...
... ture per African pupil...
... had been depressed...
... despite the declining value...
... of the rand, to R13.37...
... with calamitous results in...
... the classrooms. In the...
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... ture per white pupil...
... had risen to R163.5 — just...
... over 12 times as much.

Dignity

... But African teachers'...
... qualifications had been...
... improving, and more and...
... more equipped...
... State expenditure per...
... African pupil...
... had risen in 1973-4 only to...
... R23.56 — it would have...
... taken R38 in that year to...
... provide the goods and ser-...
... vices provided for R17.08

Health

... Over the 20 years...
... Prices of goods and...
... services — "the cost of...
... living" — had risen by 130...
... percent.

Enforced

... The average white...
... pupil, she explained, en-...
... joys 10 years of free...
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... ing, such as it is, and no...
... compulsory attendance law...
... guarantees the African

Dignity

... Such disparity, said Mrs...
... Suzman, was a disgrace...
... Happily, change is on...
... the way. Or is it?

Equality

... A year ago, South...
... Africa's Ambassador to...
... the United Nations startl-...
... ed us when he assured the...
... Security Council that the...
... Government did not con-

done discrimination on grounds of race alone and was moving away from such discriminatory practices as still existed.

... Six months ago, the...
... Information Counsellor of...
... the South African...
... Embassy in Ottawa ex-...
... plained, "The basis of the...
... policy of separate develop-...
... ment's equality in diver-...
... sity."

... More impressively still...
... the Minister of Coloured...
... Affairs recently told the...
... Cape National Party Con-...
... gress: "Ideas of race...
... superiority must be...
... forgotten. We must end...
... the passkap idea for...
... good, and we have not...
... much time. We cannot...
... allow our Chris-...
... tianity to be called into...
... question. That is a...
... belief in human dignity...
... and equal treatment for...
... all."

... It is, one must assume...
... the Government's in-...
... tention to translate these...
... new words into deeds in...
... education, as in other...
... fields, not overnight, of...
... course — that would be...
... impossible — but with all...
... practicable speed. Other...
... wise the new words, by...
... creating illusory expecta-...
... tions, would be reckless-...
... ly irresponsible.

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... I suggest that...
... next year's...
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Translate into Italian using the "progressive form" of the verb :

- 1. what are you doing ?
- 2. I am working
- 3. I am writing
- 4. I am translating
- 5. what was he doing ?
- 6. he was reading
- 7. he was talking
- 8. he was questioning
- 9. what shall we be doing ?
- 10. we shall be travelling
- 11. we shall be flying
- 12. we shall be visiting

Translate also :

- 1. She likes learning Italian.
- 2. Italian is an interesting language.
- 3. By persevering she will succeed.
- 4. I prefer writing a letter.
- 5. In reading that letter I found a mistake.
- 6. Let us see the following letter.

Say in Italian :

- 1. Travelling very often, he knows many countries.
- 2. Flying over the plain of the Po, he saw the river.
- 3. Staying a long time in Italy, he will learn the language well.

Repeat the sentence translating the English in brackets and using an uninflected form of the verb :

- 1. (On finishing his lesson)
- 2. (By speaking of them)
- 3. (While I was listening to)
- 4. (In studying Italian history)

Say in Italian :

- 1. Travelling is an interesting activity.
- 2. I enjoy visiting cities.
- 3. This is really amusing!

Translate the following (e)

- 1. I go skiing

Repeat the sentence translating

- 1. Non riesci a dormire
- 2. Non bevi niente
- 3. Perché non fumi una sigaretta?
- 4. Perché non fai qualcosa?

Translate into Italian :

- 1. Why don't you think before?
- 2. Why don't you listen to me?
- 3. Don't you like watching TV?
- 4. Don't you speak any other language?

Say in Italian :

- 1. There is no running water.
- 2. the preceding chapter
- 3. a sleeping bag
- 4. a dining-room
- 5. a washing-machine
- 6. a sewing-machine
- 7. a dining-room
- 8. a waiting-room

Millions to get schooling

STAR 20/1/76

More than 3,5 million Black primary school pupils are expected to begin their school year today — starting the annual crush on the bookshops serving Black schools

A spokesman at Juta's publishers in Johannesburg, one of the largest suppliers of textbooks to Black schools, said he expected the rush to start on Saturday after many people had been paid for the week.

According to the Bantu Education Department, more than 750 000 pupils

will be starting school for the first time today.

Secondary schools open on Tuesday next week and will add another 500 000 pupils to the number at schools.

Altogether 39 TEACH schools will open this year giving accommodation to at least 23 000 children.

Mr H I Juniper, schools development officer for the West Rand Administration Board, said that two other TEACH junior secondary schools were either under construction or to be started shortly.

One of the new TEACH schools which opened today is a lower primary, factory-built school, in Soweto.

This is the first of several schools which are put up in modules and can be constructed in a week once foundations are down.

One cloud hanging over Black schools this year is the cutbacks in expenditure on Black education which have set back the timetable for compulsory free education and fully-free books for pupils.

- 1. I am tired of working
- 2. I am tired of studying
- 3. I am fond of travelling
- 4. Do you mind waiting a minute ?
- 5. Do you mind my smoking ?
- 6. Do you mind my sitting here ?

- 1. a sleeping bag
- 2. a dining-room
- 3. a washing-machine
- 4. a sewing-machine
- 5. a dining-room
- 6. a waiting-room

the running water.

nothing

- Reading is my favourite pastime.
- I enjoy watching television.
- This is really enchanting!

I almost grandi nomi d'Italia.
 note sul mio quaderno.
 attenti che prima ignoravo.

Education - Primary

Crowded ^{STAR} schools 21/1/76. in row

Education Reporter

OVERSPILL

"At Edleen there is a shortage of desks and chairs," said one mother. "Children are having to sit on the floor."

Another parent complained that pupils were moved into the new school before any furniture arrived. They could not go outside because of the mud.

"What makes it worse is that there is an Afrikaans primary school nearby standing half empty," he said.

"It has about 28 classrooms — all fully furnished — and I have walked by and counted only 10 occupied."

Mr W G du Toit, secretary of the East Rand School Board, denied there is any accommodation crisis.

"Every child has seating provided," he said, "although it is possible that in some classes teachers might want them to sit on the floor."

A classroom shortage means some East Rand pupils sit on the floor and principals "commute" between different parts of their schools.

Two primary schools in the Kempton Park area are split between different centres several kilometres apart.

Many of the buildings are only temporary, and there are doubts that the new schools, even when completed, will be able to handle the number of pupils now enrolled.

Norcken Park Primary school operates partly in prefabricated buildings in the grounds of Kempton Park primary.

Other classes are housed in the new Nimrod Park primary, about 3 km away, which eventually will become an Afrikaans-medium school.

Edleen primary is also split. Some pupils are accommodated at the nearby Sir Pierre van Ryneveld high school and others in the new primary still under construction.



Three more TEACH schools open doors

STAR 21/1/76

STORY:
Lynda Loxton
PICTURES:
Sarel van den
Berg

There was jubilation and organised chaos as about 100 children and nine teachers took possession of one of the three experimental TEACH schools in Soweto yesterday.

"This school is beautiful — from the coloured walls to the tiles on the floors — and we are extremely grateful to the people who have donated to TEACH to make this beauty possible," said Mrs M Mofokeng, the headmistress.

The children showed their joy and gratitude more simply in their shouts of laughter, their eagerness to get their desks into the classrooms,

and by a series of hymns and a prayer.

The school, Phuti Lower Primary, was moving from cramped quarters in Orlando West, which it had shared with the Bella Community School for two years, to its new 10-classroom school in Dube.

About 150 children from the nearby Nka Thuto Higher Primary School are due to move into the Phuti building this week, bringing the total to almost 500.

IN MODULES

The two other new TEACH schools — 12-roomed primary secondaries in Mapella and Jabavu, are due to open next Tuesday and will have almost 400 pupils each.

These three schools, the first TEACH schools to be

opened in 1976, bring the total to 39. They are the first to be constructed on modular lines.

These factory-built schools are part of an experiment by TEACH and the West Rand Administration Board to meet the evergrowing demand for schools in Soweto as quickly as possible.

The experiment started on TEACH's fourth birthday in November, and although these schools cost about the same as conventional schools, they took only two months to build. The time saved means many more hours of education for the children attending them.

About 900 classrooms — meaning 80 schools — are still needed on the West Rand alone to accommodate its evergrowing school population, and these modular schools could meet the demand far more quickly than the

conventional brick and mortar structures.

"According to regulations, the West Rand Administration's funds can be used only to construct conventional schools," said Mr H I Juniper, the schools development officer for WRAB.

"But TEACH is more than welcome to build more of these modular schools. The manufacturers say they will last as long as brick buildings if they are properly maintained.

LIGHT, AIRY

The schools are made from solid steel frames with tough poly fibre walls. They are attractive, easy to erect, wired for future electrification and fully insulated against heat and cold. Their numerous windows make them light and airy.

"It took about two

weeks to lay the foundations, then, at the rate of two classrooms a day, the three schools were completed in about two months," said Mr Juniper.

"We have brightened them up with paint and they should be comfortable to work in and easy to maintain.

"We are hoping to build conventional teachers' cottages on all three school grounds some time to prevent any possible vandalism. Because of influx laws, teachers often can't get houses in Soweto," he said.

Meanwhile the Phuti school — the result of the generosity of thousands of South Africans, who have already donated more than R1,2-million to TEACH — is alive and bustling with children whose future looked bleak indeed.

RDM

Wednesday, Jan. 21, 1976

3

Mothers shout protests as pupils cram in

By MIKE NDLAZI AND
NAT DISEKO

ANGRY mothers yesterday demonstrated, shouting and yelling, in protest over ugly and overcrowded conditions at Inkwenkwezi Lower Primary School in Diepkloof.

This was one incident among many that marked the reopening of schools along the Reef. Once again the year began with parents upset and bemused by the inadequate facilities for their children; while teachers must face classes of up to 113 children.

At Inkwenkwezi last year, there were 720 pupils in the lower primary and approximately 400 in the higher primary school. There is also a building with eight toilets that are shared by all the pupils.

Originally, the school building was intended for the lower primary. It is, in the ethnic grouping ideology, the only one for the Xhosa groups in the six zones of Diepkloof. Elithini Higher Primary School, with a staff of eight teachers and furniture stacked in the Inkwenkwezi classrooms allotted to its pupils and staff, has not been built.

"We want the members of the school committee and school board here," shouted the women in anger. "We want them to come and explain the ugliness and filth of this building".

While angry parents shouted, 113 Form I pupils crammed into their classroom, and other parents brought in children as beginners in the lower primary.

Mrs E. E. Mbelle, principal of the lower primary, would not comment. But Mr E. Ntintili, headmaster of the higher primary, said the worst could be expected this year.

And in Tembisa yesterday there was widespread confusion in higher primary schools when pupils who were promoted to Form I failed to turn up on opening day at their old schools as planned by the Department of Bantu Education.

It has been decided all pupils — about 100 000 — who were promoted to Form I would continue to attend classes at their old schools when the new year began.

No Form I pupils turned up at the 13 higher primary schools. There is only one secondary school in Tembisa.

Education - Primary

Warning on tent school

STAR 27/1/76
Parents who intend to put up a tent on bare veld in Soweto face prosecution.

Mr A H Stander, the West Rand Board's deputy chief director, said today the parents needed a permit from the township manager to put up the tents.

"Permits are issued only

for temporary tents and not for school or permanent purposes. They certainly face prosecution in this case," said Mr Stander.

The pupils, who have been without school premises for more than three years, have been temporarily housed at the

Inkwekwez1 Higher Primary School in Diepkloof

Yesterday parents demanded that their children move their desks into the schoolyard ready to move into tents. These are due to be put up today

More than 20 000 pupils were expected to enrol at

Soweto's high and secondary schools today to start the new school year

In spite of classroom shortages, which are affecting primary schools particularly, it was expected that all the secondary school pupils would be accommodated.

Soweto pupils quit classes in overcrowding protest

By MIKE NDLAZI
NEARLY 400 Soweto high-er primary pupils were moved out of their temporary classrooms by their angry parents yesterday in a protest against overcrowding and the delay in building a new school.

The children, all Xhosa-speaking, attend Inkwenkwezi Lower Primary School, where they were

sharing the 12 classrooms with 800 lower primary pupils.

They will be kept in the yard of the school until tents are pitched on a site earmarked for the erection of Ethlheni Higher Primary School.

While the pupils sat on their desks in the yard, the parents agreed that each should contribute 20c

towards hiring four tents for the site.

The parents then left, leaving the pupils in the sun with rain threatening.

Their headmaster, Mr E. Ntintili, said he and his staff would have to move to the tents to teach the children until the controversy was settled. When schools closed last year, Inkwenkwezi had 720

lower primary pupils and a teaching staff of 15.

With new enrolments there are now 800.

A report by an inspector last March said: "The school is so congested that there is urgent need for the separation of the lower and higher primary sections. As a result of this congestion, it is reported that toilets are often out

of order."

The report said that on the day of inspection the standard 4B class had only 18 pupils against the 42 who had begun the term. The other 24 had apparently dropped out.

Mr Eric Ngaleza, a member of the school committee, said the committee had stressed the urgent need for the building of the Eli-

theni Higher Primary School with officials of the Department of Bantu Education and the West Rand Administration Board in 1972.

A site was earmarked, but nothing had come of the official promises to put up the building.

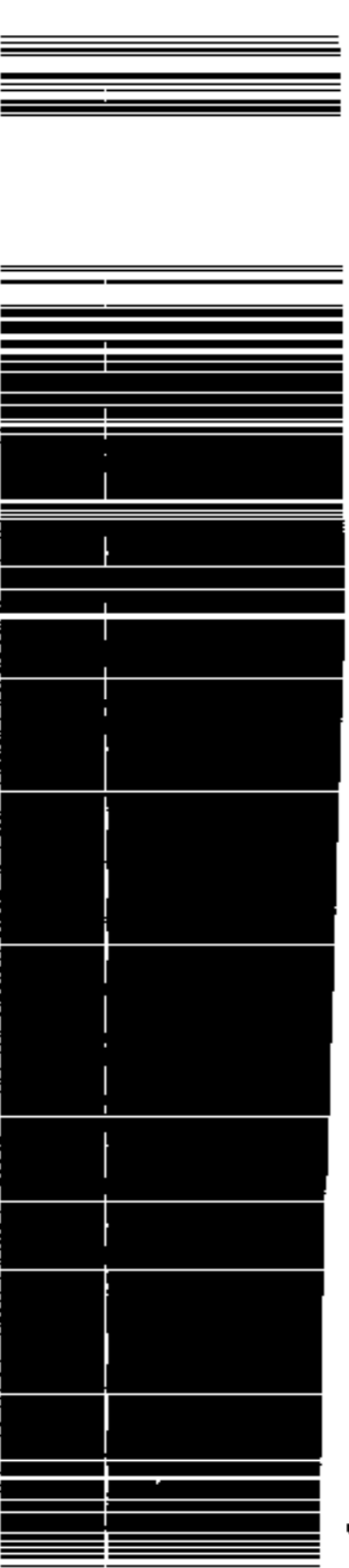
"That is why we are protesting," he said. "Furthermore, there is no higher

primary school for Xhosa-speaking children in the six zones of Diepkloof."

Mr J. P. Bosman, information officer of the West Rand Administration Board said the building of Ethlheni Higher Primary School was sixth on the priority list. His board was guided by the list it was given by the Department of Bantu Education.



Angry parents moved their children's desks into the open yesterday in Diepkloof, Soweto, as a protest against overcrowding in temporary classrooms at Inkwenkwezi Lower Primary.



Pupils
29/1/76
win tent
STAR
battle

The 400 pupils of Diepkloof, Soweto, who planned to move into an illegal tent school because they had no premises have made their point. Work on a new school for them is due to begin in three weeks with money provided by TEACH.

Mr H I Juniper, schools development officer for the West Rand Administration Board announced this today.

A row blew up around the pupils last week when their parents decided to put up tents to house their children who could no longer find accommodation at the Ikwewezi Primary in Diepkloof.

PROSECUTION

At the same time the West Rand Board said the parents would face possible prosecution if they put up the tents.

The cost of the school is likely to be R50 000. The money is being provided by the TEACH fund—mostly from the recent R40 000 donation from the Arthur Marshall Attack Trust.

Education - Primary

Sada schools crisis

INDABA DD 30/1/76

The removal of some families from Ilinge near Lady Frere to Sada has created an education crisis at Sada.

The families are housed in nine schools and when the schools re-opened the pupils had no classrooms.

They spent the first day squatting around their schools together with their teachers. The children were later told to return to their homes and that they would be told when the classrooms are empty.

In the meantime carpenters are busy putting up wooden shacks to house the families

now occupying the classrooms.

Teachers report to their various schools in the normal way but have no children to teach and soon return to their homes.

A spokesman for the Ciskei Department of Education has assured parents that the schools would soon be ready for occupation by children.

The Ciskei National Party speaker on matters of education in the Ciskei Legislative Assembly, Mr P. G. Stamper, visited Sada to see for himself. He has not made any comment.

① 293

② 105

③ Education - Prang

Star 30/1/76

Teachers, 700 pupils

Pretoria Bureau

An entire school in Atteridgeville, Pretoria, including headmistress, teachers and 700 pupils, was this week forced to vacate its school buildings and find refuge elsewhere.

All efforts to get the official reasons for the disruption from the Department of Bantu Education were to no avail. Senior officials either passed the buck or denied any knowledge of the matter.

Teachers of the Bathokwa Lower Primary School, which was forced to move in with another, already

forced out of buildings

overcrowded school, expressed their distress. They fear that in the end it is the pupils who will suffer.

Members of the Atteridgeville North Sotho School Board, which carries responsibility for the two schools, share the teachers' concern, but say they could have done nothing. They claim they could not have gone against a decision by the

Department of Bantu Education.

NAMES

All teachers and members of the school board spoken to asked that their names be withheld.

As from this week, the Matseke Lower Primary School shares its buildings with Bathokwa. The pupils go to school a little earlier in the mornings, so that they can be out of the ten classrooms by 1

o'clock, when the Bathokwa children move in.

These circumstances do not only deprive both schools of the possibility of extra-mural activities, but valuable school hours are also taken away from them.

"They now have four hours of school instead of six and a half," a Bathokwa teacher said this week.

"It is impossible to fit everything in. I simply do not know what to do. How can you regain time you have lost?"

It is understood the Department of Bantu Education has agreed to the building of a new North Sotho language school. However, it was impossible to say when these plans would materialise, teachers said.

Educator - Primary

Randburg up in arms over school crisis

STAR 6/2/76

Pretoria Bureau

Two hundred angry Randburg parents wanted to march to Pretoria to express their dissatisfaction over the shortage of school accommodation in the town, Mr Ray Dunlee (Prog Reform. Randburg) told the Provincial Council yesterday.

Educ. Program

They wanted to know when overdue school buildings would be provided. He himself had tried for months to get an answer, Mr Dunlee said.

"I have to meet them tonight," he said. "He wanted an answer. And all I can tell them is that I have no answer."

Mr Dunlee said the Nationalist member for Koedoespoort (Dr F A H van Staden) had been able to claim earlier that there was no crisis in education in his constituency, and that the opposition was crisis-conscious.

But there was definitely an educational crisis in Randburg, he said.

He showed the council a graph which was rising in respect of the number of pupils, but almost static in respect of accommodation.

UNDERTAKING

The Progressive Reform Party is strongly pushing the education crisis in the budget debate, and has linked its approval of the part appropriation vote to an undertaking by the Executive Committee that it would promote energetic action to solve it.

The proposal of this amendment was made by Mr H M Husted (Jeppe). Other PRP speakers on the urgency of action in the educational field included Mr Peter Nixon (Johannesburg North) and Mr Frank Hayman (Edenvale).

Soweto school is out in the cold

7/2/76 RDM

Educ. - Pimvill



Miss Joyce Helane and her pupils at their open air school near Pimville.

Picture: RONNIE KWEYI

By NAT SERACHE

A SOWETO school opened in January 1975 but by yesterday the Department of Bantu Education still had not provided even a piece of chalk.

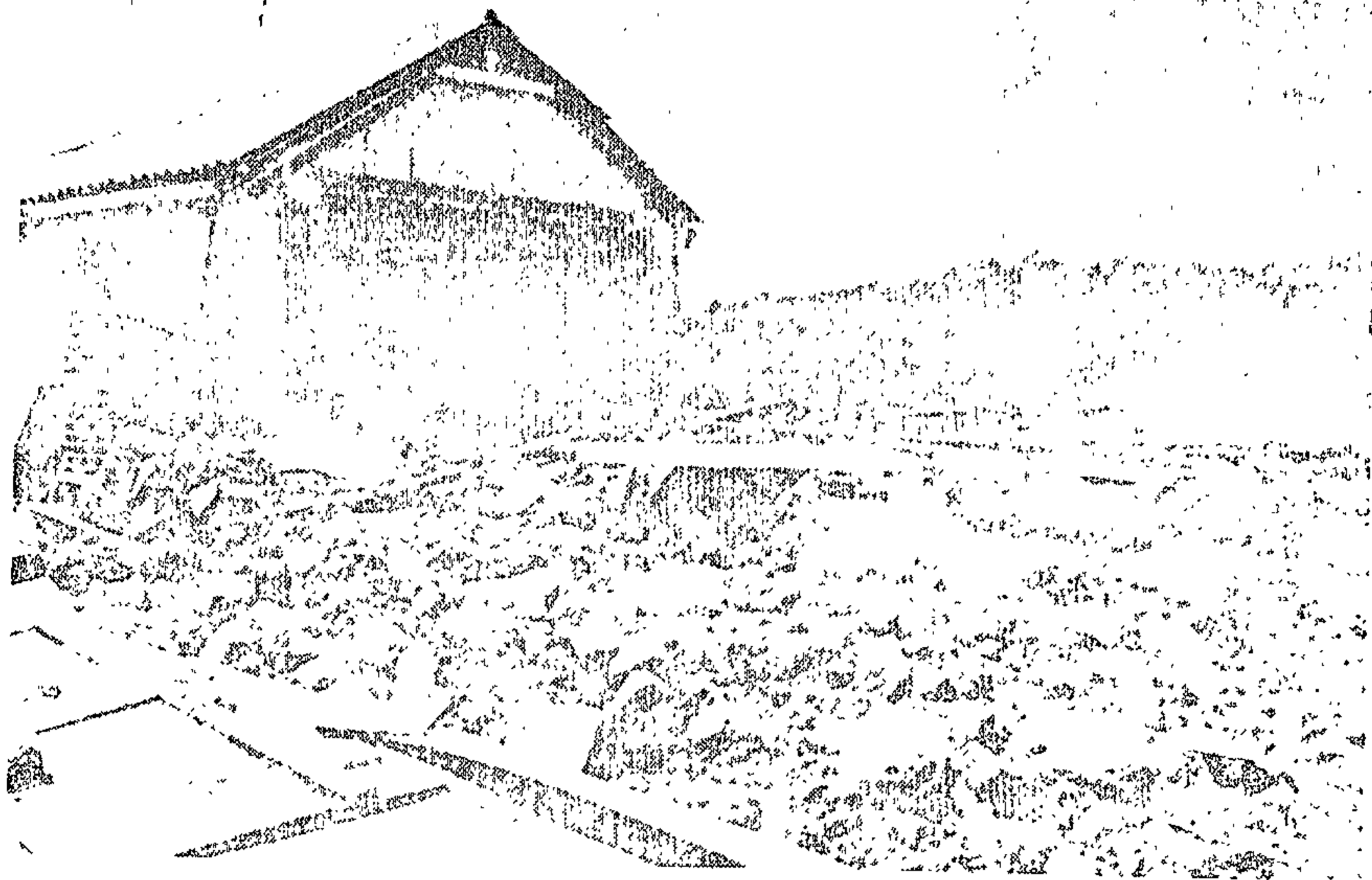
The pupils were kicked out of the Bapedi School in Pimville, in January 1975, to the trees at Pimville tennis courts.

Miss Joyce Helane conducts her classes under the trees, every schoolday from 8 am to 2 pm in summer and from 9 am to 3 pm in winter.

"We were using a classroom in the Bapedi School during 1974, but at the beginning of 1975 we were told there would be no more room for Tsonga children," she said.

The new school was recognised by the authorities and their teacher paid by the Department. And the 79 pupils pay normal school fees.

A teacher at the Bapedi School lent them a small blackboard, which they have used ever since.



The ruins of the collapsed school building at Wilsonia, East London, where Nomfuza Tom, 9, was killed.

DD. 16/2/76

Wilsonia school

fall kills pupil

(14)
(2. L. L. L. L. L.)

EAST LONDON — A nine-year-old Sub A pupil was killed and 11 children injured when the Wilsonia Farm School building collapsed yesterday.

Of the 11 children, two were treated for collarbone injuries, another for a head injury and the remainder for shock at the Frere Hospital.

They were all discharged after treatment.

The girl who died was Nomfuza Tom.

The 11 who were injured were Linda Ntshintshi, 7, Vuyani Nyeba, 7, Nompumelelo Soma, 8, Minah Mlonvent, 10, Fundiswa Zamani, 8, No-diesel Welkom, 10, Nomangesi Kweni, 12, Nthabali Maki, 13, Toloka Rixana, 7, Nonkobeiso Tom, 9, and Mandlekosi Lelani, 7.

The principal of the school, Miss Thisby Mpahlwa, said after one section of the building had

collapsed on Monday after the heavy rains, she decided it was too dangerous to have the children in the building.

She then decided to have the whole building demolished and ensured there was nobody in the building.

"We were all outside and some of the children ran towards the back of the building. It was just then that the remainder of the building collapsed.

"Nomfuza was the only one who was trapped under the rubble while the others who got injured were struck by flying objects as the building collapsed," Miss Mpahlwa said.

Miss Mpahlwa said only 60 of the 95 pupils who are enrolled were at school when the accident happened.

Miss Mpahlwa said the school was built in 1965 after she and the parents of the children had strugg-

led for five years to raise funds.

Mud bricks and stone were used to build the school.

A farmer in the area, Mr J. J. van Dyk, said he had just had tea at about 10.15 am with some visitors when one of his labourers told him he had seen the roof of the school building collapse.

"I decided to investigate because I could hear children screaming. When I got there I noticed that Nomfuza's body had already been taken from under the rubble.

"I then phoned the police and ambulance," Mr Van Dyk said.

The aunt of the dead girl, Mrs Nohombile Tom, said Nomfuza was the youngest of four children. After Nomfuza's father died five years ago she became the sole guardian of the children. She did not say where their mother was.—DDR

Education - Primary

RDM 22/2/96

School full, so 200 are turned away

Staff Reporter

MORE than 200 grade one children were turned away from Noordgesig Coloured Primary School, Johannesburg, yesterday, because the Administration of Coloured Affairs said the school was full. Angry parents demanded

a meeting between teachers and residents of Noordgesig, to discuss the situation.

Mr Fred Malgas, secretary of the Tenants' Association at Noordgesig, said he asked the school authorities for an explanation after parents told him their children had been refused admission.

"The educational authorities of the Administration of Coloured Affairs say the school is full because a number of classes are being run on a double-session basis. Technically they are correct", he said.

"But in the afternoon only half the classrooms are used and there is no teacher shortage."

The vice-chairman of the Tenants' Association, Mr Freddie Smith, said double-sessions were already being used for grade one to standard two classes.

"The empty classrooms could be used in the afternoons for the six-year-olds who have now been turned away. Instead of going to school, these children will

now spend another year roaming the streets", he said.

Meanwhile, most of Mamelodi township schools near Pretoria are to reintroduce platoon systems of afternoon classes as a result of the school accommodation problem caused by the introduction of form I classes at primary schools.

Both sides of the line



Sub B pupils in one of her overlapping sessions

Twice the work for no extra pay

MORE THAN 11 000 Black teachers are having to cope with exhausting double sessions for no extra pay.

In two overlapping three- and a-half-hour sessions, one teacher may have to teach well over 160 pupils.

For the teachers it means repeating almost all their lessons every day. Discipline is difficult in the overlapping periods and individual attention almost impossible.

Made it priority

"I am amazed at the number of children who manage to make their way through school," said Mr P. M. Hallowes, retired Director of Education for KwaZulu.

Sub A and Sub B classes are affected in Natal and KwaZulu, over 1 200

out completely until the 1990s.

One R98-a-month primary school teacher who teaches 120 Sub B children every day — 60 in each session — in KwaMashu said: "It is difficult not to get bored. When the second session comes in you have to give exactly the same lessons as you gave the first session."

A Sub A teacher, who has been teaching for 16 years said: "It's a miracle our children get to university. These double sessions are terrible."

"We do mind not being paid extra, but there's nothing we can do about it."

Extremely

She complained of being extremely tired. "Once we have finished the two sessions at 12:00 and 1:30, we have to try to give

By LINDA VERGNANI

A teacher with 45 years experience said conditions were impossible when the two sessions came together for scripture and health lessons.

Brighter children

Another said: "I know some of my pupils don't understand what I am teaching, but I cannot help them."

At some schools the brighter children attend the afternoon sessions. The vice-principal of a KwaMashu school said: "We always take the less bright ones in the morning. The teacher and the pupils are fresher then. The teacher has the energy to try to give

due attention to 50 small children at one time, particularly when you have your time curtailed. In White schools, where your teacher has 30 to 40 children in infant classes, the children attend school for four-and-a-half hours."

Mr Hallowes said that in Scandinavian countries, "which have perhaps the best education system in the world", the limit in the first few years of schooling was 25 children in a class.

Later, when the children had a bit of background, the classes were allowed to go up to 40.

Growth of intelligence

Mr Hallowes said that because of the size of the classes the true infants who come to school at the right time are neglected by those who are a little

does tend — and you blame her — to feel age more easily able."

He believed the foundation in Af education caused a many children to be or play truant.

New jobs allocation

The Director of Education for Natal W. P. Steenkamp, 20 percent of the allocation for new teaching went towards eliminating double sessions

Asked why teachers were not paid for double sessions, Dr Hartshorne, director of education planning for Bantu Education Department, said that in the time the teachers were teaching longer others to primary

"The whole of the country is suffering from

Soweto pupils stone police after teacher stabbed

ROM
28/5/76

Staff Reporter

SOWETO students striking over Afrikaans instruction, this week stoned police who came to arrest one of their members for allegedly stabbing a teacher.

Mrs Karabo Tshabalala of Bantu Higher Primary School in Pimville, was stabbed by one of the rowdy students who have been out on strike after refusing to be taught in Afrikaans.

The suspected student managed to escape as his fellows hurled stones at the police.

A teacher who did not wish to be named said Mrs Tshabalala was taken to the nearby clinic for treatment. No one has yet been arrested.

Mr Alpheus Kumalo, a member of the Zulu School Board in the Dube/Mofolo/Jabavu areas, blamed the situation on school inspectors from the

Department of Bantu Education. They had been warned of the situation by the members of the school boards.

The row could spread like "fever" and disturb about 14 schools under his board he said. Students had long protested about being taught in Afrikaans, but the teachers had "kept them under control".

"We have spoken to the inspector two or three times and given good reasons against Afrikaans instruction, speaking both as members of the board and parents," said Mr Kumalo.

The inspector told them compulsory Afrikaans instruction had been laid

down by the Department of Bantu Education and therefore he could not help.

Teachers had stated that they were bilingual on their job applications.

Mr Kumalo said the inspector told them it was a "professional" matter, and out of their scope.

His board had planned to meet on May 18, but the meeting was postponed indefinitely. They had planned to discuss Afrikaans as a medium of instruction in the schools.

Mr Phillip Ngwenya, chairman of the school board controlling some of the affected schools, could not be contacted yesterday.

① 323
 ② Educ Insp (51)
 ③ Educ - Secondary

Strike schools' pleas were refused

Staff Reporter

THREE of the Soweto schools which went on strike before last week's riots had had applications for Afrikaans exemption turned down by the Department of Bantu Education in April last year.

They were Belle, Thulazive, and Emthonjeni higher primary schools where pupils had already started striking over the Afrikaans issue in the

third week of May this year.

These schools had been asked by the Orlando-Diepkloof Zulu School Board to implement 50-50 teaching from the beginning of this year.

The departmental circular read: "Should practical difficulties arise in giving instruction in half of the subjects through the medium of one or other of the official languages,

department approval must be obtained for any deviation from the above decision.

"Department approval in such cases will be dependent largely upon the availability or non-availability of teachers competent to teach the particular subject through the official language concerned."

Mr Thys de Beer, who is circuit inspector for all three schools, was reported

to have said he was "satisfied" that teachers were competent.

"I know my teachers. I did go to some of them — not each and every one I spoke to them in Afrikaans," Mr De Beer said yesterday.

Asked whether he had heard any of the teachers conduct lessons in Afrikaans he said, "I am not going to explain any thing I did my duty."

RSM 22/6/76

(1) 51
(2) 52

Six pupils 7/8/76. nm to appear in court

Mercury Reporter

PIETERMARITZBURG—Six pupils have been arrested in connection with recent fires at schools in the Harburg and Mapumulo areas.

At Harburg, near Dalton, five schoolgirls aged between 16 and 19 were arrested following a blaze which destroyed a rondavel used as living quarters at the Applebosch Primary School.

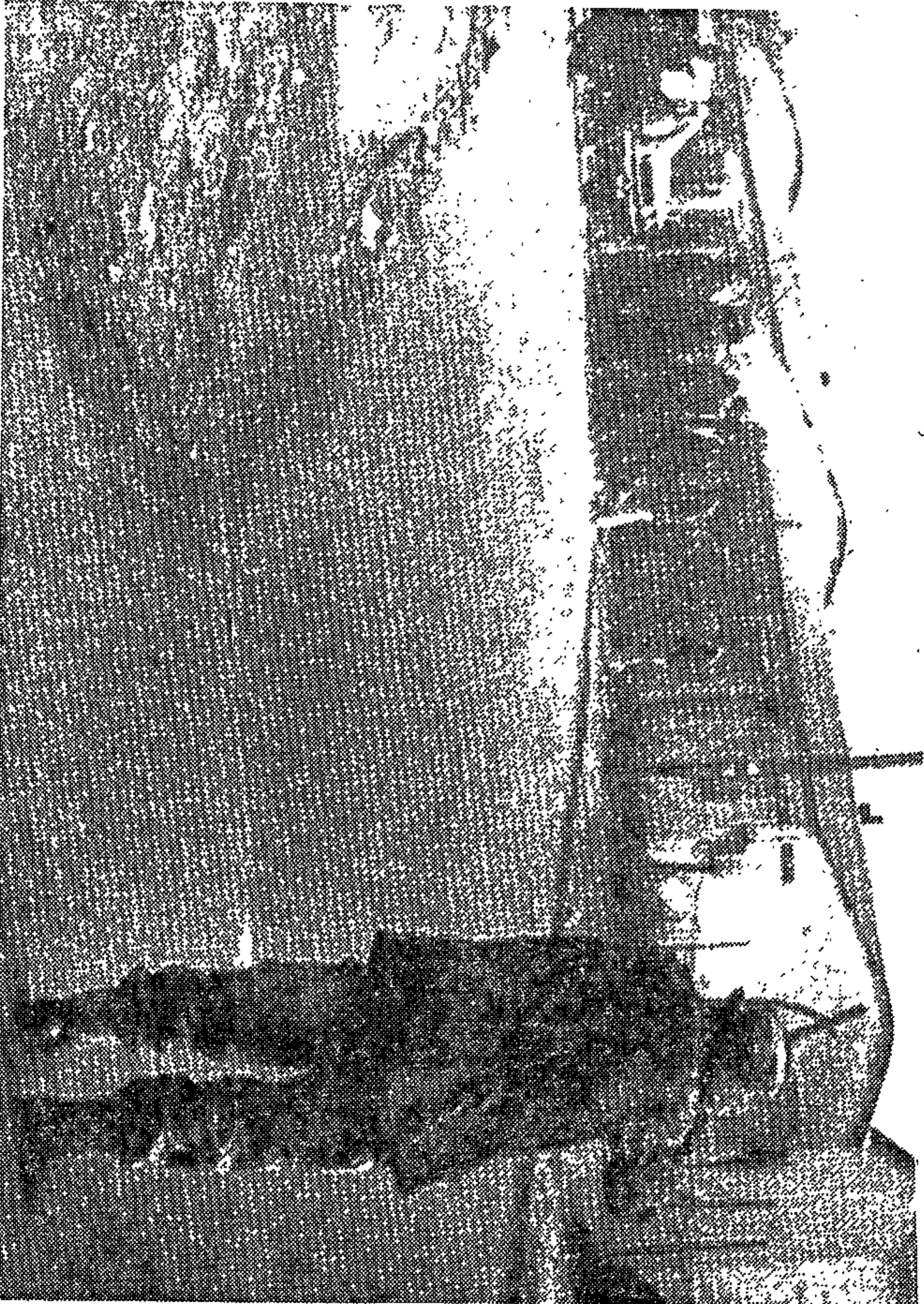
Damage estimated at R450 was caused.

A 16-year-old youth was detained by police at Mapumulo, in connection with the fire at the Mapumulu High School where windows were smashed and papers scattered over the principal's desk before being set alight.

The pupils are expected to appear in court soon.

August 26, 1976

DD



Confrontation in Soweto. A policeman in camouflage watches Klerie-wielding Zulus who had stopped a motor-van and questioned the driver at Mzimhlope.

Angry pupils clash with police

CAPE TOWN — Violence erupted in the Coloured township of Bonteheuwel near here yesterday when thousands of schoolchildren clashed with police.

One man was killed when the violence spread to other parts of the township.

In Soweto, three people were shot dead when police opened fire on a marauding mob.

Rampaging Bonteheuwel schoolchildren defied pistol fire and teargas when they stoned riot police in a series of angry confrontations throughout the township.



Death in Soweto. Two unidentified men lie dead outside the Mzimhlope hostel in Soweto — victims of Zulu vigilante imps.

Panga attack in Soweto

The violence spread from the Arcadia High School to other parts of Bonteheuwel after police fired teargas canisters to disperse hundreds of demonstrating pupils inside the school grounds.

A large group then left the grounds and gathered nearby to taunt police and pelt them with stones.

A procession of several hundred pupils from the nearby Modderdam High School arrived to swell the crowd — estimated to number about 4 000.

Police continued to fire teargas until most of the crowd on one side had dispersed. They then withdrew to another spot and minutes later a car arrived with four Coloured detectives. They arrested two young boys, but were immediately surrounded by an angry mob who demanded that they be released.

Two detectives opened fire after stones began to rain on their car and seconds later they raced to safety through a barrage of large stones and half-bricks.

Sporadic incidents continued to erupt throughout the township as riot police toured the area and fired teargas cartridges from moving vehicles. At one point — in the vicinity of the Civic Centre — they dispersed thousands of children and adults who stoned them as they drove past.

Police reinforcements were called in to control the situation and plumes of teargas could be seen all over the township.

Police broadcast a warning for everyone to get off the streets unless they wanted to be hurt. They also announced that they would use live ammunition.

In Soweto, police were reported to have shot dead three people and wounded eight others yesterday as gang terror continued in the township and the death toll climbed to an unconfirmed 20.

Police intervened in clashes between self-styled vigilante groups and militants trying to prevent Soweto residents from going to work. Yesterday was the third day of a stay-at-home campaign in the township.

The latest Soweto clashes developed when Zulu hostel residents attacked groups of people in their houses and in the streets of the Mzimhlope area of Orlando West on Tuesday night.

The Minister of Police, Mr Kruger, cancelled a trip to South West Africa because of the continued unrest.

Earlier, Gen M. Geldenhuys, chief of the Security Police, and Brig D. J. Kriel, Assistant Commissioner of Police in charge of riot control, visited Soweto with other senior officers.

Police had no official figures of dead and wounded after Tuesday night's violence, but estimated that hundreds of people had been injured throughout Soweto.

Meanwhile, a survey yesterday showed that the stay-away campaign had not seriously hampered the operations of Johannesburg firms.

Most employers said the absentee position had not improved much yesterday, but they had been able to cope with the workers who did arrive for work and would be able to continue doing so for a long time if necessary. — DDC-SAPA.

JOHANNESBURG — The Mzimhlope Hostel area of Soweto was still in a state of high tension last night after a day of violence in which at least 20 corpses were found in the township — at least 13 of them with panga wounds.

As night fell residents grouped together to organise their defence against an expected assault by hostel inmates on their homes and families and donned white headbands to identify themselves from rampaging hostel workers.

The residents' preparations came after repeated clashes with hostel inmates over the past 36 hours and the evacuation of many of the women and children to the comparative safety of other Soweto townships.

Earlier yesterday two black reporters said they overheard hostel workers being encouraged to take action against troublemakers, but to desist from attacks on official property.

One reporter, who had hidden in a coal bin near the hostel, heard an interpreter say in Zulu: "We didn't order you to destroy West Rand Administration Board property. You were asked to fight people only."

The second reporter said he heard a similar instruction after he entered the hostel wearing white overalls to pass as a worker living there.

He saw a man in

camouflage uniform addressing workers through an interpreter.

"You were warned not to continue damaging the houses because they are the property of the West Rand Administration Board," he heard the interpreter say.

"If you damage houses you will force us to take action against you. You have been ordered to kill trouble-makers only."

The Commissioner of Police, Gen Gert Prinsloo, last night dismissed reports that Police were urging Zulu hostel inmates to attack "trouble-makers" as "utter nonsense."

"What we are doing at the Mzimhlope Hostel is simply 'United Nations peace-keeping,'" he said.

He added that police were in and around the hostel, occupied by about 5 000 Zulus to fend off attackers.

"The Police will not instigate anyone to kill attackers as has been reported. We are trying to end confrontation, not enhance it.

"The Zulus have been harassed, attacked and had their homes burnt down. They are simply reacting to the harm done to them."

Commenting on reports that Zulus were armed to the teeth with pangas and had attacked others as police stood by, Gen Prinsloo said pangas were illegal and police would not allow them. — DDC.

(1) 51.
(2) 333

School riot: ^{DD} five guilty ^{23/9/76}

EAST LONDON — Five students of the Duncan Village Higher Primary School were found guilty in court here yesterday on a charge of public violence and malicious damage to property.

Mr Desmond Kala, 18, and ten others between 13 and 16 years old were found not guilty on both counts.

Their appearance was a sequel to the stoning and breaking of 12 window panes at the school on August 24 this year.

All the students pleaded not guilty.

The principal of the school, Mr D. M. Matta, said he was in his office at about 2.35 pm when he heard the Std 4 pupils screaming.

"I went to the back of the school and saw between nine and 10 boys carrying stones. I told them to come into my office to explain why they were carrying stones, and if they had any complaints.

"Among the group I saw Mr Alven Qonggo, who wore a balaclava cap."

"Later the boys started stoning the school's office, staff room and store-room breaking 12 window panes worth R23,10," Mr Matta said.

Another student, Mr M. Somtunzi, said while on his way to school that morning he met Mr Qonggo and other boys. They

asked him to join them because they were going to strike at the school. He told them he would return as soon as he had placed his books in the classroom, but he instead went home where he told his brother what was to happen.

He said the group of boys had spoken simultaneously saying they must collect money to buy petrol.

A security policeman, Det-Sgt R. M. Els, said he took Mr Qonggo from the Fleet Street police cells for questioning.

Mr Qonggo accompanied him to a spot near the school where he pointed out a can which contained petrol.

He took possession of it and handed it over to the investigating officer.

At the end of the State case, Mr C. Duncan and Mr J. Alexander applied for the discharge of the students they represented. Eleven of the students were then found not guilty and discharged.

Mr Qonggo and three youths whose applications for discharge were refused, did not give evidence.

The fifth youth, whose application for discharge was also refused, said he was forced by the others to do what he did.

Sentence will be passed on October 1. — DDR

51/174.

Parents oppose school change

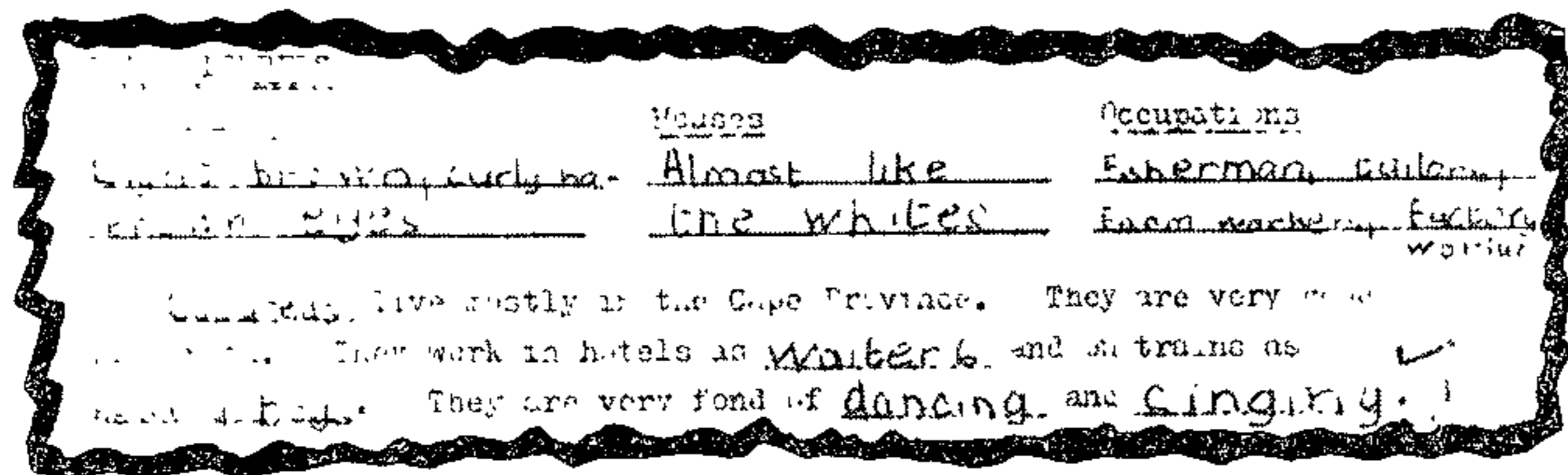
Pretoria Bureau

British immigrant parents of more than 104 school-children in Pretoria say they will register their children as Afrikaans-speaking pupils next year—to prevent them from being turned out of their present school in the suburb of Quaggasrand.

Following two meetings in the past week in which Department of Education officials explained the position to the parents, most of them employed at Iscor, the parents still refuse adamantly to send their children to an English-medium school, the Burgher Right Primary, because of the bus costs involved.

At the second meeting last night, they were told the department had no alternative but to send their children from the Laerskool Quaggasrand where they are at present.

Because of the "enormous cost" involved in giving them instruction in English, at what is an essentially Afrikaans-medium school, they apparently have to be moved.



• AN example of notes on the Coloured people (left) given to pupils in Standard One at the Montrose Primary School, Parkmore, and children's drawings (right) photographed this week from a book of a Standard One pupil at the same school.

Young pupils learn 'racial attitudes' at White school

WHERE do "Bantu" live? In huts, compounds and servants' rooms — or so eight-year-olds at a northern suburbs primary school are being taught.

What work do Coloureds do? The same pupils will tell you they work as fishermen, bedding boys and waiters. And they are simply quoting from the notes their teacher gave them.

These racial stereotypes are part of the Standard I geography course at Montrose Primary School in the select suburb of Parkmore.

Mothers of two pupils in the class this week complained to the Express about the notes, which pupils were instructed to paste in their exercise books and learn for end-of-year tests.

They were concerned their children might be left with indelible racist attitudes.

The five pages of notes required the participation of the pupils who had to insert "appropriate" descriptions of the different race groups in South Africa.

Blacks are dealt with as follows:

"The Bantu. Underline the

word which does not fit.

a) hut, compound, flat, servant's room.

b) woolly hair, flat nose, blue eyes, thick lips."

The children were instructed to underline "flat" and "blue eyes".

Accompanying the notes were simple, roneoed drawings showing types of jobs done by Blacks. These were "house maid or nanny, bricklayer, milkman, miner, gardener and messenger".

The children also had to fill in physical descriptions of Coloureds, Asiatics and Whites and describe their housing and jobs.

The Coloureds are dealt with in the following brief paragraph.

"The Coloureds live mostly in the Cape Province. They are very good fishermen. They work in hotels as waiters and on trains as bedding boys. They are very fond of singing and dancing."

The words in bold type are those inserted by the children.

Asiatics are described as people with "brown skin straight black hair" who wear "saris and turbans" and eat "curry and rice and spicy food".

Whites are allocated twice as much space as the other groups. They are also the only group to have any recreation listed.

The Whites are described as being "tall, well dressed" with "white skin and

By JENNIFER HYMAN



• Miss Colleen Sandig

straight hair". They live in "well-furnished flats or houses with gardens" and they indulge in "tennis, horse riding, golf and theatre".

Their occupations are described as "doctors, lawyers, teachers and nurses".

The Express learned the notes have been used in Standard I at Montrose — an English-medium Government school — for at least three years.

They continued to be used in three classes this year — in spite of a complaint made to the headmaster last year.

One of the Standard I teachers involved, Miss Colleen Sandig, told the Express she had found the notes in a teachers' pool of material at the school. They had been devised by a previous teacher, she added.

"You have to oversimplify and generalise for such young children. You



can't go into detail and I think the notes accurately reflect the situation in this country, whether one likes it or not."

She said she had elaborated on the notes in class and told the children that some Blacks had professions.

The headmaster of Montrose, Mr C Descy, said a mother had complained some time ago.

He had spoken to the teacher concerned, "but clearly I should have had the notes destroyed".

Mr Descy said he did not personally approve of the notes "although you must admit 90% of the people described do those jobs and have those characteristics."

"There is nothing actually untrue in the notes, but they do give a very generalised impression of the situation."

Both Miss Sandig and Mr Descy were annoyed that complaints had been made to the Press and not to the school.

"This time I will definitely see the notes are withdrawn," said Mr Descy.

Educationists interviewed by the Express said that at worst the notes could turn children into racists and at best reinforce the racist attitudes they observed elsewhere in their environment.

Mr John Lewin, a lecturer in the Department of Educa-

tion Studies at the Johannesburg College of Education, said that even if such stereotypes did reflect the South African situation, the way South Africa was changing would soon make the stereotypes of the present irrelevant.

Education should be future-orientated. It was not enough to educate children for today. They should be prepared for the world in which they were going to have to live in the future.

"The description of the prestigious occupations of Whites and their luxurious life-style will encourage a child to associate all the good things of life as being the exclusive domain and prerogative of Whites."

Mr Frans Auerbach, chairman of the Southern Transvaal region of the Institute of Race Relations and a leading educationist, said the notes reflected "White race prejudice which is damaging when it is dishied out to such young children."

The worst part, he said, was that the stereotypes probably confirmed what the children themselves experienced in their contact with Blacks.

"The real remedy will be for Black and White children to meet on an informal basis and for adult social contact to be developed across race barriers."

51
26.0

Blacks to get free schools

A system of grants would be introduced in January to encourage teachers to study school subjects at degree level at the University of South Africa.

Upgrading

At the same time use would be made of facilities at the adult education centres and also of special teaching panels to accelerate the academic upgrading of teachers.

The conditions of service of black teachers would also be improved.

To reduce the pupil-teacher ratio, a scheme had been instituted last January allocating 20 per cent of all additional teaching posts to the sub-standards.

Provision

The department had also decided in principle to consider the conversion of existing community senior secondary schools to State schools so that the Department of Public Works could build and maintain them. The same would happen to new secondary schools.

The department had also made provision in its estimates for the 1977-78 financial year for the building of senior secondary and teacher-training schools in Bantu trust areas where many pupils from the "white" areas would also be admitted.

29/12/76
Pretoria Bureau

Major moves towards the introduction of free and compulsory education for blacks were announced by the Government today.

Some moves will be made in January and could see a notable increase in the amount budgeted for black education next year.

The plans include speeding up moves to provide free books and reducing the high pupil-teacher ratio which makes double school sessions necessary.

The Minister of Bantu Education, Mr M C Botha, said in today's statement pupils from Standard 3 to 10 would be supplied with textbooks from January 1978.

Training

In 1979, the programme, on which R4-million had been spent since 1974, would be extended to pupils in Standard 1 and 2.

While major programmes for in-service training of teachers had been in operation for some years, emphasis would now be laid on the improvement of the academic qualifications of teachers in service.

HANS. 21

Col. 1347-1348

51

MONDAY, 20 JUNE 1977

1348

Platoon system in Coloured schools

005 Mr W G KINGWILL asked the Minister of Coloured, Rehoboth and Nama Relations:

- (1) (a) In how many (i) sub-standard classes, (ii) Stds. 1 and 2 classes and (iii) Stds. 3 and 4 classes is the platoon system operating in schools for Coloured pupils in the Republic and (b) how many pupils are involved in each case.
- (2) in respect of what date are these figures given

The MINISTER OF COLOURED, REHOBOTH AND NAMA RELATIONS

Education for Coloured persons in the Republic is a matter which has been delegated to the Executive of the Coloured Persons Representative Council. I have, however, ascertained that the reply to the question is as follows:

- (1) and (2) (b) platoon system is meant the use of the same school or accommodation for more than one school then the reply is in the negative

If double shift classes are meant, it must be pointed out that the information concerning the various class groups is not readily available and would mean that the Administration of Coloured Affairs would first have to consult the relevant schools via its regional offices-- a comprehensive and time-consuming process that would entail the information not being available early

The hard way



Photograph: PETER STANFORD

FIFTY-SIX wide-eyed pupils, clutching grubby exercise books, sit huddled around a roaring konka listening attentively to what Mfundisintsapho (the one who teaches them) has to say. The time is 10 am—and school at the Crossroads squatter camp has begun.

There are no desks, no chairs. There is no blackboard or chalk. Pens and pencils are passed from one to the other and text books are limited to seven copies of elementary Afrikaans and four of the equivalent English version.

The children range from seven to twelve years — most of them cannot read or write. The teacher writes the letter 'a' on a piece of paper, holds it up in front of the class and fifty-six little voices respond in unison.

On fine days lessons are conducted in the yard, but in the cold weather the children cram into a single-roomed iron shack donated by one of the parents.

The school was formed by 30-year-old community worker for the Churches Urban Planning Commission, Mrs Hazel Gogele.

Sitting in the dim light of the 'school room,' Mrs

Gogele spoke of her involvement with the children and the community as a whole.

'I learnt from the mothers in the camp, to whom I was giving literacy classes, that the two existing schools were already full. Because these children are unable to attend official schools, they were completely without the opportunity of even a basic education.

The three Rs as well as Xhosa, English and Afrikaans are taught by Youth Leader, Miss Christine Mhlomi (21) who receives no salary but manages to support herself by selling the knitting she does in her spare time.

And in spite of the shanty houses, teeming humanity, the lack of sanitation, the refuse, bitter cold, the little school's register seldom shows an absentee. . . .

DERRYN DEAVIN

African language 'must' for whites

51

Dec 19/8/77

African languages will become part of the compulsory syllabus for Transvaal primary school pupils next year.

This was announced yesterday by the Director of Transvaal Education, Professor J H Jooste at an education symposium in Pretoria.

In the past few years 700 teachers have undergone intensive courses to enable them to teach pupils the African language of their area. Most Transvaal primary schools do teach an African language.

SENIOR PUPILS

The compulsory move will affect all senior primary pupils — those in Standards 3, 4 and 5.

Although some private schools have employed black people to teach these languages, it is unlikely that the Education Department will do so because of the shortage of teachers in black schools.

The white teachers who were trained took part in four-week courses. From there it was up to themselves to study further if they wished to.

So far, according to TED spokesmen, the programme has met with success.

MONEY STUDY (51)

Mercury Reporter 30/8/77

SCHOOL children are to have courses in consumer education and money management included in their studies starting in 1978.

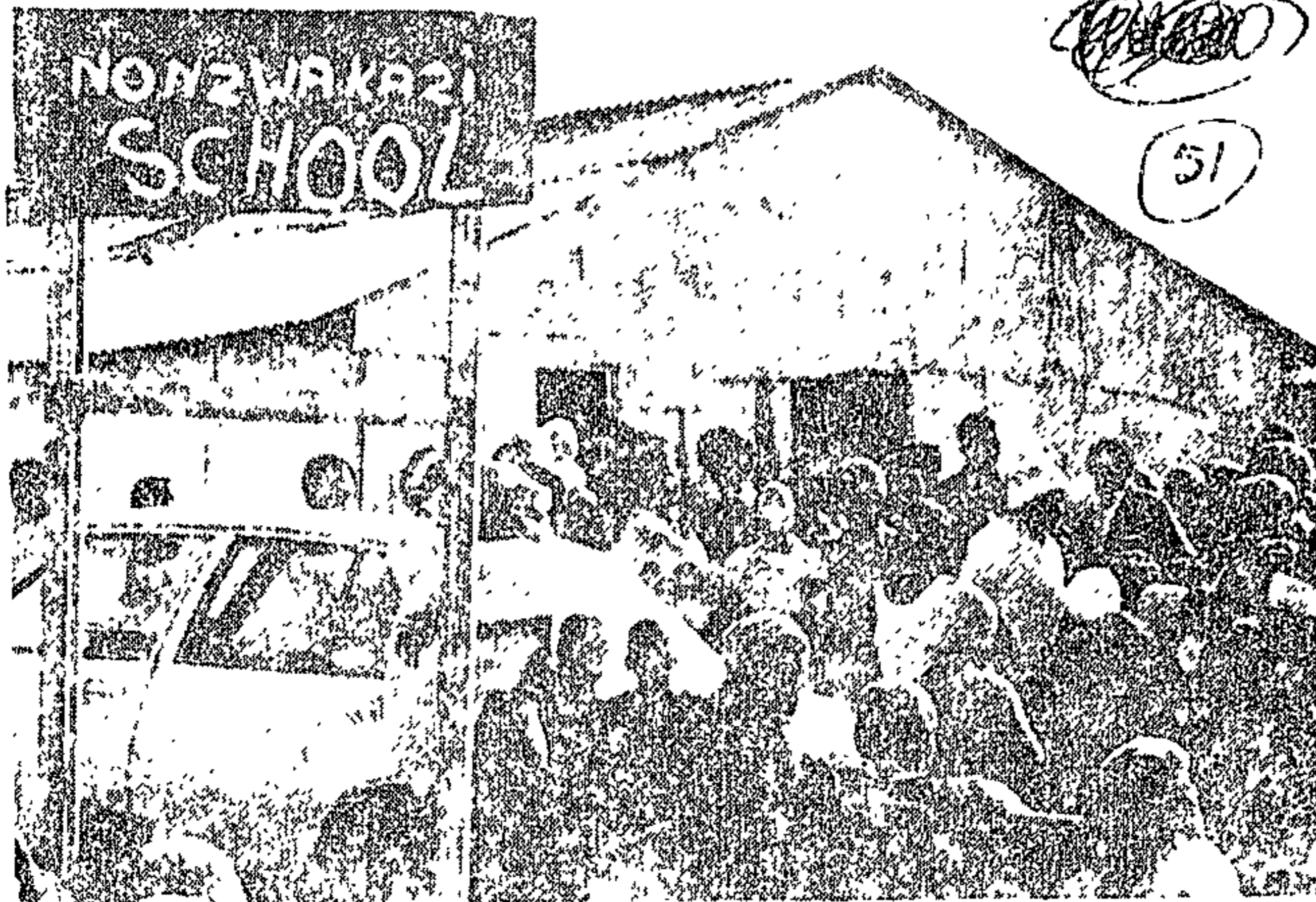
The course would go to children of all races beginning with pupils in standard five, said the chief education officer of the South African Co-ordinating Consumer Council Mr. Jan Cronje, yesterday.

He has been concentrating on the development of the programme for the last seven months and has tried to ensure that no important aspect of consumer activity is neglected in the topics which are to include understanding contracts, legislation affecting consumers and personal money management.

The director of the Council Mr. Johann Verheem said: "The subject of personal money management naturally dominates the overall consumer education programme and we are grateful to the organised financial institutions of South Africa who have agreed to finance the entire project."

CT 24/10/77

Squatter school opened



The Nonzwakazi School which was opened on Saturday

By MARK AUGUST

A MIXED crowd of more than 1 000 people attended the opening of the first organized junior primary school at the Umbell squatter camp behind the University of the Western Cape on Saturday.

The one-roomed Nonzwakazi School will take 200 squatter pupils and is to be staffed by five women teachers who all live at the camp.

Dr Francis Wilson, senior economics lecturer at the University of Cape Town, officially opened the school. Speaking at length in Xhosa, he told the audience amid applause that he had grown up in Alice but was from the Transkei.

He said that what had happened at Umbell at the weekend was the solution to the squatter problem.

"The problem is that the city needs workers who can't find work in the rural areas, but there are not sufficient houses for them in the city."

Dr Wilson said the Rev Theo Kotze and the Rev David Russell had wished to attend the opening but could not because of banning orders.

Mr Kotze had sent a cross as a gift to the people of Umbell.

Mr Edwin Xuma, community organizer at Umbell, said a white man had offered to pay the salaries of the five teachers at the school. He would not disclose the name.

A school had operated at the camp for the past three years but the classes were disorganized. The teachers were then paid by the squatters.

carried out as each project requires.

COMPARATIVE AFRICAN GOVERNMENT AND LAW I:

The material for this course is derived largely from Southern Africa with comparative reference to case studies in the political systems of East and Central Africa. The course includes an introduction to the comparative study of the politics of race, class, and ethnicity.

Comparative African Government and Law I may not be taken in the first year and Political Science I must be completed beforehand. It is suggested that the following course or courses should be taken prior to or concurrently with Comparative African Government and Law I. The suggested courses and their times of meeting are given below.

- Political Science I (meet at 9.25 a.m.)
- Political Science II (meet at 10.20 a.m.)
- Political Science III (meet at 11.15 a.m.)
- African History I (meet at 3.10 p.m.)

this course cannot be taken by a first year student?

schools and which degree.

Law - Cultural
History -
Science -

Prehistoric archaeology -
reconstructing the life
ways. This part
includes the origins of tool-
making, first civilizations
excavation, analysis
etc.

History of Africa.
Focus on the African
continent of the present day. Much of
the course is also paid to the
spread and present
technology, taught
and included in the course.

Prehistoric agriculturalists
and early civilizations such as
the Neolithic and Bronze Age
legitimate branches
Department of Archaeology,

1976, changing the
focus in both the
techniques of the
teaching prehistory. The
techniques employed
photography, mapping,
and the techniques employed

equivalent to Course III)
individual original research
of archaeological
theory and fieldwork are

ARGUS 17/1/78

Black pupil attendance is 'normal'

(51)

THE attendance at black primary schools, which started today, seemed to be normal, a spokesman for the Bantu Education Department said today.

He said that although he had not had time to inspect any of the 28 primary schools in the Peninsula, he had no indication that there was an abnormally low attendance rate at any one of them.

No incidents were reported from the Vaal triangle where thousands of primary school children went back to classes today as well.

The Argus Correspondent in Johannesburg reports that while thousands of Transvaal black primary schoolchildren went back to classes today, there were early indications of poor turn-outs at many Soweto schools.

Reporters visited several higher primary schools scattered throughout Soweto and found attendances in general to be about 25 percent and ranging between 50 and 75 percent at lower primaries. At one higher primary, attendance was only about 10 percent by mid-morning.

NO INCIDENTS

Transvaal teachers interviewed said reasonable numbers of children were arriving at schools and they expected the rest to arrive during the coming week.

Parents and children appeared to be uncertain and apprehensive — and one indication of this was that many children were not wearing uniforms.

School bombed during exams

2/2/78

(51)

PORT ELIZABETH. — Petrol bombs were thrown into two classrooms at Arthur Nyobo Lower Primary School, in New Brighton near here, where pupils were writing examinations yesterday.

Pupils extinguished them before they exploded, and saved the classes from being damaged.

About 300 pupils, mostly under 10, ran out of their classrooms screaming and crying. Some of the pupils had only one shoe on while others had their uniforms torn.

Pupils connected hosepipes and directed water at the smoke-engulfed classrooms while others threw sand on the bombs. Only pieces of paper were found burnt.

One pupil said he was in a class writing examinations when he heard a sound like a rock hitting the window and later saw a bottle filled with liquid flying overhead. It landed on the floor next to the blackboard.

At other nearby schools everything appeared normal.

The circuit inspector of education and training in Port Elizabeth, Mr Buys, described the attendance at schools in the city's black townships yesterday as most encouraging. A similar pattern emerged at schools throughout the area.

Black secondary schools reopened yesterday.

In Soweto, however,

Continued on page 2

Schools open

Continued from page 1

attendance figures ranged from high to very low. On the East Rand, attendances were normal. Schools in the Pretoria township of Mamelodi reported a good turn-out, but in the Atteridge/Saulsville complex pupils gathered outside schools, refusing to go into their classrooms.

Thousands of children reported for school in Lebowa and in the Ciskei the turn-out was so good that registrations could take the week.

Scores of application forms for the registration of new students at secondary schools in Soweto went up in flames yesterday near the Mahlobo secondary school in Meadowlands, where about 200 students gathered to register.

The application forms were burnt by members of the newly-formed Soweto Students' League, who told the students they should not apply to study in the new State schools. They said this was in protest against the continued

enforcement of the system of Bantu education.

Earlier, a circuit inspector of the Department of Education and Training, Mr J N Vermaak, addressed the students.

Secondary schools in the Vaal Triangle opened yesterday with hundreds of pupils having to be turned away because they could not be accommodated.

All of the seven secondary schools in the area were forced to turn children away. One school, Tsepho-Themba secondary school in Residensia, turned at least 200 children away.

"I don't know what we are going to do," the headmaster, Mr R J Malepe, said.

Attendance figures at black schools in the Peninsula's townships continued to rise as high school pupils returned to their classes yesterday, according to Mr Mike Mitchell, circuit inspector of Bantu Education in Cape Town.

Mr Mitchell said that the attendance figures at primary schools ranged from 95 to 100 percent.

Standard 3, Q no 157, 17/2/78

Pre-condition for enrolment of pupils in schools

*7. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

(51)

Whether (a) Pupils and (b) parents or guardians of pupils seeking enrolment in schools of his Department are required to give any undertakings as a pre-condition for such enrolment; if so, what are the undertakings.

†The DEPUTY MINISTER OF EDUCATION AND TRAINING:

(a) No.

(b) Yes. Any parent or guardian enrolling a child in Sub-standard A must sign an undertaking to keep the child in school for a minimum period of four years or until the child has passed Standard 2.

stal arbeiders in die toekoms te verminder

Hoekom?

arbeid sal ontwikkel, byvoorbeeld oor

? Indien wel, hoe gaan u hierdie tekort

teenwerk?

5. Bestaan daar werkloosheid onder afhanklikes van werkers op u plaas (d.w.s. is daar mense wat graag wil werk maar wat geen werk kan kry nie)? Indien wel, watter soort werkloosheid?

6. Die werkers op u plaas het afhanklikes onder 18 jaar. Hoeveel van hulle sal op u plaas kan werk, as hulle wil, wanneer hulle ouer is?

Skool

1. As 'n werker op u plaas kom werk soek, vra u hoe ver hy op skool gevorder het, of nie?

2. Merk u enige verskille in bekwaamheid op tussen werkers wat skoolgegaan het en die wat nie skoolgegaan het nie?

3. Gee u liever werk aan 'n werker wat 'n paar jare skoolgegaan het, of nie? Hoekom?

VFAOM (SI)

Double session system in Coloured schools

10. Bes 100. Mr. N. B. WOOD asked the Minister of Coloured Relations:

(a) How many schools falling under the Administration of Coloured Affairs, operated under the double session system during 1977, (b) how many (i) classes, (ii) pupils and (iii) teachers were involved in each province and (c) in which standards did this system operate

mele skakeldiens met
iders se kinders na u
rs van u arbeiders se kinders.

11. Dir The MINISTER OF COLOURED RELATIONS:

(i) Education for Coloured Persons in the Republic is a matter falling under the control of the Coloured Persons Representative Council and administered country-wide by its Executive. I have, however, (ii) ascertained that the answers to the question are as follows:

iteit onder die werkers
e die plaas wil verlaat.
soort werk op die plaas doen.

(As on 30 June 1977)

12. Hoe	(a)	Cape Province	688
		Orange Free State	12
		Natal	10
		Transvaal	7
			<hr/> 717

iders dat hulle kinders

13. Doe	(b)		(i)	(ii)	(iii)
		Cape Province	2 390	75 390	2 390
		Orange Free State	40	1 257	40
		Natal	39	1 131	39
		Transvaal	36	1 984	36

nuurse werk (b.v. onderrig in
Indien ja, spesifiseer.

14. Dir (c) Cape Province: Sub. Std. A to Std. 6.
Orange Free State: Sub. Std. A to

ng van u plaas, u geleidelik
kers nodig sal hê vir tegniese
ke werk. Indien ja, spesifiseer.

Sub. Std. B.
Natal: Sub. Std. A to Std. 2.
Transvaal: Sub. Std. A to Std. 3.

Vraeys aan plawers (1)

Naam (eerste naam alenlik)

Nommer van plaas

1. Hoe het u na die plaas gekom?

2. Het u dit al ooit oorweg om in 'n stad te gaan werk? Indien wel, waarom gaan u nie?

3. Watter werk wil u graag hê u kinders moet doen? Waarom?

4. Watter soort w

plaas of ere

5. As werker nie

nie?

As werker skop

het u nie o

Probleme.

1. Wat wil u gra

(foon, ander soort betaling, werke, vakansies)

Hansard 5 vol 328 2/3/8

(5)

In u lewensomstandighede? (oehuising, ontspanningsgeriewe)

2. Het u al om veranderinge gevra sonder sukses? Indien wel, gee besonderhede.

3. Watter probleme ondervind u met u werke?

Final primary school examination for Black pupils

233. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

(1) How many Black pupils (a) wrote and (b) passed the final primary school examination at the end of 1977;

(2) how many of those who passed qualified to proceed to secondary school.

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) 210 975.

(b) 169 437.

(2) 169 437

emmaak het nie, waarom

het u nie skoolgegaan

swer doen of op 'n

Waarom?

ksomstandighede?

SI

Double session system

170. Mr. N. B. WOOD asked the Minister of Education and Training:

- (1) How many schools (a) in the homelands whose Governments have not taken over education services and (b) in the White areas, operated under the double session system during 1977;
- (2) (a) how many (i) classes, (ii) pupils and (iii) teachers were involved in each province and (b) in which standards did this system operate.

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) None. All self-governing territories have control over education in their territories.
- (b) 2 527.
- (2) (a) Statistics are not kept according to provinces but according to regions which do not quite correspond with the borders of the provinces. The required information is therefore more or less as follows:

	(i)*	(ii)	(iii)
Transvaal	3 872	155 722	1 936
Orange Free State	1 882	60 542	941
Natal	1 374	48 588	687
Cape Province	972	37 466	486

(b) Sub-standard A and Sub-standard B.

*The figures are based on the assumption that each teacher teaches two classes.

Statistics as on the first Tuesday of March 1977.

Sotho-rusie nou by Sybrand

Rapport 2/4/78

51

Van Ons Pretoriase Redaksie

DIE skorsing van twee Transvaalse skoolkinders omdat hul ouers weier dat hulle Noord-Sotho moet leer, is deur die Minister van Nasionale Opvoeding, dr. Piet Koornhof, na die Administrateur van Transvaal, mnr. Sybrand van Niekerk, verwys vir sy aandag.



MARJORIE EN ELIZABETH HEALEY — die Administrateur moet nou oor hul skorsing besluit.

Die kinders van mnr. en mev. A. S. Healy is op 17 Maart uit die Laerskool Cullinan geskors vanweë die ouers se besware. Kort daarna het die ouers deur hul prokureur 'n pleidooi tot die Minister gerig dat die kinders bykomende Afrikaanse lesse pleks van Noord-Sotho kry.

Die kinders word sedert hul skorsing privaat deur 'n gewese onderwyseres onderrig. Die ouers sê as die skorsings nie opgehef word nie, sal hulle met die private onderrig voortgaan.

Hoop

Toe die skole vandeeweek sluit, het die Healey-kindere gehoop hulle sal volgende termyn terug op die skoolbanke wees, maar teen die einde van die week het hul prokureur 'n brief van die Minister gekry waarin hy sê die saak word na die Administrateur verwys.

In die skorsingsbrief het die waarnemende skoolhoof, mnr. C. J. H. van Wyk, gesê die kinders word geskors omdat hul ouers weier dat hulle Noord-Sotho leer. Hy het bygevoeg dat hulle tot geen ander Transvaalse skool toegelaat mag word nie.

9/8/58 11 (61)

Van Niekerk hits at equal pay bid

JOHANNESBURG — There was justification for the wage gap between different race and sex groups, based on the sound economic principle of supply and demand, Mr Sybrand van Niekerk, Administrator of the Transvaal, said yesterday.

Speaking in the Provincial Council in the wake of his warning to private schools that they would have to face the consequences if they admitted black pupils, Mr Van Niekerk said it was the height of irresponsibility to call for the rate for the job and damn the consequences.

If the wage gap between black and white nurses was scrapped too quickly it would seriously prejudice employers who had to draw their labour from the black female labour

pool, said Mr Van Niekerk.

Black women were also needed as house servants, shop assistants, clerks, packers, etc, he said.

If nursing salaries were equalised in a disorganised fashion it would have a ripple effect through the entire economy and employers in every sphere would suffer.

Blacks themselves did not wish to wage gap to be scrapped in a disorderly manner, he said.

In the case of doctors, whites were more in demand than blacks. He doubted whether many whites would go to a black doctor but knew that blacks patronised white doctors in large numbers. Therefore, white doctors were in a stronger bargaining position than black doctors, Mr Van Niekerk said. — DDC.

Duitse skool vir eers blank

Burger 7/11/78 (51)

GEEN nie-blanke leerling is by die Duitse Skool in Tamboerskloof vir onderrig in Duits geregistreer nie, het mev. A. G. W. Fischer-Buder, voorsitster van die skoolkomitee, gister aan Die Burger gesê.

Mev. Fischer-Buder het gesê aansoeke om registrasie is wel reeds ontvang. In Januarie aanstaande jaar sal met kursusse begin word wat "drie of vier jaar" sal duur. In hierdie stadium is "meer Kleurlinge as swartes" vir die kursusse geregistreer.

Oor die plek waar die klasse aangebied sal word, moet nog besluit word. Dit kan in Mowbray of moontlik Roggebaai wees. Die Duitse Skool is te ver van die gebiede waar die voornemende leerlinge woon, het mev. Fischer-Buder gesê.

Die kwessie van die eventuele toelating van nie-blankes tot die skool ingevolge 'n besluit van die ouers op 'n vergadering op 14 Junie vanjaar het verlede Saterdag aanleiding gegee tot 'n protesoptog met die opening van die jaarlikse basaar op die

skoolterrein. Die polisie is ontbied en die plakkate is verwyder van 'n groep wat gekant is teen die gedagte van rassevermenging op skoolvlak. Nadat die plakkate verwyder is, het die betogers voortgegaan om pamflette onder die basargangers uit te deel. Op sommige van die plakkate het anti-Markistiese slagspreuke verskyn.

Van die betogers het Die Burger gister opgebel om omonwonde hul standpunt te stel. Een het toegegee dat daar onder die groep geen ouer van skoolgaande kinders was nie.

'n Ouer wat voorheen voorsitter van die skoolkomitee was, het aan Die Burger gesê dat die ouers ongeveer in die helfte verdeel is oor die toelating van nie-blankes. Hy meen dat baie ouers in Junie vir die stap gestem het omdat aan hulle voorgehou is dat die Wes-Duitse regering sy steun aan die skool sal beëindig as so 'n gebaar nie gemaak word nie.

Die oogmerk met die instelling van die kursusse in Duits vir nie-blankes is, na verneem word, om diegene wat 'n vas-

gestelde standaard in Duits kan behaal, die keuse te gee om hulle as heeltydse leerlinge in te skryf.

173,²¹ while at the end of 1974 the number had liaison committees, 750 were located in the total (25,4%), 298 in the Cape (20,1%), and 58 in

By May 1975, 1 751 liaison committees had been a four-fold increase does appear remarkable.

of the Personnel Research Division within the psychology at the University of the Orange Free State, into the constitution and functioning of liaison and survey included questionnaires addressed to 1 064 of liaison committees and he received a suitable (%) employing 164 995 African workers covered by 437 organisations which participated in the investigation industrial sectors:³¹

Industrial Classification of Participants

Sector	Number of Organisations	%
Manufacturing	257	79,0
Mining	9	3,0
Construction	9	3,0
Commerce	13	4,0
Services	27	8,0
Local authorities	11	3,0
	<u>326</u>	<u>100,0</u>

26. Financial Mail, 22 December 1972 p.1145. Cited in: R. Verster, Liaison Committees in the South African Industry, Bloemfontein, U.O.F.S., 1974, p.9.
27. Hansard 3 columns 160-161, 22 August 1974.
28. Hansard 10 column 691, 15 April 1975.
29. Rand Daily Mail, 22 May 1975. Cited in: Muriel Horrell and Tony Hodgson, A Survey of Race Relations in South Africa, 1975. Johannesburg S.A.I.R.R. 1976, p.212.
30. Op.cit. pp.14-16.
31. Ibid, p.17.

Liaison and Works Committees

Instead of simply providing for the inclusion of the pyramid, a dual system of works committees. A liaison committee in any establishment shall consist of the employer and others elected from the employees but the chairman may be designated by the committee itself. As we shall see, the liaison committee and it is true that the committee in the Act. The functions of the committee are defined. Its task is "to consider matters relating to the interests of the employer and his employees and to make recommendations concerning conditions of employment which are likely to be affecting their interests ..." The provision for a liaison committee which would provide for the constitution.

The works committee, on the other hand, is provided for in an establishment employing more than two hundred workers. Where a works committee exists, such workers may elect a committee of not fewer than three or more than twenty members, limited to a quarter of the total number of workers in that section of the establishment at the time of its representation in the sense that it is a representative of the labour force in an establishment and in larger firms the labour force can now elect their own committee.

A meeting convened to elect a works committee of the employer concerned or his authorized representative and the employees and their employer enjoy a reasonably harmonious relationship. Dissension on this score is unlikely. However, where relations are even hostile, where distrust exists on one or both sides, such an arrangement is inadequate for resolving what may be a fundamental conflict of interests. While the present definition of a labour dispute is broader than that contained in the 1953 legislation, and a Bantu Labour Inspector, with or without the assistance of the Regional Labour Inspectorate Committee concerned, should intervene in an attempt to effect a settlement, it does seem to be a remarkable shortcoming in this connection.

Duiters wil hul skool nie 'oop' hê

Burger 9/11/78

(51)

DIE Duitse regering moet hom by die oplossing van sy eie probleme bepaal voordat hy sy politieke ideologie aan Suid-Afrika kom opdwing, het die voorsitter van die Oostenrykse klub in Kaapstad, mnr. Gerhard Sixt, gisteraand op 'n vergadering in Kaapstad gesê.

Die vergadering wat deur sowat 100 mense bygewoon is, is deur 'n besprekingsgroep van die klub Informa 2002 belê om 'n besluit van die Duitse skool in Kaapstad, dat hy van aanstaande jaar af vir alle rasse „oop” sal wees, te bespreek.

Dié besluit is skerp gekritiseer en deur al die sprekers veroordeel op grond daarvan dat die Duitse kultuur nie kunsmatig aan ander bevolkingsgroepe opgedwing kan word nie.

HUMANITERE BEELD

Daar is lank reeds onrus in die Kaapse Duitssprekende gelede oer beleidsaspekte rakende die skool. Die Wes-Duitse regering in Bonn het deur sy ambassadeur in Suid-Afrika laat blyk dat hy sy ruim subsidie aan die skool sal staak tensy die skool vir alle rasse oopgestel word.

„Ons is diep ongelukkig oor toestande in Duitsland,” het mnr. Sixt gesê. „Ons sit met die grootste simbool van apartheid — die Skandmuur — en wat van die 7 000 politieke gevangenes in die land? Boonop betaal die regering in Bonn elke jaar sowat R25

miljoen aan die Oos-Duitse regering vir die vrylating van politieke gevangenes. Dit is mos onsinnig om hulle nou oor die opvoeding van 'n paar bruin of swart leerlinge in Kaapstad, 10 000 km ver, te kwel. Of is dit net om 'n humanitêre beeld aan die res van die wêreld voor te hou?”

Hy het ook daarop gewys dat die Bondsrepubliek onlangs R500 000 aan Swapo geskenk het, maar nou dreig om die Duitse skool nie verder te subsidieer nie. „Ons wil graag ons kulturele erfenis behou en voortdra.”

Die gedagte dat ons teen Duitse kursusse vir bruin leerlinge is, het iemand uit die lug gegryp. As die Duitse regering onderwysers na Suid-Afrika wil stuur om anderskleuriges of wie ook al Duits te leer, het ons vrede daarmee,” het mnr. Sixt gesê.

TOELATING

Mnr. Rainer Mattes, het gesê alle onderwysers, ouers en leerlinge moes in die saak geken gewees het toe die besluit op 14 Junie geneem is om die skool vir ander bevolkingsgroepe oop te stel. Hy voel die besluit is onder druk van die Wes-Duitse regering geneem.

Mej. Thora Ruth het gewys op die probleme wat sal ontstaan as die ouers van swart leerlinge moet stem oor belangrike besluite wat die skool raak. Die onderwysers sal ook met 'n moeilike situasie te kampe hê omdat hulle voortaan nie meer met 'n homogeen groep sal werk nie.

'n Ouer wat twee kinders in die skool gehad het, het gesê sy weet van gevalle waar toelating geweier is op grond daarvan dat 'n leerling se Duitse uitspraak nie goed genoeg was nie. Dit is onsinnig om nou Duitse kursusse vir anderskleuriges aan te bied sodat hulle tot die skool toegelaat kan word.

EDUCATION - PRIMARY

30 / 1 / 79 - 9 / 11 / 81

A new teaching tool for black schools

Visual aid will help teachers

By Penny Kink

Walk into any Grade I classroom in a white school and you will hear the busy hum of children learning to read with the aid of brightly illustrated phonic charts. . . .

"Here is 'S,'" says the teacher. "See children, 'S' looks like a big snake and 'S' says Sssss. . . ."

All the children look at the bright visual aide and hiss happily. . . . "SSSSSS." It's an every-day scene. The well-equipped teacher regards these tools to basic reading as indispensable.

But this is not the case in black schools. . . . In packed classrooms the black teacher battles to teach her pupils to read for the first time without any suitable visual aids.

The reason for this is very simple. They have just not been available.

Of course the gross shortage of suitable visual aids in black classrooms is a perennial headache for all black teachers — but nowhere is the need

felt more than in the sub A and sub B mother tongue literacy classes.

Teachers know that if they cannot give their younger pupils a good foundation in the mother tongue the difficulties of later transferring to a second language become almost insurmountable.

Two well-known educators, Mrs Miriam Dakile and Mr Victor Rodseth, put their heads together over this problem and have just completed a series of mother-tongue phonic friezes which should prove an invaluable tool for the teaching of basic reading in black schools. They are available for Zulu, Xhosa, North Sotho, South Sotho and Setswana.

Developed by the Institute for the Study of English in Africa at Rhodes University, the completed poster-size sets will soon be available at cost from The Star's Educational Services Department.

They can also be collected daily, as reduced facsimiles in The Star's Junior Topic columns from Monday. This will provide

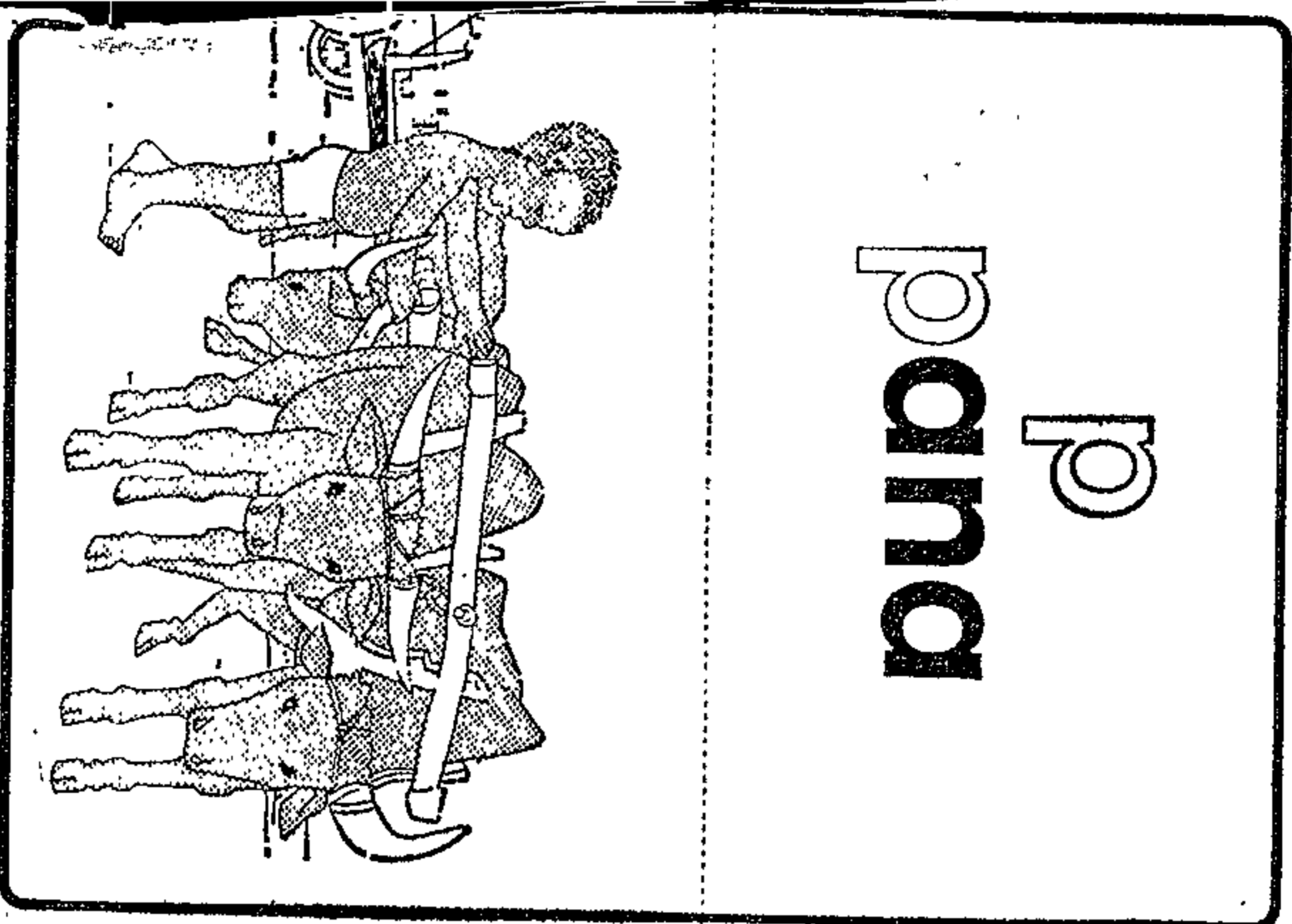
an incredibly cheap educational aid. Watch The Star to find out when the poster-size sets will be ready. They will begin with Zulu and North Sotho followed immediately by South Sotho, Setswana and Xhosa.

The researchers have created an integrated learning package, properly researched and specifically designed to meet a need.

The method sheet has been carefully worked out and should ensure that this is a significant contribution to basic literacy.

Carol Quinton-Jones, one of The Star's artists, has put in months of painstaking research to achieve authenticity and appeal. Children are bound to identify with her lovable little characters and this should make the learning of sounds and symbols a most enjoyable activity.

Teachers have noted that the charts will be useful to stimulating conversations. They can also be used successfully in higher classes for mother tongue as well as second and third languages in both black and white schools.



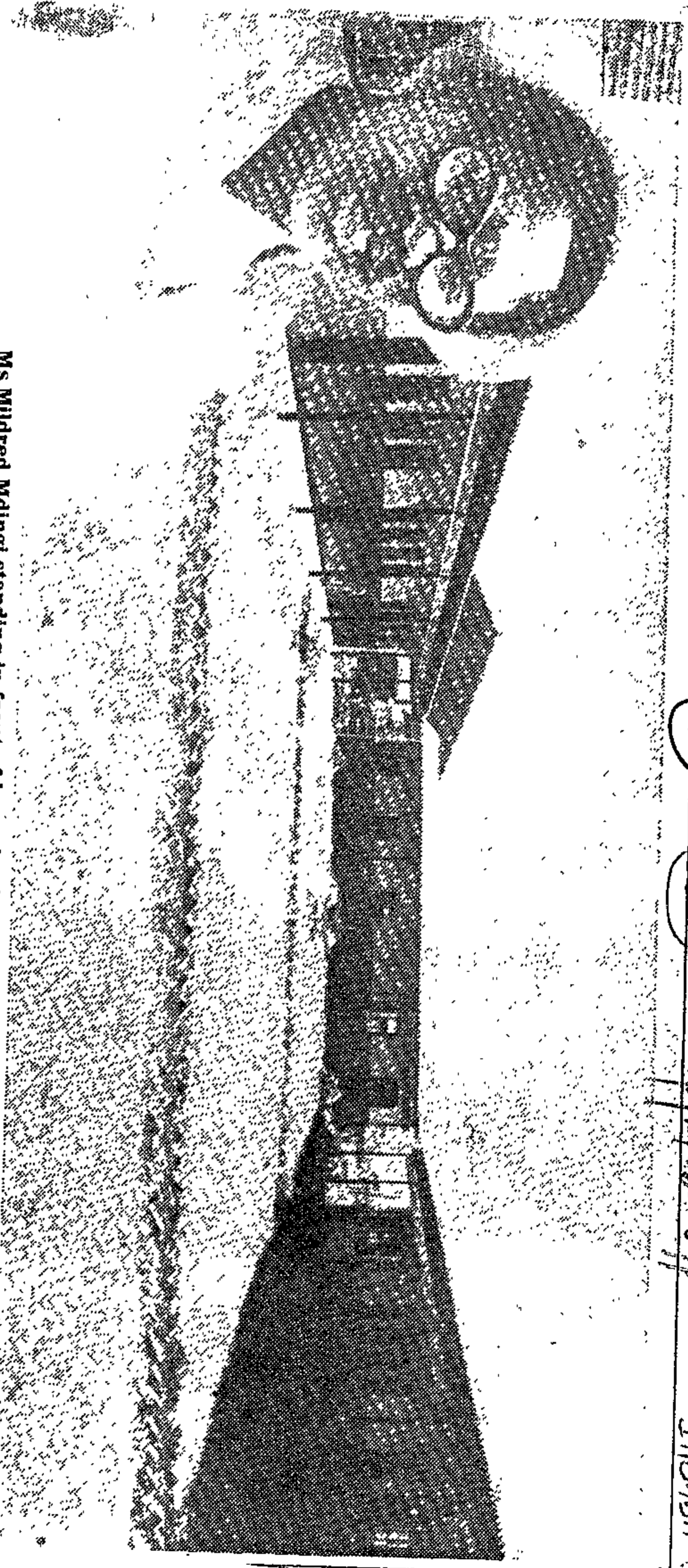
Mother-tongue language teaching will soon be made easier by phonic charts like this one. These posters will be reproduced regularly in the Junior Topic columns or Topic (in miniature).



Educationist Mrs Miriam Dakile.

30/1/79

51
~~16/3/79~~
16/3/79 M Supplement INBA/BA



Ms Mildred Mdingi standing in front of her school. She was one of seven principals from Port Elizabeth who attended a course in the Upgrading of Primary Education in Pretoria.

Picture: Colin Urquhart

Coloured drawings aid kids

By Barney Mthombothi

PORT ELIZABETH

Ms Mdingi said nothing new had been added to the syllabus. It was only the approach to the syllabus that had changed.

Ms Mdingi taught her staff all the basics of the new method after her return from Pretoria. The staff meet every afternoon to solve problems encountered in class during the day.

Ms Mdingi contends that the introduction of the new system will help eliminate the hardship African students encounter in mathematics.

The introduction of teaching aids in black lower primary schools at the beginning of the year was having encouraging results, a school principal said.

Ms Mildred Mdingi, principal of Seyisi Lower Primary School in New Brighton, together with seven other principals

attended a week-long course at the In-Service Training Centre in Pretoria in January.

The course, called the Upgrading of Primary Education, is designed to help first-year schoolchildren to adapt more easily to the school situation.

More emphasis is put on the use of aids than the blackboard. This helps to sharpen their visual as well as auditory perception.

Figures are drawn and coloured on the board, and the children are then asked to say how they are shaped, what their colour is, and how many there are. When this has been drilled and the children are able to recognise the figures, they are then drawn on a chart and pasted on the wall.

On the first day of their arrival at school, the children are divided into three groups according to their intelligence. This is done not to retard the

progress of children who can understand their lessons quicker than

others.

Each child's name is written and pasted in front of him so that within three weeks of his arrival at school, he can correctly write it himself without assistance.

Letters like b and d, g and q, are used to drill the child in what is termed an exercise in visual discrimination. They are still called "drawings" then, not letters.

Watching Mrs A. Sijaka going through all this with her class of 35 kids made it look easy. The reception from the children was

10-7din

Afrikaans may be out in KwaZulu schools

African Affairs Correspondent

KWAZULU'S Department of Education is investigating the educational implications of eliminating Afrikaans entirely in primary schools.

Mr. Oscar Dhlomo, the Minister of Education, told the Mercury yesterday that the Inkatha general conference two years ago had proposed that Afrikaans be dropped as a subject in the lower standards.

"But we will have to bring in expert opinion before we make up our minds," he said.

The Legislative Assembly abolished Afrikaans as one of the official languages of KwaZulu several years ago, and English has been the medium of instruction in Zulu schools for about four years.

Earlier this week the Transkeian Minister of Education, Mr. Walker Mbanga, announced that his Government had decided to eliminate Afrikaans in primary classrooms.

He said the Joint Matriculation Board had agreed to recognise the Transkei's certificate for exemption without Afrikaans as a subject.

- Même exercice.
1. Je voulais des aventures, j'en ai (eu) ;
 2. La tempête faisait rage; nous les avons (vu) sortir le canot de sauvetage et partir sur la mer (démonté). Ils en ont, parait-il, (sauvé) quatre.
 3. Les croisades eurent des conséquences qu'on n'avait ni (prévu) ni même (soupçonné).
 4. Je leur ai (téléphoné) et ils m'ont (répondu) que serait (livré), ce soir, l'armoire que je leur ai (fait) faire.
 5. Savez indifférents avec lui, car des nettes, des soucis, il en a (eu).
1. La petite fille que j'ai (vu) pleurer, (perdu) dans la foule, cherchait ses parents. Je ne sais si elle les a (retrouvés).
 2. Si vos amis avaient (voulu) venir, nous les aurions (regu) avec plaisir et nous aurions (pu) facilement les loger.
 3. Les matelots, (rassemblés) sur le quai, ont (embarqué) et nous les avons (vu) partir.
 4. Les reproches (mérités) que lui a (valu) sa conduite l'ont tout de même profondément (touché).
 5. Des compliments, il en a (regu) de nombreux, certainement plus qu'il en a (mérité).
 6. Il avait déjà (abandonné) la barque quand elle a (commencé) à s'enfoncer.
 7. J'aime les spectacles sans prétention; ces danses de village m'ont beaucoup (plu).
 8. Des versions, je lui en ai (fait) faire pendant six mois.
 9. Trente mille francs, voilà ce qu'a (coûté) cette maison, il y a quarante-cinq ans; depuis, sa valeur a bien (augmenté).
 10. Les arguments que vous lui avez (présenté) ont lourdement (pesé) sur sa décision.
- Faites accorder les participes passés placés entre parenthèses.

Cours de Langue

FRANÇAIS I

New system works well says teacher

By Nimrod Kayimpi
PORT ELIZABETH — An official for the Department of Education and Training spent four days in Port Elizabeth schools for a special inspection of the new course for upgrading of primary education.

Mr S. Taljaard inspected all lower primary schools in Port Elizabeth.

course in the In-Service Training Centre in Pretoria in January.

During inspection week, lower primary schools were zoned. Each zone had five representatives from various schools with the fifth teacher as

In each -

SCHOOLING ON THE VELD

sum 10/18/79 (51)

A pained look crosses schoolmaster Simon Nobelo's face as he scans his 280 pupils: "If it were not for them, I would long since have resigned from this job."

Nobelo is the only teacher at the Leretshabetse Lower Primary School on a farm in the Eikenhof/Grasmere area alongside the Vereeniging/Johannesburg road. The school's two classrooms are a shabby rondavel and a corrugated iron shack, though parents have now scraped together R56 towards building two proper classrooms.

The farmer involved washes his hands of black education, with the result that the school on his farm gets no state support.

Nobelo teaches from Sub-standard A to Standard Four, earning R150 a month paid from a R1-a-month parents' contribution. The parents also provide stationery, readers, and uniforms.

Nobelo's school is one of the more than 4 500 black farm schools in SA, which cater for 420 000 pupils, most of them children of workers in the white farming sector.

The FM also visited Roodekraal Farm School, 10 km from Heidelberg. One of the two teachers, Samuel Moloto, earns R36 a month paid by the parents. The 116 pupils from Sub A to Standard Two pay 40c in school fees a month, and the Department of Education and Training supplies reading books to Standards One and

Two.

Tiny Mokoke is the principal and only teacher at the Tamboekiesfontein Combined School. Besides her R104 a month salary, the department supplies reading books, chalk, and text-books for the children in Standards One to Four. The 30c-a-quarter school fee paid by the children is collected by the farm manager, who then supplies them with examination pads and stationery.

The department says it pays the salaries of black farm school teachers, of whom there were 8 649 last year. However, a spokesman says that it is not uncommon for parents to pay farm school teachers' salaries because "you find some people in a hurry to put up a school, and while waiting for the department's registration of the teacher they pay his salary themselves."

The spokesman adds that school fees are not compulsory, explaining, "This is to pay for the school's amenities. A school is free to ask for fees provided these are reasonable."

The department says that it normally subsidises farm school buildings built on a farmer's land. R1 000 is paid for the first classroom and R800 for the second. The shape and quality of these buildings will depend on how much the farmer and the community are prepared to spend over and above that. The farmer obtains ownership of the school five years after construction.

One of the biggest problems facing farm schools is insecurity about their future. Punt Janson, then Minister of Education and Training, said in Parliament earlier this year that 47 farm schools were closed last year, "mainly because owners do not want schools on their farms."

What happens if the farmer closes the school before the five years are up? "He will pay back the department four-fifths of the subsidy if the school is closed within a year, and one-fifth of the subsidy if it is closed after four years," says the department.

Joubert Rousseau, Secretary for Education and Training, tells the FM that his department is seriously concerned about the problems of the present farm school system.

A 20-man committee was therefore appointed recently to look into the system and put it on a sounder footing. The chairman is Jaap Strydom, Soweto's education chief.



Simon Nobelo . . . if it were not for them, I would have resigned

RURAL CAUSE)	B	
	M	F
F	1,24	0,32
	0,61	0,21
	0,38	0,68
	0,70	1,22
	0,76	1,10
	0,90	1,02
	0,56	0,89
	652	1868

RURAL CAUSE)	B	
	M	F
F	6,86	19,69
	0,77	2,58
	0,03	0,21
	0,31	0,72
	1,02	3,80
	5,71	14,69
	0,65	1,80
	761	3765

Mennonite Central Committee se Konferensie oor: 'Die Rol van Geskiedkundige Vredeskerke', Gaborone, Botswana. Verhandeling voorgelê oor: 'The Role of Churches in Promoting Justice in Southern Africa' (Oktober).

Konferensie van die Afrikaanse Calvinistiese Beweging, Potchefstroom (Oktober).

(c) Deelname aan Welsyns- Professionele en Openbare Organisasies

Die Direkteur het aktief gebly in die Suid-Afrikaanse Instituut vir Rasse-Verhoudinge as h lid van die Weskaap-Distrik-komitee, die Nasionale Uitvoerende Komitee en van

navorsings-Fellows het aansienlik tot die Sentrum se program bygedra: dr Sheila T. van der Horst, afgetrede mede-professor van Ekonomie, U.K., en professor J.L. Boshoff, gewese Rektor van die Universiteit van die Noorde.

LIDMAATSKAP

Soos voorheen gemeld, is die Sentrum vir Intergriepstudies geregistreer as 'n maatskappy. In die Memorandum en Statute van Venootskap word voorsiening gemaak vir die benoeming van eenhonderd lede. Tans is daar 57 lede en hulle sluit die volgende in:

a) Drie studeer-

STUTTERHEIM — The MP for Griqualand East, Mr Jan Jordaan, asked Mr Marais Steyn last night for assistance with the Coloured school at Dohne.

He said he wanted to thank Mr Steyn for financial aid which resulted in the founding of the Coloured housing scheme here. He said it satisfied a long-felt need.

However, the ideal circumstances did not prevail for these residents because their school was still located within the white residential area. This situation caused great inconvenience to the Coloured pupils, their teachers and parents.

They had to walk a long distance to their school whereas they could easily have it on their doorstep.

Secondly Mr Jordaan said the school was hopelessly too small to accommodate the 163 primary school pupils.

He pleaded to the Minister to give this matter his attention.

Mr Jordaan said that there was an urgent need for sub-economic and economic housing for people who earned less than R500 a month in the Stutterheim and Dohne areas.

There was also a need for a home for the aged in the area.

Mr Jordaan said that on the political front there was confusion mainly because of the Information debacle and because of uncertainties about consolidation.

He said some people were busy with gossip-mongering about the Government and the National Party and these things had nothing to do with the threat to our survival. — DDR.

(News by K. Esterhuyse, 33 Caxton Street, East London).



MR STEYN

Plea ^{51 DD} for new ^{25/8/79} school

Professor G.F.R. Ellis
Biskop A.W. Habelgaarn
Mnr E.V.E. Howes

Professor M.F. Kaplan

Ds. W.A. Landman

Mnr G.K. Lindsay

Sir Richard Luyt

Professor S.J. Saunders

Professor H.W. van der Merwe

Mede-professor D.J. Welsh

Professor Monica Wilson

WAARDERING EN DANK

Ek is altyd dankbaar vir die geleentheid wat die jaarverslag bied om my waardering te betuig aan lede van die Akademiese Advieskomitee en die Beheerraad vir hulle leiding, aanmoediging en belang in die aangeleenthede van die Sentrum.

Die Universiteit van Kaapstad het benewens 'n bydrae tot die bedryfskoste van die Sentrum, ook vir die Sentrum sedert sy stigting in kantoorkuimte voorsien. Met die uitbreiding van personeel het ons die huisie op die laer

Black teachers watch the white way

A group of Soweto teachers recently sat in on a class at the Johannesburg primary school of King David, reports JENNY DYER.



It's

a

Soweto sit-in

(SI)

Star 11/10/79

A group of Soweto teachers learnt first hand how white Johannesburg school children are taught.

The teachers, all from the Winnie Ngwelazi Lower Primary School in Pimville, attended classes

at King David Primary School at the instigation of their headmistress, Mrs Phindi Hlubi.

The visit was organised by the Union of Jewish Women who have arranged a reciprocal visit of King David teachers to Mrs Hlubi's school next

month.

"We wanted to see for ourselves what happens in white schools rather than just hear the theory," said Mrs Hlubi.

"We have two classes of pre-school children but neither of our teachers has any training in this

field so we were very keen to see how these children were taught." Mrs Hlubi is a keen advocate of pre-school education which was only started in Soweto schools last year.

Her school receives no Government grants to buy

equipment for pre-school education but relies entirely on the small fee asked of parents who frequently cannot pay.

Mrs Hlubi was enthusiastic about the ideas and ways of making use of apparatus she saw at the school — like a beehive made of eggboxes which her teachers were keen to copy for their pupils.

"It is quite frustrating to see all the equipment available at white schools. Fortunately I have a group of teachers who make their own apparatus and I've found that what we make is looked after far better than apparatus we buy," she said.

"My teachers make use of everything, even rubbish," said Mrs Hlubi.

What surprised her in one of the classes she attended at King David was the apparent lack of discipline.

"We think differently about this. In our school the children are all quiet and attentive. But I can't say which children have grasped more at the end of the day," she said.

What she envied most at King David was the remedial class with its specially-trained teacher.

"Unfortunately we don't have this for our school and I feel we should," she said.

She and her teachers regret that they haven't attempted to sit in on a white class before this.

"My teachers say I wasted time because they can't implement the new ideas this year," she said.

Concern over new school measure

13.1.80
S. Post
256
51

SUNDAY POST
Reporter

BLACK children attending school for the first time this year will not be admitted to primary school unless they can produce birth certificates.

In a circular addressed to all principals and school committees, Mr S J Buys, Circuit Inspector of Education and Training in the Port Elizabeth area, said only the child's birth certificate, or in cases where the birth certificate was not readily available, the baptismal certificate would be acceptable, for school admission. Rent cards or other similar documents were not acceptable.

The principals and teachers have been instructed to inform their neighbouring communities of this requirement.

Many civic leaders feel this new measure will cause a lot of hardship and suffering to black parents.

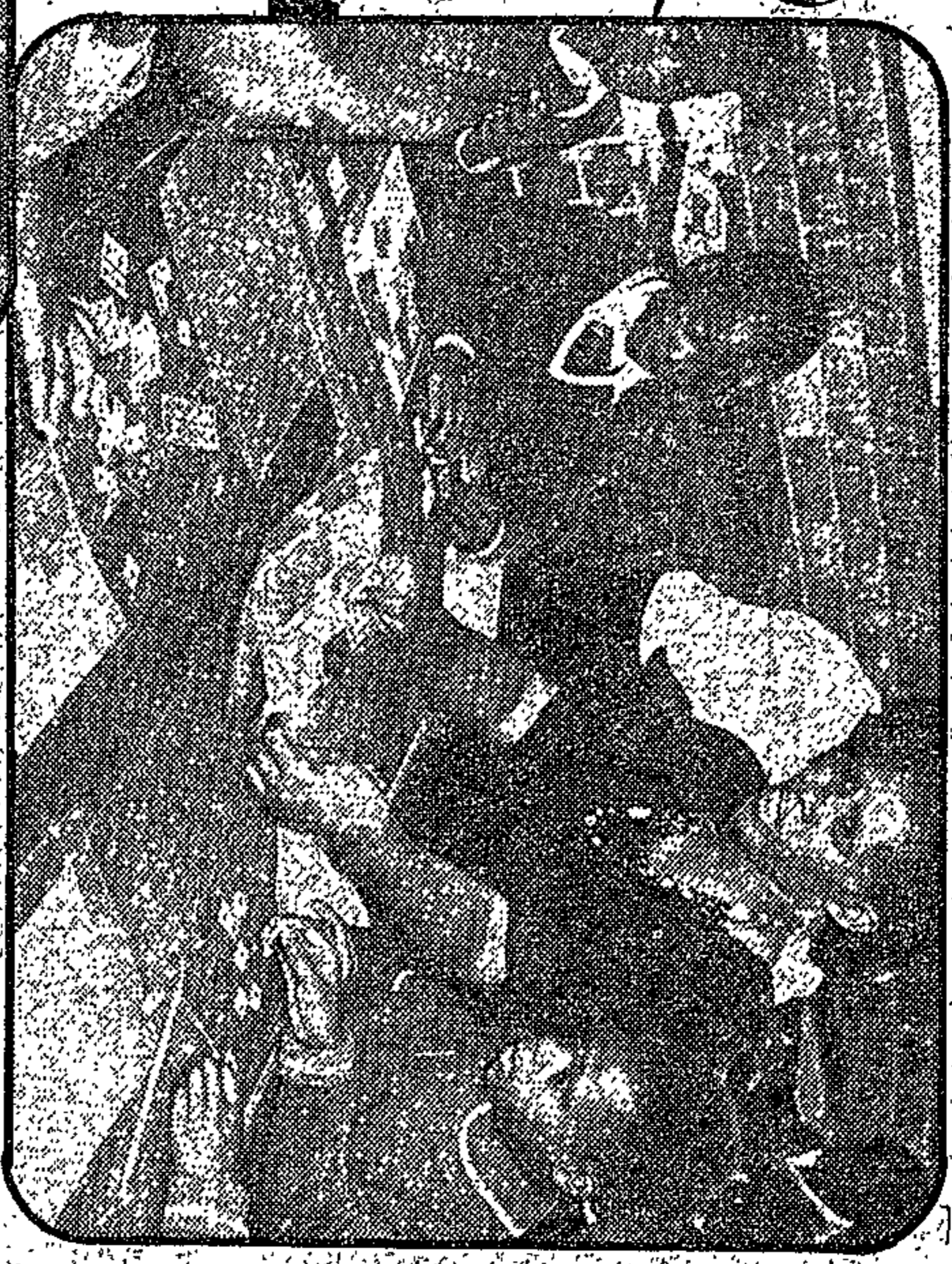
Many parents did not register children because they feared they would be made homeland citizens.

In the past parents could produce residential cards to gain primary school admittance for their children.

However, this proved unsatisfactory as many under-age pupils were admitted to local schools.

The new measure is meant to rectify this problem.

UPGRADE



OPERATION UPGRADE, now being introduced at Cape schools by the Department of Education and Training, is a new approach to teaching in which teachers spend less time lecturing their classes and concentrate on involving their pupils in class activities.

LEFT: Hands go up as these bright Standard 2 pupils in a Guguletu primary school answer a question set by their teacher, Miss T. Mgudlwa.

'OPERATION Upgrade' was launched at primary schools for black pupils in the Cape Town area last year and is to be extended to schools in several country areas this year, according to Mr D H Owens, Regional Director of Education and Training in the Cape.

As its name implies, the move is aimed at improving the quality of primary school education, starting in the lowest classes and extending later to the higher standards.

For the first 12 weeks for the year, Operation Upgrade works as a school readiness programme, preparing new Sub A pupils for school, Mr Owens says.

The pupils are introduced to counting, taught about colours and shapes, how to use a pencil and improve their hand-eye co-ordination. Once these basic skills are mastered, formal education can begin, with teachers using new teaching methods.

Mr P J Scheepers, senior schools inspector for the department, says black teachers have tended to lecture to their classes in the past, spending most of each period talking to the pupils.

Operation Upgrade is mainly a matter of approach, he says, encouraging the teachers to move away from lecturing. Up to now teacher-talking has taken up most of each period, but we aim to have only one-eighth of each period devoted to teacher-talking and the other seven-eighths to pupil activities.

Sub A teachers taking part in Operation Upgrade have received special training in the new methods, which are to be introduced to Sub B classes this year in the second step of the operation.

Also planned for the near future is the introduction of remedial classes at primary schools in the townships. It is hoped that each primary school will eventually have two additional classrooms set aside for remedial teaching.

To assist children with learning difficulties, they will be taken out of their normal classes for regular remedial teaching sessions in small groups. Their progress will be monitored with constant testing until they are able to return to normal classes again.

For senior pupils in Cape Town's township schools, an improvement has been the use of a single examination centre for all matriculation candidates.

This was used for the first time last year by matriculation pupils from Langa High School, Fezeka High School and I D Mkize High School. Teachers, inspectors and pupils expressed their approval of the centre, which enabled candidates to write in an atmosphere free of interruptions and under proper supervision.

A total of 229 candidates wrote their matriculation exams at the centre last year. In 1978 there were 187 matriculation candidates from black schools in Cape Town.

Mr Owens says it is noticeable that many more pupils are now continuing their education to secondary school level than was the case in the past.

The increasing number of pupils in the higher standards will enable the Department of Education and Training to raise the entrance qualifications for trainee teachers.

TEACH to STAR 7/3/80 the rescue



51

The Star's TEACH Fund is to build a 20-classroom temporary school in Alexandra to alleviate the chronic school shortage.

Up to 150 children are crowded into a single room.

This is the first major injection into the Uplift Alex campaign, which has drawn a warm response from the community.

Work on the 20 classrooms will start soon, said Mr H I Juniper, schools' development officer of the West Rand Administration Board.

At least 10 000 township children are crowded into 15 small schools.

Several schools operate from disused shops and small rooms.

"Conditions are very poor in Alex.

"It's absolutely urgent that they should be improved," Mr Juniper said.

"Cramming 150 pupils into one classroom, as happens in one instance, is ridiculous.

"Children sit inside these pokey little backstreet shops five to a bench.

"TEACH will do a great deal to uplift Alex by providing factory-built classrooms."

● Help build the first 20-classroom school in Alex by sending your donation to: TEACH Fund, Promotions Department, PO Box 1014, Johannesburg 2000.



"Me an' my book an' my pencil . . . we're rarin' to go. . . ." Kids like him need schools. Plenty of them.

12/3/80
STAR (51) (213)

Dancing as Alex pupils get sign of hope

Living for joy, about 50 children from the McWeiler school in Alexandra township did a jig of jubilation around a big yellow bulldozer yesterday.

On loan to the West Rand Administration Board for a day, the bulldozer was clearing a site next to their McWeiler school on which the first TEACH school in Alex will go up.

The TEACH school will help to alleviate a chronic shortage of schools for 10 000 children, who are crammed into small rooms with poor facilities.

"At last, some progress is being made in Alex with the school situation," said Mr H I Juniper, Schools Development Officer for WRAB.

"A Johannesburg company, Terraquip, lent us the bulldozer, and we're very pleased with what has been done at the site.

"Bramley Rotary club has offered to do a survey of the site to level the land.

"The M C Weiler school will take over the classrooms.

"At present, this school is scattered throughout Alex on about six different sites."

⊙ You can help TEACH build a school in Alex by sending a donation to TEACH Fund, Promotions Department, PO Box 1014, Johannesburg 2000.

Free State pupils taught to sing 'we hate Mugabe'

STAR 20/3/80

Own Correspondent
BLOEMFONTEIN — Bloemfontein schoolchildren have been taught to sing "we hate Mugabe, we hate terrorists, kill them all" as part of this year's Hobhouse Open Air school course.

The song "I'm Singing in the Rain," incorporating the chant of "we hate Mugabe", was sung by groups of Standard 5 children who attended the school in the past fortnight.

The classes last week were from Brebner Primary School, St Michael's School and St Andrew's School.

The previous courses were attended by Eunice Primary School, Greenhill Girls' School and Christian Brothers College.

The children on last week's course heard a political lecture on apartheid on Wednesday night given by a course leader.

Reports from pupils who attended the course have spread through the city.

Some of the children who attended were interviewed by The Friend yesterday and sang and mimed the song.

They sang the first few lines of I'm Singing in the Rain unaltered, then

stopped, put out their thumbs pointing upwards, their fists together and their elbows in front of them, and chanted: "Thumbs out, fists together, elbows close . . . now . . . we hate Mugabe, we hate terrorists, kill them all", while keeping to the tempo and melody of the original song. "We were also told of the good and the bad things Mugabe did in Rhodesia," they said.

Bloemfontein school principals have brought the matter to the attention of the Department of Education in the Free State.

Mr J Meiring, Director of Education, said yesterday he was not aware of such incidents and had not yet heard of any complaints. He promised to investigate the matter and would be able to comment early next week.

Educationists in Bloemfontein pointed out that Hobhouse offered pupils many positive leadership qualities, and it would be a pity to destroy this because of what they felt was probably an isolated incident.

EXAMINATION RESULTS IN FACULTY ARTS

YEAR : I

STUD NO	SURNAME	FIRST NAMES	COURSE	DESCRIPTIVE	AS
160942K	FOLLETT	MARGARET JANE	103202	SOCIAL ANTH	
157568V	FRIEDLANDER	RAE DEVORA	107101	ENGLISH I (P)	
1502060	GARISCH	SONYA IRENE	115102	FRENCH INTER	
150290E	GARNETT	DIANNE SYBELLE	905101 911101	CHEMISTRY IA MATHEMATICS	
154026V	GEFFEN	BENITA	109102	GERREN INTEN	
154362K	GIANNAKAKIS	ASPASIA	115101	FRENCH I	
153981M	GILL	CHRISTEL KAROLA	117101	POLITICAL SC	
155173R	GILL	JUDITH MARY	107101	ENGLISH I (P)	
1591860	GUSS	JOANNE ATHERSTONE	115101	FRENCH I	
150211U	GREEN	JANET FAY	004101	PSYCHOLOGY I	
153055J	GRUSSE	KIRSTIN CHARLOTTE GERDA	106102	ECONOMIC HIST	
162285X	HALLIER	SUZANNE COLLINGS	106103	ECONOMICS IA	
161662V	HANCOCK	EDWINA ANNE	107101	ENGLISH I (PR	
162109F	HARRIS	GWYNETH JULIA MARY	114101		
155641A	HART	TIMOTHY JAMES GRAHAM			
115954M	HARVEY	MARGARET JUANNE			
150604H	HEESE	SUSAN MARGARET			
161491J	HENECK	TREVOR RONALD			
152126E	HEWSON	RONALD ALAN			
155720L	HOPPEN	UTE			
152009J	HUBSON	SALLY			
155148P	JERVIS	JOSEPHINE ALEXANDRA			

152009J
 155148P
 1
 (57)
 (59)
 (56)
 ENGLISH I (PRE-1980)
 ENGLISH I (NEW)

UCT

STAR 21/3/80 (51) (227)

Boraine urges 'hate' song inquiry

Political Staff
CAPE TOWN — An Opposition spokesman today called on the Minister of National Education, Mr Punt Janson, to institute an inquiry into an incident in the Free State where children at a school course were taught hate songs about the Rhodesian leader, Mr Robert Mugabe.

Referring to a report in The Star yesterday about an incident at Hobhouse, Dr A L Boraine, the Progressive Federal Party's chief spokesman on education, called on Mr Janson to institute an immediate commission of inquiry.
 "It is shocking to learn that young children are being taught to sing songs which encourage hatred

and violence," Dr Boraine said.
 "There is enough strife and conflict in South Africa without this disgraceful abuse of education."
 Mr Janson said today he was unaware of the incident, and in any case it was a matter for the provincial authorities.
 The Director of Education in the Free State, Mr

Jan Meiring, said in Bloemfontein yesterday that positive indoctrination was necessary to prepare the youth to withstand the onslaught of communism and the total onslaught against South Africa, reports Sapa.
 An education planner, Mr Piet Kruger, had been sent to Hobhouse and a written statement would be issued later.

STUD NO	SURNAME	FIRST NAMES	COURSE	DESCRIPTION	SYMBOL
14340	BACHELOR OF ARTS/HIGH.DIP.LIBRARIAN.	YEAR : 4		AS AT 29 02 80	
1138601	HAMILTON	JENNIFER ANNE	114202 111706	ARCHAEOLOGY II PRINCIPLES OF LIBRARIANSHIP3	
* TOTAL NUMBER OF STUDENTS 1					
* Cannot graduate H Dip Lib as she has failed BA.					

1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53 55 57 59 61 63 65

'I WANT DETECTIVES'

AN Ocean View mother of three primary school children has threatened to lay a charge against a detective if he does not apologise for his alleged treatment of her children, whom he accused of theft.

Mrs Johanna Claassen, whose three children, Valerie (12), Ingrid (11) and Henry (9) attend the Kleinberg Primary School in Ocean View, were accused with three other children of stealing R52 from a female teacher on the staff.

Not satisfied with the children's explanation of the children that they were innocent of the charge, she took the serious step of calling in a detective from the Simonstown police station.

The next day, Henry and Ingrid were picked up by a detective at a relative's house, while Valerie was collected at school during school hours and taken to the charge office in Simonstown.

school by a detective leaves them open to nasty remarks from their school-mates — although they are innocent."

The detective who operates between Simonstown and Fish Hoek police stations, was not available for comment.

**BY RENE
DU PRETZ**

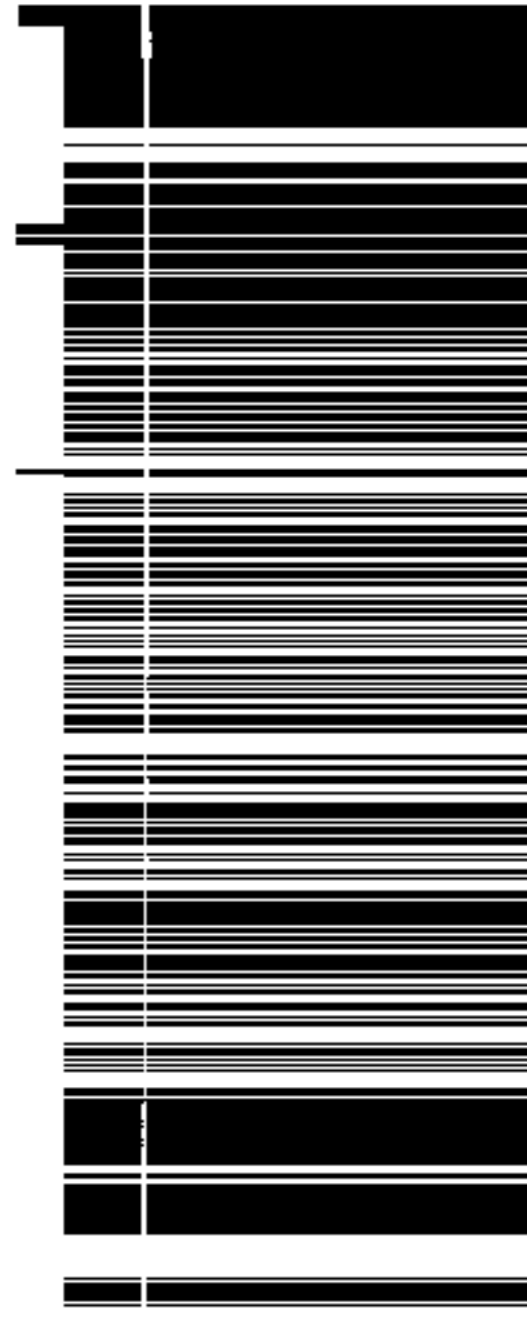
APPOLOGY?

MOTHER

51

~~251~~

STines ekh 23/3/80



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Car

85	83	81	79	77	75	73	71	69	67	65	63	61	59	57	55	53	51	49	47	45	43	41	39	37	35	33	31	29	27	25	23	21	19	17	15	13	11	9	7	5	3	1
																				<p style="text-align: center;">Laboric with their wives or husbands.</p> <p style="text-align: right;">STAR 25/3/80</p> <h2 style="text-align: center;">Free State deploras school 'hate chant' - education director</h2> <p>Own Correspondent</p> <p>BLOEMFONTEIN — The Department of Education in the Free State today released an official statement on the "hate chant" and political lectures heard by pupils attending its open air school at Hobhouse during the past fortnight.</p> <p>The "hate chant" to the tune of "I'm singing in the rain," apparently incorporated the phrases "We hate Mugabe, we hate terrorists, kill them all."</p> <p>An inspector of schools, Mr Pieter Kruger, visited the school last week to investigate the chant and the contents of the political lectures, while a second panel of inspectors visited schools in Bloemfontein to question pupils and teachers.</p> <p>Reports of the "hate chant" and the political lectures leaked out in the city last week after parents voiced their displeasure at the "indoctrination" their children were subjected to.</p> <p>The statement from Mr Jan Mearing, Director of Education in the Free State reads:</p> <p>"According to the evidence submitted by teachers, who accompanied the pupils to the open-air school, the song</p> <p>in question was actually sung. However, in regard to the exact words, which were chanted, there was no unanimity among the teachers.</p> <p>"Whatever the words were, the Orange Free State Department of Education deploras the use of such songs or chants.</p> <p>"Steps have been taken to avoid a recurrence of this incident as the inculcation of friendly attitudes towards neighbouring states as well as healthy internal racial and human relations is, in fact, a most important component of the curriculum for the open-air school</p> <p>"In regard to the so-called 'political lecture' I wish to state that no evidence could be found that a deliberate attempt was made to propagate the aims or doctrines of any political party. I can state categorically that political indoctrination does not form any part of the programme"</p> <p>School principals and teachers, who attended this course, are unanimous that the open-air school programme offers pupils many positive leadership qualities, and it would be a pity to destroy this because of what they felt was probably an isolated incident.</p>										<p>STUD. NO. 14340</p> <p>BACHELOR OF ARTS/HIGH DIP. LIBRARIAN.</p> <p>EXAMINATION RESULTS IN FACULTY ARTS</p> <p>YEAR: 4</p> <p>AS AT 29 02 80</p> <p>PAGE 1</p> <p>14340</p>												
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86	84	82	80	78	76	74	72	70	68	66	64	62	60	58	56	54	52	50	48	46	44	42	40	38	36	34	32	30	28	26	24	22	20	18	16	14	12	10	8	6	4	2

U3T



PUPILS at a Hanover Park high school peer through empty window frames.

Hendrickse
 The Rev Alan Hendrickse, the CRC executive member for education, said the underlying reason for student dissatisfaction was the policy of separate development and the resulting shortage of funds.

Fire damage
 At Mountview High School in Hanover Park and Acacia Primary School in Parkwood, the administration blocks were wrecked by fires over the past two years.

No repairs have been made and principals at both schools are using partly-destroyed offices surrounded by debris.

At several schools an unbroken window pane is an oddity. Classroom windows are boarded up with cardboard or planking to keep out the rain, wind and burglars.

A teacher at Acacia Primary School said: 'I teach here under protest. If it wasn't for my love of children I would have walked out long ago.'

No light
 Both schools have no electricity and in a number of classrooms the ceilings have been torn out. 'All my classroom windows are boarded-up and on an overcast day, with

'The main delay in bringing about repairs at schools is caused by red tape. I regret that the Administration has not done repairs as fast as it should have done,' he said.

The Commissioner of Coloured Affairs, Mr A P de V Kempen, said 'all attempts' were being made to get damaged schools repaired but there was a limit to the amount of money that could be spent.

Backlog
 'Most of the repairs must be done by the Department of Public Works which is working with a huge backlog.

'But as soon as repairs are completed vandals step in and wreck the schools again,' he said.

Mr Kempen said the Administration was investigating the possibility of hiring a security firm to protect schools against vandalism.

Alarm at coloured schools

state of

By Moegsien Williams

HERE is a mounting outcry about conditions at coloured schools on the Cape Flats.

AKGWS
 27/3/80
 51 52
 327

This week academics, politicians, teachers and parents accused the authorities of 'inexplicable negligence' and called on the Government to act immediately to defuse a 'potentially explosive situation.'

In Hanover Park, where student unrest is most evident, there has been a boycott of classes at one school, mass meetings and a move to form a representative student body for the area.

Grievances
 The main grievances of students, cited at a meeting last week are:

- Lack of school books,
- Employment of unqualified teachers,
- High cost of free schooling,
- Deploable physical condition of the schools.

An Argus reporter who visited several schools this week found that many of them resembled 'pounded sites'. Much of the damage was caused by vandals and rioters almost four years ago during the unrest of

Only promises
 Mr Franklin Sohn, president of the Cape Teachers' Professional Association, said his association had made 'consistent and angry' representations to the Administration of Coloured Affairs to improve conditions at schools.

'But all we were given were promises and the authorities will have only themselves to blame if things turn out badly.'

176

Underage pupils can stay on

12/4/80 (51) 258 105

EAST LONDON — The Ciskei Education Department would not force schools to send away children who are under the age prescribed for starting school.

This was said yesterday by the Acting Secretary of Education, Mr O. S. Bomela.

Mr Bomela was asked to comment on a move by the Department of Education and Training which has led to more than 800 children under the prescribed age of six years and three months being removed from schools in the Transvaal.

"If children can benefit

from instruction at school, the schools must admit them," Mr Bomela said.

"We leave it to their discretion."

He said there was an age limit but his department did not enforce it and inspectors of schools did not bother about it. — DDR

of the higher costs (less security) for an em-
 range firms with the employer, probably because
 arrangements. It also seems to make risk sharing ar-
 under a variety of risk bearing, bearing arrange-
 Every business used in the firm is available
 sent to owners.
 played) when the firm reduces output in tran-
 firm and are paid off ("paid-off" or "unem-
 are the long-term borrowing rates. These short-
 sensitive to short-term business conditions than
 month, duration at interest rates that are more
 short-term loans, usually bank loans, of a few
 the rate on new loans is lower. The firm also uses
 to employ the funds even during recessions when
 start over a long period and the firm continues
 state when it rate on longer-term loans is con-
 for it. It is in plant and equipment. The
 fact, that is, borrow) capital funds
 terms, though usually with more explicit con-
 that are lined on a similar variety of
 (The firm is employed by it a firm, even the
 in other features of the more secure job.
 If an equality of pay is not offset by advantages
 will create an excessive demand for those jobs. It
 don't require equal to that of private firms
 paid fees, as in the past office, but recent legisla-
 initially government jobs with greater security
 greater security of employment for lower wages.
 investment rather than from customer sales give
 which are likely to draw incomes from taxes or
 Government and some nonprofit enterprises
 act like to another.
 curity by separating employees from one prod-
 various jobs. It gives more employment se-
 of fluctuating prices in the economy for its
 large firms. It also has higher probability
 in providing such assurance. A firm that makes a
 in providing such assurance. A firm that makes a

so willingly work for contract violators.
 normal conditions, because employees would not
 run costs of getting employees during future
 ployees. Otherwise, he would increase his long-
 tacit agreement with his "tenured" senior em-
 demand for the firm's product. He honors his
 seeking those jobs during transient recessions in
 at wages higher than those asked by other people
 fore observe many employers retaining workers
 to displace his "tenured" employees. We there-
 ployer would not hire them, even at lower wages,
 jobs during that transient recession. But the em-
 would, of course, like to get those maintained
 maintain their wages. Other unemployed people
 so quickly lay off those employees and would
 wages in a short recession, the firm would not
 firm's current employees over the longer in-
 firm's "tenured" employees to those "tenured"
 begin to think of those fluctuations and secur-
 each one stay with the other, with the employer
 usual transient shocks, mistakes, and events.
 There is an understanding that despite the
 wages that might be available elsewhere.
 part not to leave the firm for a transiently higher
 these arrangements have tacitly agreed on their
 transferred. In fact, demand, the employees with
 at various, probably less-useful tasks. And during
 (the owner hopes), he retains those employees—
 demand for product of the firm fall temporarily
 investment or government borrowed funds. When
 ployment by using fluctuation-smoothing buffer
 puts. The employer maintains the wages and em-
 the relatively constant assured costs of those in-
 tuations in the net value of the products, not of
 bears more of the risks of the future transient fluctuation
 lower than otherwise) return. The employer then
 secured employment as an assured (but slightly
 less of the firm's losses. They agree to more as-

51 10/4/80 M

Crackdown on underage black pupils

PRETORIA — Black school children who are under the prescribed school admission age of six years are to be dismissed from their schools immediately, said the public relations officer of the Department of Education and Training, Mr A. J. Schoeman, yesterday.

More than 800 primary school children at Kagiso schools in Krugersdorp, who were found to be under age, will be the first to be affected by the implementation of this school admission ruling.

According to the education department, the school admission age for blacks is six and quarter years. All pupils who were admitted to schools under the prescribed years at the beginning of the year

will have to leave.

Mr Schoeman said the admission age would be reduced to six years from next year.

He said 806 underage pupils were enrolled at Kagiso schools at the beginning of the year. The discovery of the underage pupils was made after a school inspector had visited the schools.

A decision that the pupils should not be readmitted when schools reopened yesterday, was made after consultations held by circuit inspectors and various school com-

mittees, Mr Schoeman said.

He said the Education Department was waiting on reports from various school inspectors throughout the country about schools which admitted children who were underage.

It was in the interest of the children that they should not be sent to school at too early an age, because such children could not progress. The Department was also faced with the problem of teacher-pupil ratio. If children under six were

enrolled they had a negative influence on the ratio, Mr Schoeman said.

He said it must also be borne in mind underage pupils occupy space that could have been used for older children. There were children who were seven and eight and should be at school but they had no accommodation.

It was unfortunate that this has happened but in the interest of the children and parents, the Department has no option but to abide by regulations and to request

parents to keep children at home until they are old enough.

Mr Schoeman said the Department was criticised for not providing pre-school scheme was introduced in Soweto as a pilot scheme, he said.

He said the Department was stepping up the training of teachers who would teach in classes at pre-schools. The ultimate aim was to have pre-schools throughout the country.

Among the schools affected by the "no underage admission" policy in Kagiso were En-tuthukweni Combined School, Mahlasedi Lower Primary, Boipelo Lower Primary, Tembhele Lower Primary, and Bosile Lower Primary. — DDC.

CPC invitation rejected

Argus Correspondent

DURBAN. — Mr Charles Tiffin, principal of the Durban East Primary School in Wentworth and a leading member of the Labour Party, has been invited by the Department of Coloured Affairs to join the Government's new Coloured Persons Council (CPC).

But, in a statement today, Mr Tiffin said he would not join the CPC because it was a retrogressive step.

He said that in addition to the Labour Party rejecting the CPC, his teacher unions, the Society of Natal Teachers and the Union of Teacher Associations of South Africa (Utasa) had also rejected the Government's new Political body for the coloured people.

'NOT RIGHT'

'As chairman of the Society of Natal Teachers, it will not be right for me to accept a position on the CPC,' he said.

Meanwhile, Mr Allan Holloway, principal of the Stanger Coloured School, is being tipped as the other possible nomination from Natal.

He said today that if he were approached he would give it a great deal of consideration.

'We can't just reject dialogue out of hand. If approached I will give it a great deal of consideration,' said Mr Holloway.

51

CT23/4/80
City Council given
Observatory schools

THE Cape Town City Council has been given two schools by the the Provincial Administration and may use the buildings as a community centre.

The schools are the old Observatory Junior Schools and they were given to the council in exchange for Jones Field, an informal play area in Mowbray.

According to the City Council's information officer, Mr R. Andrew, the two junior schools have been amalgamated and have moved to the old Observatory Girls' High School building in Wrensch Road.

The girls' school has amalgamated with the Observatory Boys' High School to become the Rhodes Co-education High School and has moved across the Liesbeeck River to the old Nassau High School buildings. The Nassau school has merged with Groote-Schuur High School in Newlands.

The buildings which the City Council has taken over are two-storey stone buildings with a fairly new hall that can accommodate about 300 people.

The council is forming an ad hoc committee to decide on the use of the buildings. It has been suggested that the school classrooms could be used for pre-primary school children and for activities like chess, badminton, and bridge as well as art and macrame classes.

Jones Field will remain open and it will be used as a sports field by schools in the Woodstock and Observatory areas. It has been fenced and it will be supplied with changerooms.

Primary school ^{CT} pupils join boycott

Staff Reporter

SINGING, cheering children marched around the Palmeston Primary School in Wynberg yesterday "in support of their older brothers and sisters protesting at high schools".

The children, ranging from standard three to five, joined the boycott yesterday and have indicated that they intend boycotting to the end of the week.

In the fashion of high school pupils, they, too, held cardboard placards which expressed rejection of the education system.

While pupils at Goete Hoop Primary School in Bellville South have boycotted since Thursday, a second Bellville South primary school, Winsley Primary School, yesterday joined the boycott.

Residents in the area reported that the pupils marched peacefully around the school clapping and chanting "freedom songs".

Other schools which joined in were Thornton and Gardendale primary schools in Athlone.

A call for all primary school children to remain at home tomorrow has come from the representatives of students and pupils who met at the weekend.

The representative body — the Committee of 61 — has urged all parents to keep their children at home to show their solidarity with those protesting all over the country.

Names already secret — Swart

STAR
28/5/80
(51)

Political Staff

CAPE TOWN — The police were partially implementing the controversial Police Amendment Bill before it was approved by Parliament, by refusing to give the names of people who were being detained on a wide scale, Mr Ray Swart, PFP spokesman on police matters, said today.

In a statement today Mr Swart said the new spate of detentions "are thoroughly disturbing and I urge that those concerned be brought to trial or released as soon as possible.

"In addition it is deplored that even before the Police Amendment Bill, which will enable the police to keep detentions secret, there is already a degree of secrecy surrounding those detained."

MRS SUZMAN

Mr Swart said he was also concerned about reports that certain Press men had been hampered by the police in carrying out their duties in and around Cape Town.

"The public has a right to know what is happening in these times and it is important that the Press is not unduly hampered in reporting the news."

Widespread detentions would not stop the spread of unrest, Mrs Helen Suzman, opposition spokesman on civil liberties, said today.

If anything, the detention of leaders would ex-

To Page 3, Col 10

275 black
28/5/80 pupils (51)
held in (329)
(256) (275)
Uitenhage

(Argus) Bureau

PORT ELIZABETH. —
Altogether 287 Afri-
can pupils were arrested
by police shortly before
lunchtime today when
staging a protest march.

This was disclosed by a
Uitenhage police spokes-
man, who said at lunch-
time that the pupils were
taken to local police
charge offices in police
vehicles and that those
held were being 'pro-
cessed'.

He said the march was
peaceful, without incidents
of violence or rowdiness.
There were no placards,
but one pupil was seen
carrying a school black-
board with slogans on it.
He said the march star-
ted at about noon and the
pupils, girls and boys,
were on the town's out-
skirts when arrested.

They were presumed
heading into town from
Kwanobuhle African
township.

Would the bill prevent terrorism?

CAPE TIMES 4/6/80 (51) (243) (327)
HOUSE OF ASSEMBLY. — The definition of terrorism as applicable to the Second Police Amendment Bill would make it very difficult for newspapers to decide which news reports were within the ambit of the bill, Mr John Malcomess (PFP East London North) said.

The Terrorism Act deliberately covered a wide field because it had to ensure that "every little fish" was caught and that terrorists, when charged in court, did not get away on a technical point, he said in the second reading debate on the Second Police Amendment Bill.

"But in this bill we are not seeking to put anyone in prison because he is a terrorist."

The aim of the bill was to put people in prison because they wrote about possible terrorism.

Terrorism as defined in the Terrorism Act would also apply to

the Second Police Amendment Bill and the definition was far too wide for the purposes of the bill

Mr Malcomess said no government member had quoted a single concrete example to prove why the bill was necessary

He had gained the impression that the previous speaker, Dr H M J van Rensburg (NP Mossel Bay), felt that if the bill had been law the sabotage at Sasol and Secunda would never have happened.

In what way would the bill have helped to prevent the Sasol and Secunda incidents?

Would it have helped if the press had not published reports of the events, or if it had not printed that a security guard had been shot and injured, or if it had made no mention of holes cut in the security fencing? — Sapa

Some appear to think it would

CAPE TIMES 4/6/80 (51) (243) (327)
HOUSE OF ASSEMBLY. — The government was as concerned as anyone else about the freedom of the press, Dr H M J van Rensburg (NP Mossel Bay) said.

The Second Police Amendment Bill would in no way hamper the organizational operations of the press, he said during the second reading debate of the bill.

It could be accepted that in

theory the bill, which prohibited the disclosure of certain information in police actions against terrorism, would impair press freedom.

But the question was whether the effects of the bill would be excessive and whether its provisions were in keeping with the purposes for which it was being enacted.

The current situation had become so urgent that it would be

irresponsible if the government delayed the introduction of the legislation any longer.

The blasts at Sasol and Secunda were proof of the necessity of the bill.

How many more Sasols and Secundas had to occur before appropriate legislation could be introduced?

The proposed legislation would not block further consultation. If the Rabie Commis-

sion of Inquiry into South Africa's Security Legislation could come up with suggestions to improve the bill, the government would look at them sympathetically.

Dr Van Rensburg said the security and welfare of the state should receive priority over all else, including the rights of individuals however much they were treasured. — Sapa

That's
why
there's
a bill

CPLE TIMES 4/6/80
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327

HOUSE OF ASSEMBLY. —

The interests of the state were far more important than those of the individual or the press and that justified the bill, the Minister of Police, Mr. Le Grange, said shortly before the second reading was passed after a division in which the PFP voted against it.

He said he was to discuss the bill with the Newspaper Press Union at the earliest opportunity. He had given the NPU this assurance, but he could not do so before the bill was enacted because of a lack of time and the urgency of the need for such legislation.

It was wrong for the opposition to say that a detained suspected terrorist would "disappear into a twilight world" because of a ban on press coverage in terms of the bill.

"They know very well what the Terrorism Act demands. Such a person must be allowed to contact his family at the earliest possible opportunity."

The bill itself stipulated that the name of a detainee must be supplied to the Minister of Justice at the first opportunity and that the minister must be given a monthly report and motivation as to why the detainee should not be freed.

A commissioner

The opposition was aware too that there was a Commissioner for Detainees who visited detainees on a regular basis to hear complaints.

In the past year 1 002 such visits were made and this had resulted in seven complaints being received of which two were referred to the Attorney-General for appropriate action. Three complaints were unfounded.

The Commissioner of Police had appointed a senior colonel to duplicate this work for the Police Department to ensure a further check on irregularities affecting detainees.

Mr. Le Grange said he did not understand the opposition's viewpoint regarding the non-disclosure of the names of detained terrorists.

"Some men leave the country for years. Their families know they have gone overseas and there are no complaints to the police or in public about their absence.

"When that man returns to do mischief and he is arrested, the opposition want us to announce to the world that he has returned and has been a

Govt 'using the enemy's weapons'

Cape Times

4/6/80

51 243 227

Political Staff

HOUSE OF ASSEMBLY. — By introducing the Second Police Amendment Bill the government was using the same weapons to protect democracy as South Africa's totalitarian enemies were using to destroy it, Mr Rupert Lorimer said yesterday.

The bill, which will enable the Minister of Police to dictate to newspapers what they may or may not publish about police activities to combat terrorism or the arrest or detention of people under the Terrorism Act, again came under sharp attack from the Progressive Federal Party.

The Minister of Police, Mr Louis le Grange, who guided the bill through its second reading yesterday, said he was not prepared to give any assurances about for how long he would keep secret news of arrests or detentions.

He said the need for the law was "bigger than individuals and bigger than the press".

The PFP opposed the bill, moving that it be read "this day six months".

While the NRP supported the bill, Mr Lorimer said everybody in the Assembly opposed terrorism and communism.

Best weapon

"But what we are talking about here are the methods that the government is prepared to use to defend democracy. Do we really need to use the weapons of our totalitarian enemies to defend democracy?"

He said that by allowing the public to see and know the truth of the situation the government would be using the best weapon to defend democracy.

Mrs Helen Suzman (PFP Houghton) described the bill as a gross invasion on the right of the public to know what was



happening in South Africa. It gave the Minister of Police the right to prevent publication of arrests and detentions for any period he wished. In addition, there would be no accountability for six months every year while Parliament was in recess.

She did not accept Mr Le Grange's explanation that the bill stemmed from the Steyn Commission because the bill went much further than even the recommendation of the report.

"Is any information, for instance, going to be forthcoming and replies given to questions tabled in this House on detentions or arrests under the Terrorism Act?"

The safeguards Mr Le Grange had mentioned were useless unless they were written into the law.

Ninety days

"We have had many examples of how various ministers have given assurances about how proposed legislation would or would not be used.

"We have the example of 90 days' detention. When we were assured this would be a maximum period, however, we found that people were let out for five minutes after serving a 90-day detention only to be immediately slapped back into detention for another 90 days."

Mrs Suzman said Mr Le Grange had stressed that there were safeguards in the law already to ensure that people would not merely disappear and that relatives would be informed of arrests and detentions.

"But what happened in 1976 during the riots? I was besieged by parents whose children had simply disappeared.

"Once we depart from the rule of law it all too easy for policing to simply grow tired of applying these safeguards."

Somebody will

She asked whether the press would be allowed to publish scenes they witnessed at school boycotts, protests or demonstrations or police using teargas, batons or even firearms.

Even if the present minister of police did not use the powers now being vested in him in terms of the bill, sooner or later somebody would

"These powers are just too irresistible. There will be a blackout on any news that is at all embarrassing to the government.

"The country will seethe with rumours. This measure puts South Africa into the category of countries behind the Iron Curtain."

White schools 'hired for coloured'

ARGUS

4/7/80

~~20/7~~

(51)

~~20/7~~

IN certain cases vacant white schools were already being hired from the provincial administration to relieve the accommodation problem at coloured schools, Mr A de V Kempen, the Commissioner of Coloured Affairs, said today.

He said the administration had, in reaction to Press reports, requested the Provincial Education Department to provide it with details of the number of unused white schools and in which areas they were.

'If we have the details we'll be able to evaluate the position and establish what the possibilities are.

'But this is not a new idea and pat-off I know about a school in Salt River and one in Durban being hired from the provincial administration,' Mr Kempen said.

He said much depended on local circumstances and the feasibility of hiring a school from the Provincial Administration before any decision was taken.

The serious accommodation problem at coloured

schools, particularly in rural areas, which resulted in the double-shift class system, was highlighted at a recent teachers' conference in Oudtshoorn.

Delegates to the congress of the Cape Teachers' Professional Association said the 'evil' of the double-shift system had to be eradicated.

The president of the association, Mr Franklin Sonn, told the congress it was morally and economically indefensible to have empty schools and hostels in white areas while thousands of coloured pupils faced a serious accommodation problem within walking distance.

One delegate told the congress that at a Riversdale school three shifts were in operation, including a night shift.

Education Reporter

The Transvaal Education Department is allowing the seeds of racial prejudice to be sown in white primary schools, according to educationists.

After a complaint by the father of a Standard Two pupil at the Middelburg English Medium Primary School concerning the geography syllabus being taught to his son, The Star carried out an investigation.

The lesson to which the father objected contained the following information on population groups which the child said he copied from the black-board:

● The different race groups are whites, Indians, coloureds, and plurals.

● The whites are the most developed population group. The plurals are the most primitive population group.

Seeds of racial prejudice sown in Transvaal schools

● Shopkeepers are whites and Indians. Farmers are the whites. Labourers on farms and in town are the plurals. The plural man works in our garden. Businessmen are the whites.

● Coloureds have sal-low skins, dark eyes and curly hair. The men are good builders and fishermen. The women work in factories.

● The Indians came from India as slaves.

COMPLAINTS

“At a time when the Government is trying to promote racial harmony such information can cause racial prejudice.”

said the father. He felt that school teachers and the TED should avoid stereo-typing the race groups and should take care not to entrench misconceptions in the primary school.

After a school inspector had investigated the complaints a spokesman for the TED said the case would not be investigated further and the teacher concerned would not face disciplinary action.

“It is difficult to judge whether the lesson is acceptable to the TED or not or whether the information on the population groups could foster racial prejudice,” he said.

“It is difficult to judge which information was given by the teacher and which was supplied by the child. The TED is aware of the need to foster racial understanding and harmony and every opportunity is used accordingly.”

EMPHASIS

The teacher concerned had, however, marked the work and made no corrections.

An expert in the teaching of geography said many complaints had been received concerning the

section of the syllabus on population groups.

“The teacher can put his own ideas into this section of the syllabus and misconceptions are common. From 1981 a new syllabus will come into effect with an emphasis on man and his adaptations to the environment rather than on the differences between the race groups. The present syllabus has been in use since the early 1960s.”

Educationist Dr Franz Auerbach also criticised the teaching of the syllabus. “The information concerning Indian slaves is factually incorrect,” he said.

Mr Douglas Gibson, leader of the opposition in the Transvaal Provincial Council said that the “emphasis in the syllabus at the moment seemed to be to inculcate into innocent minds the whole religion of separation. This case does not indicate that the TED is grasping the opportunity to foster racial harmony with as much enthusiasm as it should.”

UNDERSTANDING

“If there is any bias in the South African educational system it should be in favour of tolerance between the race groups and an understanding of the wide variety of peoples in our country.”

The information supplied had left the child with the unfortunate idea that inequalities between the race groups were the natural order of things.

SAW
15/1/80
5-1

'Standards won't drop'

By Langa Skosana

Examinations written by black Standard Five pupils throughout the country will now be set by the schools themselves and marked locally.

The belief of some educationist that this could lead to a drop in standards, has been refuted by the Department of Education and Training.

The new ruling comes into effect at the end of the year.

A spokesman for the Department in Pretoria said today a circular has been sent out to schools instructing teachers about the new procedures to be followed.

The department was going to make available key question papers which teachers could use in drawing up their own question papers. Standards would not be lowered because local inspectors would keep a careful watch on standards, he said.

"We feel we should rely on the teacher's responsibility in this matter," the spokesman added.

Council jobs open to women

NM 24/9/80

End inequality, says mayor

Mercury Reporter

THE Durban City Council has opened all positions above the level of labourer and semi-skilled worker to both sexes, regardless of race. All appointees will enjoy 'full parity of pay and conditions'.

Durban's mayor, Mrs Sybil Hotz, made this statement in an address to the annual conference of the Garment Workers' Union Consultative Committee at the James Bolton Hall yesterday. Mrs Hotz declared that all jobs

would be awarded on merit.

'The Council started intense negotiations to iron out difficulties in the way of achieving complete equality of conditions of service and opportunity for all persons who have the qualifications,' she said.

'This was done in accordance with the council's recommendations to the 1977 Wiehahn Commission and what we have achieved is quite something'

The conference, represen-

tative of allied unions from all over the country, greeted the news with enthusiasm.

Mrs Hotz emphasised the need for trade unions and their importance

She said the time had come for all people, at all levels, to get the same education in the interests of the future.

'We must achieve equality at all levels of education,' she said. 'We must not limit our sights to schools which have been in the limelight lately, but look to equality on every level so that the person who is one step away from the labour market is on an equal footing.'

She said the only reason women were discriminated against was because they were a threat to men.

'I believe the garment industry is known as the "ladies industry". So I emphasise here that because women comprise 50 percent of South Africa's work force, they should be afforded their

due regard and not discouraged by undue discrimination on the base of sex,' she said.

She called for creches to be established to aid working women and for pregnancy lay-offs to be reassessed and not regarded as a handicap to a woman seeking employment.

The conference decided that the committee should extend a welcome to the presidium of the International Garment Textile and Leatherworks Federation to visit South Africa at the earliest opportunity to study local industry, as much was misunderstood.

The matter of equal education was referred to the Trade Union Council of South Africa conference next week.

Meanwhile it was revealed yesterday that the Natal Baking Industry Employees' Union has successfully applied for permission to enrol black employees of the baking industry as members.

9. What is Your Opinion of Having Different Lecturers Lecturing Various Topics on the Course?

REM 7/10/80

Pupils chased out of classes

Own Correspondent

PORT ELIZABETH. — Classes were disrupted yesterday at 25 lower primary schools in the Port Elizabeth townships of Zwijve, New Brighton and Kwa-zakhele when groups of boycotting senior pupils chased the younger children out of their classrooms and school halls.

And a private bus, which takes black pupils to white private schools in Port Elizabeth, did not carry any children yesterday. It was reported that pressure had been put on the bus driver about allowing the children to board the "apartheid bus".

It was alleged that some senior pupils were armed with sticks and sjambeks, but this could not be confirmed, and police said they did not receive any reports of assaults on the young pupils who have been attending classes as usual since the schools boycott started on May 19.

The Eastern Cape police liaison officer, Major Geric van Reyden, said reports of between four and 25 youths chasing younger pupils out of their classes yesterday.

The action at the lower primary schools stems from a decision taken at Sunday's meeting of the Port Elizabeth Student Committee (Pescos) to act against schools which were still open.

It was also decided that pupils enrolled at white private schools in the city should be stopped from attending classes, and a boycott of township night schools was advocated.

The chairman of the Port Elizabeth Black Parents' Committee, the Rev James Haya, said yesterday he had not yet received a report from Pescos on the latest development in the schools' issue.

SUNDAY POST Reporter
A LARGE cardboard target of a black man with a hole in his chest, through which tennis balls were thrown, was a major attraction at a recent Pretoria primary school fete.

An album containing colour photographs of the bloody bodies of the Silverton Siege guerrillas and a display of Russian, Cuban and homemade weapons were also laid out in full view of the children present, according to a letter from a "sickened" parent, which has come into the possession of **SUNDAY POST**.

"How can I teach my child to respect life and to love all people when this sort of thing gets fed to him at primary school?" asks the mother of a nine-year-old child in her letter to a Pretoria academic.

The principal of the Riviera Laerskool in Pretoria, Mr L. R. Bredenkamp would not comment on or confirm any of the details of the letter.

The assistant Director of Education in the Transvaal, Prof J du Toit, said: "This is the first time this has come to my attention."

He could not give any assurance that the matter would be investigated.

A police spokesman confirmed that the police had been responsible for the arms and photograph dis-

play at the Riviera School on September 6.

But, he said, the police had nothing to do with the cardboard cutout of the black man, which served as a target for tennis balls.

The mother, who does not want to be identified, writes in her letter.

"I took my children to a school fete at Riviera Afrikaans Primary School. After spending some time outside among the usual type of stalls, my eldest child (9) asked us to accompany him to the hall where the games of skill

were being played.

"On entering the hall my attention was immediately drawn to long tables along the left side where a large amount of weapons was being displayed. Behind the table was a man dressed in what appeared to be an army camouflage uniform. He was explaining that these were Russian, Cuban and even homemade weapons taken off urban blacks and border terrorists.

"I was somewhat shocked, feeling that this sort of thing had no place at a primary school fete.

There was worse to come. "Further down the table a large crowd of children had gathered around an album containing large glossy photos in full colour of the bloody bodies of the blacks who had been killed at the end of the Silverton Siege. What I found most upsetting was that the children around seemed to amused. "I turned around sickened by the whole affair, only to be met with something even worse.

"On the opposite side of the hall, the main attraction seemed to be a game where a large cardboard cutout of a black man (terrorist) had been put up. In his chest there was a round hole and you could win a prize by seeing how many of your, say four, tennis balls could make a direct hit and land in the bag behind."

Hit a terrorist

..... win a prize

See POST 12/10/80 (51)

Temba school closed down

POST 27/10/80

PHAPHAMA Commercial school in Temba township, Hamanskraal, in the Moretele district of BophuthaTswana, was shut down over the weekend and its pupils will not write final exams.

The decision was taken this weekend by Mr A R Mathebe, principal and sole director of the school. The school is privately owned.

Mr Mathebe said he took the decision after a boycott by several students at his school.

Classes at the school have been boycotted for more than three weeks and about ninety pupils have already left for their respective homes.

A spokesman for the students, some of whom are married, said trouble at the school started early in July after teachers had refused to teach

until they received their salary cheques.

She said that for more than a month students received no tuition, and that Mr Mathebe was seldom at the school.

Mr Mathebe said fresh arrangements have been made for his pupils to sit for their exams next year, and those who wished to go home were given covering letters which explained the position to their parents.

During POST's visit to the school the commercial classes were deserted. Many pupils were queuing in front of the principal's office to obtain the covering letters, while others were either at the student's dormitories' or in the township.

Mr Mathebe said the students would only suffer as the exams were postponed, but that things would resume normally at the beginning of the next term.

Arson suspected
Argus 28/1/80
in PE school blaze

~~2/1~~
51

Argus Bureau

PORT ELIZABETH. — Police are investigating suspected arson at a New Brighton school after R4 000 damage was caused last night in the first incident of this kind in the Eastern Cape in several weeks.

This was disclosed today by the police liaison officer for this area, Major Gerrie van Rooyen.

He said the fire started at 7 pm at Ernest Skosana Higher Primary School. The principal's office, a store-room and the staff room were partly damaged.

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Schools close tomorrow

Development
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Education Reporter

AFTER a year that has seen two major crises in education — the schools boycott and white teachers salaries — white and some coloured schools in the Cape close their doors tomorrow for an almost six-week Christmas holiday.

Coloured high schools closed on Friday, Decem-

ber 5, while coloured primary schools also break up tomorrow.

Both coloured and white schools re-open for their first terms on Monday, January 19.

Mr H A Lambrechts, director of the Cape Department of Education, said it was still too early to say at this stage when the matric results would be

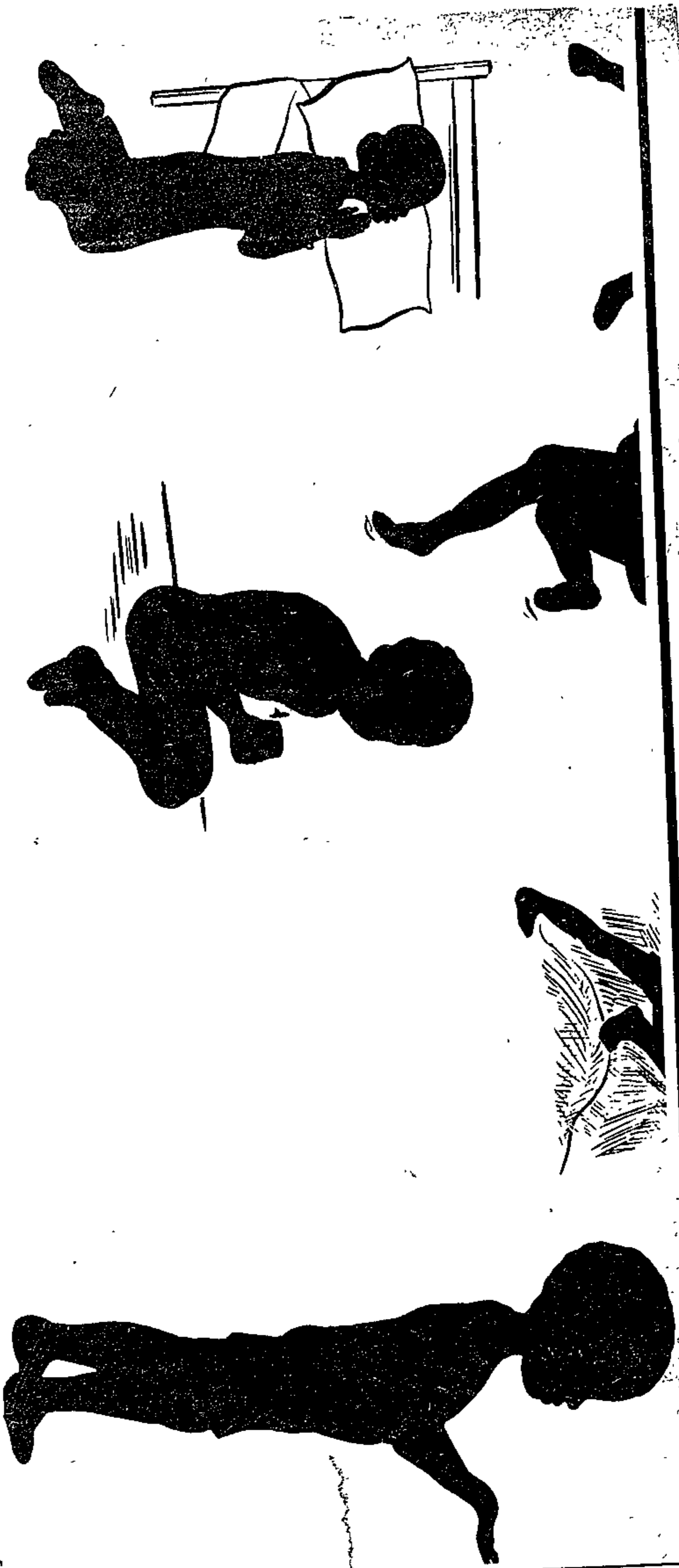
out. 'Official marking of the papers only starts today so I cannot give any approximate date now,' he said.

Mr A L Arendse, director of Education for the Department of Internal Affairs, said the results for coloured matric pupils would be out 'towards the end of the second week in January.'

Date	'Black spot', removals	Labour tenant/ squatter removals
1970	17 900	88 945
1971	11 260	681
1972	17 018	8 615
1973	16 570	5 822
1974	15 560	2 511
1975	18 302	15 127
1976	29 680	22 112
1977	59 557	52 660
1978	57 355	51 915
1979		61

TABLE 6: REMOVALS FROM WHITE AREAS, 1970 to 1979

Under the Act, labour control boards have been appointed: these have supervised the abolition of the labour tenant system and have also made determinations requiring individual farmers to reduce the size of their labour force. This Act is also the Act under which 'homeland consolidation' takes place. 'Badly situated' African owned land has been expropriated - Africans owning at least 20 morgen (17 hectares) have been entitled to a similar area of land in trust areas; those with less have received cash compensation. Removals of labour tenants and squatters and people from 'black spots' under the homeland consolidation programme have been very extensive in the 1960's and 1970's. Table 6 demonstrates this for the 1970's.



This silhouette of a young white girl praying appears on the same page of a primary school textbook as the silhouette of a black beggar. According to Bishop Desmond Tutu, general secretary of the South African Council of Churches, the contrast between these two pictures reinforces racial stereotypes in the mind of a young child.

An 'early lesson in racial stereotypes'

Staff Reporter

A SPOKESMAN for the South African Institute of Race Relations has condemned a supplementary textbook widely used in Transvaal schools as an appalling perpetuation of racial stereotypes.

The book, "Look and Learn, Book One", published by Juta and costing R5, is being used as a supplementary textbook for Grade One pupils. It has been criticised for presenting blacks as beggars and servants.

Critics referred specifically to a picture of a black servant hanging up the washing while white children looked on, and to a page of silhouettes depicting black children begging in contrast to white children engaged in recognisable play such as skipping and cricket.

Mrs Ina Perlman, regional secretary of the South African Institute of Race Relations, said the textbook clearly perpetuated the image of blacks as servants and whites as masters.

It is an extraordinary thing that a Government which censors so much information on racial attitudes should allow this sort of unthinking racism in a young child's textbook, she said.

"The younger child is especially vulnerable to this kind of indoctrination," she added.

Bishop Desmond Tutu, general secretary of the South African Council of Churches, said people were not aware of how they influenced the minds of young children through school literature.

"This stereotyping is particularly reprehensible in a country where we are already paying a high price for a sick racial situation," he said.

One primary school teacher said he had been familiar with the book for many years and was convinced it did not intend to perpetuate racial stereotypes.

Another teacher said he saw

nothing derogatory in the pictures and that they were merely a reflection of the South African situation.

A spokesman for Juta Publishers said although some pictures in the book might be interpreted as racial stereotyping, he was convinced this was not the intention of the author.

"I will approach the author, Mrs M Hill, and I'm sure she would be only too willing to change anything offensive."

Cape Provincial Institute
of Architects' Prize
For the best student in :-
Sixth Year
P F Dunkley

Helen Gardner Travel Prize
For a student who has
satisfactorily completed
2nd and 3rd major courses.
Rappoport

Lily Gohl Memorial Prize
For the best woman student
third year.
Mrs C Tredgold

David Haddon Prize
For the best student of
Architecture (or Quantity
Surveying) in the subject
of Professional Practice.
D H Pryce Lewis

General J B M Hertzog Prize
For the best final year student.
S A Read

Osborn Prize
For the best work in fourth
year.
D H Pryce Lewis

John Perry Prize
For the best work in
third year.
R A van Rosenfeld.

Book is
not on
TED (5)
lists

Staff Reporter

THE Transvaal Education Department has denied responsibility for a textbook being used by Grade 1 pupils which was slated by the South African Institute of Race Relations for perpetuating racial stereotypes.

The book, "Look and Learn, Book One", published by Juta and costing R5 as part of a set of four books, is used as a supplementary textbook in many English and Afrikaans schools in the Transvaal.

The book was criticised for illustrating blacks as servants and beggars. Critics referred specifically to a picture of a black servant hanging up the washing and to a page of silhouettes depicting a black child begging in contrast to white children engaged in recognisable play.

A spokesman for the Transvaal Education Department said he was unable to comment as "Look and Learn" was not a prescribed textbook and the department was not responsible for books which did not appear on their recommended lists.

Mr Peter Nixon, Opposition spokesman on education in the Transvaal, said textbooks used in schools, especially by very young children, should be scrutinised far more carefully to ensure they contained no offensive material.

"This sort of stereotyping reinforces in the mind of the child the differences between the white wealthy society and the black servant society," he said.

"Things will not remain as they are in South Africa and racial stereotyping will make it more difficult for children to adjust to changes."

Removals lead to closing of Dist 6 school

Staff Reporter

WHEN coloured primary schools throughout the Peninsula break up at the end of the first term on Friday, the Trafalgar Junior Primary School in De Villiers Street, District Six, will close its doors for the last time.

The school, built at the turn of the century, has been forced to close down because of dwindling attendance figures — a result of the mass removal of residents from nearby Bloemhof Flats to Lentegeur in Mitchells Plain.

The principal, Mr A A Williams, confirmed yesterday that the school would close down on Friday. The 150 remaining pupils would be absorbed into other primary schools in District Six, such as George Golding Primary, Chapel Street Primary and Holy Cross Primary. All the pupils would have been placed by tomorrow.

Mr Williams is believed to have been told yesterday by a circuit inspector of the Department of Internal (Coloured) Affairs that his school would be closed down at the end of this month. With all "coloured" primary schools breaking up on Friday, Trafalgar Junior Pri-

mary will effectively close down then.

Mr Williams said 90 percent of the teaching staff had been placed at other schools, mostly in Mitchells Plain. The remaining staff, who live mainly in Cape Town, would have to "wait and see", he said. Asked what he would do, Mr Williams said: "I suppose I'll have to go with the crowd to Mitchells Plain."

Originally Jewish

The Cape Times Family Letter Page editor, Mr George Manuel, an acknowledged expert on District Six, said Trafalgar Junior Primary School was built about 1905 and originally named De Villiers Street School. It was originally a Jewish school, but was proclaimed a coloured school in 1925.

The first principal was Mrs H Roman, followed by Mr Abe Desmore, one of the first coloured graduates from Unisa, and Mr Sonny Jacobs.

Mr Desmore persuaded the authorities to rename the school Trafalgar Junior Primary because it was considered a "natural feeder" for the nearby Trafalgar High School, Mr Manuel said.

This school book is just rubbish, says professor

J. Express (51)
12/4/81

A BOOK for school libraries about the Bushmen of Southern Africa, published by Perskor, is causing an uproar in academic circles. It is being described as inaccurate and rooted in prejudice.

"It is difficult to know how to begin to criticise this book," said Professor Martin West, professor of social anthropology at Cape Town University.

"It is wrong on almost every detail and shows a most magnificent disregard for all modern work on the San. If it was not for the fact it is aimed at young minds, I would dismiss it as prejudiced rubbish."

Professor W Hammond-Took, head of the Department of Social Anthropology at Wits, said: "The book seems a very bad example of an oversimplified,

LATEST BUSHMEN STUDY IS FULL OF INACCURACIES

By MARGARET JACOBSON

derogatory and racist look at the bushmen.

"Since when has the inculcation of wrong ideas to young people been accepted? The spreading of this type of information must be stamped out," Prof Hammond-Took said.

"The Bushmen of Southern Africa' is the 28th in a Perskor 'subject literature' series for

school libraries. It is by E H W Lategan, head of the history department of the Teachers' Training College in Paarl.

Prof West said: "The young and uninformed reader of this book will end up with a picture of Bushmen as smelly, dirty, violent people."

A spokesman for Perskor, Mr J E Leipoldt, said in Cape

Town this week the book had been submitted to education departments to try to get it on the school library list.

He said: "Twenty-eight titles in this series, which covers the school syllabus, have already been published and there are about 21 more to come. We see these books as background reading, sort of mini-encyclopaedias for standards three to six."

Prof West gave the following examples of factual errors and ethnocentric or prejudiced views by Mr Lategan:

- "He writes about the Bushmen's 'perculiar' (sic) way of life. In fact, their way of life has caused less damage to the environment than any other.

- "He gives two theories about the origin of the Bushmen — that they came from Asia or that they moved from Spain southwards across Northern Africa. This is absolute rubbish.

- "The San are aboriginal and have been in Southern Africa for more than 10 000 years, not 1 000 years as Lategan says. They are certainly not related to the pygmies, yet Lategan writes that this is 'common knowlege'.

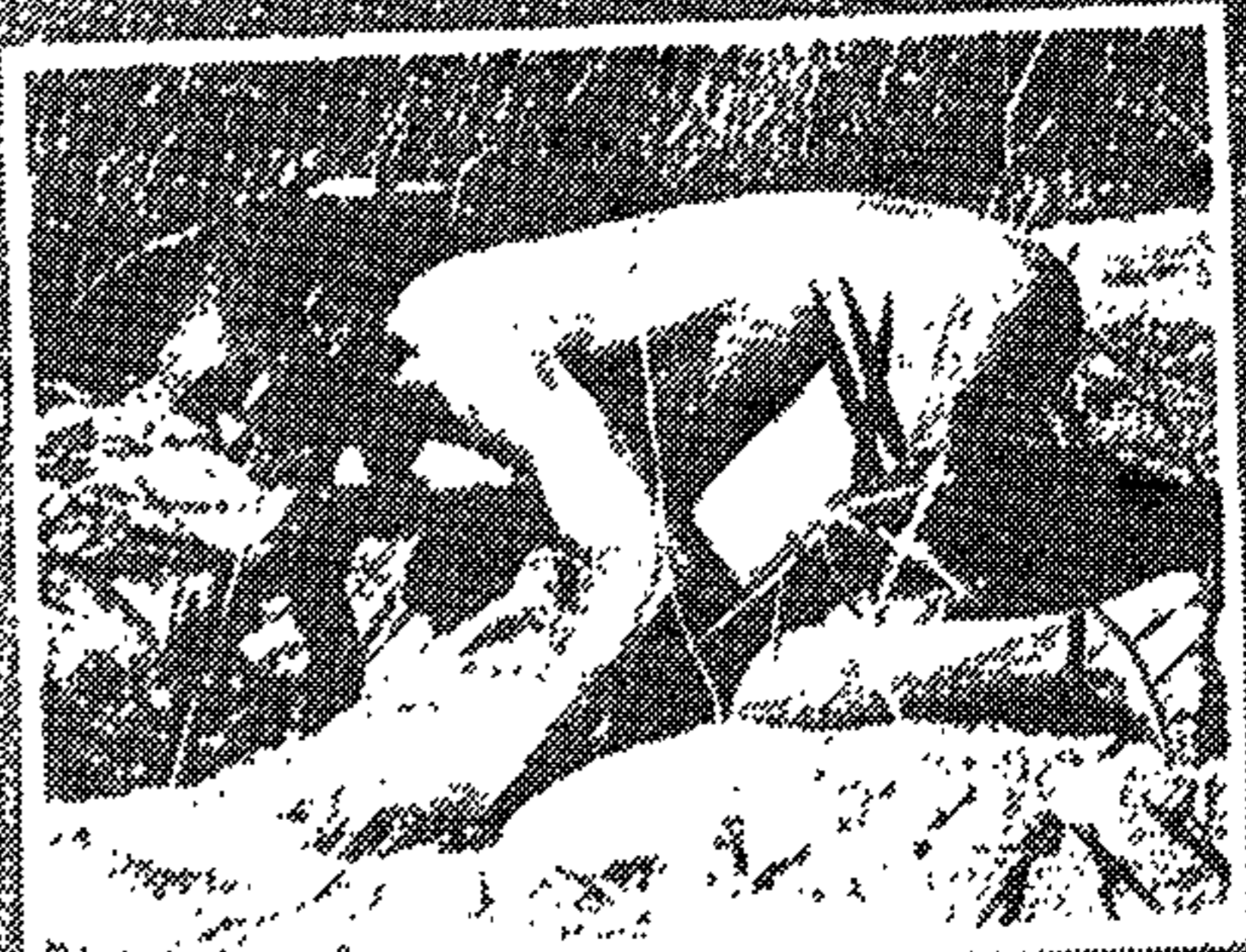
- "He attributes the 'tremendous drop in the number of Bushmen and their scant distribution today' to their dependence on hunting. Apart from the fact that two-thirds of their diet comes from gathering, the drop in the number of Bushmen

is due to their being virtually exterminated.

- "That Bushmen in particular use their fat buttocks as a store of food. This is appalling racist rubbish — all fat has this function.

Subject Literature

The Bushmen of Southern Africa



E H W Lategan

● The cover of the Bushmen book

- "He says Bushmen are not concerned about cleanliness and rarely wash with water. Naturally they don't waste water — their most precious possession — on washing. They clean themselves with animal fat.

- "Under a section entitled 'Eating Habits', Lategan says it appears as if the Bushmen have no particular preference for certain kinds of food and that they eat virtually anything. This is rubbish. The Bushmen recognise more than 200 plants, of which 105 are eaten. They also recognise more than 250 animals and eat only 85.

Lategan also says they have a preference for lice on their own bodies. I have never heard of this.

"Mistakes have been made in a host of other areas. His marriage rules are wrong, it is

rubbish that their only form of relaxation is dancing, wet-nursing is not a general practice unless the mother cannot feed, and Bushmen don't have witch-doctors. I can go on and on."

Prof West said the errors in Mr Lategan's book were incredible in the light of the mass of information available about Bushmen.

"Perhaps the worst of the book is the fact that Lategan does not bring out the most remarkable aspect of the San — their avoidance of tension and disputes and the low incidence of violence."

Mr Lategan told the Sunday Express he had taken his information from the most authoritative books. "The book is only for standard three and four pupils to read anyway," he said. "It has nothing to do with race relations and it is not meant to be an academic work."

to black labour. However, not all the white labourers played a mainly authoritative role on the production front. In the next chapter we will analyse two other categories of white labour, the "poor whites" who in the 1920's and 1930's mainly occupied state subsidized jobs (4.4.), and the white skilled "labour aristocracy" (4.5.).

Term

Refer

Said Prof West: "This is only because there is no water to waste in the desert. Bushmen have other means of cleaning their bodies, mainly with animal fat."

"In writing a book on a different culture such as the Bushmen there are so many positive things which Mr Lategan could have mentioned, such as their tremendous ethic of sharing, their egalitarian nature and sophisticated gathering of resources."

"In fact, what we can learn from a society like this."

Mr Lategan, author of a history textbook used by high schools in the Cape Province, said: "I've never dared to call myself a specialist. I've only tried to do a service for schoolchildren."

The publication is the 28th in a Perskor "subject literature series" for school libraries.

Mr Lategan said he was presently researching for a book on the Griquas.

This book, aimed

at schools,

is dated,

5. Times

12/4/81

unfair

and plain

(51)

wrong, a

top academic says

THAT'S UTTER NONSENSE, SAYS THE AUTHOR

AN AUTHOR of school text books was this week accused by a top academic of writing a "misleading, prejudiced and factually incorrect" publication about Bushmen.

The Perskor-published book, "The Bushmen of Southern Africa", by history lecturer Mr E. H. W. Lategan, has shocked Professor Martin West, professor of social anthropology at the University of Cape Town.

"I really do not know where to begin criticising this book. It is an extraordinarily misleading view of the so-called Bushmen," said Prof West this week.



The book Prof West would "dismiss as rubbish"

By MIKE VAN NIEKERK

There is no evidence in this book that he has taken into account any modern work on the subject.

"It is incredible. I would dismiss it as prejudiced rubbish — except for the fact that it is aimed at young minds."

Replying to Prof West's accusations, Mr Lategan, head of the history department at the Teachers' Training College in Paarl, said: "I would like to meet this boy."

"I used the Professor Isaac Schapera and several other works by good academics for my research."

"I am quite satisfied with the result. The book by Schapera, a noted South

African anthropologist, was described by Mr Ali Wannenburg, author of another work on the Bushmen, as "mostly out of date and theologically discredited".

It was published in the 1970s, he said.

Apart from several glaring factual errors in Mr Lategan's publication, one is also aware of a deep-rooted prejudice.

"What is worrying is that these misconceptions can stick in people's minds for the rest of their lives."

Professor West said: "This book will leave children with the image of the Bushmen as a smelly, dirty people."

One passage in the book begins: "Bushmen are not concerned about cleanliness. They very rarely wash their bodies with water."

Teacher's
PDM 25/4/81
caning is
(57)
an assault

Staff Reporter

A TEACHER who caned a pupil without his headmaster's permission has been found guilty of common assault.

Thomas Vergie, 59, who teaches at Riverlea Primary School, was released unconditionally and his sentence was postponed for three years.

He pleaded not guilty before a Johannesburg magistrate.

Vergie told the court that on November 11 last year he gave his class the task of writing a letter in Afrikaans. One pupil handed in a "poor effort".

The pupil was taken to another classroom full of pupils and given three cuts with a light cane. The pupil's father pressed charges the next day.

A school inspector who examined the pupil three days later said he found no marks.

The magistrate, Mr P J Vander Walt, said Vergie had acted unlawfully when he punished the pupil. He had not been granted permission by the principal, and although the charge was highly technical, the court had to see corporal punishment regulations were kept.

Schoolboy tells of threatening letter

Daily Dispatch 7/5/81
221
221
221
51

EAST LONDON — A schoolboy said in the regional court here yesterday that he had helped write a threatening letter to a Queenstown school principal, but denied knowing what the rest of the letter said.

The 17-year-old state witness was giving evidence in the trial of nine youths, aged between 15 and 18 years old, charged with sabotage following a fire at the Nonezi Higher Primary School in Queenstown last October. The nine all pleaded not guilty to the main count under the General Law Amendment Act, as well as to the six alternative charges, which include arson, threatening violence, robbery and malicious injury to property.

The youth told the court he had written the letter together with two of the 17-year-olds and a 15-year-old at the latter's house, although he could not remember when.

He said each of them had written a paragraph one after the other, but none had read what the others he wrote.

"Do you mean to tell me you only wrote your portion after a whole page had been written and you didn't even look to see what the others wrote? How did you know what to write if you didn't know what came before?" asked

the magistrate, Mr S. van Zyl.

The youth replied this was so, there was no consultation. He could not explain why he had said earlier that he wrote the first paragraph. He said the police had fetched him from his new school in April this year and had shown him the letter, which he denied knowledge of. The police had told him who wrote the other parts and claimed it was the others who had said he had helped with the letter.

The youth claimed he denied knowledge of the letter because he had "forgotten" about it but eventually, after a lengthy cross-examination by Mr H. K. Naidu for the defence, he admitted he was afraid.

He said he couldn't remember the contents of the letter and then admitted it was not customary or proper to write a threatening letter to a principal.

He said the police had threatened him and said they would lock him up if he didn't give evidence. He said the policeman who threatened him was sitting in court.

He denied he was giving evidence to "save his own skin" and was implicating the others, as Mr Naidu claimed.

The youth later agreed with the prosecutor, Mr P. M. A. Pretorius, he had not wanted to give evidence because he was about to write exams, and not because he was frightened or threatened.

One of the charged 17-year-olds denied a handwriting specimen handed in by the state was written by him while in detention. He said he had given his specimen to a black policeman and not to Warrant Officer Du Randt, as the state claimed. Another state witness, also a schoolboy, said no white policeman had stood over the charged 17-year-old when he wrote his specimen.

Captain F. J. M. Venter, of the Security Branch and the investigating officer, said there was no such black policeman and W/O Du Randt had signed the specimen as taken by him.

A handwriting expert from the South African Criminal Bureau in Pretoria, Warrant Officer A. P. Bam, told the court he had received the letter to the principal as well as handwriting samples. He said that after a thorough analysis, he concluded the one sample was written by the same person who wrote a portion of the letter.

The sample was the one disputed by the 17-year-

old. W/O Bam said there were 13 points of similarity in the formation of the letters in the two documents. The other two samples taken from the other two named by the state witness to have written the letter with him, had "strongly" resembled portions of the letter. He added there was a 90 per cent possibility the writers were the same.

Cross-examination of W/O Bam was reserved for a later hearing.

The vice principal of the school, Mr Eric Nyiki, told the court of an alleged incident in June last year when a group of over 200 boys had gone to the principal's office and demanded the examination papers. He, the principal and the youths went to the principal's house to fetch the papers.

Mr Nyiki said he recognised the 15-year-old among the group, whom he claimed had been threatening because they had their hands in their pockets, which was disrespectful. He added that their attitude was frightening and arrogant. He could not explain why the principal, Mr Hanise, had not mentioned the incident although he was specifically asked about incidents involving exam papers.

The case was postponed to May 8. — DDR

DAILY DSP 9/5/81 (51) (81) (75) (77)

Schoolboy witness may face perjury charge

EAST LONDON — A schoolboy giving evidence in the trial of nine Queenstown youths charged with sabotage denied in the regional court here yesterday the statement he made to the police was true.

The nine, aged between nine and 15, are charged under the General Law Amendment Act following the burning of the Nonezi Higher Primary School in Queenstown in October last year. They all pleaded not guilty to the main count, as well as to six alternative charges, which include arson, robbery, malicious injury to property, and threatening violence.

The youth, whose age was not given, said during the middle of the year he and other pupils were put out of the classrooms. He said they were told to get out of the class by one of the charged 17-year-olds. He ran out of the room because the 17-year-old appeared to be angry and he was afraid of being assaulted, although he could not say why.

After he denied seeing anyone talking to the school principal or anyone locking classroom doors,

he was read the statement he made to the police.

In it he said he was hit with a siambok by the 17-year-old and still had the scars on his back. Because of this assault the pupils ran out of the room.

He also said on the same day he saw the 15-year-old talking to the principal. Then several of the other charged youths went around the school locking the classroom doors, some carrying light sticks and belts.

Another day he went to a friend's house and found a meeting in progress. One of the youths stood up and said they would burn the school that night, and then the principal's house. One of the 16-year-olds was to get the petrol from his father's car.

They all met again later but he made an excuse not to go. The next day he heard the school had been burnt down.

Yesterday the youth denied the whole statement, saying he had been assaulted by the police. "They hit me so that I should tell lies. What I have told the court now is the truth."

The prosecutor, Mr P.

M. A. Pretorius, applied for the arrest of the youth on a perjury charge.

Another scholar told the court he left the Nonezi School to work but on Friday, October 17 last year Mr Zola Msingisana was at his house when two of the 17-year-olds arrived and said they had assaulted the children at school, one using a light stick and the other a knife.

The youth denied that he himself had anything to do with the trouble at the school but could not explain why the principal, Mr J. Panise, had told the court the youth was one of the spokesmen when he was threatened.

A young girl told the court she was the girlfriend of one of the 17-year-olds, and he had told her he and his friends would burn the school. He also told her they would put the children out of the classrooms. The day after the school was burnt she accompanied her boyfriend to the station as he was leaving for East London.

The girl admitted after cross-examination by Mr H. K. Naidu that she thought he was running away because of the burning of the school. Then she said she told the police she didn't know why they were going because one of the policemen who arrested her, swore at her and she thought he would hit her.

The girl, who was repeatedly told by Mr Naidu not to hang her head and to speak up, said

when she went to visit her boyfriend in Frontier Hospital during his detention, she told him she was forced to speak to the police, but didn't tell him she had implicated him.

She denied the youth had assaulted her because she went out with someone else, and that after October 11 he never told her anything in connection with the school.

Another girl, 17, told the court she was on the train when two of the 17-year-olds and the 15-year-old boarded at Queenstown on October 18. She said they had said they were at a school burning and added it wasn't possible that while she was sleeping, they had discussed how many students were running away in case they were held responsible.

Constable Mxolisi Wilfred Ngqwaru stated he was present when a handwriting specimen was taken from one of the 17-year-olds, following a threatening letter to the principal. He admitted after lengthy cross-examination he could only identify the specimen as from the youth because his name was on the form, not because he knew the handwriting. He did not think it was a strange coincidence that the only person he was sure he saw write a specimen was the one who disputed the specimen was his, while there were many boys writing specimens.

The case was postponed to May 18 to enable a bail application to be heard. — DDR

SCHOOL OVERFLOWING

By Carole Demester
Education Reporter

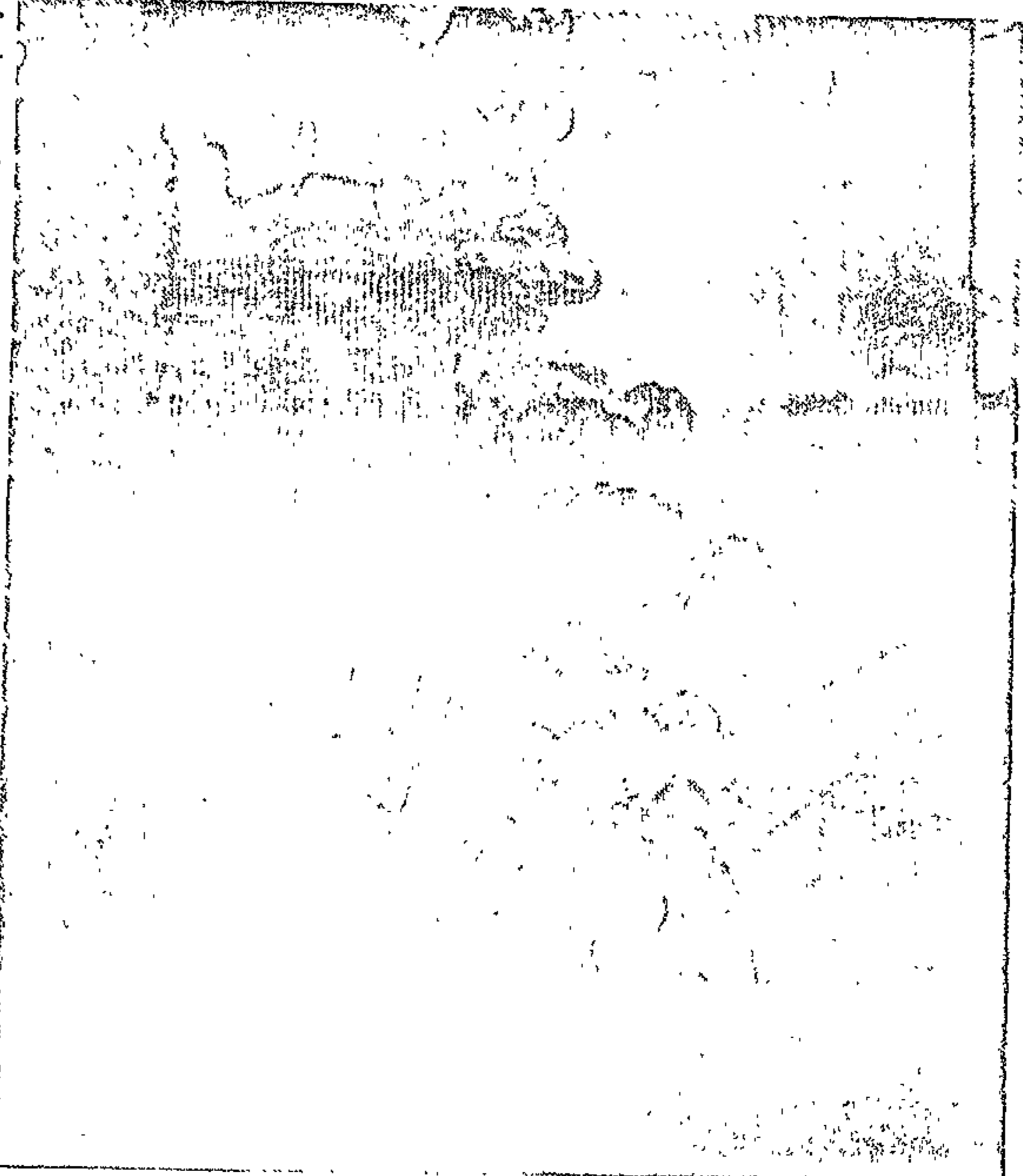
Every chill morning of the season 100 Davidsonville children, aged 6 to 10, trudge five kilometres to catch a train to school because their own local primary school is bursting at the seams.

The population of the coloured Davidsonville township in Reddeport has mushroomed over the past three years with the construction of new housing schemes and at least three blocks of flats, explain the parents.

Most of the new people moving in are young couples with children of primary school age. But despite the growing numbers of children and the rapid overcrowding of the only primary school in the vicinity the Department of Internal Affairs has done little to rectify the situation.

As a result in 1975 the department experimentally imposed the double session system on the Reddeport Primary School, Davidsonville — 400 children attend school in the morning, 200 in the afternoon.

"We were not consulted about the move, nor were we asked for our opinions," said Mr Peter Evans, chairman of the school committee. "Many of the parents work in the mornings and cannot afford to pay someone to look after their children. So the children end up playing on the streets and turn into truants — or cannot concentrate on their lessons when they



A cluster of children being taught the cross has become a familiar sight at the overcrowded Reddeport Primary School in Davidsonville. Teachers tell their classes outdoors, muffled against the cold, because there is no room in the classrooms.

Bel to school in the afternoon.

A concerted effort on the part of the school's principal, Mr D. Mills and the parents' committee to press for more classrooms and equipment has proved almost fruitless.

Repeated requests to the department have been met with promises that the matter is being considered.

the end — as are our children. The department does not seem to care," said Mr Evans. As a last resort a few families have chosen to send their children to schools in Brompton and Coronationville — 30 to 45 kilometres away.

Children are not given train travel concessions and families have to foot the cost of bus fares and a week for transport to and from school.

In addition some get A and sub B pupils must get up at 6.30 am to catch the train to be on time for school — yet many parents prefer the system knowing that their children are at least receiving a "good education."

"In Davidsonville, we have to show things the way they are," said Mrs. A. Davidsonville, Evans' mother who takes care of her daughter's three children.

"The trains are often full, you don't know if there is going to be trouble — you don't know where the children are. I would much prefer it if all of them could attend the same school."

In some cases children are forced to board with relatives in other areas to avoid the expensive train fares and are away from their families for much of the week.

1975
61
51

Cruywagen sees 'Brow's Dustbowl School



Children playing in the tiny parking lot designated for playtime at Joubert Park elementary school in Hillbrow, Johannesburg, daily turn it into a smudgy dust bowl with hundreds of tiny playful feet.

Hillbrow visit by Province leader

By ADA STUIJT

TRANSVAAL Administrator Willem Cruywagen is personally investigating overcrowded conditions at Joubert Park elementary and other Hillbrow schools this morning.

He was invited by Mr Simon Chilchik, Johannesburg Progressive Federal Party councillor.

Senior officials from the Transvaal Education Department will be with Mr Cruywagen — but reporters have been barred.

Parents and school board members have long clamoured for an urgent solution to the seriously overcrowded condition at the Afrikaans-medium school. It was designed for no more than 200, but 417 children attend classes.

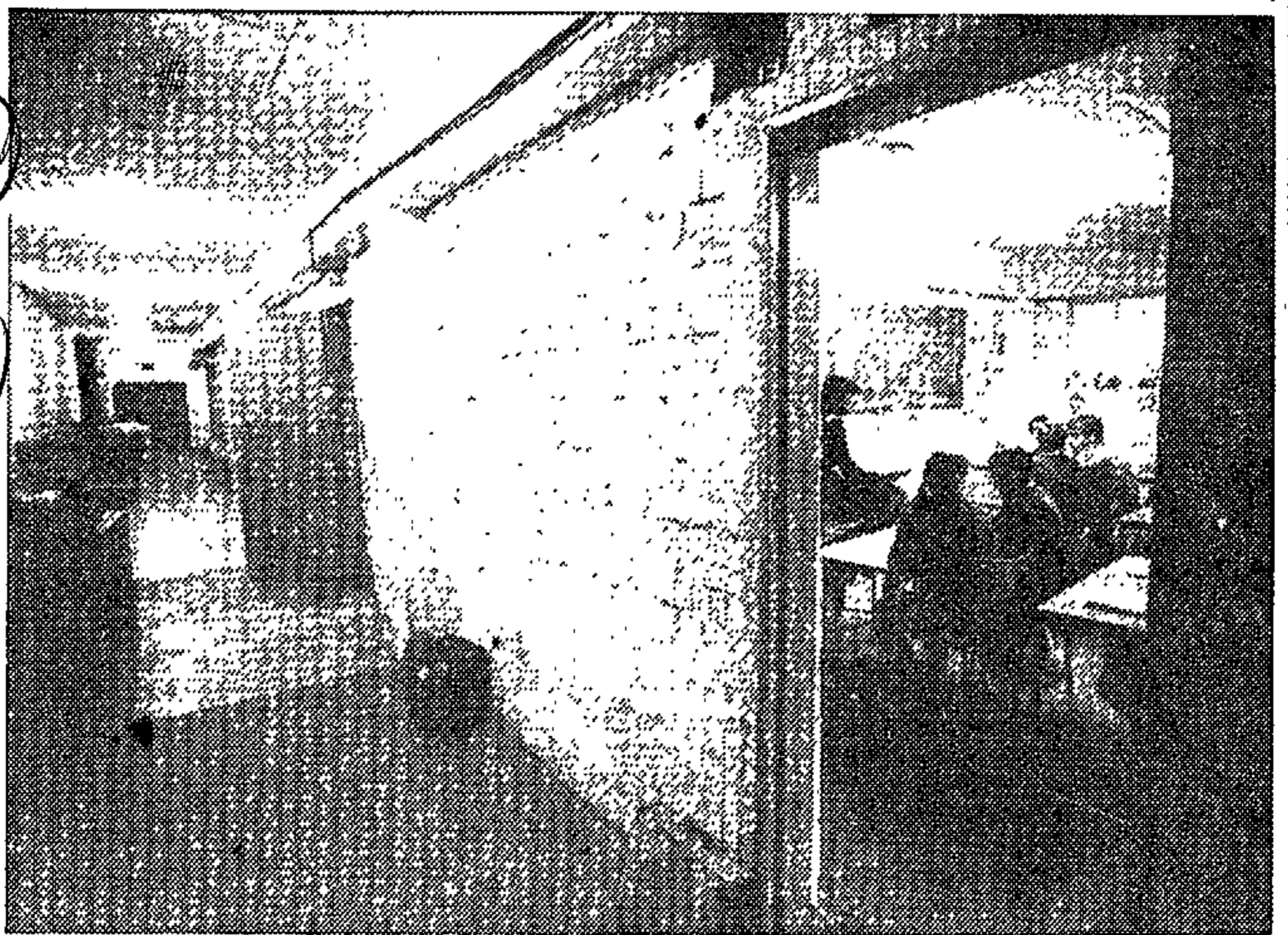
Teachers, parents and children say conditions are critical. For instance, the 417 children have access to only 10 toilets — three of which are on the top floor.

The tiny playground, which doubles as a staff car park, has been reduced to a dustbowl which has already taken its toll of asthmatic children.

Children have also been reported as becoming extremely aggressive and suffering from claustrophobia in the overcrowded conditions.

In addition, the children could run into the busy Hillbrow traffic from the playground because an open gash in the wall looks out on to busy Twist Street.

The 100 children of Grade 1



A dim, damp basement has been converted into two classrooms where 80 Standard 5 children attend classes in Hillbrow's overcrowded Joubert Park elementary school. The corridors are used for woodwork classes.

Pictures: PIERRE OOSTHUYSEN

have a play area on the second floor of the three-storey school in which no more than 10 children could play in comfort.

Eighty pupils in Standard 5 have to attend classes in dim, damp converted basement storage areas, and the woodwork classes are held in the corridors of the area.

The rugby team has to practice at the Johannesburg Fort's sports ground many blocks away, and small boys from the school are frequently seen dodging traffic on the way to and from rugby practice.

There are no facilities for functions, sports occasions or games.

The principal Mr N Gouws said the Transvaal Education Department had placed the school on a priority list, but

parents were no longer prepared to wait for better facilities.

They demanded an immediate, even short-term, solution.

A school board member Mrs M Kemp said school facilities could even be found at the Johannesburg Fort, destined to become a museum once the present prison facilities have been transferred to a new building.

"This school must be considered as being in the intensive care unit of a hospital," she said.

"The children's health, emotional and physical, is being threatened by these shocking conditions. We cannot allow it to continue any longer," the determined mother of two said. "This is a poor school. The

children's parents are not wealthy and do not have funds to improve the school. That is the responsibility of the Department of Education."

The claustrophobic confines of the small, 16-classroomed school reflect the towering blocks in the flatland surrounding it.

"Almost all the children live in flats — and their school life isn't much different," said another parent, Mrs L Van Niekerk, a member of the parent's committee.

All the parents have expressed fears that their children, without any recreational facilities at school, will fall prey to the less desirable recreational facilities in Hillbrow.

Cruywagen's school visit 'disappoints'

51
19/6/61

and teach neighbours, many members cited the knowledge gained as important.

3. Apart from the members at Inkomo and a few people who said they had particularly fertile soil at home, all members said that yields at the communal garden were higher than at home because of the fencing, water, and better soil preparation there.

By ADA STUIJT
THE visit by Transvaal Administrator Willem Cruywagen to Hillbrow area schools — primarily to investigate the crowded facilities at Joubert Park Elementary School — proved a disappointment for parents waiting to see him there yesterday.
 The parents, members of the school board who had asked the Progressive Federal Party MPC for Hillbrow Mr Simon Chilchik to invite the Administrator to see the crowded facilities, were not allowed to speak to him.
 Nor were they allowed to speak to any of the other members in Mr Cruywagen's party

to air their grievances — because there was no time, they were told.
 Mrs E van Niekert and Mrs A Kemp were among parents deeply disappointed at not being able to speak to the Administrator about the school's problems.
 Mr Chilchik said Mr Cruywagen and officials from the Transvaal Education Department had gained a greater insight into the problems of the six inner-city schools they visited.
 "I have every confidence the problems here will be one of the priority items about which the TED will soon decide," he said.

The 10-man party arrived at the school at noon after touring the Langlaagte, Bertrams Junior, Jeppe High, Johannesburg High and Johannesburg Preparatory schools.
 After their quick look at the toilet facilities, the head of the Joubert Park school, Mr N Gouws, showed his guests the tiny playground where hundreds of schoolchildren had played only minutes before they arrived.
 The men then crowded into the two basement classrooms — with great effort — to listen to the children sing.
 The visit lasted half an hour. The Transvaal highway patrol car which escorted them then cleared the road, its lights flashing, as it whisked them off to lunch with the mayor at the city hall.
 On his visit to the school Mr Cruywagen was accompanied by Professor J H Jooste, director of the Transvaal Education Department, Mr Fanie Schoeman, MPC, and Johannesburg city councillors.
 Prof Jooste said: "We will do everything we can, within the financial framework allowed us in the Transvaal Education Department, to help these schools get better facilities."

"development" projects there might be in their area, and to the fact that very poor and isolated villagers are not so quick to see the benefit of

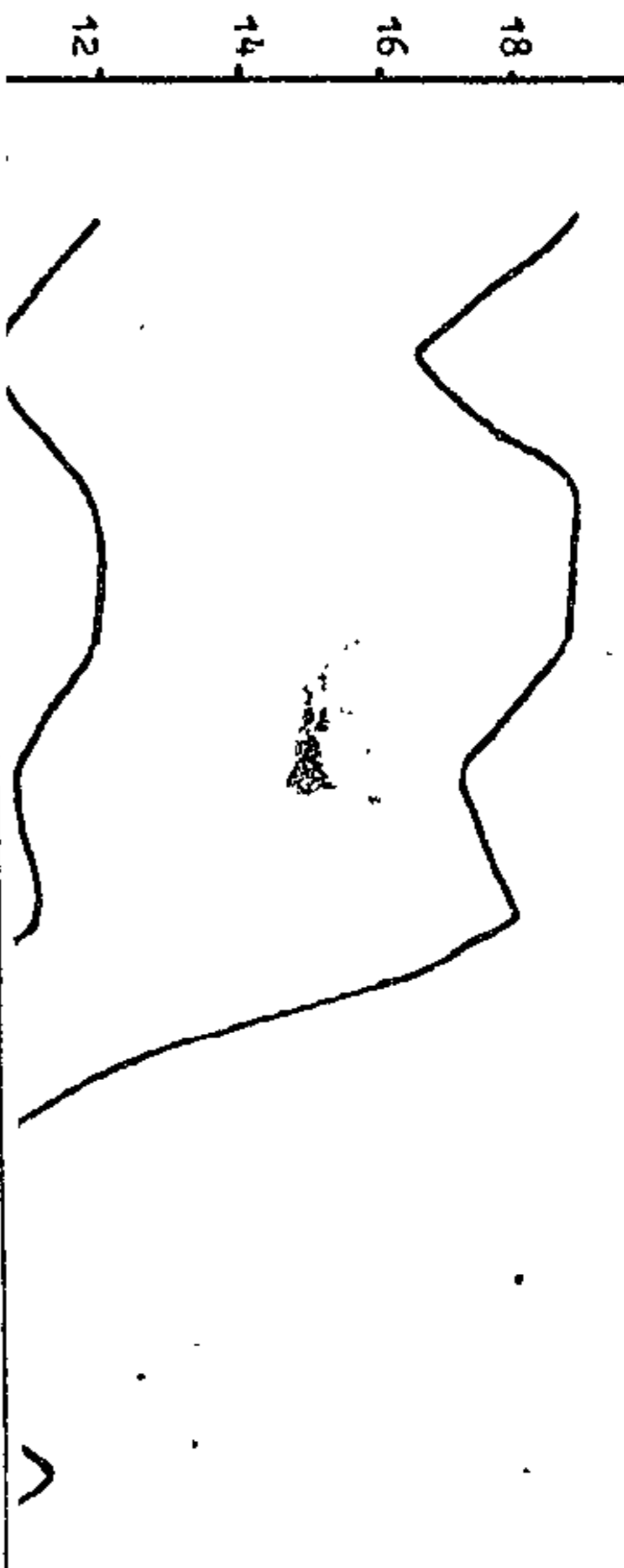
generate because of the money with the of the part of e. not lies in the and

In talking to members I was struck by the importance of nutrition education and the influence it has in deciding people to start growing tables. An assessment of a nutrition programme might show that a very small percentage of people follow up their initial contract by tending gardens. However, in discussing people's reasons for getting involved in the gardens one finds that pretty disjointed information from away hospitals, or a doctor's advice about a child to one person years re have spread through a village and people are very keen to know more nutrition. This makes one aware that evaluation should be over a longer time span than one might expect, to be able to comprehensively assess the benefits of a policy.

Area	% of year that gardens provide food for family	Cash income from the garden per year
UMLAMBO	Too new to assess	Too new to assess
UMTHI	All members all year	Maximum R20 each
INKOMO	None	None - they pay in
IDORTI	Between their home garden & communal garden most people vegetables all year round	First crop people earned R5 - R10
ABALIMI	Some all year Majority summer only. Others garden provides half needs in summer	Buyambo R200 + 5 people + R100 some R20-R60 Most R10-R20 Few none

I discuss the degree of communalism in the different gardens and people's views about it, in part II of this paper.

Graph 5
Number of Patient days in drip room, Red Cross
Children's Hospital 1967-1977



School delays
 23/7/8
anger
 57
residents

SPEAKERS at a meeting of the Edgemoad Residents' Association last night expressed disgust at repeated delays in plans for a permanent primary school in the area.

The association resolved to form a delegation to see the MEC in charge of education, Mr W Bouwer, with a view to advancing the date on which construction would start.

Mr Neels Veldtman, MPC for Durbanville, told the meeting a number of projects had been delayed. He said the Edgemoad primary school would be the next to be built in the Cape.

According to the latest projections, the Sub A classes and the library of the school would be completed at the beginning of 1983.

The school has been operating since 1979 in temporary buildings - cluster houses without internal walls.

Mr Steve Hayward, vice-chairman of the Edgemoad Residents' Association, said today a meeting between the delegation and Mr Bouwer had been arranged for September 4.

- These principles are:
- 1) To establish a separate clinic for diabetics.
 - 2) To see patients very frequently.
 - 3) To place emphasis not on their diabetes but on their weight.
 - 4) To give dietary instruction at each visit.
 - 5) To introduce partial group therapy. Patients are seen together, weighed together, their records taken together, and then they are taken aside and talked to individually.

In addition to the diabetic clinic, most Day Hospitals run a 'Weight Watchers' group along the lines of the 'Weight Watchers' group weighing session at which losers and gainers fined. The patients are given a session of exercises, to encourage them to follow sheets and take exercise regularly.

associated with the diabetes are not only the diet and drug therapy but also the costs of treating associated with obesity and diabetes - hypertension, incidence of cerebral haemorrhage, thrombosis, valvular lesions, osteo-arthritis, hernias, skin infections. The hypoglycaemic agent used in controlling diabetes are expensive - a monthly course ranging from R10-R20 per month depending on the severity of the hyperglycaemia. Once weight is reduced, the drug therapy can be discontinued and the morbidity associated with obesity disappears. Throughout the treatment, the emphasis is on patient self-care and improvement.

- 1) GSH Group Outpatient Reports 1971 and 1974.
- 2) See McKeown and McLachlan.
- 3) Wittman and Hansen p.230.
- 4) See Report of the Dept. of Obstetrics and Gynaecology 1973 p.7.
- 5) Smith and Howland p.3.
- 6) This decrease cannot be attributed to the work of the Day Hospitals alone, as many other factors are involved. Goldberg, Bersohn, Joffee, Kort and Sefitel p.279.
- 7) Jackson.

1967 1968 1969 1970 1971 1972 1973 1974 1975 1976 1977

Note: 1) I/V fluids = intra-venous fluids.
 2) No accurate figures are available for oral fluids for the years 1967-1970. The figures graphed for those years are estimated averages, on the assumption that oral fluids = 56% of I/V fluids. The total figures for the years 1967-1970 are thus also estimates.
 3) The figures given here are the total number of patients treated per annum, but not a head count as patients are counted at midnight every night and no account is taken of the fact that patients spend more than one night in the hospital drip room. There is no record of the average length of stay of patients in the drip room. Figures are available for the average length of stay of patients at Red Cross Hospital overall, from the Director Of Hospital Services Report. Furthermore, an accurate head count of patients treated in the drip room is available for the years 1975-1977, kept by the doctor in charge of the drip room since 1975.

26/8/81

57²¹²

the heading 'Call of Islam'. The

new school has progressed to a stage where tenders can probably be called for within the near future.

"For a long time now we fellow sufferers, subject being referred to as inferior rights to earn, to learn therefore, call upon our brothers in our suffering Truth, Justice and Equality the forces of tyranny and

Mr G B D. McINTOSH: Mr Speaker, arising out of the reply given by the hon. the Minister, has he any idea whether this reply will be available before Christmas or not?

†The MINISTER OF POLICE: You are a presumptuous little fellow, do you know that? [Interjections.]

†The MINISTER OF AGRICULTURE AND FISHERIES: Go and eat your baby-food, man. [Interjections.]

The 'Call of Islam' statement was in the Drill Hall, Cape Town on this meeting that the Moslem Judgment in any form could not be considered

†The MINISTER OF INTERNAL AFFAIRS: Mr. Speaker, I want to put it to the hon. member for Pietermaritzburg North that he shouldn't make a farce of the practice of putting questions. In future he would also do well to display more decency in his conduct in this House.

As an expression of their common

Mr. G. B. D. McINTOSH: Mr. Speaker, further arising out of the reply given by the hon. the Minister, is he aware that there is an extremely urgent need for accommodation for Coloured pupils in a primary school?

with the success of the Muslim the African

Ladysmith: primary school
Mr. G. B. D. McINTOSH asked the Minister of Internal Affairs:

started to Africans their new were denied Nyanga

Whether his Department has approached the Natal Provincial Administration with regard to making use of an unoccupied primary school for accommodating Coloured pupils in Ladysmith on a temporary basis; if not, why not; if so, with what result?

the Nyang leading townships

†The MINISTER OF INTERNAL AFFAIRS:

With the intensification

the result is being awaited. If unfavourable, consideration will be given to an offer by the Natal Provincial Administration to make available certain redundant prefabricated classrooms at Edgewood Training College, which can be removed and re-erected on the present school site as an interim relief measure. Meanwhile planning with the erection of a

death of liberties only strengthened the Town against the National Party Government policy of apartheid. Many became more acutely politically aware after the student protests of 1976 and 1980.

ch to erect a mosque. 163 The missionary effort in the African on.

theid, the mood against apartheid clarification of District Six, the g away of their civil and social

Today there are at least three identifiable political opinions among the Muslims of Cape Town. The radical left - who want nothing to do with the white man, be he liberal or Progressive. They draw their strength and inspiration from the Iranian Revolution. For them negotiation for a solution is out, and any

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Six boys, girl ^{AGED} quizzed on ^{10/11/81} vandalism ⁽⁵⁾

Crime Reporter

SIX boys and a girl, aged between five and 12, were questioned yesterday by police investigating vandalism at Mountain Road Primary School, Woodstock.

The children, three of whom are pupils at the school, admitted to the police they had caused the damage on Saturday afternoon.

Dozens of windows were smashed and papers strewn throughout the 30 classrooms. An attempt was made to set one of the classrooms alight. Damage amounted to R10,000.

All the children were released in the custody of their parents after the police had completed their questioning.

At this stage police are cautious in linking the vandalism at Mountain Road Primary to the break-in at Queen's Park High School nearby, also at the weekend.

School vandals: Search for clues

Argus 9/11/81 (51)

THERE was wanton destruction at the weekend of equipment in all 30 classrooms of the Mountain Road Primary School in Woodstock.

One classroom was set alight.

Work at the school has been disrupted and today police were examining the debris for clues.

It is not known where the vandals

entered the building because of the many windows broken during a rampage of destruction, thought to have taken place late on Saturday night.

The principal, Mr J C van Helden told The Argus today he suspected that the vandalism had taken place when burglars had failed to find the R5500 proceeds of a fete held at the school on Saturday.

The break-in was discovered by his secretary, Mrs E Olivier, when she went to the school late last night to collect some books. An immediate police investigation was started and continued today when fingerprint experts went through the debris. Children were confined to the playgrounds.

Hardly anything was left untouched. At the

entrance foyer a display cabinet containing sports trophies was smashed. Portraits were removed from the walls and boxes and packages torn open.

In the classrooms, bookcases, tables and desks were overturned and papers and school books strewn on the floor.

The vandals tried to set fire to one of the

classrooms. Flames evidently licked along a blackboard and judging from soot marks reached the ceiling but failed to spread. The stench of smoke permeated the whole building.

Burglaries at the school are not unknown, according to Mr van Helden, although there had been none in the last year or two.



THE principal, Mr J C van Helden, of the Mountain Road Primary School in Woodstock, surveys the work of vandals in one of the classrooms.

EDUCATION — PRIMARY

1984

JANUARY — DEC.

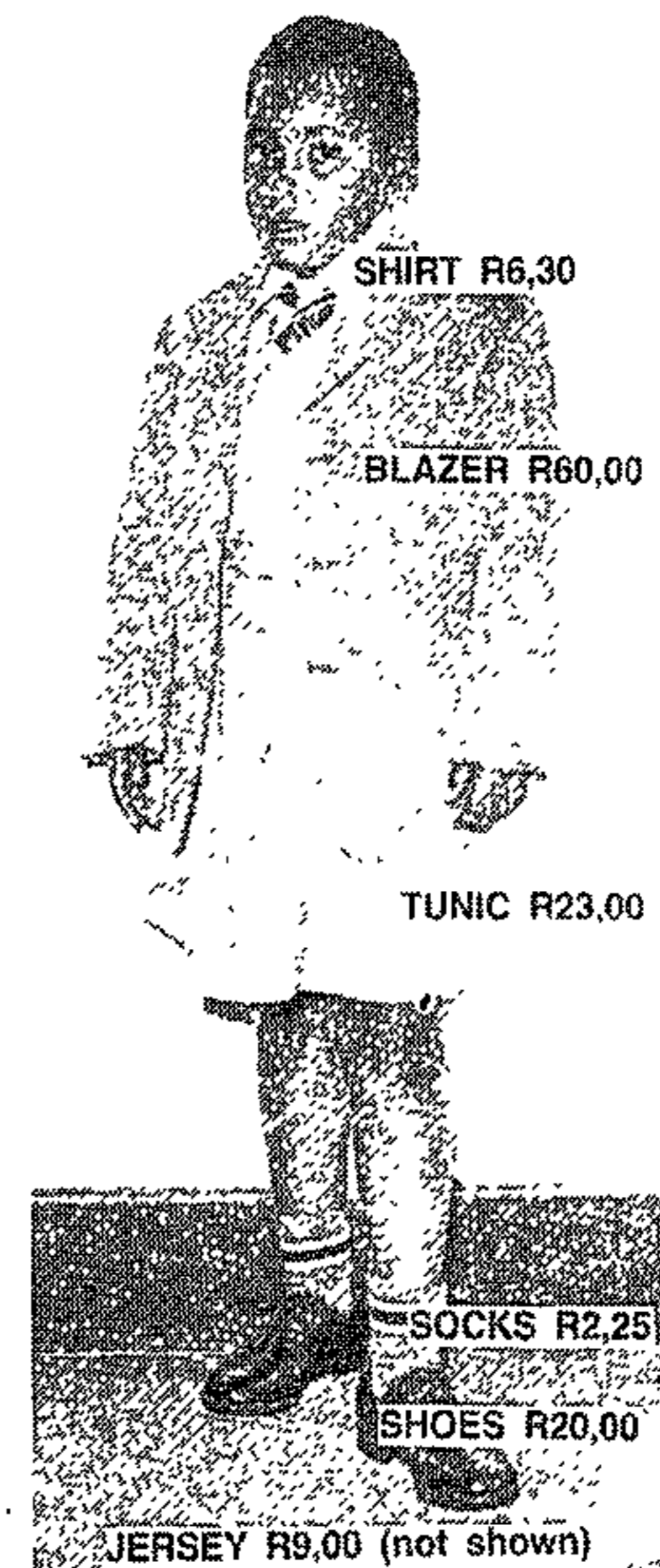
What it costs to send them to school



A nice new uniform with which to start the year — but the cost is high. Parents of a Standard Six girl can expect to pay R146,10 to fit her out.



Many parents prefer to pay extra for a new uniform, rather than buy second-hand clothes. It would cost R167,20 to fit out this Standard Six boy.



A standard uniform for all schools could help bring the cost down. At the moment, it would cost R120,55 to buy a new uniform for this six-year-old girl.



This six-year-old chap seems happy to be going to school, but the cost of his new uniform — R120,50 — is more likely to make his parents grimace.

Some want standard uniforms

EAST LONDON — Schools in the Cape open again next week and parents are once again fitting out their children with new uniforms.

For most families this means a large dent in the month's budget.

Equipping a six year old schoolboy with one pair of shorts, shirt, blazer, jersey, satchel, shoes and socks costs about R120.

A six year old girl's uniform with tunic, shirt, jersey, blazer, shoes and socks costs about R120.

The cost of equipping a standard six child is about R150.

Most parents were

concerned with the quality of the clothing they bought because it must endure hard wearing and washing.

The South African Bureau of Standards (SABS) has compiled a code for the standardisation of uniforms.

Suggestions for manufacturers, retailers, and school authorities have been drawn up by the SABS but it remains up to the parents and teachers of each school to implement any form of standardisation.

The SABS suggests that standardisation of uniforms could reduce the costs involved in manufacturing and retailing uniforms and the reduced prices could

then be passed on to the consumer.

The Daily Dispatch spoke to some parents in East London who were shopping for their children's uniforms to find out how they felt about the standardisation proposals.

Mrs D. Morsink, of Gonubie, said she would definitely support a standard uniform. She said a badge could be used to distinguish one school from another. Parents would then not have to buy a completely new uniform when a child moved from primary to high school.

Mrs Y. Gordon of Stirling said although a standard uniform would help with costs, the indi-

vidual uniform helped to build school spirit and pride.

Mrs N. Mboni of East London said a distinctive uniform for each school helped to build pride in the school.

Mrs M. Cox of Southernwood supported the idea of a standard uniform because it would reduce costs if a family was transferred to another city and did not need to buy new uniforms.

Mr W. Trollip of Beacon Bay said it would be confusing if schools could not be identified by their uniforms but agreed that a standard uniform would probably be cheaper.

An alternative to ex-

pensive new uniforms is the clothing exchanges run by most schools for the benefit of children at those schools.

The Daily Dispatch found that second hand clothing was 65 to 85 per cent cheaper at these exchanges than new clothing.

A second hand outfit for a boy in standard six would cost between R20 and R50, while the same garments bought new would cost R145.

However some parents said their children would be disgraced by secondhand clothing and new clothing was well worth the extra expense. — DDR

Two schools costing R3m
to be built at Motherwell

TWO new primary schools, costing about R3 million, will be built at Motherwell this year, the Director of Education and Training for the Cape, Mr Günther Merbold, said today.

In addition, a 12-classroom school is planned for the emergency camp at Motherwell and another primary school is planned for Zwide

It is not yet known what the budget for the Cape Department of Education and Training will be for 1984.

"At the moment we have enough schools to cater for the people in Port Elizabeth," said Mr Merbold.

"Our problem is with people who are outsiders — people from the homelands who shouldn't be there."

The department, which spent R18 million on black schools last year, could not afford to build schools that would stand empty, he said.

Last year two new secondary schools were built and there were additions to existing schools. Last year a new secondary school was also built at East London's Duncan Village.

At the moment the teacher-pupil ratio was 1:47 in primary schools and 1:34 in secondary schools.

51
E. Post
13/11/84

Magistrate, Mr B J ...

Overcrowded black schools battle to cope

SI #A sfaw
13/1/84

By Jean Hey, Education Reporter

Black children returned this week to a school system battling against overcrowded facilities and underqualified teachers — and faced with an ever-increasing number of pupils.

The total black school-going population in South Africa and in the homelands stands at about five times the number of white school children.

And the annual increase in the number of black schoolchildren is steadily rising.

This year the Department of Education and Training (DET) expects an increase of about 67 000 pupils — 7 289 more new pupils than last year.

Although the number of children studying under the DET is now in the region of 1,7 million, the total of the black school-going population in South Africa and the homelands is at least three times this figure.

The DET is faced with the overwhelming task of accommodating and educating the ever-increasing number of black schoolchildren that fall within its jurisdiction.

The deputy chief public relations officer for the DET, Mr E Posselt, said

the department was making progress in improving conditions in black schools.

The teacher/pupil ratio in DET schools had been reduced from 1:43 in 1982 to 1:42 last year, he said.

However the teacher/pupil ratio in white schools is about 1:20.

"The lack of qualified teachers and the backlog of classrooms is not something that can be solved overnight. But the situation is improving," said Mr Posselt.

NEW CLASSROOMS BUILT

In an effort to reduce the backlog of classrooms and to keep up with the increasing number of students, the DET built 12 new classrooms each working day during the past financial year.

"We will continue this level of progress and expect to catch up with the backlog of classrooms by 1987," said Mr Posselt.

The DET has about 7 000 schools under its control.

Although figures of the number of students at black teacher training colleges were not available, Mr Posselt said the intake at all seven of them was increasing.

Since 1982 all teacher training colleges have admitted only post-matric.

"This is a definite means of improving the quality of teachers," he said.

However the opening of black schools this week comes in the wake of the disappointing black matriculation results in which almost half the candidates failed.

Those black students who eventually reach matric account for only about 1,5 percent of the black school-going population and have therefore reached this level against huge odds.

"After 1976 the DET said it was improving the standard of education by increasing classrooms and upgrading the teachers. But in spite of all this there has been no improvement in the matric examination results," commented Mr T W Khameule, a lecturer in mathematics at the University of the Witwatersrand.

Ciskei principals report overcrowding

19/1/84 D. Dasgupta

(51)
2
15

MDANTSANE — Ciskei schools re-opened yesterday with principals at some schools anticipating overcrowding problems.

The schools affected most are those in Mdantsane's new zones 13 and 14 and also at Potsdam, a nearby township whose population increased rapidly after the Blue Rock squatter camp was demolished at Arnoldton late last year and residents were settled there.

Three schools which serve the Potsdam area were already overcrowded when they opened yesterday, the principal of Khayaletu Higher Primary School, Mr H. M. Mavuso said yesterday.

He said although his school was already overcrowded he had accommodated a Sub A class from Khayaletu Lower Primary School. More were expected during the next few days.

The principal of Thandulwazi Lower Primary School, at Potsdam, Miss G.N. Mbewu said her 10-roomed school had already enrolled more than 646 pupils and more admissions were expected. She had no staff problem with 3 teachers, but there was inadequate accommodation for all the children.

The deputy principal of Sakhikhaya Lower Primary School at Potsdam, Miss S.V. Pinana, said she was admitting hundreds of children. Last year she had an enrolment of 776 and this year the number could double.

Overcrowding was reported at some lower primary schools in Mdantsane. Education authorities said the

number of pupils in each school would be known next week when principals submitted their enrolments.

The principal of Tom Phanyana Lower Primary School, which serves zones 13 and 14, Miss I.N. Mabuda, said her school had admitted almost 1 000 pupils.

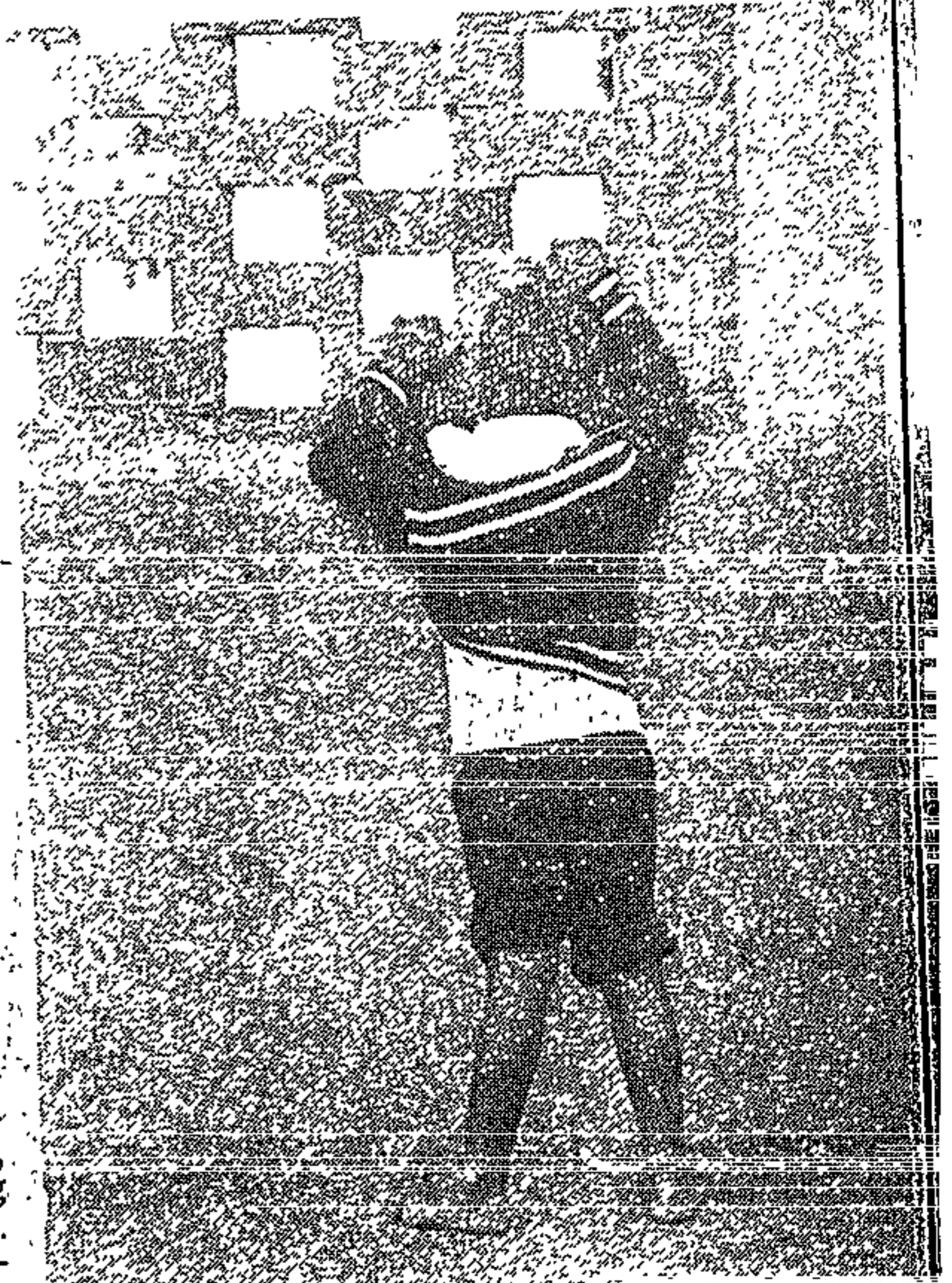
Miss Mabuda said she had been instructed by school inspectors to enrol all children presenting themselves.

Another principal who had a hectic time yesterday was Miss Starvie Nvingwa of William

Mtyeku Lower Primary School which opened for the first time.

Miss Nyingwa said she had already admitted 728 pupils and the stipulated number for each teacher was 40. She had a staff of 10. She said she expected to have an enrolment of more than 1 000 and this would force her to have two sessions.

The new school was hit by vandals during the holidays and 48 panes were broken. Staff locks were removed and the building appeared to have been used by vagrants. — DDR



“So this is what it's all about — could well be going through the mind of five-year-old Maxolo Kota, was one of the 10 000 odd children who started careers in Ciskei schools yesterday. Maxolo was one of the 750 new kindergarten pupils at William Mtyeku Lower Primary School, Mdantsane, not seem very impressed.”

30

Bumper intake of pupils expected in Ciskei

18/11/84 U-Dispatch
(51)

EAST LONDON — Ciskei education authorities are expecting a near-record enrolment of new pupils when schools open today — the start of the 1984 scholastic year

Officials of the education department said yesterday that they were confident of a "bumper" intake of pupils at both lower and higher level schools.

There are 372 joint lower and higher and 144 lower primary schools in Ciskei. The enrolment was 190 431

pupils last year.

The inspector of schools for the Mdantsane Central circuit, Mr N. N. Nogwebu, said the post primary schools and the training college would re-open on January 24

He said he expected a good turn-out of pupils who wanted to register at various schools in Mdantsane today. The exact figure would be known in about two weeks when principals had submitted their enrolments to the inspectors' offices.

The chief inspector of schools in Ciskei, Mr P. P. Jacobs, said he expected a record registration today and hoped the number would increase in the next few days

The principal of Equleni Lower Primary School, Miss E. W. Mtati, said registration of children by their parents during the two days prior to the opening had been fairly steady.

Miss Mtati said the opening day was regarded as a starting day for pupils and not as a registration day.

She urged parents registering their children to bring the R1 annual school fee, exercise books and pencils. If a parent did not have a child's birth certificate, a house occupation certificate could be brought as the child's name would be reflected.

The principal of Mzingisi Lower Primary School, Mrs R. Y. Gcezungana, said the registration of pupils had been normal during the past two days. A rush was expected today. — DDR



Standing in front of the St Peter Claver's Nursery School in Grahamstown are Father W BARNES, Mrs THELMA HENDERSON, project co-ordinator, and Mr T ABDUL, the builder.

51 *Post*, 23/1/84
Nursery school for G'town

Post Reporter

A NEW nursery school for the black community in Grahamstown will open next month in St Peter Claver's Church Hall in Wood Street.

The school consists of a large playroom, an ab-lution block with five toilets and 50 lockers, a well-fitted kitchen, three large lock-up cup-boards and an attrac-tive staffroom.

Fifty children will be ad-mitted in relays.

Parents will be charged R10 a month. Really needy families will be sponsored and charged R5 a month.

Mrs T M Henderson, pro-ject co-ordinator and di-rector of the Centre for Social Development, said the equipment was ready and being moved in.

The children would be giv-en breakfast, lunch, and

a snack before going home.

The fund-raising was done by Mrs Henderson.

The Urban Foundation gave R30 000 for the purchase of two tempo-rary classrooms.

This was Mrs Henderson's fourth child-care pro-ject in Grahamstown. The fifth, the Child Care Centre, was already on the drawing boards and a site had been set aside at Tantyi.

Many pupils turned away

MDANTSANE — Several post-primary schools in Ciskei were forced to turn away pupils when high schools re-opened yesterday.

Education authorities said most schools reported "bumper" enrolment figures with the highest demand being for enrolment in the upper classes.

One of the schools that had to turn down applications for enrolment was Mzomhle High School. Most of the students turned away were in Standard 6 and 7. There was virtually no room in Std 6.

There are 153 post primary schools in Ciskei. The enrolment was 53 552 pupils last year.

The principal of Mzomhle, Mr Benedict Tengimfene, said he did not know the number of pupils enrolled. He would be in a position to give the exact figure in the next few days after he had submitted the enrolment to the school inspectors.

At Wongalethu High School, the principal, Mr C. Lubelwana said he expected a record registration within the next few days.

A number of pupils were not allowed to enter classes because they

were not wearing uniforms.

Principals could not say yesterday whether pupils who boycotted classes last year and did not write examinations had returned to school this year.

"It's still difficult to say as we are still working out the figures," one said.

"But we have seen many pupils in the senior classes back and one can assume they are coming back.

"Whether this is the case will be difficult to establish until about next Tuesday," he added.

Another principal said that in spite of the school boycott many pupils had written their end of the year examinations last year.

"Many did not do so well but I believe that most of those who did not write were in detention when examinations started."

Meanwhile the national president of the Congress of South African Students (Cosas), Mr Lulu Johnson, has called on all students who boycotted classes last year to return to school.

— DDR

Trade Union
Library ARGOS
OPENS IN CITY

27/11/34
Labour Reporter

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A TRADE union library, claiming to be the first of its kind in South Africa, has been officially launched in Cape Town.

The opening last night, held in the library's offices in Malta House, Salt River, was attended by several Cape Town trade unionists and representatives of some foreign governments.

The chairman of the new library is Cape Town trade unionist Mr Ted Frazer, general secretary of the Brewery Employees Union, the Jewellers and Goldsmiths Union and the Liquor and Catering Trades Employees Union.

In his opening address, Mr Frazer said the library was intended as "a resource centre for trade unionists and workers."

PROBLEMS

Mr Frazer said he understood the problems of workers living in crowded houses where it was difficult to study.

The Bakery Employees Union, the Domestic Workers' Association and Mr Frazer's three unions are the library's founders, but it is open to all other trade union members and workers.

It stocks a wide range of literature on the international trade union movement, as well as reference material on industrial council and wage agreements in the Western Cape.

50

Are some schools better than others?

~~570~~ R204 571 3/2/84

COULD any white headmaster in Johannesburg conceive of running his school without electricity, qualified teachers, enough classrooms, a staff room, hall and library, as is the norm in a number of black schools?

However, although white Government schools are equipped with these basic facilities, do the children at all school share equal educational and sports opportunities and how do these compare with those at black schools?

While education at white schools is still at this stage free, every school asks parents to make a voluntary school fund contribution which — together with funds raised during the year — is used to meet the running costs of the school and to provide additional facilities.

These voluntary contributions vary from school to school and are generally a good deal higher in the wealthier suburbs of Johannesburg than in the lower socio-economic areas.

The Rand Daily Mail looks at the conditions of two white primary schools — Linksfield Primary in north-eastern Johannesburg, where parents are requested to contribute R90 a year for one child, and John Mitchell Primary in Jeppe where, up to the end of last year, parents were asked to pay R6 a year. (This year they have been asked to pay R18 a year for one child).

The situation at a black primary school in Soweto, which falls under the control of the Department of Education and Training (DET), is also examined.

Educational aids are limited by the school funds available

THE John Mitchell primary school in Jeppe is keen to provide extra educational and sports facilities, but cannot afford to do so.

The annual voluntary fund contribution per child has increased from R6 to R18. Last year, when the school fund contribution was R6, 98% of parents paid but it is not known how many will pay this year's increased contribution.

When teachers come with their suggestions about what should be bought, we try to put the screws on

them not to overspend. This is because we have such limited funds," said the headmaster, Mr G Scheepers.

One often finds that the child of a parent who doesn't pay the fund contribution also doesn't look after his books, which he receives free from the TED.

"If parents were forced to pay for at least a share of their child's education, the children would make a point of looking after their books," he said.

There are two netball fields and one soccer field, but no swimming pool or

tennis courts on the school's premises.

One teacher said the number of children at the school had decreased to about 315 due to the demolition of houses in the area and this year three classrooms were empty.

One of the empty rooms is used for singing lessons, and the others are used in the afternoons by a Portuguese school.

Computers are one area the school would like to invest in, but it does not have the money to do so.

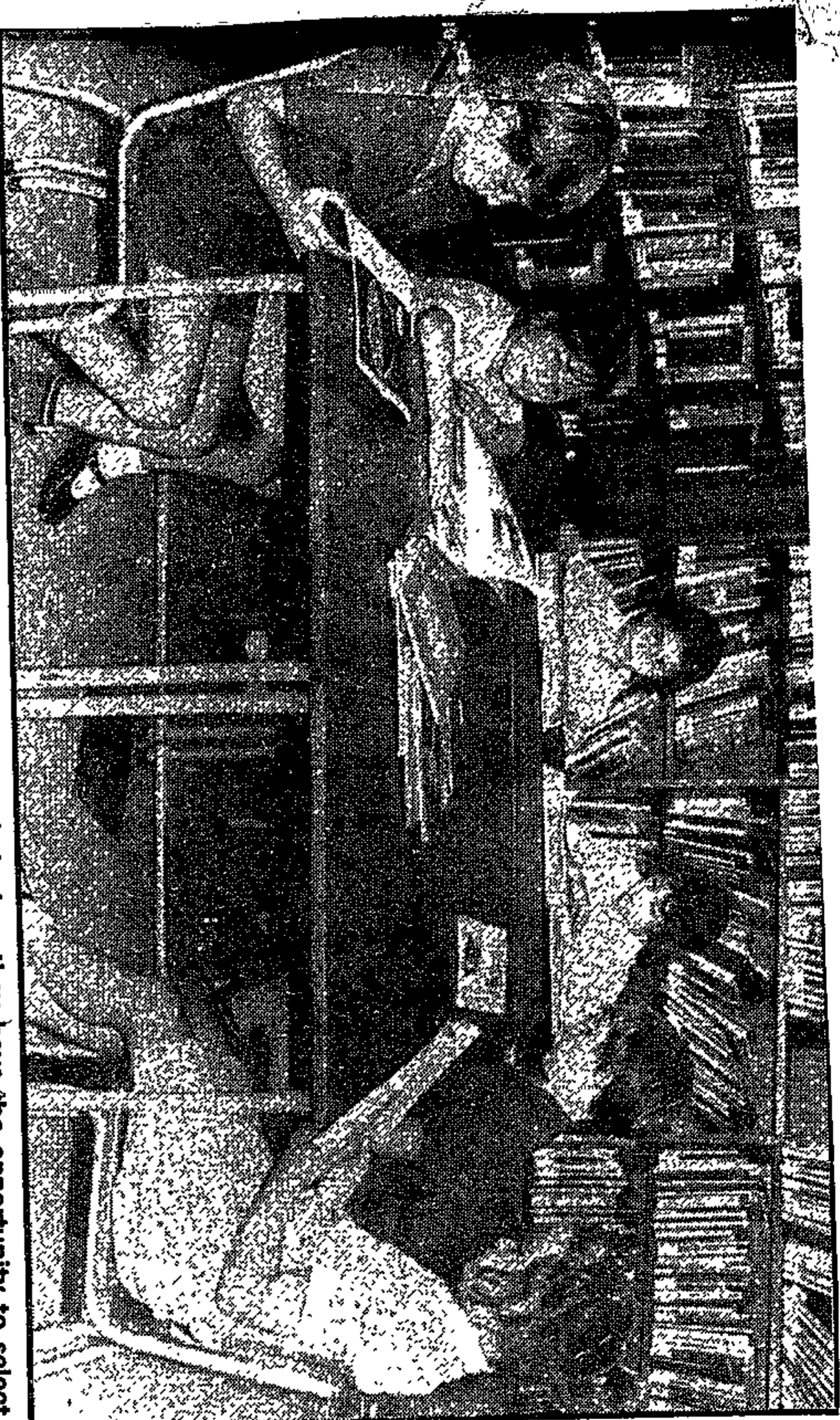
By THELMA TUGH

THESE are some of the main findings:

- A comparison between the two white schools showed Linksfield school could afford additional school cleaners, more sports facilities and coaches. Also, additional educational aids such as a video machine with two monitors had been purchased with school funds.
- However, basic facilities such as electricity, a hall, staffroom, central heating, sick bay and library, which had been provided by the Transvaal Education Department (TED) at both white schools, were conspicuously absent at the black school, Vukani Lower Primary, which falls under the control of the DET.
- While there were three empty classrooms at John Mitchell and six classes which were used for specialist purposes including extra-language lessons, music and art, the shortage of space at Vukani was so great that 58 children used one classroom.
- Also, over half of the pupils enrolled at Vukani had to be accommodated in classrooms at a school about 500m away.
- A big discrepancy existed between teacher/pupil ratios at the white schools and the ratio at the black school.
- Whereas at Linksfield school each teacher taught an average of 27 pupils and at John Mitchell an average of 27 pupils, the average at Vukani was one teacher to 48 children.



Standard 5 pupils at the John Mitchell Primary School in Jeppe display a geography project they completed last year. Does their school world of education and sport keep pace with those white schools which receive higher school fund contributions? Picture by: THELMA TUGH



Children at Linksfield Primary school enjoy their library period when they have the opportunity to select from a variety of books in their well-equipped library. Picture by: THELMA TUCH

Better-off parents subscribed to provide expensive amenities

OUT of its school funds, Linksfield Primary school built a swimming pool, two tennis courts and a car park, bought overhead projectors before they were made available by the TED, employed sports coaches and additional school cleaners.

This year, the school — attended by 300 pupils — has asked parents for a R90 a year school fund contribution and, according to the headmaster, Mr V Macdonald, parents in the area are keen to invest in their children's education.

Also from funds, the school recently purchased a video machine with two monitors so it could use video educational programmes. "Our next step is to go into computers both for the children and for the school to get its records up to date," said Mr Macdonald.

He said responsibility for school improvement rested with the community concerned and their willingness to become involved in school affairs.

"You either degrade yourself, stay where you are, or upgrade yourself," he said.

However, he maintained, there was no need for any white school to lack facilities which could jeopardise its children's education because the essential requirements of every school were available from the TED.

But, while the TED presently offered every school under its control educational resources — including science laboratory items, language laboratory requirements, overhead projectors,

a media centre and an allowance for library books — not all schools took the trouble to collect or to make use of the goods due to them.

"There is no such thing as 'have nots' and the 'have haves'. Rather there are schools which want to help themselves and others that don't."

"The TED treats all schools equally, but some schools are more equal than others because they are more motivated to make use of what's available," he said.

However, schools often had a long wait for certain facilities or equipment to be provided by the TED.

"We were not prepared to wait for a swimming pool or tennis courts so we built our own," he said.

The school also has two netball fields and one soccer field.

No electricity and children share one book between four

THERE is no electricity, no staffroom, no hall, no library, and a shortage of classrooms and textbooks at Vukani Lower Primary School in Jabavu, Soweto, which is attended by 930 children.

Five hundred pupils from eight Standard 1 and 2 classes have had to be moved to classrooms at Eielson Higher Primary School situated about 500m from Vukani.

The principal of the school for the past 20 years, Mrs Faith Msimang, said that in some of her classes, four children had to share one text book because of the shortage of books supplied by the Department of Education and Training.

None of the children have the opportunity to take these textbooks home, as they are collected after each lesson. Mrs Msimang spoke of the frustration of not having

basic facilities — particularly electricity — at the school.

"We can't buy any educational aids which require an electrical supply and that limits us tremendously," she said.

She said school inspectors had given primary school heads a demonstration of available teaching aids but that these aids could only be electrically operated.

"The demonstration was a waste of time and as I walked out I felt disgusted. 'What is the point of showing what should be used in schools when we can't make use of it?'"

She added that during the winter, the classrooms were heated by coal stoves which were bought with school funds. Also children had to continuously contribute towards the costs of the coal.

The school requested parents to pay R2 a year for each child and it had a list of those parents who could not afford this.

Each class has an average of 48 pupils, but one standard 1 class has to accommodate 58.

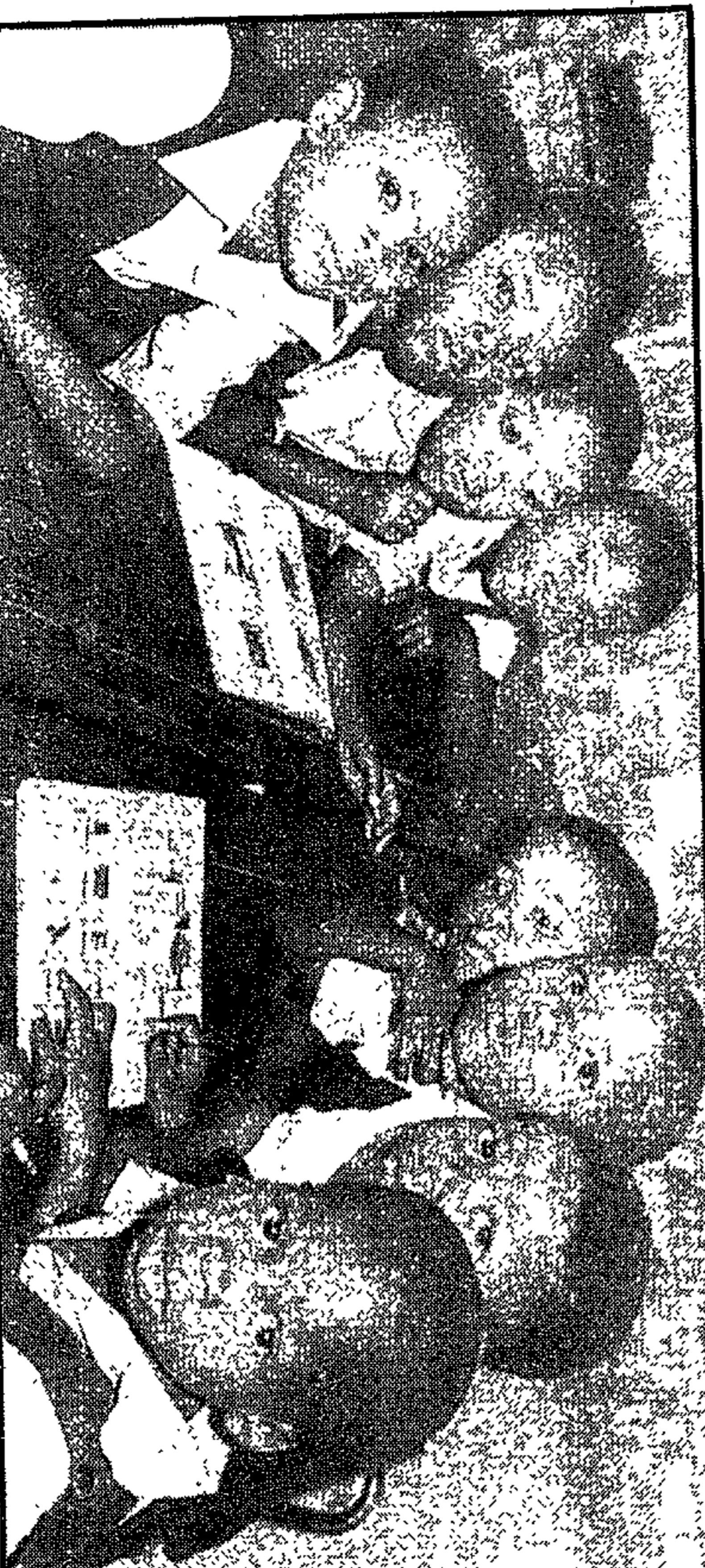
Mrs Msimang shares her small office with her secretary, and the vice-principal has no office of her own.

"When our heads of departments want to hold a teachers' meeting they have to call them to their particular classrooms where they have little privacy," she said.

The school has no library and those books allocated by the DET are divided between the classes. This means that each child has access to an average of seven books kept in each classroom.

"We try and encourage our children to understand the meaning of a library, even though they don't have one of their own. We hope for a company to help us out in this area," she said.

There is no sick bay at the school and when children are ill they are brought in to rest in Mrs Msimang's office.



In some of the classrooms at Vukani Lower Primary in Soweto four children have to share one text book. The school lacks basic facilities such as electricity, a library, a staff room and a hall. Picture by: THELMA TUCH

Another major problem at the school is the shortage of qualified teachers.

The chief public relations officer of the DET, Mr Job Schoeman, said it was DET policy to supply every school with textbooks for each pupil.

EDUCATION in white Government schools is still free, despite the amendment of the Education Act in 1982 to allow for the Transvaal Education Department to charge tuition fees.

An existing provincial regulation says Government schools may ask for a voluntary contribution to the school fund of R4 at primary schools and R12 at high schools.

However, in order to meet the increased costs of school requirements,

He said the shortage of books at Vukani might have resulted from the possible enrolment of too many pupils.

"We have come across instances where principals are under tremendous pressure to enroll, because of the shortage of schools."

He said all new schools built by the department were built according to the same norms as those applied in white schools.

However, he said, many older township schools built by the West Rand Administration Board and municipalities lacked basic facilities such as staffrooms and libraries.

He said the DET was concentrating on an upgrading building programme which included the renovation of existing schools but, that it could not afford to build a hall in each school.

He said the DET was concentrating on an upgrading building programme which included the renovation of existing schools but, that it could not afford to build a hall in each school.

While the TED levels the grounds for sports fields at all white schools, provides the core buildings and school equipment, pays teachers' salaries and water and electricity accounts, schools must use their own funds to meet the costs of the school's general maintenance, sports facilities and equipment, and the provision of any extra educational aids.

For this reason the schools which receive more parental financial support are often equipped with additional educational aids and sports facilities and can afford to go ahead and buy certain items instead of waiting for the TED to supply them.

White pupils get more

capita as opposed to R118,25 for black pupils.

The TED provides white high school pupils with required textbooks, while black pupils have to buy their own books.

This has led to a situation where some school principals refuse to enroll students before they lay down a

THE Government spends more than eight times as much money on every white pupil in South Africa schools as on each black pupil.

According to Hansard figures concerning state expenditure on education, the amount spent on white pupils (excluding capital expenditure) during 1981/1982 was R1 058 per

School fees are voluntary

parents at most schools have been requested to increase their contributions which are mainly determined by the school committee.

While the TED levels the grounds for sports fields at all white schools, provides the core buildings and school equipment, pays teachers' salaries and water and electricity accounts, schools must use their own funds to meet the costs of the school's general maintenance, sports facilities and equipment, and the provision of any extra educational aids.

For this reason the schools which receive more parental financial support are often equipped with additional educational aids and sports facilities and can afford to go ahead and buy certain items instead of waiting for the TED to supply them.

R16-million for schools

THE Department of Education and Training (Det) is to spend R16,85-million on improvements to schools in the Johannesburg region, Mr J P Engelbrecht, regional director, announced yesterday.

Mr Engelbrecht said by the end of March the department will have completed 524 additional classrooms at

schools in this region. By the end of June, a number of other buildings should also have been completed as contracts have already been allocated.

A breakdown of buildings which will have gone up is as follows: 51 multi-purpose classrooms; 115 additional classrooms; 19 workshops; nine laboratories; five typing classrooms; three domestic science centres; 48 offices for department heads; one library; five caretakers' cottages; one ablution block; and three administration blocks.

Mr Engelbrecht said: "Further planning for 1984/85 has been completed and is awaiting approval of the budget, thus details cannot be released at this stage."

The department will also spend R1,4-million on the construction of sportsfields. Tenders for the construction have been received and the sportsfields should be completed before the end of March this year.

The following fields will be constructed: 63 netball courts; eight tennis courts; 13 soccer fields; and six athletics courses.

R18-m for classrooms, sports fields in Soweto

By Jon Qwelane

The Department of Education and Training intends spending R18,25 million on classrooms and sports fields for Soweto pupils by the end of June, the regional director of DET in the Southern Transvaal, Mr Phillip Engelbrecht, said yesterday.

The building programme was part of a scheme to ease overcrowding, he said.

7/2/84 Star

Though he did not wish to disclose more details, several high schools were also being planned for some areas of Soweto this year and many bursaries were available to students who wanted to become teachers.

Mr Engelbrecht said that although the building of classrooms this year would alleviate overcrowding, he could not say whether the situation would be an improvement on that of the last few years because building was done whenever space became available.

"It also depends on the money Parliament votes for

the department. I do not know if next year we will be given the same amount as this year, and can therefore not say what the position regarding building will be next year," he said.

The other factor DET had taken into consideration when building extensions to schools was the parents' choice. Mr Engelbrecht said the schools parents preferred were borne in mind.

By the end of next month a total of 524 classrooms would have been added to a number of Soweto schools and 51 multi-purpose classrooms would be completed by the end of June.

LABORATORIES

DET would build another 115 classrooms, 19 workshops, nine laboratories, five typing classrooms and three domestic science blocks, as well as 48 offices for heads of departments at schools, a library, an ablution block, three administrative blocks and five cottages for caretakers.

These improvements would cost his department R16,85 million, Mr Engelbrecht said.

He said that by the end of March 63 netball courts and eight tennis courts would be complete.

The department was also going ahead with the construction of six athletics tracks and 13 soccer fields, he said.

Sports improvements would cost DET R1,4 million.

51

RAM
9/2/8
No room for school pupils

(51)
FIVE Standard Six classes at Chris J Botha High School, in Bosmont, Johannesburg, could not be accommodated on the school's grounds this week and had to be moved to an adjacent primary school. This was confirmed yesterday by the chief inspector of coloured schools, Mr J S Feldman, who also said there was a serious shortage of qualified teachers in most coloured secondary schools. "The situation is so serious that we still make use of national servicemen as teachers in schools in Eden Park, Willow Crescent and Kliptown."

	(a) Expenditure per pupil (including expenditure of a capital nature) 1982/83 R	(b) Expenditure per pupil (excluding expenditure of a capital nature) 1982/83 R
(i) Transvaal	1 141	992
Orange Free State	1 479	1 260
Cape	1 705	1 519
Natal	1 376	1 222
Department of National Education	6 280	5 170
(ii) Republic	1 385	1 211

Note: Private schools are excluded.

Referendum: voting

149. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:†

Whether steps have been taken to establish whether any voters recorded more than one vote at the referendum on 2 November 1983; if not, why not; if so, (a) by whom, (b) what steps and (c) with what result?

THE MINISTER OF INTERNAL AFFAIRS:

In the course of the referendum special attention was given to the monitoring of the measures aimed at the prevention of double voting. Feedback during and after polling day from officials and others involved in the referendum revealed that these measures had proved effective and that no instance of attempted or suspected double voting had come to light. No complaints or reports of alleged or suspected double voting were received from political parties or from agents appointed for the referendum. Under these circumstances the Chief Referendum Officer did not consider it necessary to use the powers vested in him by regulation 32(7) of the regulations published under Government Notice R.2053 of 16 September 1983 in order to determine whether double voting did occur.

tations from (a) Coloured and (b) Indian leaders on proposed legislation in regard to the presence of non-Whites in White group areas; if so, (i) from whom were the representations received and (ii) what was the nature thereof?

†The PRIME MINISTER:

On 22 December 1983 the Reverend A Hendrickse had an interview with me in the presence of the Minister of Community Development.

The conversation was about the interpretation of the Minister's statement in connection with proposed legislation and in order to clear up misunderstandings in this regard.

Ministers:

(Signature) *Hansard*
Farm schools Q. 601.105
10/2/84
*1. Mr R W HARDINGHAM asked the Minister of Education and Training:

What was the cost to his Department of the subsidization of farm schools in 1983?

†The MINISTER OF EDUCATION AND TRAINING:

Subsidies towards the erection of farm school buildings amounted to R2 614 338 in 1983.

(Signature) *Hansard* Q. 601.105
Shooting by policemen: deaths
10/2/84
*2. Mr B W B PAGE asked the Minister of Law and Order:

(a) How many cases involving shooting by policemen resulting in the deaths of suspects were recorded in the Republic in the 1983 calendar year and (b) in how many such cases were the suspects found to be armed?

The MINISTER OF LAW AND ORDER:

- (a) 211 cases.
- (b) In 111 cases.

President's Council

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

Whether, under the new constitutional dispensation, the President's Council will be accommodated in another building; if so, (a) why, (b) where will it be accommodated and (c) what will be the cost involved?

†The MINISTER OF COMMUNITY DEVELOPMENT:

Yes.

(a) To accommodate the President's Council as a statutory body in a Government building and for the effective utilization of the Goede Hoop Theatre; re;

(b) in the Goede Hoop Theatre and a part of Tuynhuys;

(c) R3 million, which includes the restoration of the Goede Hoop Theatre as a national monument.

Public Service personnel

*4. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

Whether the implementation of the new constitutional dispensation will require the recruitment of additional Public Service personnel; if so, (a) how many additional public servants will be required and (b) what is the estimated additional cost involved?

(5) Administration Board Orange-Vaal

(a) Commercial Banks: Boland Bank, Trust Bank, Bank of Lisbon, Bank OFS, Finance Bank, Santam Bank, Nedfin Bank, Volkskas.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Eastern Province, Provincial and Trust Bou.

(6) Administration Board Port Natal

(a) Commercial Banks: Boland Bank, Merca Bank, Santam Bank, Barclays Bank, Nedbank, Senbank, Rondalia.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Standard Bou and Trust Bou.

(7) Administration Board Drakensberg

(a) Commercial Banks: Boland Bank, Trust Bank, Bank OFS, Finance Bank, Merca Bank, Santam Bank, Volkskas, Barclays Bank, Nedbank, Senbank, Rondalia.

(b) Building Societies: Allied, Saambou, Natal, United, Standard Bou, Eastern Province, Trust Bou.

(8) Administration Board West Rand

(a) Commercial Banks: Boland Bank, Trust Bank, UAL Bank, Finance Bank, Merca Bank, Santam Bank, Volkskas, Barclays Bank, Nedbank, France Bank, Investec Bank.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Provincial and Trust Bou.

(9) Administration Board East Rand

(a) Commercial Banks: Boland Bank, Trust Bank, Bank of Lisbon, Finance Bank, Merca Bank, Santam Bank, Volkskas, Barclays Bank, Rondalia, International Bank of Johannesburg.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Eastern Province, Provincial and Trust Bou.

(10) Administration Board Highveld

(a) Commercial Banks: Boland Bank, Bank OFS, Merca Bank, Santam Bank, Volkskas.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Standard Bou.

(11) Administration Board Eastern Transvaal

(a) Commercial Banks: Santam Bank, Volkskas, Nedbank, Standard Bank.

(b) Building Societies: Saambou, SA Permanent, Natal, United.

(12) Administration Board Northern Transvaal

(a) Commercial Banks: Trustbank, Bank OFS, Santam Bank, Nedbank, Rondalia.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United.

(13) Administration Board Central Transvaal

(a) Commercial Banks: Boland Bank, Trust Bank, Bank OFS, Finance Bank, Merca Bank, Santam Bank, Volkskas, Barclays Bank, Nedbank, Rondalia, Standard Bank, Pretoria Bank.

(b) Building Societies: Allied, Saambou, SA Permanent, Natal, United, Standard Bou, Eastern Province.

(14) Administration Board Western Transvaal

(a) Commercial Banks: Trust Bank, Bank OFS, Volkskas.

(b) Building Societies: Allied, Saambou, SA Permanent.

51 Howard
School pupils: per capita expenditure 13/2/84 Q.61, 141
63. Mr H E J VAN RENSBURG asked the Minister of Internal Affairs:

What was the per capita expenditure (a) including and (b) excluding expenditure of a capital nature on Indian school pupils in (i) each province and (ii) the Republic in the 1982-83 financial year?

THE MINISTER OF INTERNAL AFFAIRS:

Figures in respect of each province are not kept separately.

During the 1982-83 financial year on an average approximately 234 103 pupils daily attended schools and colleges under the control of the Division Indian Education. The expenditure of the Division amounted to R166 484 358 for the financial year 1982-83.

According to the Department of Community Development capital expenditure on Indian education amounted to R37 622 709.

School pupils: per capita expenditure

64. Mr H E J VAN RENSBURG asked the Minister of Internal Affairs:

What was the per capita expenditure (a) including and (b) excluding expenditure of a capital nature on Coloured school pupils in (i) each province and (ii) the Republic in the 1982-83 financial year?

THE MINISTER OF INTERNAL AFFAIRS:

Figures in respect of each province are not kept separately.

During the 1982-83 financial year on an average approximately 758 260 pupils daily attended schools and colleges under the control of the Division Coloured Education. The expenditure of the Division amounted to R377 304 958 for the financial year 1982-83.

According to the Department of Community Development capital expenditure on Coloured education amounted to R72 624 750.

51 Howard
Pollution of sea by oil

66. Mr R A F SWART asked the Minister of Transport Affairs:

(1) How many cases of pollution of the sea by oil occurred in 1982 and 1983, respectively;

(2) (a) what was the cost of combating such pollution in each of these years and (b) what amount was recovered from the owners of the vessels concerned?

THE MINISTER OF TRANSPORT AFFAIRS:

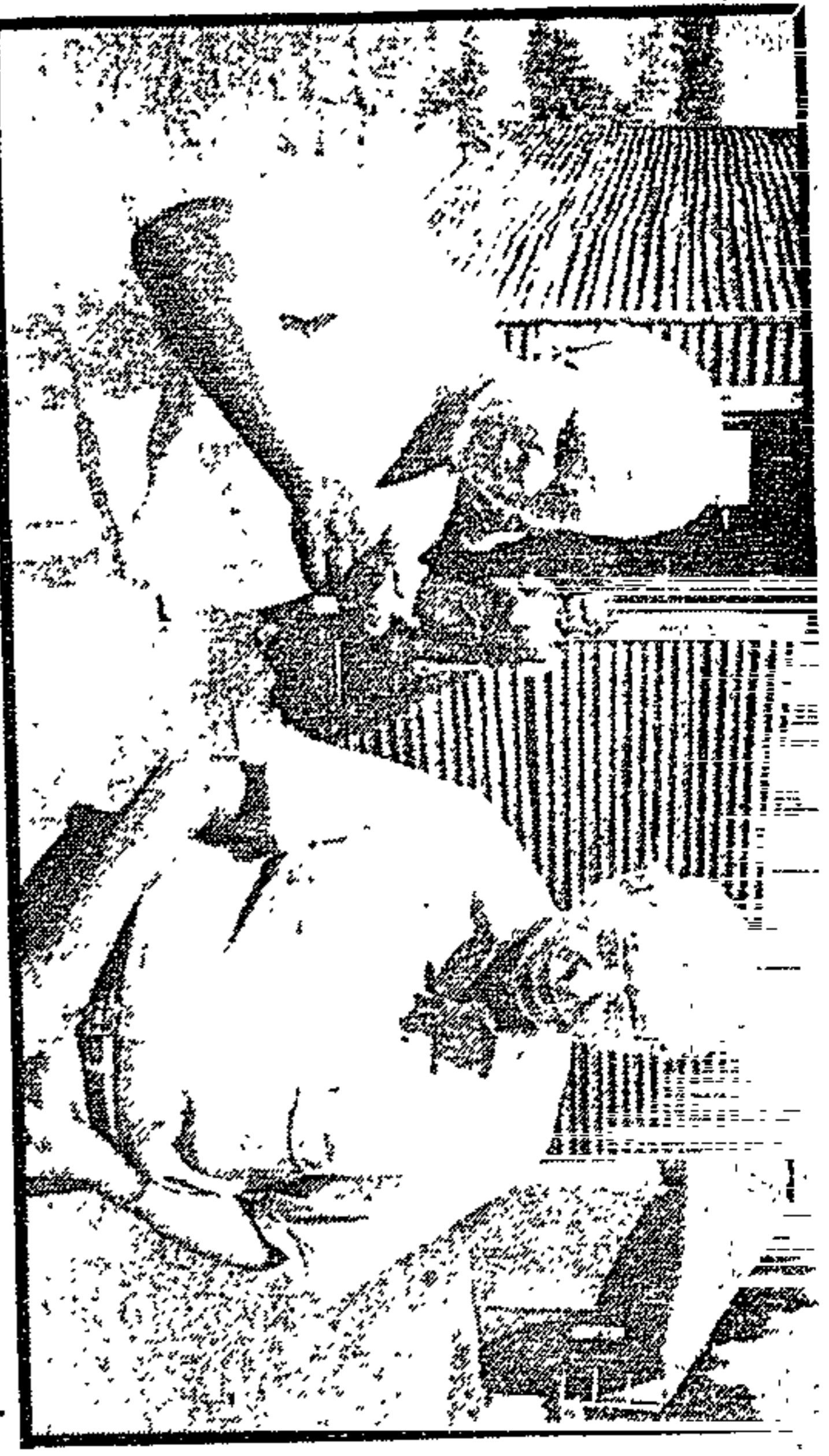
(1) 1982: 27.
1983: 21.

(2) (a) 1982: R214 552,98.
1983: R650 847,28.
(b) 1982: R184 104,17.
1983: R157 181,68.

The Department of Transport is negotiating with representatives of the owners with regard to the outstanding amounts.

51 Howard
67. Mr R A F SWART asked the Minister of Co-operation and Development:

(1) How many Blacks in each independent Black state regained their South African citizenship between January 1983 and 31 December 1983 in terms of the provisions of the



Mr Gerhart Dienst got together with the Grasmere villagers 15 years ago and converted a stable to a school. Mrs Olga Mdadu has been the principal of the school ever since.

Farmyard pupils will not give up

Story by Maud Motanyane
 Pictures by Alf Khumalo

By Maud Motanyane

The 70-year-old silo still stands at the Hartbeesfontein farmyard. The derelict red-brick stable and sty, once parts of a flourishing farming business, still exist long after the cattle and the pigs have moved out.

That was 15 years ago, when the children of the Duzenendlela Community School moved in.

Their mission school was demolished when the area in which it stood was declared white.

Sympathising with the villagers and their children, Mr Gerhart Dienst, owner of a nearby farm, helped them convert the Hartbeesfontein farm into a school.

From the humble beginning of one classroom with 10 little boys and girls, it now caters for 200 pupils with three teachers and the principal, Mrs Olga Mbadu.

Five years ago the Grasmere area was declared Indian and the Government ordered the villagers to move.

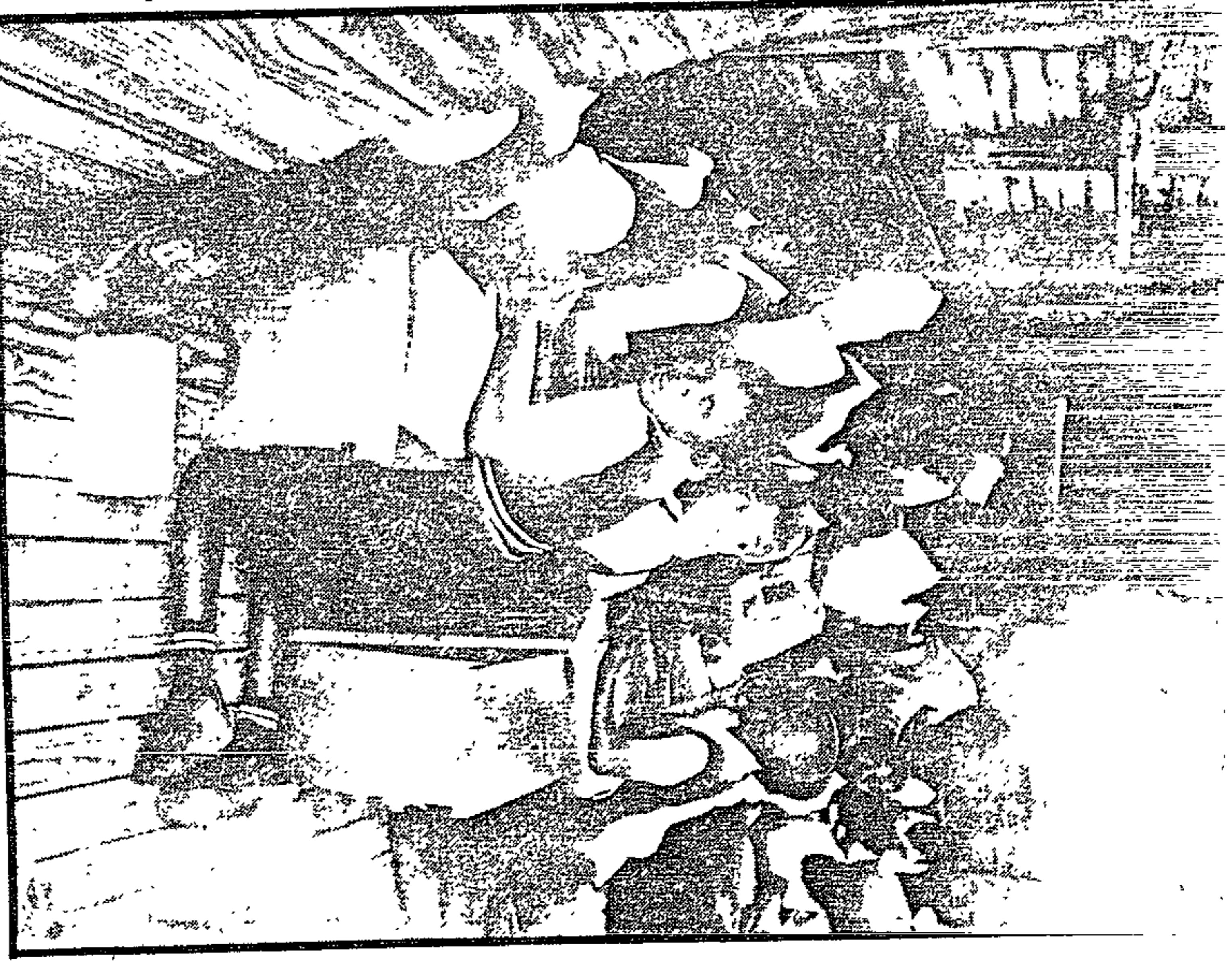
They did not despair. The spirit of dedication brought them together.

Together with the school's patron, Mr Dienst, they have embarked on an aggressive fund-raising campaign for a new building with the initial contributions coming from the parents themselves.

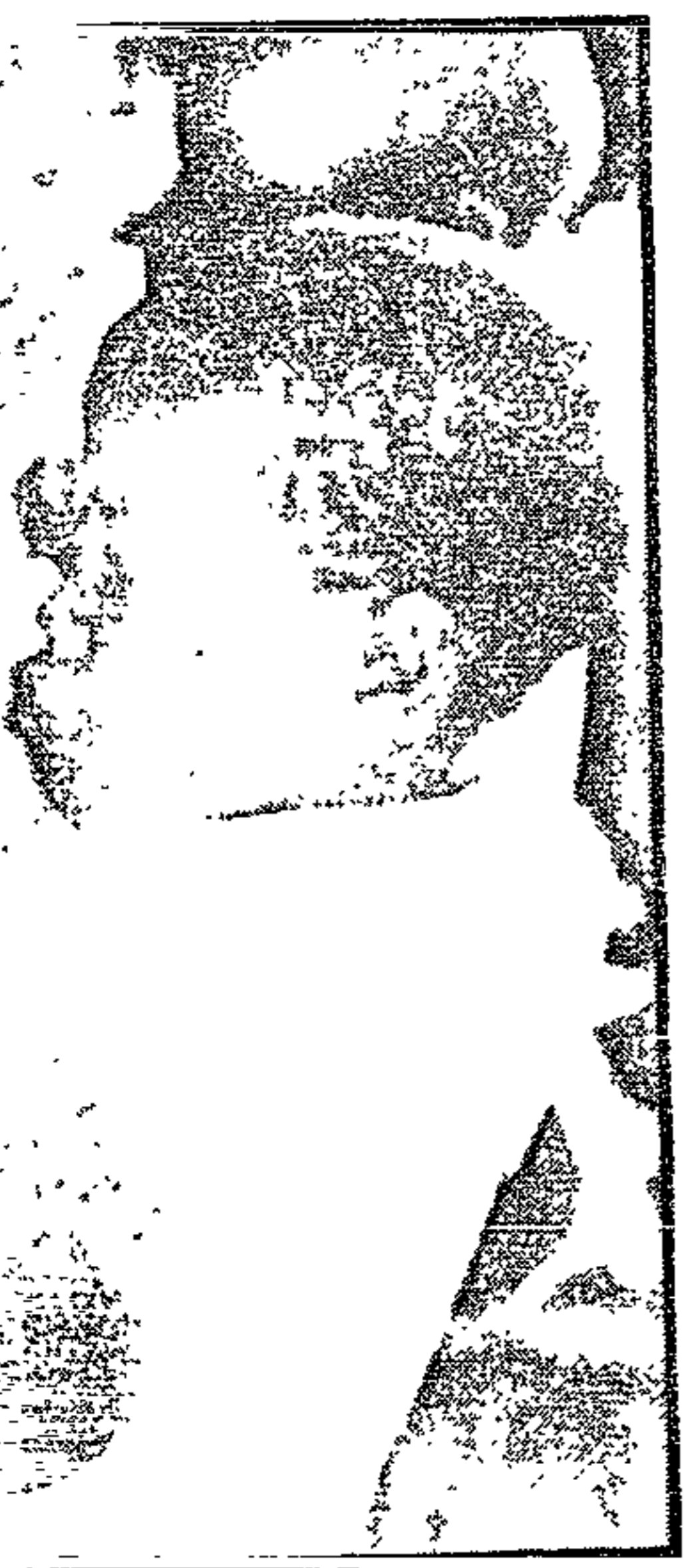
Today, long before the Government's deadline for the school's removal, almost three-quarters of the R60 000 needed has been raised.

"If we manage to raise the R6 000 balance we will be able to start building by the middle of the year," Mr Dienst said.

The Department of Education and Training (DET) has agreed to pay a



Crouching at their benches, used for sitting and writing, the children take notes in one of the Duzenendlela school classrooms.



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But once more the Grasmere school-children face displacement.

15/2/84

Five years ago the Grasmere area was declared Indian and the Government ordered the villagers to move.

They did not despair. The spirit of dedication brought them together.

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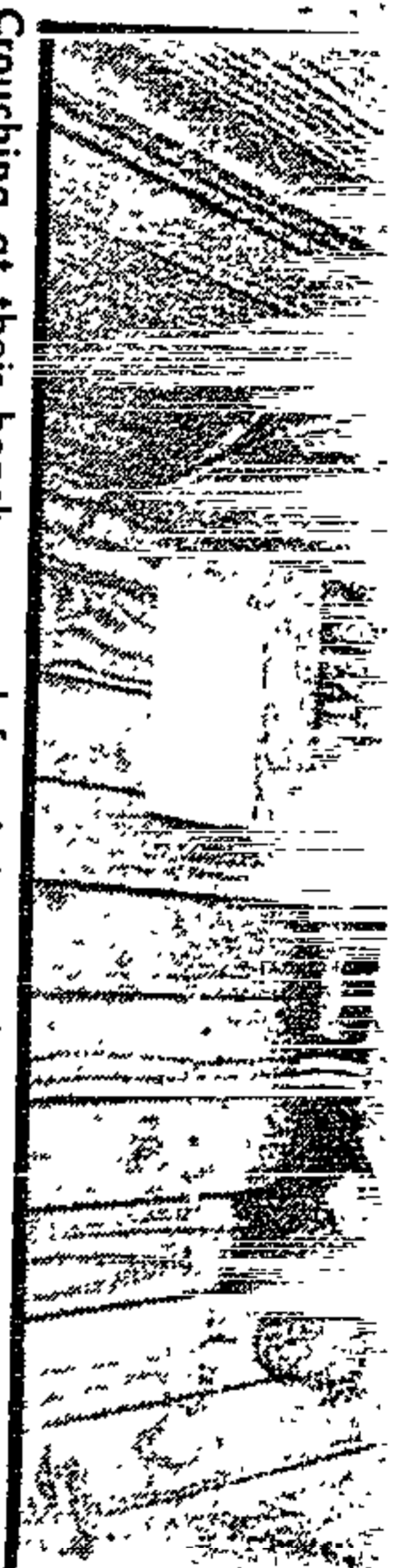
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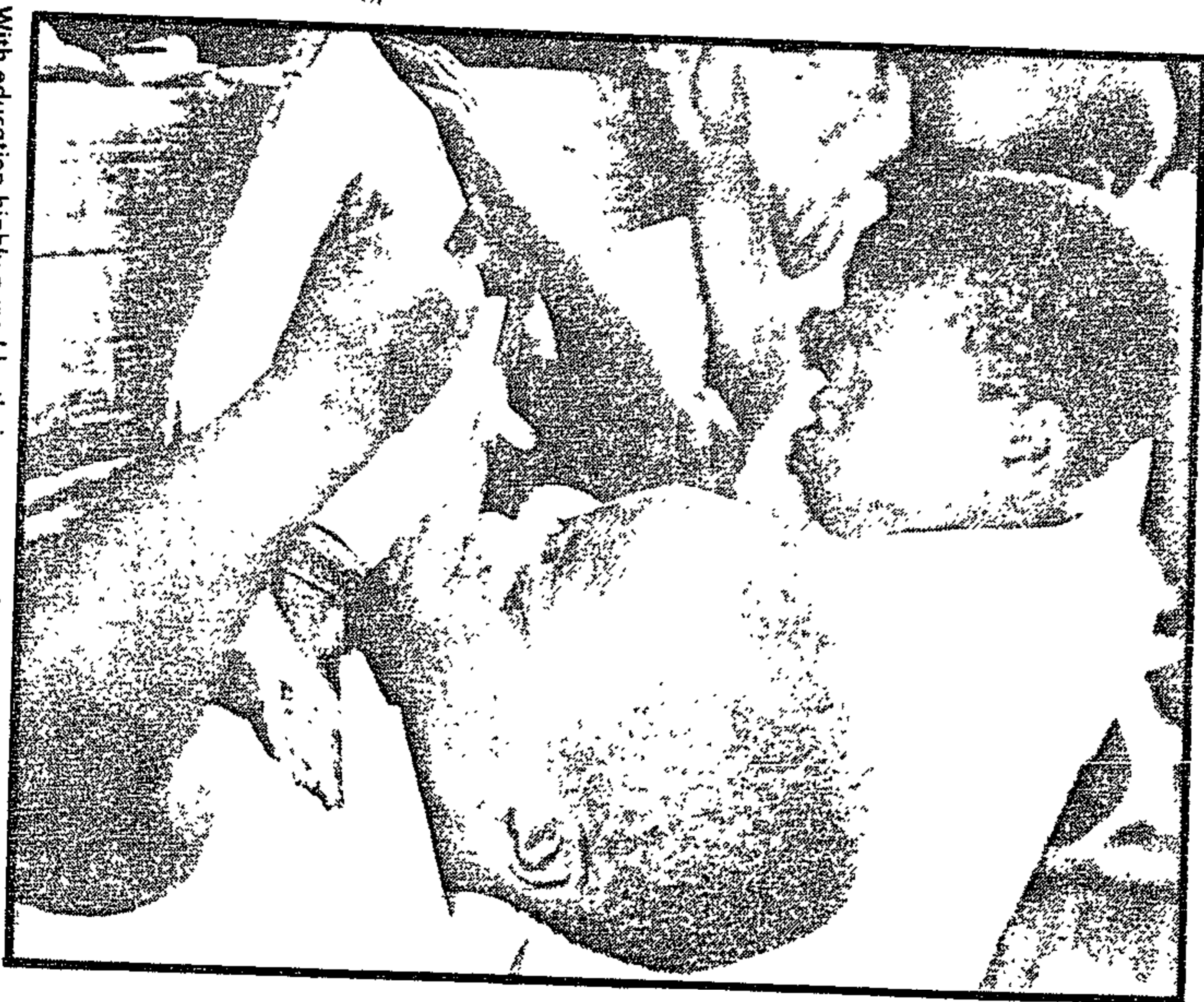
The Department of Education and Training (DET) has agreed to pay a R5 000 subsidy for each classroom in the new school.



The old barn was a haven when the villagers' former school was rescheduled as a white-area property. Now they are to lose the barn under another race area decision, but are making a virtue of necessity.



Crouching at their benches, used for sitting and writing, the children take notes in one of the Duzenendlela school classrooms.



With education highly prized by their parents, an impressive sum has been raised. A sympathetic farmer helped and the State is chipping in too.

51 ~~Q. No.~~ *Home on of*
Pupils: admission to schools
Q. No. 157 15/2/85
*7. Mr A SAVAGE asked the Minister of
Education and Training:

(1) Whether any Black children are un-

5 FEBRUARY 1984

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able to gain admission to schools, if so.

(2) whether his Department has taken any steps to determine how many Black children are unable to do so, if not, why not; if so, (a) when, (b) what steps and (c) with what result.

(3) whether any steps are being taken to provide additional school facilities for Black pupils; if not, why not; if so, (a) what steps and (b) in which areas;

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

The MINISTER OF EDUCATION AND TRAINING:

(1) Yes, in some Departmental Regions.

(2) Yes.

(a) It is normal practice for the Department to continuously gather the relevant figures as far as this is possible.

(b) Departmental inspectors visit the various inspection wards on a daily basis to check waiting lists, if any, and to assist in the placing of pupils. Continuous attempts are made to promote the practice among parents to apply well in advance for admission of their children, so as to facilitate the planning of facilities and placing of pupils.

(c) Because of the high mobility of pupils, late applications and the fact that it is not practical to introduce a system of zoning in respect of schools, it is impossible to gather and maintain reliable statistics. However, in spite of problems experienced at the beginning of each year in placing pupils, experience has shown that most pupils find accommodation

(3) Yes. (a) and (b) New schools and classrooms are continuously being

erected on a considerable scale in all regions of the Department. It is expected that 556 classrooms for secondary education and 1 846 classrooms for primary education will be completed during the current financial year.

(4) No, except to point out that the Department is doing everything in its power to keep pace with the tremendous increase in pupil numbers at all levels of education. These efforts must be seen against the background of the present unavailability of properly qualified manpower, socio-economic and cultural factors as well as the prevailing economic climate

Use

church

halls

(51)

as

at press
schools

19/2/84

— kids

By **MONO
BADELA**

MORE than 1 000 children in Port Elizabeth's townships can't go to school because of a classroom shortage — and parents and pupils have now called for church halls to be used as classrooms.

The call was issued at a meeting attended by representatives from trade unions, youth, sport, women's and civic organisations.

Delegates decided to ask the Department of Education and Training (DET) to supply teachers at church halls, and appointed a ten-member Crisis in Education Committee (CEC).

The committee is to meet DET Regional Director G W Merbold soon to ask that church halls be used as schools.

The committee is made up of representatives from the PE Black Civic Organisation, Congress of SA Students, P E Youth Congress, Motor Assembly and Component Workers' Union, General Workers' Union, Domestic Workers' Association and P E Women's Organisation.

Meanwhile, United Democratic Front regional president Edgar Ngoyi has attacked the DET, saying "bantu education" was aimed at crippling the progress of black people.

He said the UDF was fighting for the better educational facilities, and that "detentions and banning of students or



is congratulated by attorney L A Bendelstein outside court

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passengers per flight were carried respectively during this period.

- (c) 23.
 - (d) 32.
- Flights SA 250/251 operate over the route Johannesburg/Frankfurt/Brussels and return. The most important sector on this route is between Johannesburg and Frankfurt and return where an average of 95 and 123 passengers per flight were carried respectively during this period.

Hansard Q. Col. 259
Milk powder
 197. Mr H H SCHWARZ asked the Minister of Finance:

What (a) total quantity of milk powder was (i) exported and (ii) imported from 1 April 1983 to the latest specified date for which figures are available and (b) was the value of the milk powder (i) exported and (ii) imported during that period?

The MINISTER OF FINANCE:

The import and export statistics in respect of milk powder for the period 1 April 1983 to 30 November 1983 are as follows:

- (a) (i) 5 034 052 kg.
- (ii) 5 792 704 kg.
- (b) (i) R5 033 146.
- (ii) R3 947 195.

Hansard Q. Col. 259
White students at universities for Blacks
 202. Mr K M ANDREW asked the Minister of Education and Training:

How many White students were studying at universities for Blacks in South Africa as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

180 (June 1983).

charged with and (b) convicted of illegal strikes and related conduct in 1983?

The MINISTER OF MANPOWER:

- (a) The Department of Manpower did not institute proceedings against any workers for illegal strikes and related conduct during 1983 and has no detailed knowledge of proceedings instituted by other authorities.
- (b) Falls away.

Hansard 20/2/84
Farm schools
Q. Col. 261
 208. Mr R W HARDINGHAM asked the Minister of Education and Training:

- (1) (a) How many applications for the subsidization of farm schools were received by his Department in 1983 and (b) how many applications (i) were granted, (ii) were refused and (iii) are pending;
- (2) what estimated number of pupils benefited?

efted from the subsidization of farm schools in that year?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 468 applications involving 510 classrooms.
- (b) (i) 468.
- (ii) and (iii) Fall away.

- (2) 22 950 pupils in respect of classrooms referred to above.

Hansard 20/2/84
Marketing boards
Q. Col. 262
 243. Mr P A MYBURGH asked the Minister of Agriculture:

What was the total cost, (a) including and (b) excluding administration expenditure, of each board established in terms of the Marketing Act for the financial year 1982-83?

The MINISTER OF AGRICULTURE:

Expenditure of Agricultural Control Boards for 1982-83

Board	(a)	(b)
Potato Board	1 809 912	699 670
Dry Bean Board	524 455	277 058
Dried Fruit Board	1 476 793	949 495
Egg Control Board	7 874 628	6 259 300
Karakul Board	62 281	33 725
Cotton Board	416 307	19 956
Wheat Board	42 743 044	38 534 078
Lucerne Seed Control Board	81 927	—
Maize Board	320 693 909	314 177 836
Oil Seeds Control Board	13 683 860	10 428 342
Banana Board	217 097	257 121
Canning Fruit Board	776 354	506 724
Rooibos Tea Control Board	1 529 552	598 872
Deciduous Fruit Board	9 747 468	12 861 072
Chicory Board	1 068 565	562 710
Citrus Board	4 368 751	306 088
Dairy Control Board	9 189 015	6 259 390
South African Wool Board	36 861 188	34 015 138
Mohair Board	586 128	299 528
Tobacco Board	11 107 722	10 708 377
Meat Board	36 029 581	27 810 587

(5) ~~5~~ Hensard
Zwelethemba, Worcester
Q. 61.301 22/2/84
*28. Mr K M ANDREW asked the Minister of Education and Training:

- (1) Whether any schools at Zwelethemba, Worcester, were provided with any (a) stationery, (b) text books, (c) set books and (d) class readers for pupils in (i) 1983 and (ii) 1984; if not, why not; if so, which schools (aa) received and (bb) did not receive supplies of each such item;
- (2) whether these schools received a sufficient number of each of these items to supply every pupil; if not, why not?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (i) (a) No. The Department supplies stationery only to schools where compulsory education has been introduced.

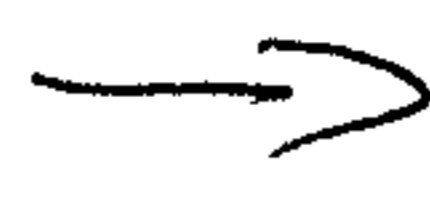
2 FEBRUARY 1984

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- (b) Yes, in the case of Vusisizwe Secondary School which had a standard 10 class for the first time.
 - (c) No. The Department does not supply set books
 - (d) No. No shortages were reported by the principals of the schools in question.
(aa) and (bb) Fall away.
 - (ii) (a) See (1) (i) (a) above.
(b) Yes. However, in the case of Vusisizwe Secondary School, the books are now in the process of despatch.
(c) See (1) (i) (c) above.
(d) Yes.
(aa) and (bb) Fall away.
- (2) It is a standing instruction for principals to order sufficient supplies of those books to which they are entitled, in accordance with a fixed schedule.
In the case of the schools mentioned in the question, the Circuit Inspector also personally instructed the principals to report any possible shortages.
The Department has processed all the requisitions received from the schools in question.

51 ~~73~~ *Harwood*
Double session system
Q. Col. 328 24/2/84
*9. Mr S S VAN DER MERWE asked
the Minister of Community Development:†

Whether the amount of R5 000 000



made available in 1983 with a view to the phasing out of double-session classes in Coloured schools has been spent; if so, how many new classrooms have been erected with it; if not, (a) when will the amount be spent in full and (b) how many new classrooms have been erected?

†The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

Partially.

(a) At the end of the present financial year.

(b) 234.

It is expected that 407 classrooms will be erected by the end of the financial year.

■

	1979		1980		1981		1982		1983	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Primary Schools	6	495	13	12	474	13	12	444	13	12
Residential Area	16	544	16	16	585	17	16	532	17	16
Total	235	1039	299	28	1059	30	28	976	30	28

	1979		1980		1981		1982		1983	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Kwazakhele	16	766	18	16	692	18	16	818	18	15
Henry Ngwenya	12	638	13	12	612	13	12	564	13	12
Jhille	12	661	13	12	595	13	12	536	13	12
J K Zondi	12	631	13	12	550	13	12	505	13	12
K K Newana	12	609	12	12	596	13	12	512	13	12
Masakane	12	605	13	12	532	13	12	432	13	12
Mzambhlophe	12	581	13	12	765	16	18	725	16	18
Mzomishu	12	490	11	12	744	17	18	590	13	12
*Phakama	12	601	13	12	606	13	12	535	13	12
W B Tsume	12	566	13	12	487	13	12	405	13	12
Ben Nyati	12	680	13	12	600	13	12	520	13	12
W J Mnyanda	12	494	13	12	552	13	12	561	13	12
Ebhongweni	11	413	13	16	489	13	16	369	13	16
Enkweni	16	814	17	16	735	17	16	720	17	16
Iingubo	6	495	10	6	546	10	12	525	10	12
Inqubela	12	603	13	16	665	104	17	16	525	17
Kayser Nxwama	12	617	13	12	603	13	12	511	13	12
Matodiana	12	617	13	12	603	13	12	511	13	12
Sevse	12	617	13	12	603	13	12	511	13	12
Total	197	10184	82	224	242	11355	269	252	254	10317

How many (a) classrooms, (b) pupils and (c) teachers were there in each specified (i) primary and (ii) secondary school in the Black townships of Port Elizabeth in each year from 1976 up to and including 1984?

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

Port Elizabeth: secondary schools
 29/2/84
 Mr A SAVAGE asked the Minister of Education and Training:

SCHEDULE

	1979			1980			1981			1982			1983		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Primary Schools	16	607	98	17	16	517	17	16	535	17	16	650	17	16	776
Residential Area	12	640	13	12	543	13	12	575	13	12	568	13	12	632	14
New Brighton	12	527	13	12	546	13	13	516	13	12	534	13	12	533	13
Aaron Qadu	10	630	13	12	660	13	12	669	13	12	835	20	15	949	20
Aurthur	10	470	13	12	508	13	12	516	13	12	602	15	16	655	16
Nyobo	16	459	11	12	431	13	16	437	12	16	498	14	20	368	558
Ben Sinuka	12	580	12	12	536	13	12	504	13	12	651	16	16	686	17
Charles Duna	15	602	18	15	617	17	15	700	17	15	849	20	19	937	21
Ernest Skosana	12	594	13	12	613	13	12	568	13	12	572	13	16	678	15
Jarvis	12	536	13	12	520	13	12	465	13	12	569	14	16	666	16
Gigantlana	12	504	13	12	499	13	12	470	13	12	641	16	16	637	16
Johnson	16	607	15	16	602	17	16	568	17	16	520	14	16	608	15
Marwanga	15	601	18	15	533	17	15	591	17	15	538	14	15	528	15
Kama	15	627	19	15	577	17	15	743	17	15	770	23	19	755	164
Kwa Ford	12	495	13	12	514	13	12	501	13	12	542	14	16	639	15
Lamant	12	659	15	16	498	17	16	403	17	16	373	15	16	527	15
Masanguana	15	627	19	15	577	17	15	743	17	15	770	23	19	755	164
Molefe	12	495	13	12	514	13	12	501	13	12	542	14	16	639	15
New Brighton	16	659	15	16	498	17	16	403	17	16	373	15	16	527	15
Upper	15	627	19	15	577	17	15	743	17	15	770	23	19	755	164
Pendla	12	495	13	12	514	13	12	501	13	12	542	14	16	639	15
Phillip Nkive	16	659	15	16	498	17	16	403	17	16	373	15	16	527	15

	1979		1980		1981		1982		1983	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Daniels	12	775	12	12	953	16	18	873	16	18
Emhundeneni	12	772	12	12	838	15	18	900	15	18
Emzomaneane	12	782	12	12	882	16	20	1000	20	20
Estiweyi	16	434	9	16	721	221	12	16	796	12
Funtifundo	12	520	13	12	507	13	12	592	10	12
*Garret	16	876	16	16	750	16	16	602	16	16
Kleiniskool	12	715	13	12	629	13	12	560	13	12
Mngqophiso	16	584	14	16	616	16	16	619	16	16
Mviswano	16	542	12	12	485	130	14	16	541	80
*Mvezo	12	602	12	12	625	13	12	538	13	12
Nikhathalo	16	485	13	16	477	108	15	16	534	15
Sithembile	16	576	13	13	508	13	13	463	13	13
*Veephlats	12	652	13	12	574	13	12	519	13	12
Zamukuhanya	12	652	13	12	574	13	12	519	13	12
Total	136	8315	78	164	166	9598	741	205	186	9376

	1979		1980		1981		1982		1983	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Walmer	15	381	10	10	343	89	11	312	61	11
*John Masiza	15	750	16	15	751	16	13	712	16	9
Walmer	15	750	16	15	751	16	13	712	16	9
Total	15	1131	99	26	1094	89	27	1084	61	27

	1979		1980		1981		1982		1983	
	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Secondary Schools	16	980	21	16	1253	26	30	1046	31	30
Residential Area	10	549	11	10	880	16	30	549	17	30
Zwide	16	980	21	16	1253	26	30	1046	31	30
Loyiso	16	980	21	16	1253	26	30	1046	31	30
Ndzondelo	10	549	11	10	880	16	30	549	17	30

	1979			1980			1981			1982			1983		
	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)	(a)	(b)	(c)
Secondary Schools	16	575	13	14	706	16	16	371	16	16	474	16	20	709	20
Residential Area	16	78	—	—	741	—	—	155	—	—	—	—	—	—	—
Sid 6	42	2 104	45	40	2 839	58	76	1 966	64	76	2 781	77	80	3 328	81
Total	42	2 182	45	40	3 580	58	76	2 121	64	76	2 781	77	80	3 328	81
New Brighton															
Cowan	16	1 091	23	16	1 317	26	16	1 053	31	30	1 219	24	30	1 466	38
Jembhelhe	8	463	15	9	686	19	9	485	21	9	641	21	11	893	29
Newell	16	996	22	21	1 265	23	30	820	24	10	1 219	31	30	1 500	40
Sid 6	—	548	—	—	996	—	—	755	—	—	346	—	—	864	—
Total	40	2 550	60	46	3 268	68	55	2 358	76	69	3 079	76	71	3 859	107
Kwa-Zakhele															
Kwa-Zakhele	16	955	20	16	1 083	25	30	619	19	30	1 043	30	30	1 377	37
Tamsanga	16	809	15	16	999	18	19	524	17	19	694	22	16	830	25
Mzantsundu	16	891	16	16	964	19	16	602	18	16	732	22	16	775	21
Mazimbhane	16	674	17	16	836	19	16	387	15	16	486	16	16	639	19
Sid 6	82	—	—	—	269	—	—	120	—	—	—	—	—	114	—
Total	64	3 329	68	64	3 882	81	81	2 132	69	81	2 955	90	78	3 621	102
	64	3 411	68	64	4 151	81	81	2 252	69	81	2 955	90	78	3 735	102

Notes

* Indicates schools where double sessions or platoon systems are being applied or were applied previously.

(1) As annual returns are kept only for 5 years, figures for 1976 to 1978 are not available.

(2) Figures for 1984 are not yet available, as annual returns are completed by schools only in March.

Senior Certificate examination

*18. Mr K M ANDREW asked the Minister of Education and Training:

(1) Whether the results of any pupils in the Western Cape who wrote the 1983 Senior Certificate examination were (a) delayed and (b) changed after being announced; if not, on what date (i) were the last examination papers written and (ii) did the

results become available to pupils; if so,

(2) (a) how many pupils were affected by the (i) delays and (ii) changed results, (b) when did these pupils receive their final results in each case and (c) what was the cause of the (i) delays and (ii) changed results?

THE MINISTER OF EDUCATION AND TRAINING:

(1) (a) Yes

(b) Yes.

(i) 24 November 1983.

(ii) 29 December 1983.

(2) (a) (i) 29.

(ii) 29.

(b) 11 January 1984.

(c) (i) and (ii) The Mathematics Higher Grade second paper was written on 7 November 1983. Irregularities were, however, reported and to ensure the integrity of the examination, the paper was rewritten by all the candidates on 24 November 1983.

The Fezeka Secondary school's scripts of the examination conducted on 24 November did not reach the Department until the first week in February this year as they had been mislaid at the school.

The Department in the mean time scrutinized the cancelled scripts of the 7 November of the Fezeka candidates, as their marks were still outstanding and were causing a delay in the final announcement of results. When it became evident that no irregularities had taken place at Fezeka, and that the candidates would therefore not benefit unfairly by marks obtained in this paper, it was decided to mark these scripts.

On the day that the results were published—29 December 1983, the results of Fezeka reflected the marks of only the Mathematics Higher Grade first paper which had been written on 2 November, as the scripts of the second paper were still missing at that time and the cancelled scripts had not yet been assessed.

The final results were printed on 11 January 1984, and were handed over to the Regional Office on 12 January 1984.

The investigation regarding the circumstances under which the scripts, of the examination conducted on 24 November 1983, at the school concerned,

were mislaid, has not yet been finalized

For written answer.

the Minister of Constitutional Development and Planning:

How many White children were enrolled in Substandard A in (a) each province and (b) the Republic in 1983?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(a) Cape	20 356
Natal	9 213
Transvaal	47 743
Orange Free State	6 553

(b) 83 865

The figures apply to the first school year which is known as Substandard A in the Cape Province and Orange Free State, as Grade 1 in Transvaal and as Class 1 in Natal.

A
51
Hansard Q. 61. 424
Substandard A
29/2/84
356. Mr H E J VAN RENSBURG asked the Minister of Constitutional Development and Planning:

How many Asian children were enrolled in Substandard A in (a) each province and (b) the Republic in 1983?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(a) Cape	315
Natal	16 936
Transvaal	3 068
Orange Free State	—

(b) 20 319

The figures apply to the first school year which is known as Class 1 in the Cape Province, Transvaal and Natal.

Substandard A

357. Mr H E J VAN RENSBURG asked the Minister of Constitutional Development and Planning:

How many Coloured children were enrolled in Substandard A in (a) each province and (b) the Republic in 1983?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(a) Cape	87 737
Natal	3 116
Transvaal	7 944
Orange Free State	2 113

(b) 100 910

Substandard A

358. Mr H E J VAN RENSBURG asked

Fires damage two PE schools

29/2/84
Post Reporters E. Post

EXTENSIVE damage was caused to the Henry Nginza Higher Primary School, Port Elizabeth, when a fire broke out in a classroom early today.

About R2 000 damage was caused before the blaze was discovered by a night watchman at 2.55am. Paper, books, a few school desks, the wooden floor and the beams in the roof were severely charred.

In another incident early today at the Kwazakele High School, Port Elizabeth, about R50 damage was caused when four school desks were destroyed by fire. Only quick action by the watchman prevented fire from spreading.

A spokesman at the school said it was discovered that papers were stuffed into the four desks before they were set alight.

The principals of both schools, Mr M Mqai, of Henry Nginza Higher Primary School, and Mr D Geilitshana, of Kwazakele High School, confirmed the incidents.

Arson is suspected.

(51)

Hansard

Substandard A

26/3/84

359. Mr H E J VAN RENSBURG asked the Minister of Education and Training:

How many Black children were enrolled in Substandard A in (a) each specified region and (b) the Republic in 1983?

The MINISTER OF EDUCATION AND TRAINING:

(a) Northern Transvaal	58 189
High Veld	46 391
Johannesburg	29 339
Orange-Vaal	42 865
Orange Free State	39 854
Natal	38 670
Cape	49 994

(b) 690 212.

Juvenile rape

364. Mr P R C ROGERS asked the Minister of Law and Order:

(a) What are the latest available statistics in respect of cases of juvenile rape by groups of males in (i) each province of the Republic and (ii) the Western Cape and (b) in respect of what date are the statistics given?

The MINISTER OF LAW AND ORDER:

(a) and (b) Since separate statistics in respect of so-called juvenile rape by groups of males are not kept and also not readily available, I consider it to be inexpedient to have the required information collected and processed.

Parents slam Defence Force camp

← Herald
15/3/84

51

51

By Estelle Randall.

HANOVER Park parents have slammed a planned Defence Force camp which their children are to attend at Faure this weekend.

One hundred Standard 4 and 5 Belmor Primary pupils are to attend the weekend camp.

Mr Noel Eales, public liaison officer of the Department of Internal Affairs confirmed this and said: "It has been established that the school is in no way involved but that a teacher in his private capacity has previously experienced the advantages of training in civil defence gained at such a weekend camp.

"He took it upon himself to gain the consent of some 100 parents for their boys to go on this camp of the defence force at Faure where they will have the opportunity of listening to lectures on civil defence and will also be coached in athletics, swimming, cricket and tennis."

ARRANGED

Belmore PT teacher Mr Vernon Barron, who has arranged the camp, said that he had wanted to provide some fun for the children. "What do these children do on weekends anyway?" he asked.

"There is nothing wrong with the SADF. What would we do without them? To whom can I go to organise such a camp?"

Mr Barron denied that anything other than sports coaching by the SADF would take place. If this camp was successful, he said, he would arrange for camps for the lower standards of Belmor Primary.

According to the Hanover Park Workers' Committee, who have been visiting parents of the children involved, they have found that many parents did not know the real nature of the camp. Parents had generally assumed that the camp was being organised by the school and had "unthinkingly" signed the indemnity forms Mr Barron had sent them.

INVOLVED

Mr Abraham Jones, one of the parents, said: "I was not very keen because I felt I did not know enough about the camp. I am not prepared to let my son, Marcus, go now that I know the SADF is involved."

The Hanover Park Workers' Committee has called on a number of organisations to support them in opposing the "infiltration" of the SADF in schools.

● The principal of Belmor Primary, Mr A Carolus, was unable to comment.

R750 000 UF plan to upgrade black teachers

By SOPHIE TEMA

THE Urban Foundation has started a major countrywide programme aimed at the upgrading of primary school teachers.

The programme, known as the Teacher Opportunity Programmes, will be conducted in 13 centres. Eleven are already in operation while the remaining two will open in the Transvaal next month and in May.

The foundation has collected R500 000 to date for the programme, which will cost about R750 000 over the next year.

The programme can accommodate up to 1 000 participants at any given time and was first launched by the foundation in 1983.

At a function held in Johannesburg recently Mr J H Steyn, chairman of the Urban Foundation Education Trust, received a cheque for R100 000 from Mr P Wilson, chairman of Mobil SA, to bring the total donated by Mobil to R400 000.

Dr Sam Motsuenyane, president of the National

African Federated Chamber of Commerce, presented Mr Steyn at the same function with a cheque for R25 000 as a contribution from Naftoc.

The programme is administered by a former British school principal, Mr G J Murphy.

He said this week: "The programme is an in-service teacher development project directed at under-qualified black and coloured teachers at the higher primary school level.

"These teachers who number more than 70 000 have only a Standard Eight education plus two years at a training college.

"The object is to help put them in a position to obtain their senior certificate qualifications, thereby setting them on a professional career path in education and enabling them to enjoy the same salary treatment as their white colleagues."

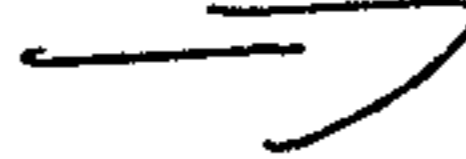
Of the existing centres, four are in the Western Cape, one in George, three in the Port Elizabeth-Uitenhage area and one in the Transvaal.

51) ~~Q. 671~~ *Hemstrand*
Schools: exercise books
Q. 671 16/3/84
551. Mr K M ANDREW asked the Minister of Internal Affairs:

- (1) Whether any Coloured schools in the Cape Peninsula experienced delays in receiving exercise books in the current year; if so, (a) which schools, (b) when (i) were the books due and (ii) did they arrive and (c) how many pupils were affected;
- (2) whether his Department has taken any action in this regard; if not, why not; if so, what actions?

The MINISTER OF INTERNAL AFFAIRS:

- (1) Yes, there were delays in the delivery of exercise books to schools in the Cape Peninsula but the further infor-



lished and (c)(i) when and (ii) why was it deregistered;

- (3) whether alternative school facilities were available to pupils at this school; if not, (a) why not and (b) where are they attending school; if so, (i) at which school or schools and (ii) how many pupils are involved?

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes.
- (a) The teacher unlawfully provided education to persons at a deregistered school.
- (b) The farm on which the school was situated, was sold and during March 1983 the new owner gave notice that he intended closing the school at the end of the fourth term, 1983. The local Circuit Inspector immediately made arrangements for the transfer of the pupils and teachers concerned to other schools for the 1984 school year. In spite of the arrangements made by the Circuit Inspector and despite the fact that the school had been deregistered, the teacher concerned "reopened" the school and continued to provide education to pupils.

- (c) The owner of the farm laid a charge of trespassing against the person concerned with the Police. This charge was later changed to that of illegally providing education.

- (2) (a) Koesterfontein.
 (b) The exact date of the establishment of the school cannot be determined with certainty. The school was taken over as an existing registered, "Native Farm School" as it was known at that time, when the Bantu Edu-

54
 Hansard Q. 601.707
 Krugersdorp magistrate's court: teacher
 21/3/84
 *15. Mr G B D McINTOSH asked the Minister of Education and Training:

- (1) Whether a former teacher in his Department appeared in the Krugersdorp magistrate's court in February 1984 in connection with teaching at a deregistered school; if so, (a) what was the charge, (b) what were the circumstances leading to this charge and (c) by whom was it laid;

- (2) (a) what is the name of the school in question, (b) when was it first estab-

cation Act, 1953 came into effect.

- (c) (i) As from 1 January 1984.
 (ii) The farmer on whose property the school was, closed the school.

(3) Yes.

- (i) Hässler Primary School
 Magaliesburg Primary School
 Randgold Primary School
 Tumela Primary School.

(ii) 168.

Mr G B D McINTOSH: Mr Speaker, arising from the reply given by the hon the Minister, is he not considering providing some means of security to 30-year old schools to prevent the situation arising whereby a school providing education for some 300 children can be closed within six or eight months because there has been a change of ownership of the farm?

The MINISTER: Mr Speaker, we are of course very dependent upon the goodwill of farm-owners to provide this type of facility. There are of course certain benefits that accrue to the farm-owner and to the Department. The Department meets the expenses of erecting the school to the extent of R5 000 per classroom up to the maximum of four classrooms. The farmer then enters into a contract with the Department to keep the school running for at least 10 years. Should he close the school before the expiration of that period, he forfeits the entire subsidy. Arrangements are also made that if a school is to be closed, it may only be done at the end of a school-year and after proper notification. I may tell the hon member that we are looking at means of securing longer terms of tenure of these premises. One of the things we are looking at in this connection is to rent the premises from the farmer, but in that case certain other difficulties arise. In any event, we are looking at the whole situation right now to overcome the problem the hon member has raised. May I suggest to him that this matter could be

more properly discussed under my Vote when it comes up later this session?

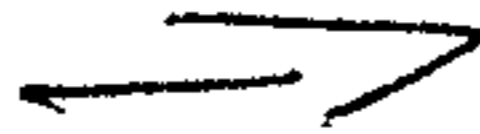
Mr G B D McINTOSH: Mr Speaker, further arising out of the reply given by the hon the Minister, is he aware of how far the alternative schools are located from the Koesterfontein school, which has been closed?

The MINISTER: All four schools are in relatively close proximity to that school. I am, however, not in a position to say exactly how many kilometres. If the hon member wants precise information, he must table another questions.

(5) *Hambanathi* Q 61. 706
Hambanathi: Regional Director for Natal
21/3/84

*8. Mr G B D McINTOSH asked the Minister of Education and Training:

- (1) Whether the Regional Director for Natal attended a function at a school at Hambanathi recently; if so, (a) on what date, (b) at which school and (c) what was the nature of the function;



707

WEDNESDAY,

- (2) whether the Regional Director left the premises while the function was in progress; if so, (a) why and (b) during what stage of the proceedings;
- (3) whether he will make a statement on the matter?

†The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

- (a) 23 February 1984.
- (b) New primary school at Hambanathi.
- (c) Sod turning ceremony for the erection of the new school building.

(2) Yes.

- (a) Because he took offence at certain remarks made by the last speaker about the Department of Education and Training. At that stage the Regional Director had already made his own official speech and was therefore not in a position to respond to the speaker's statements.
- (b) In the course of the speech made by the last speaker.

(3) No.

They show the way



(Centre) was one of the first group of Peninsula Technikon graduates to receive the National Secretarial Diploma (Executive Secretary) at the Technikon's diploma ceremony last week.

thing or two by scoring a Peninsula Technikon this

as the first woman from the South African Secretaries and Administrators and Arthur Cupido.

was one of the first in

the country to receive the National Secretarial Diploma (Executive Secretary).

But let's not be too hard on the menfolk — they did manage one or two little firsts themselves.

The School of Art and Design handed out diplomas for the first time since its establishment. Six people obtained the National Diploma in Graphic Design and three obtained the National Certificate in Photography.

Parents' protest halts 'army' weekend

ANGRY protest by parents and community organisations last week halted a weekend camp organised by Mr Vernon Barron, Belmor Primary PT teacher, in conjunction with the Defence Force.

The camp was to have included sports coaching and talks by Defence Force personnel.

Mr Barron said last week that the camp would merely be postponed, he had no intention of abandoning it completely. He refused to comment further this week.

Mr Barron has had previous connections with the Defence Force. As a student in 1980, he took a holiday job with the Department of Parks and Forests and was play leader in a project called *Kom Speel Saam*.

This involved organising play groups for youngsters together with Defence Force personnel. It was here, he says, that he had acquired his respect for the Defence Force which he now sees as having a useful role to play.

He' rapist found guilty

Geswindt was convicted last week on all these charges.

He was found not guilty on charges of robbery. The State alleged that he had robbed one girl of a train ticket and R1,10 in cash at Lentegour station; that he robbed another of a pocket of potatoes in Mitchells Plain, and that he robbed a third girl of R2 in Mitchells Plain.

Earlier in the trial, however, the rough-looking, ageing rapist denied all knowledge of the crimes and told the court that he knew nothing about rape.

"Having sex with a woman who has given her permission is not rape," he told the court during a trial-within-a-trial which tested the admissibility of a statement that Geswindt had made to a magistrate in November 1982.

QUESTIONS

Geswindt was replying to a series of questions by the prosecutor, Mr W C Viljoen, who tried to establish if Geswindt really knew what the term rape meant.

"Suppose you meet a woman and after speaking to her, she agrees to have sex with you. If you should have sex with her after getting her permission, will that be rape?" Mr Viljoen asked.

After staring at the courtroom ceiling for a while, Mr Geswindt turned around and said: "No, I don't think that's rape."

Mr Viljoen then asked him: "What does the word rape mean, as far as you are concerned?"

Mr Geswindt: "Verkragting."

Mr Viljoen: "And what does *verkragting* mean?"

Mr Geswindt: "Rape."

EVIDENCE

The court later ruled that the statement was admissible as evidence in the rest of the trial.

Mr Acting Justice King presided with Mr P Tansley and Mr L P Francis as assessors. Mr W C Viljoen was the prosecutor and Mr L M Malan appeared pro Deo for Geswindt.

CAPL TIMES 23/3/84 (14/1/84) (51)

Greater security for farm schools?

HOUSE OF ASSEMBLY.
— The government is looking at means of providing greater security for the approximately 500 000 black schoolchildren in farm schools.

At present "we are very dependent upon the goodwill of farm-owners to provide this type of facility", the Minister of Education and Training, Mr Bar-end du Plessis, said this week.

He was replying to questions from Mr Graham McIntosh (PFP Maritzburg North) about the closure of the Koes-terfontein farm school near Krugersdorp.

A former teacher at the school has appeared in the Krugersdorp Mag-istrate's Court on a charge of "illegally pro-viding education" after continuing to provide education to the pupils after the school was



closed at the end of the 1983 school year.

The new owner of the farm had given notice that he intended closing the school after he bought the farm.

Mr Du Plessis said ar-rangements had been made for transfer of the

168 pupils to four other schools in the area.

Mr McIntosh asked him whether the depart-ment was not consider-ing providing some means of security to schools "to prevent the situation arising where-by a school providing

education to some 300 children can be closed within six to eight months because there has been a change of ownership of the farm".

Mr Du Plessis said his department met the ex-penses of erecting the school to the extent of R5 000 per classroom up to a maximum of four.

"The farmer then en-ters a contract with the department to keep the school running for at least 10 years. Should he close this school be-fore the expiration of that period, he forfeits the entire subsidy.

"Arrangements are also made that if a school is to be closed, it may only be done at the end of a school year and after proper notifica-tion."

He said authorities were looking at means of securing longer terms of tenure for these premises.

Saturday, March 24, 1984

Heads against school closure

Staff Reporters

PRINCIPALS in the Athlone school circuit have come out in support of parents and teachers at Thornton Road Primary School in Crawford who are fighting against the closure of the school in July.

The principals fear that their schools might also be forced to close.

The parents and teachers were informed this week that the school, which is 44 years old, would be closed from July 1 to accommodate a new Athlone Regional Education Office for the Directorate of Coloured Education in

the Department of Internal Affairs.

"All the principals of schools in the area fully support attempts by the parents and staff at Thornton Road Primary School not to have the school closed," Mr Henry Joubert, chairman of the Athlone and District Principals' Association, said yesterday.

"And if it has to be closed, why in the middle of the year? We find that educationally unsound for the pupils," he said.

"The Athlone and District Principals' Association is against the closure because some of the principals also feel

threatened by 'his sword hanging over their heads. If this one school is closed because of low enrolment, their schools could be the next to be closed by the Directorate of Education."

Parents had been asked to choose other schools for their children. Alternatives given were Belthorn Primary School, St Mark's EC School, Sunnyside Primary School and Habibia Primary School.

Inquiries yesterday disclosed that at least two of these schools would be able to accommodate pupils from Thornton Road Primary.

● The Cape Teachers' Professional Association is to make immediate representations to the Directorate of Coloured Education on the proposed closure of the school.

Yesterday Mr Franklin Sonn, president of the CTPA, said his organization would work "to ensure that the position and feeling of parents" was respected and that "a mutually-acceptable solution" was arrived at.

The dismay of the CTPA was heightened by the fact that at a day-long meeting between the Union of Teachers' Associations (to which the CTPA is affiliated) and the Director of Coloured Education, no mention was made of the department's decision.

Mr Sonn said comments reportedly made by the directorate's press liaison officer smacked of "high-handedness and a disregard for the feelings of parents".

"The CTPA regrets the closing of a prestigious school like Thornton Road Primary, which has built up its own traditions over many years," he said.

CPA Tracks
24/3/84

Cradock boycott meetings banned

Own Correspondent

PORT ELIZABETH. — The Magistrate of Cradock, Mr Andre Groenewald, yesterday placed a ban on local meetings of the Cradock Residents' Association and the Cradock Youth Association, effective from midday yesterday to noon tomorrow.

Major Annelize Melville, acting police liaison officer for the Eastern Cape, confirmed that the ban was in terms of the Internal Security Act.

The ban follows the prolonged boycott of classes at seven black primary and secondary schools in Cradock.

It also comes in the wake of a personal visit to the town on Thursday by the Progressive Federal Party's chief spokesman on black education, Mr Ken Andrew, and Mrs Molly Blackburn, PFP MPC for Walmer.

'Tense'

After his visit, Mr Andrew said the "situation surrounding black schooling in Cradock is extremely tense".

Last week, Mr H K Blackie, Circuit Inspector of the Department of Education and Training at Graaff-Reinet, warned parents in circulars that if pupils did not return to school on March 27, the pupils would be struck off school registers or the schools would be closed.

Black schools are currently on holiday and the second term begins on Tuesday, March 27.

Violence 'could extend boycott'

CAPE TIMES 27/3/84

(51) ~~52~~ ~~53~~

Own Correspondent

PORT ELIZABETH. — An end to the African schools boycott at Cradock today had been almost certainly ruled out by violence at the weekend in which roadblocks had been set up and stonings and injuries occurred, says community leader Mr Matthew Goniwe.

The schools should reopen today after a holiday but prolonged boycotts of classes at the seven primary schools and the Lingelihle secondary school have prevailed since the beginning of this year.

Crowds were dispersed with teargas twice on Sunday by the police after sporadic stone throwing which had started on Saturday morning.

'Provoked'

Police this weekend patrolled the township after a ban that was placed on Friday on meetings of the Cradock Residents' Association and the Cradock Youth Association by the magistrate of Cradock, Mr Andre Groenewald. The ban extends from noon on Friday till noon today.

Mr Goniwe, the Cradock maths and science teacher dismissed by the Department of Education and Training for not taking up a transfer to Graaff-Reinet, and

who is also chairman of the Resident's Association, said last night, he had doubted very much whether "the students would return to school today, because they had now felt provoked by all that had happened on Sunday and the presence of the police in the township".

"The roadblocks had been set up on purpose by them to prevent the police from patrolling the township," said Mr Goniwe.

Last week the Mr H K Blackie, circuit inspector of the Department of Education and Training, warned parents in circulars that if pupils did not return to schools today, they would be struck off the registers and the schools would be closed.

Since Saturday evening students had been setting up roadblocks in the streets of the township which have been removed by the police.

Teargas

Mr Goniwe had also alleged last night that police had broken windows of a church and had thrown teargas into it when the weekend's unrest reached a climax at 4pm on Sunday. A crowd of 2 000 to 3 000 people who had gathered for a meeting outside the Ascension Hall adjacent to the church for meeting had been

dispersed with teargas.

Major Gerrie van Rooyen, police liaison officer for the Eastern Cape, had last night denied categorically that the students had been provoked by the police.

He said on Saturday evening the Cradock police had received a phone call that somebody had been murdered in a certain street. When they went to investigate they had come across the first two roadblocks set up in the township.

Negotiate

He had also denied that the police had been responsible for smashing the windows of the church.

It had been done by students when they attacked Mr Rammey John, an inspector of African schools, who had tried to negotiate as a with the students and the Security Police before the Security Police had used teargas to disperse the crowd, according to Major Van Rooyen.

According to Mr Goniwe the students had "mistakenly" thrown stones at Mr John, "because when he started to talk to the Security Police at the hall, the students had thought that he had been working with the Security Police".

51) Hammond Q.61.780
Thornton Road Primary School, Crawford
28/3/84
*21. Mr S S VAN DER MERWE asked
the Minister of Internal Affairs:

- (1) Whether the Thornton Road Primary School in Crawford is to be closed; if so, (a) why, (b) when, (c) how many pupils will be affected and (d) what is to be done with the building;
- (2) whether alternative school facilities

781

WEDNESDAY, 2

are available to these pupils; if not, why not; if so, at which schools?

†The DEPUTY MINISTER OF INTERNAL AFFAIRS:

- (1) Yes.
 - (a) To better utilize the other primary schools in the area.
 - (b) It is proposed to close the school with effect from 1 July 1984.
 - (c) 422.
 - (d) It is to be used to accommodate a new regional office of the Division of Education in the Athlone Area.
- (2) Yes, at the Belthorne Primary school, the Sunnyside Primary school and the St Marks Primary school which between them can accommodate an additional 500 pupils. The three schools are within walking distance of the homes of the pupils concerned.

Meetings ban: Five held

Continued from page 303 *Port Elizabeth*
OWN Correspondent

PORT ELIZABETH. — The police liaison officer for the Eastern Cape, Major Gerrie van Rooyen, last night confirmed that another ban had been placed on public meetings in Cradock's magisterial district and more youths arrested in connection with the prolonged boycott of black schools in the town.

Major Van Rooyen said the new ban on meetings was effective from noon yesterday to noon tomorrow.

Yesterday four youths and a 21-year-old person were arrested and would appear in court on Monday on charges of public violence, he said. They were in custody.

C. Herald 3/13/84

Parents ⁽⁵⁷⁾ to fight closure

By Tyrone Seale

PARENTS at the Thornton Road Primary School in Crawford have approached a legal advisor to formulate their protest at the Department of Internal Affairs' decision to close down the school in June.

More than 200 parents at a meeting at the school last Thursday night supported a motion that a legal advisor draw up a letter demanding the non-closure of the school which has been in existence since 1940.

Before 1940, Thornton Road Primary was known as the Annadale Primary School which served the white farming community in the area.

Mr Noel Eales, the press liaison officer for the Department of Internal Affairs (Coloured Education) has said that the school will be used to house the new Athlone Regional Education Office for the Directorate of Coloured Education in the Department of Internal Affairs.

Pupils at the school received letters last Wednesday saying that the school would be closed from July 1 and that parents would have to choose alternative schools for their children.

The letters listed the Belthorn, Sunnyside, Ath-

lone EC and Habibia primary schools as alternatives. In the letters, parents were asked to indicate which schools they preferred for their children.

Mr Eales, the Department's liaison officer, said the school had to be closed because there were only 450 pupils enrolled at present, while the full complement of pupils for that school should be 800.

At last Thursday night's meeting, emotions flared as parents cited cases where three generations in a family had attended the school and said this gave them more reason for refusing to have their children moved to other schools.

PETITION

Parents also put their signatures to a petition calling for the non-closure of the school. They agreed that a legal advisor should draw up a formal written protest which will be sent off to the Directorate of Coloured Education.

Mr Eales said on Monday morning that his department had not yet received any representations from the Thornton Road Primary people.

A spokesman for the parents, who asked not to be named for fear of reprisals, said on Monday that the legal advisor had been approached and that a meeting with the parents would be called soon.

CRADOCK TRAILS 31/8/82

Political meetings banned in Cradock

PRETORIA. — The Minister of Law and Order, Mr Louis le Grange, announced here last night that all public gatherings of a political nature had been banned in the magisterial district of Cradock in the Eastern Cape for the next three months.

The ban — which excludes meetings held by recognized political parties, recognized institutions or local authorities — comes into effect today.

Mr Le Grange said the meetings would be banned in terms of the Internal Security Act, in order to maintain public peace. — Sapa

WHILE some Sunday papers have increased their price from 50 cents to 60 cents, CITY PRESS remains at 30 cents. Next week's early edition of CITY PRESS will be on sale from Thursday April 5, because Friday is a public holiday.

DET will only get 17 percent

City Press (51) *1/4/84*

BLACK schools will get a miserable 17 percent of the R4 200-million to be spent on education this year.

Finance Minister Owen Horwood said in his budget speech this week that the Government accorded "a very high priority" to education, and had spent R16 136-million on education over the last five years — with an average increase of 18,3 percent a year.

But the Department of Education and Training received only R709,3-million of the total — 16,9 percent.

The DET's budget vote did go up by R147,9-million — that is, by 26,3 percent.

But it did show that the Government's acceptance of eventual equality in education has a long way to go.

Most of the DET's increase will be spent on primary education — R277,5-million, compared to R201,6-million last year.

But secondary education will get R156,4-million, tertiary education R117,6-million and teacher training R24-million. Despite the critical shortage of teachers,

spending on teacher training has actually dropped by R1-million, although the decline is due to a decrease in capital projects for teacher training.

There has also been a drop of R50 000 in state bursaries to pupils — the Government will only spend R750 000 on these bursaries this year.

Upgrading, development of black education

CAPE TIMES 2/4/84

letters

PO Box 11
Cape Town
8000

From Mr J A SCHOE-
MAN, Chief, Public
Relations, Depart-
ment of Education
and Training (Pre-
toria):

IN REPLY to some gen-
eralizations (particu-
larly the reference to "sep-
arate and unequal
educational systems
based on racial classifi-
cation") in Daphne Wil-
son's article, "Teachers
needed to help improve
African matriculants'
pass rate", published in
the March 13, 1984 edi-
tion of the Cape Times, I
should like to draw at-
tention to the following:

Demographic factors
are a key consideration
in assessing black edu-
cation. In fairness, the
development of black
education must be given
due credit.

When in 1953 the then
Department of Bantu
Education took over the
responsibility for the
education of blacks, it
opted for a system that
would make education
available to all black
children.

At that stage, a very
small number of black
children were receiving
education. In fact, the
percentage of the black
population at school in
1950 was 8,04 percent
(compare this with 22,33
percent in 1983). In 1951
only 36,7 percent of the
children of school-going
age (i.e. 7-16 years old)
were attending school,
compared to 79,2 per-
cent in 1980). In 1955
there were 1 005 222
black children at
school. Compare this
figure with the more
than 5 560 000 black
children at school in
1983. Of the 1 005 222
children (1955) only
34 983 were at secondary
school (i.e. 3,5 percent of
the total enrolment). At
present there are more
than a million (1983:
1 060 205) black children

in secondary schools
(i.e. 19,1 percent).

Before Bantu Educa-
tion, the pupils were
highly selected as the
competition for places
in the existing schools
was strong. The strict
selection virtually guar-
anteed a high rate of
success. This fact had a
direct influence on the
standards that could be
maintained in the class-
room, especially at
secondary school level.
Fewer teachers were re-
quired, and most of
those appointed proba-
bly had the required
minimum qualifications.
Furthermore, many pu-
pils were taught by
white teachers (mother-
tongue speakers).

To expand education-
al provision, the DET
undertook in-service
training schemes, up-
graded minimum re-
quirements for admis-
sion to teacher training
courses as the school
system progressed and
produced more people
with a standard 8 and
later a standard 10
qualification. DET also
established adult edu-
cation programmes for
part-time study by serv-
ing teachers, to upgrade
the quality of education
offered. DET even pro-
vides teachers with a
detailed work pro-
gramme for every sec-
tion of the syllabus in
each subject, to assist
underqualified teachers
in dealing with the
whole syllabus during
the course of the school
year. DET has great re-
spect for the dedication
and in many instances,
professionalism, of the
under-qualified teach-
ers thus employed.

May I suggest that the
over-emphasis on hav-
ing one ministry clouds
the issue. Creating one
education department
for all and seeing that
as the solution to all
problems is tantamount

to endeavouring to pour
the contents of a 5 l can
into a 1 l can without
spilling anything.

Manpower (sufficient
numbers of suitably
qualified teachers) and
finances (equalizing the
per capita expenditure)
are the main problems
that have to be ad-
dressed.

On the one hand, more
black matriculants
should make themselves
available at either uni-
versity or college level
for the teaching profes-
sion. Without this kind
of support from the
manpower source, back-
logs cannot be eliminat-
ed. This should be re-
garded as a black com-
munity responsibil-
ity as the 17 percent
whites in the RSA sim-
ply cannot provide
enough teachers and
schools for the 75 per-
cent blacks.

To catch up with the
backlog in black educa-
tion, an amount of at
least R2 000 million is
needed. This should be
seen as additional mon-
eys that have to be pro-
vided; and as such, it

should escalate with the
rapid growth rate in
black education. Fur-
thermore, it would serve
no constructive purpose
to do this at the expense
of other existing educa-
tional provisions.

It is common know-
ledge that the total con-
tribution to state coffers
from black taxation at
present amounts to less
than the total expendi-
ture on black education.
The implication then is
surely that having one
education department
would not necessarily
solve such a complex
problem. The solution is
elsewhere — in man-
power and financial
provisioning, and per-
haps most important of
all, in a natural evolu-
tionary process.

Ms Wilson would do
well to take note of the
numerous upgrading
and development pro-
grammes that are in
force and to judge the
department by the pro-
gress it is making to-
wards providing educa-
tion of equal quality.

Police hold 3 after Cradock school unrest

Own Correspondent

PORT ELIZABETH. — Police yesterday arrested three more residents of Cradock's black township, Lingelihle, on charges of public violence, bringing the number of arrests in the township in the past few weeks to 14.

However, police said one of those arrested yesterday had been released, and all was quiet in Lingelihle, scene of a prolonged schools boycott and a three-month ban on meetings.

The three arrested were two women aged 36 and 46 and an 18-year-old youth. The 36-year-old woman was released later, while the other two are due to appear in the Cradock Magistrate's Court today on charges of public violence.

This was confirmed yesterday by Major Annelize Melville, acting police liaison officer for the Eastern Cape.

Among those in detention in terms of Article 28 of the Internal Security Act is the Cradock Residents' Association (Cradora) chairman, Mr Matthew Goniwe, his nephew, Mr Mbulelo Terrence Goniwe (organizer of Cradora and publicity liaison officer of the Cradock Youth Association), Mr Fort Calata (chairman of Cradoya and treasurer of Cradora) and Mr Madoda Jacob, head-boy of the newly-opened Lingelihle Secondary School.

Principals of the five primary and two secondary schools were not available for comment yesterday.

Neither the Eastern Cape regional director for the Department of Education and Training, Mr G V Merbold, nor other senior officials of the department could not be reached for comment yesterday.

Meanwhile, Mrs Nyameka Goniwe, wife of Mr Matthew Goniwe, said last night that she believed her husband had been transferred to Port Elizabeth.

Major Melville did not know whether Mr Goniwe had been transferred to Port Elizabeth or not.

57 Hammond Q. 61. 837
Athlone school circuit area

3/4/84

744. Mr S S VAN DER MERWE asked
the Minister of Internal Affairs:

How many (a) classrooms, (b) teachers
and (c) pupils were there at the (i) Bel-
thorn, (ii) Sunnyside, (iii) St Marks EC
and (iv) Habibia primary schools in the
Athlone school circuit area as at the latest
specified date for which figures are avail-
able?

The MINISTER OF INTERNAL AF-
FAIRS:

As at 7 February 1984—

	(i)	(ii)	(iii)	(iv)
(a)	19	21	14	20
(b)	17	25	14	22
(c)	397	708	300	611

Cape Times 4/4/84 (51)

More arrests for violence in E Cape

PORT ELIZABETH. — Police arrested three more residents of the Cradock black township, Lingelihle, yesterday on charges of public violence, bringing the number of arrests in the township in the past few weeks to 14.

Police said one of those arrested on Monday had been released. They said all was quiet in the township, scene of a prolonged schools boycott and a three-month ban on meetings.

The three arrested were two women aged 36 and 46 and an 18-year-old youth. The 36-year-old woman was released later, while the other two are due to appear in the Cradock Magistrate's Court today on charges of public violence, the acting police liaison officer for the Eastern Cape, Major Annelize Melville, said.

Among those in detention are the Cradock Residents' Association (Cradora) chairman, Mr Matthew Goniwe, his nephew, Mr Mbulelo Terrence Goniwe (organizer of Cradora and publicity liaison officer of the Cradock Youth Association), Mr Ford Calata (chairman of Cra-

dora and treasurer of Cradora) and Mr Madoda Jacob, head boy of the newly-opened Lingelihle secondary school.

None of the principals of the five primary and two secondary schools, spokesmen for the Eastern Cape regional director of the Department of Education and Training, the Department of Administrative Services, Eastern Cape, or the circuit inspector were available for comment yesterday.

Mrs E C Botha, prosecutor at Cradock, referred inquiries about court appearances to Lieutenant-Colonel Gerrie van Rooyen, police liaison officer for the Eastern Cape.

Mrs Nyameka Goniwe, social-worker wife of Mr Matthew Goniwe, said she had heard rumours that her husband had been transferred to Port Elizabeth.

"I have heard nothing from him since last Friday night. Our eight-year-old daughter Nobuzwe has been crying for her father."

Major Melville did not know whether Mr Goniwe had been transferred. — Sapa



South Africa's Ambassador to London, Mr Marais Steyn (left), and the Minister of Foreign Affairs, Mr Pik Botha, met in Cape Town yesterday.

Pik Botha, Marais Steyn meet in City

Political Staff

MR PIK BOTHA, Minister of Foreign Affairs, and Mr Marais Steyn, South African Ambassador to the United Kingdom, met in Cape Town yesterday for about an hour for preliminary discussions on the arrest of four members of Armscor in Britain.

Mr Steyn, whose recall to South Africa has been seen as a diplomatic form of protest at the way in which the arrest of the four men was handled, arrived in Cape Town from London yesterday.

A spokesman in Mr Botha's office said yesterday that the meeting was to discuss "the circumstances surrounding the arrest of the four men and other aspects of our relations with the United Kingdom".

Mr Steyn is expected to remain in Cape Town for several days for further consultations with Mr Botha.

His sudden recall comes only a few weeks before his term in London is scheduled to end and he becomes South Africa's Ambassador to Transkei.

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Get to your Elu dealer now, for the finest range of Super-Power tools South Africa has ever seen. But you'd better hurry, because at these prices, they'll be snapped up fast!



Missing hikers airlifted to safety

By MARIANNE THAMM
TWO "exhausted" Joubertina post office workers reported missing in the Tsitsikamma mountains since Friday were lifted to safety yesterday after they had been spotted in a ravine during a search by a SAAF helicopter.

Mr P H Viljoen, 32, and Mr A S Posthumus, 19, both employed at the telephone exchange in Joubertina, were flown back to the town suffering from heat exhaustion.

The men left the town by car on Friday and later set off on a bush path. When they had not returned by Sunday, police were alerted. After a fruitless

search, a helicopter from 16 Squadron, Port Elizabeth, searched the slopes and Mr Viljoen and Mr Posthumus were spotted in a deep ravine about 1pm yesterday.

Major Eddie Snyman, a police liaison officer for the South-Western Districts, said the area was too bushy for the helicopter to land and a few policemen were dropped to clear away branches.

The station commander at Joubertina, Lieutenant S Olivier, said the men had been treated by a local doctor for heat exhaustion.

He said the men did not get lost but had attempted to hike across extremely harsh and rocky terrain.

C Herald 4/4/84 (51)

Parents vow to fight to keep school open

THREE hundred concerned parents and relatives vowed this week: "We are going to fight to keep Thornton Road Primary School open."

The well-known little school in Crawford was threatened with closure in June when the Department of Internal (Coloured) Affairs announced a few weeks ago that they wanted to use the school as regional offices. But after angry protests by parents and representations by the Cape Teachers' Professional Association, the Department relented slightly and granted the school a stay of execution until December.

But parents are insisting that the school must stay open — always.

And at a meeting chaired by the Gleemoor and Cape Flats civic association and the school committee at the SPRA Hall in Lansdowne on Wednesday night, the chairman of the civic association and former principal of Heatherdale primary school, Mr Walter Hammond said: "Don't be fooled by the latest developments. You have just got an extension and the

threat of closure still hangs over the school.

"My interest is in the child. I say that the school is situated in the right place and we want it to stay that way."

Mr Hammond accused the Department of Internal Affairs of "stinginess". "They are cheap — they want to push the children out and you as parents have no say in the matter. The Department doesn't want to construct another building. They just want to take the school over like they did with Broad Road Primary School in Wynberg. They are not worried about the children and their problems."

FACILITIES

The chairman of the school committee said that any teacher would agree that the fewer the number of pupils, the better attention can be given each one.

"They (Internal Affairs) said the declining number

of pupils and the lack of facilities at the school were the main reasons for them wanting it closed down.

"On several occasions we have requested certain things from them and we were refused, now they have the cheek to throw it into our face.

"It was like a death knell when the inspector walked into our committee meeting and told us the school must close down.

EARMARKED

"Now they have given us an extension, but with conditions. As from July they want to use five of our classrooms as offices. We are not going to compromise."

A spokesman for the Lansdowne Ratepayers' Society said Thornton Road primary school was the first pawn on the educational front in the new parliamentary system.

"Under the New Deal, education falls under own

affairs. I think this is happening: Athlone has been earmarked to be the first regional area of education, therefore they need a central venue for their administration, so they looked for the school with the lowest roll and which is easily accessible. They can't wait for August 22, that's why they wanted to move in now.

"The child, his education and his teacher, should be the Department's first considerations. They are putting their interests above those of the children.

"Belthorne Primary had to be built to accommodate the overflow of Thornton Road and Sunnyside schools.

"In some white areas, you also find zero population growth, but there the education authorities called a parents' meeting and discussed the closure of the schools with them. Why can't the same be done with the parents of Thornton Road's children?"



But township boys didn't take this offer. All they needed was who did you have?

Tickey's worth a lot

THREE hundred excited under 10s roared their approval as the little man took over the centre stage.

"Tickey, Tickey," they cheered as Johan Sebastian Steenkamp — all three foot nothing of him — bowed graciously.

The formalities completed, he proceeded to give his young fans a demonstration of his talents.

He sang a song, did a series of somersaults, climbed up a greased pole, and did a Charlie Chaplin act. All the kids agreed he was very funny.

"Yes," said Johan Sebastian when Cape Herald spoke to him between shows this week, "circus life is fun. I certainly can't complain. I'm having a great time."

A chance meeting nine months ago with Keith Anderson, performers' director with Boswell-Wilkie, steered Johan into the glittering world of the Ring.



am
rop
van Rijn

†Mr J H VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, is he aware that at that stage water restrictions were in force in Pretoria?

†The MINISTER: Mr Speaker, I have given the hon member an explanation. It is precisely for that reason that I took all these steps. I did so with a view to saving water.

†Mr H D K VAN DER MERWE: Further arising out of the hon the Minister's reply, can he give the House an indication of the cost involved in this matter?

†The MINISTER: Mr Speaker, the hon member should have listened to my original [Interjections.]

†The PRIME MINISTER: Perhaps the hon member should go and stand upside down in the cement dam.

†Mr H E J VAN RENSBURG: Mr Speaker, further arising out of the reply of the hon the Minister of Defence, there is a question I should like to put to him. I want to know whether anyone from the electoral division of Modderfontein swam in this dam... [Interjections.]... and, if so, were they NP workers or community leaders? [Interjections.]

†Mr SPEAKER: Order!
Athlone school circuit area
4/4/84
*14. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(1) Whether, with reference to his reply to Question No 21 on 28 March 1984, his Department intends to close any other schools in the Athlone school circuit area; if so, (a) which schools, (b) why, (c) when, (d) how many pupils are involved, (e) where will they be accommodated and (f) what steps will be taken in respect of the school buildings in question;

(2) whether he has received any representations concerning the closing of

schools in this area; if so, (a) from whom, (b) when and (c) what was (i) the nature of the representations and (ii) his response thereto;

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

†The MINISTER OF INTERNAL AFFAIRS:

(1) No. (a) to (f) Fall away.

(2) Yes, but only in respect of the Thornton Road Primary School which was the subject of Question 21 referred to by the hon member.

(a) The Labour Party of South Africa.

(b) 26 March 1984.

(c) (i) and (ii) While conceding that the closing of the school may be justified on the grounds of declining enrolment, the Labour Party pleads for the postponement of the closing of the school to at least the end of the 1984 school year so as not to disrupt the education of the pupils of the school in the middle of a school year. I referred the representations to the Director of Education.

(3) The Director of Education has since, on 30 March 1984, held discussions with, *inter alia*, members of the school committee of the Thornton Road Primary School. It was agreed to provisionally postpone the closing of the school until the end of 1984 and that the school committee will consult the parents of the pupils involved in this regard and report back to the Director of Education after the commencement of the second school term.

Primary Schools: Murraysburg

*15. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(1) Whether he has received any representations concerning the primary schools at Murraysburg; if so, (a) from whom, (b) when and (c) what was the nature of the representations;

(2) whether his Department intends to take any steps in respect of Murraysburg Primary School No 2; if not, why not; if so, (a) what steps and (b) when;

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

†The MINISTER OF INTERNAL AFFAIRS:

(1) None could be traced, but representations were received by the hon the Deputy Minister of Internal Affairs.

(a) The hon the Minister of Environment Affairs and Fisheries.

(b) On 14 September 1982 and on 18 October 1983.

(c) The representations dealt with the bad condition of the Murraysburg Primary School No 2, the necessity to extend facilities at the other primary school in the town and with the need for a school hostel in Murraysburg.

(2) Yes. (a) and (b) Twenty mobile classrooms are to be erected soon in close proximity to the other primary school to replace the Primary School No 2. This is a temporary measure in anticipation of extensions to the other primary school in respect of which tenders will be called for during next year if nothing unforeseen occurs.

(3) No, as I feel that I have adequately replied to the hon member's question.

Erf No 2962: Port Elizabeth

*16. Mr D J N MALCOMESS asked the Minister of Community Development:

Whether the State owns Erf No 2962 in Port Elizabeth; if so, (a) where is it located, (b) when was it acquired and (c) (i) for what purpose and (ii) by which State department is it being used?

†The DEPUTY MINISTER OF WELFARE AND OF COMMUNITY DEVELOPMENT:

No, in terms of section 20 of the Technical Colleges Act, 1981, the property vests with the Technical College of Port Elizabeth.

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

Country club: Walkerville

*17. Mr W L VAN DER MERWE asked the Minister of Community Development:

(1) Whether a certain country club in Walkerville, the name of which has been furnished to the Minister's Department for the purposes of his reply, is situated in a group area for Whites; if so, (a) what is the name of the country club and (b) (i) who is the owner of the club and (ii) to which population group does this person belong;

(2) whether his Department has received an application in connection with the purchase or sale of this country club; if so, (a) when, (b) (i) from whom and (ii) to what population group does this person belong and (c) what was the nature of the application;

(3) whether his Department has received any representations in this connection; if so, (a) when, (b) from whom and (c) what was the nature of the representations;

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

†The DEPUTY MINISTER OF WELFARE AND OF COMMUNITY DEVELOPMENT:

(1) No, the country club is situated in a controlled area.

QUESTIONS UNDER NAME OF MEMBER

(3) whether any catering facilities are provided at the Academy; if not, why not; if so, what is the nature of these facilities;

(4) whether the Academy owns a yacht; if so, (a) what is the size of the yacht and (b) how many hours did it spend at sea in 1983?

The MINISTER OF NATIONAL EDUCATION:

(1) (a) Approximately 200 full-time equivalent (FTE) students in the academic complex and approximately 50 full-time equivalent students in the residence.

(b) 1981—377: head count representing approximately 57 FTE students

1982—388: head count representing approximately 59 FTE students

1983—494: head count representing approximately 75 FTE students

(2) (a) Teaching staff—18 (including the Captain-Superintendent Administrative staff—5 General staff—17 (including labourers)

(b) 1983 academic year—R353 487,64.

(3) Yes, for hostel residents; catering is being undertaken by outside caterers.

(4) Yes:
(a) approximately 16 meters, sleep-

ing accommodation for 12 persons.

(b) approximately 52 days during 1983.

For the information of the Honourable Member, I wish to mention that an investigation undertaken by the Department of National Education into the future utilization of maritime training institutions is nearing completion.

(51) *Howard*
Coloured primary school: Grahamstown
Q. 61.880 5/4/84
761. Mr E K MOORCROFT asked the Minister of Internal Affairs:

Whether his Department intends to build a new primary school in the Coloured township of Grahamstown; if not, why not; if so, (a) when, (b) (i) how many classrooms and (ii) other specified facilities will be provided and (c) what is the total estimated cost involved?

The MINISTER OF INTERNAL AFFAIRS:

Yes.

(a) It is anticipated that tenders for the building of the school will be invited during 1986 in which event it should be completed towards the end of 1987 or early in 1988.

(b) (i) 32 classrooms.

(ii) An administration block and sports facilities.

(c) Approximately R1 500 000.

Andrew, Mr K M—

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Constitutional Development and Planning, 792

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Staff Reporters

DETAINED Cradock leader Mr Matthew Goniwe is "fine and in good health", says Mrs Helen Suzman, civil rights spokesman for the Opposition, who visited Mr Goniwe in Pollsmoor Prison.

Mr Goniwe, a schoolteacher whose dismissal from his post sparked off the nine-week school boycott in the Eastern Cape town, was detained under Section 28 of the Internal Security Act last week.

Mrs Suzman, who saw Mr Goniwe yesterday after receiving permission from the Minister of Law and Order, Mr L le Grange, said she would make "every effort" to get him out of jail.

"He is in good health. His only complaint is that he is locked up at all."

Has visitors

Mr Goniwe, who is chairman of the Cradock Residents' Association, is being detained under the "preventive detention" clause and is allowed visitors.

However, his family, who live in Cradock, have not been able to communicate with him.

Mrs Suzman said Mr Goniwe was being kept "by himself".

"I intend to raise the matter at the earliest opportunity. A student from Cradock, Madoda Jacob, is also being held under Section 28 at Pollsmoor. There is no reason why they should not have each other's company.

Mr Goniwe, whom she described as a "very pleasant young man", was getting regular exercise and access to the prison library.

"He is obviously a very popular figure among the students of Cradock. The authorities' heavy-handed way of dealing with the situation is ill-judged," she added.

● Police have arrested four more pupils in Cradock, bringing the total number of arrests to 21. Police liaison officer for the Eastern Cape, Colonel Gerrie van Rooyen, confirmed that four youths, aged 14, 18, 19 and 20, had been arrested on charges of public violence. They are to appear in court on Monday.

Goniwe 'fine' — Suzman

MRS 6/4/84

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CAPE TIMES 6/4/86

Four more held in Cradock unrest

OWN Correspondent

PORT ELIZABETH. — Police arrested four more residents of the Lingelihle township in Cradock early yesterday morning on charges of public violence.

This brings the number of arrests in the past fortnight to 20.

The four, aged between 14 and 20, will appear in the Cradock Magistrate's Court on Monday.

The arrests followed an outbreak of violence during the weekend of March 25 and 26 just before black schools in Cradock were due to reopen after an eight-week boycott. The arrests were made by detectives and not the security police, according to Lieutenant-Colonel Gerrie van Rooyen, police liaison officer for the Eastern Cape.

Two 14-year-old boys arrested on charges of intimidation will appear in court on April 17 after a previous appearance on Wednesday.

The others, who have appeared in court on charges of public violence, were remanded to April 11.

One of the arrested, Mr Matthew Goniwe, the dismissed teacher around whom the dispute is believed to revolve, has been moved to Cape Town.

government department will have to be undertaken which, apart from the extent of the work attached thereto and the consequent manpower that must be utilized therefor, will take considerable time to complete. It is planned to review the system during the current year in order to simplify the recordkeeping of statistics for each individual population group.

Public Service: salaries

305. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- (1) In what categories has full parity been achieved in the salaries paid to officers of different race groups in the Public Service;
- (2) what is the total number of non-White officers in the Public Service who enjoy full parity in salaries;
- (3) in what categories has full parity not been achieved in the salaries paid to officers of different race groups in the Public Service;
- (4) what is the total number of non-White officers in the Public Service who do not enjoy full parity in salaries;
- (5) (a) what steps are being taken to eliminate the existing disparities and (b) when is it estimated that such disparities will be eliminated?

The MINISTER OF INTERNAL AFFAIRS:

- (1) Salaries in the Public Service have been categorized in 21 standard salary levels. The highest standard salary level is 21 and the lowest is salary level 1. Full parity has already been implemented as follows in the salaries of the various population groups employed by the State:
Coloureds and Indians
Officials on standard salary levels 8 to 21 and 1 to 5.

Blacks
Officials on standard salary levels 11 to 21 and 1 to 5.

- (2) Data in regard to the total number of Non-White officials in the Public Service who enjoy full salary parity in the different categories is not maintained at a central point. In view of the fact that certain administrative actions with high priorities are at present conducted, such data cannot be obtained from the individual institutions within the foreseeable future.
- (3) Coloureds/Indians: Standard salary levels 6 and 7.
Blacks: Standard salary levels 6 to 10.
- (4) With regard to the reply in (2), no specific data can be made available at this stage.
- (5) The system of equal remuneration for equal work, qualifications and productivity is applicable to those levels where the salary gap has already been eliminated. The implementation of a further phase of the programme will be considered in the light of available funds when occupational specific market related investigations are undertaken according to needs and/or general salary adjustments can be effected.

386. Mr K M ANDREW asked the Minister of Education and Training:

- (1) How many (a) teachers, (b) pupils and (c) classrooms were there at each specified Black (i) pre-primary, (ii) primary and (iii) secondary school in (aa) Old Crossroads and (bb) New Crossroads in 1982, 1983 and 1984, respectively;
- (2) whether all children from (a) Old Crossroads and (b) New Crossroads who applied for accommodation in these schools were accepted; if not, how many children were unable to be

accommodated in each specified school in each of these years? **THE MINISTER OF EDUCATION AND TRAINING:**

SCHEDULE

(1)	(i)			(ii)		
	(a)	(b)	(c)	(a)	(b)	(c)
1982	—	—	—	18	818	17 shacks
1983	15 (unqualified)	610	2 buildings 1 bungalow 2 huts	28	1 745	17 shacks and 10 classrooms
1984	Annual returns not received yet			28	1 655	15 shacks
1982	—	—	—	44	1 818	40
1983	5 (unqualified)	150	1 hall 3 houses	44	1 894	40
1984	Annual returns not received yet			48	1 998	40
						21
						763
						20

- (2) (a) Exact figures are not available.
(b) Yes.

SA Transport Services: staff withdrawn

395. Mr P R C ROGERS asked the Minister of Transport Affairs:

- (1) Whether members of the permanent staff of the South African Transport Services are being withdrawn from stations between East London and Queenstown; if so, (a) which stations are involved, (b) how many members of staff are involved in respect of each of these stations, (c) what is the estimated saving in each case and (d) what was the (i) revenue and (ii) operating expenses of each of these stations during the latest specified period of 20 years for which figures are available;
- (2) whether such members of staff will be placed in posts commensurate with their qualifications;

The MINISTER OF TRANSPORT AFFAIRS:

- (1) No, not at this stage. A final decision will be taken only after thorough consideration has been given to certain administrative adjustments involving the accounting procedure and personnel matters.
(a), (b), (c), (d), (i), (ii), (2) and (3) Fall away.

ARGUS 12/4/86 (S1) 52

Tearsmoke used on crowd of 1,000

Argus Bureau

PORT ELIZABETH. — Cradock police used tearsmoke to disperse 1 000 stone-throwing pupils during a march through Iingelihle township near Cradock.

The Eastern Cape police liaison officer Colonel Gerrie van Rooyen said violence erupted yesterday among a crowd which formed

when a Cradock woman, Mrs Sheila Calata, returned from court where she was fined R250 for wearing a "Free Mandela" T-shirt.

Mrs Calata's husband, Mr Ford Calata, is one of four community leaders who have been detained as a result of the Cradock school boycott.

Colonel van Rooyen said the police had

warned the crowd that their gathering was illegal, but when the police were attacked with stones they retaliated with tearsmoke.

He said seven people had been arrested.

The incident is the latest in a series of clashes between police and pupils in the small Karoo town, where a school boycott has lasted for more than 10 weeks.

Crossroads primary schools: 110 a class

Cape Times 13/4/84
Political Correspondent

HOUSE OF ASSEMBLY. — Primary school pupils in Old Crossroads are crammed 110 to a class this year in rooms officially described as pondoks.

There are as yet no 1984 figures for pre-primary children, but last year they were even worse off, averaging 122 to a room in the care of 15 unqualified teachers.

Conditions at New Crossroads are much better, according to figures given in Parliament by the Minister of Education and Training, Mr Barend du Plessis. He was replying to a question from Mr Ken Andrew (PFP Gardens).

Primary schools in New Crossroads average 50 pupils per classroom and 42 pupils a teacher, compared to 59 per teacher in Old Crossroads. There are no secondary schools in Old Crossroads, but those at New Crossroads average 38 pupils to a classroom and 36 to a teacher this year.

Figures given by Mr Du Plessis showed that the 610 pre-primary children at school in Old Crossroads last year were accommodated in "two buildings, one rondavel and two shacks".

The 1 655 primary children there this year are accommodated in "15 pondoks" — a reduction on the "17 pondoks and 10 classrooms" last year.

WEEKEND POST, APRIL 14, 1984

Success for Rhodes⁽⁵¹⁾ literacy plan

By BESSIE BOUWER

THE Molteno Project, a comprehensive literary programme for black schools, has met with tremendous success, according to Professor Len Lanham of Rhodes University.

The project which was devised at the Institute for the Study of English in South Africa (ISEA) at Rhodes University has already introduced its *Breakthrough to Literacy* programme in more than 1 500 primary schools in Soweto and territories outside South Africa.

The programme teaches children to read and write in the mother tongue and then introduces them to English, building on the skills they have acquired.

The programme developed under the leadership of Professor Lanham together with Professor Guy

Butler and Dr Ken Hartshorne at Rhodes some years ago.

Initial research was financed by a grant from the Molteno brothers of Elgin.

Professor Lanham said that maximum impact was made in the first years of primary school when "the foundations of English as a second language" were laid.

He said that early research had shown that inadequate mastery of reading in the mother tongue was the reason for students failing to master English as a second language.

The one-year programme aimed at teaching, reading and writing in the mother tongue and then focusing on English.

The course provided comprehensive content and a method incorporating new research into reading.

He said that London Uni-

versity's *Breakthrough to Literacy* was adapted and translated for use in African languages. There were standard teacher training practices, including demonstrations and practice in new techniques and more than 1 000 teachers had been trained.

Professor Lanham said that the first experimental teacher's manual was prepared by Mrs Miriam Dakile, of Soweto, and Mrs Margaret Johnston, an inspector of Indian Education in Natal.

The follow-up to *Breakthrough* in the various mother tongues is *Bridge to English* which introduces children to reading and writing in English.

Once a territory has accepted the Molteno project it is responsible for buying materials.

The ISEA at Rhodes is contracted to train teachers and monitor progress.

Literacy scheme will help blacks

Pretoria Correspondent

Government approval of the Molteno Project literacy programme is bringing the new teaching method to 10 000 black schools in South Africa.

In the programme pupils are taught to read and write in their mother language before being introduced to English. It is already used in more than 1 500 primary schools in Soweto and territories outside South Africa.

Called "Breakthrough to Literacy", it was developed in seven African languages by the Institute for the Study of English in Africa at Rhodes University.

The project involved years of research, and began with the translation of London University's "Breakthrough to Literacy" programme.

Experimental schemes were started in Transkei, and "Breakthrough to Xhosa" was produced in 1975. Between 1976 and

1980 it was also produced in Tswana, Zulu, North and South Sotho and Tsonga.

Since then, more than 1 000 teachers have been trained in "Breakthrough" techniques. By the end of the year 27 teachers will have done advanced training at Leeds University.

The follow-up to "Breakthrough" is "Bridge to English", which introduces children to reading and writing in English.

One of the major reasons for the development of the programmes was that English-language universities spend more than R1 million a year on compensatory education for students who do not have an adequate command of English for learning at university level.

"We are concerned with laying the foundation of English as a second language at the primary school level when, according to our calcula-

tions, we can make a maximum impact," said the leader of the programme, Professor Len Lanham.

"Our early research revealed that behind the failure to master English as a second language was an inadequate mastery of reading in the mother language.

"We aim at a one-year programme of teaching, reading and writing in the mother tongue — with English as a main focus thereafter," he said.

Molteno Project programmes have already received acclaim from the teaching community.

Said Mrs Miriam Dakile, a Soweto primary school headmistress: "Breakthrough" is more child-centred, with the teacher as a facilitator leading the children to discover things for themselves... this opens the way for the development of latent talents which would have been stifled by a mechanical learning process."

AR695 18/4/85
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The daily CRAM

By Staff Reporter BRUCE GORDON

EACH day more than 140 primary school children cram into two dilapidated garages in Crossroads for their classes.

The Standard 1 children are part of the overflow from the chronically overcrowded Noxolo School. An unknown number of children were turned away from the school at the beginning of the year.

In one garage 77 pupils aged between 10 and 13 years are taught by a teacher who cannot manoeuvre herself from her desk once classes have begun.

Children sit four to a desk or on wooden boards on the ground.

A chance

Two cars are kept in the privately owned garage at night. The owner, Mrs Florence Xaso, said she offered the garage to the school because she wanted to give the children a chance.

She said she had material to build a second garage to accommodate another class but was afraid it would be demolished by the authorities.

One of the biggest problems facing the pupils in the garage classrooms is the weather. There is no electricity in the township and

(548) are in sub A and attend school between 12 and 5pm. The sub B to Std 3 classes start at 7am and end at 12 and the Std 4 and 5 class attend school from 8am to 2pm.

Teachers said it was very difficult to discipline big classes. She said the pupils handwriting suffered because the children had to do their writing with books balanced on their knees. They share text books and pay R8 a year for exercise books.

The Sub A children in the garage are taught English, Afrikaans, religious education, health, environment studies and Xhosa.

One teacher said many of her children came to school hungry and were unable to concentrate on the lesson.

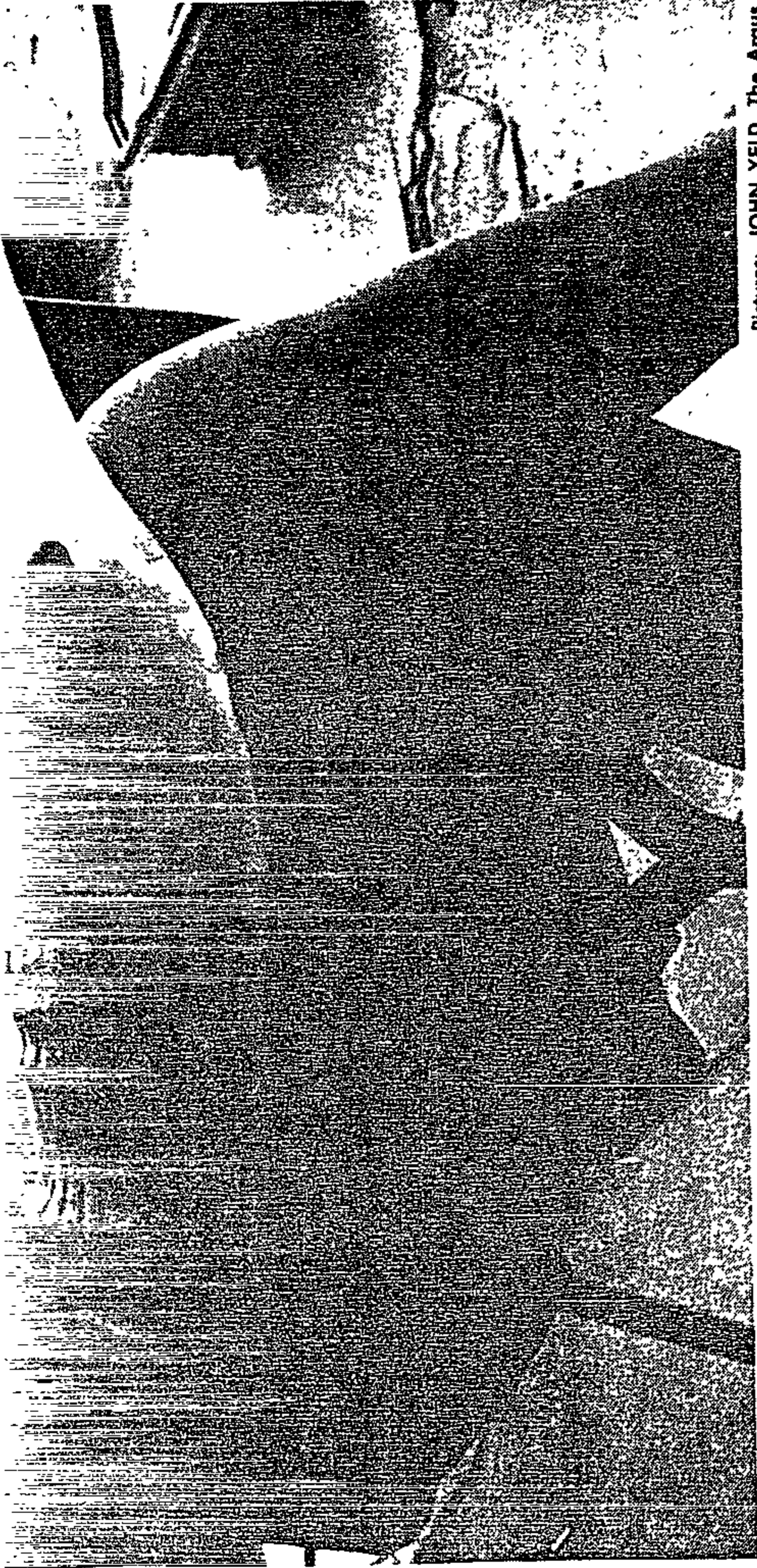
Shared a slice

Two pupils shared a slice of brown bread in the morning and were given bread and soup at lunch time.

The teacher said there were so many pupils in the class it was impossible for her to give any child individual attention.

The teacher complained that the shift system meant they were unable to study to further their own education.





Pictures: JOHN YELD, The Argus
 Desks are in short supply in a garage classroom of the Noxolo School in Crossroads. Here a pupil does a writing exercise on her knees



A teacher distributes slices of bread to pupils. Above right: Pupils cram into the garage

lems facing the pupils in the garage classrooms is the weather. There is no electricity in the township and the garage door has to be left open to allow enough light for reading and writing. The structure leaks badly and many children do not bother coming on rainy days.

Teachers interviewed at the school refused to give their names for fear of being victimised. They were unanimous that the teaching situation was hopeless.

Three toilets

There are 1 655 pupils at the school, and 27 teachers give a staff/pupil ratio of one : 61. There are three bucket toilets for the pupils.

The school is a combined primary and higher primary operating on a platoon system.

The majority of the pupils

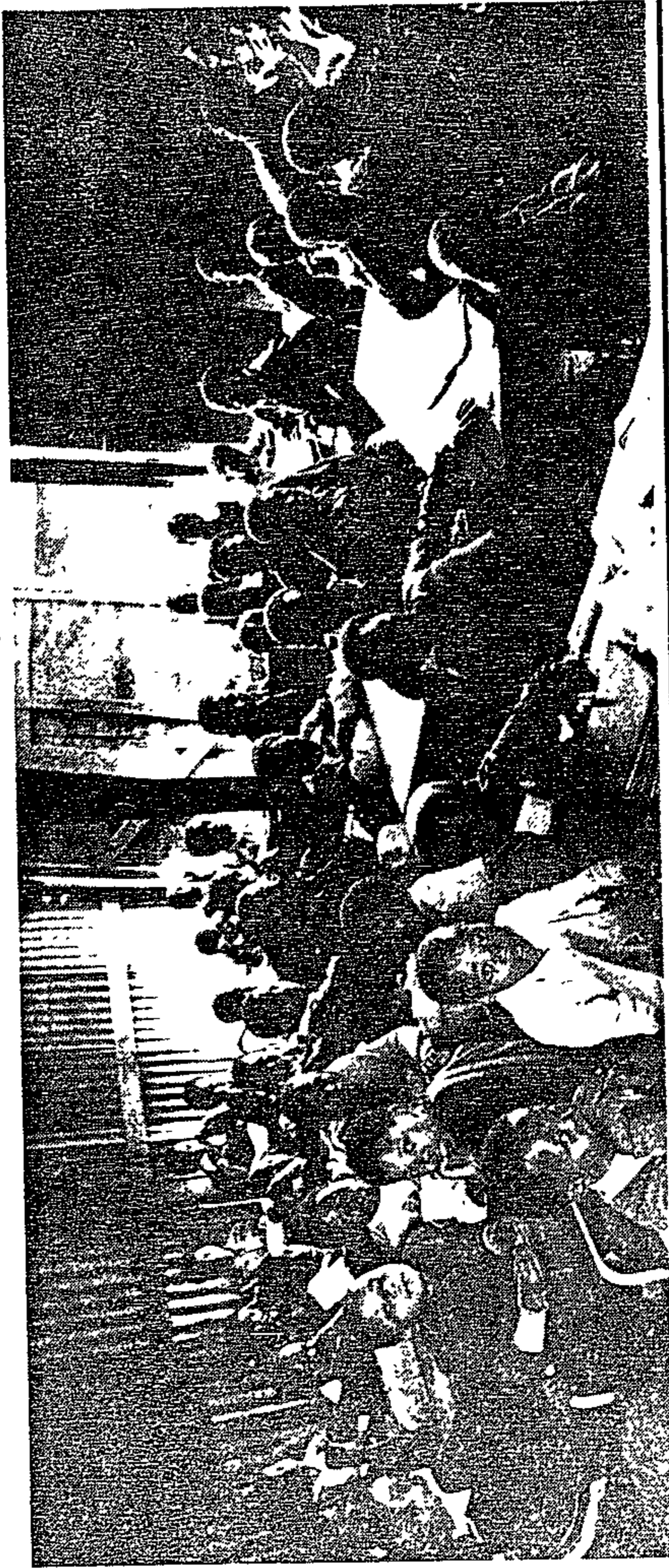
The teacher complained that the shift system meant they were unable to study to further their own education

Conditions at the school deteriorated rapidly this year because 10 classrooms which were used at a school in New Crossroads last year were unavailable.

The Western Cape circuit inspector for the Department of Education and Training, Mr PJ Scheepers, said today that the department did not have a school in Crossroads.

"The school belongs to the Crossroads community. We pay the teachers' salaries and provide the necessary books and the necessary furniture. That is as far as we can go according to policy," he said.

Mr Scheepers said the department was not going to build any buildings in Crossroads.



A teacher distributes slices of bread to pupils. Above right: Pupils cram into the garage

By Themba Molefe
Is an immigrant farm owner entitled to close down a school used for 30 years on his farm? Krugersdorp Magistrate Mr P S McLeod will decide on May 3.

The issue arose after 169 pupils and three teachers were ordered off the property last December and the farm school principal was charged with providing education illegally.

The principal, Mr Themba Emmanuel Khumalo (29), taught at the school which his mother Mrs Lydia Khumalo and her late husband, Mr Edgar Khumalo, built on the Koesterfontein Farm in Magaliesburg in 1954 and registered as a native farm school in terms of the Bantu Education Act of 1953.

Mr Khumalo, his wife Mrs Audrey Khumalo, and his mother were ordered to close the primary school by an immigrant, Mr Franz Eismeyer, who bought the farm four years ago.

169 pupils hope their farm school stays open

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Star
19/4/84

The Khumalos, in defiance of the eviction order served on them by Mr Eismeyer, reopened the school in January.

Legal proceedings against the teaching family ensued. Then came the forced removal of the school's furniture which was loaded on a truck.

This left the children of the local farm labourers stranded without education.

Some children brought their own chairs and

others sat on the floor when Mr Khumalo reopened the school for 1984.

Since then the teachers have not received their monthly salaries from the Department of Education and Training.

Leading legal argument on behalf of Mr Khumalo, Mr M B Mohlahledi said Mr Eismeyer did not own the school building.

He said conditions in the title deed regarding ownership of the farm did not stipulate that

Mr Eismeyer owned the school building.

"In fact, the sale of the farm to Mr Eismeyer has not been finalised and therefore he cannot prove he owns it yet."

If Mr Eismeyer did own the school building, said Mr Mohlahledi, he would be liable for the maintenance of the building and subsidising the teachers' salaries.

Krugersdorp DET Circuit Inspector Mr C W A Steyn said the Minister of Education and Training had the sole right to authorise the deregistration of a farm school in terms of the Education and Training Act.

Mr Mohlahledi argued that before the deregistration of a farm school, the Minister afforded the school's governing body the right to consider the action in terms of the Act.

Mr Eismeyer had acted without consulting the governing body, Mr Mohlahledi said.

The case was postponed.

ROM 24/4/84 (51)

Molteno English project a literacy breakthrough

By THELMA TUCH

BREAKTHROUGH to Literacy — a programme developed by the Molteno Project to teach reading and writing skills — has been officially approved by the Department of Education and Training for its use in black primary schools.

The Molteno Project, which is considered the most comprehensive literacy programme in the country, was devised at the Institute for the Study of English in Africa (ISEA) at Rhodes University.

The project's development of its "breakthrough to literacy" programme involved several years of intensive experimenting and revision and the programme has been used on a trial basis in 140 Soweto primary schools.

It has already been officially approved in Bophutha-Tswana and Transkei, where it has been used in a number of schools since 1979.

Now that it has been ap-

proved by the South African Government, 10 000 black schools in South Africa can benefit from its novel teaching methods.

Schools interested in implementing the programmes must liaise with the Molteno Project staff to obtain the necessary teacher training. They also have to purchase their own materials.

The programme's method is child-centred and small group orientated and effectively counters a number of the negative aspects of traditional teaching — teacher dominance, regimented learning, mass chanting and reading for memorisation rather than meaning.

While its programmes focus initially on teaching reading and writing skills in the mother tongue, these skills are used as a foundation on which to later establish the same skills in English.

The Molteno Project —

founded in 1975 by grants from the Molteno Brothers' Trust of Elgin — has centres in Johannesburg and at Rhodes. It has been developed under the leadership of Professor Len Lanham with the guidance of Professor Guy Butler and Dr Ken Hartshorne.

Describing the philosophy behind the "breakthrough" programme, Prof Lanham said: "We are concerned with laying the foundations of English as a second language at the primary school level when we can make a maximum impact."

The follow-up to the "breakthrough" programme is "bridge to english" which introduces children to reading and writing in English.

This year "breakthrough" was officially approved by the Lebowa Government and was introduced to 90 Lebowa principals and teachers at a four-day training course at the Kwena Moloto College in Seshego.

TUESDAY, 24 APRIL 1984

†Indicates translated version.

For written reply:

Howard O. Col.
Bathurst: schools

51

377. Mnr E K MOORCROFT asked the Minister of Education and Training:

- (1) Whether there are any schools in the Black township of Bathurst in the Eastern Cape; if not, (a) why not, (b) where is the nearest school to this township situated and (c) when is it anticipated that schools will be provided in this area; if so,
- (2) how many (a) (i) primary and (ii) secondary schools are there in this township and (b) (i) pupils, (ii) teachers and (iii) classrooms are there at each of these schools?

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes. (a), (b) and (c) Fall away. →

- (2) (a) (i) 1.
(ii) None.
- (b) (i) 667.
(ii) 15.
(iii) 14.

Foreign students
Howson
24/4/84
Q.61.970
426. Mnr P R C ROGERS asked the Minister of Education and Training:

- (a) How many foreign Black students were enrolled at universities for Blacks in the Republic as at the latest specified date for which figures are available, (b) what was the country of origin of each such student and (c) at which university was each enrolled?

The MINISTER OF EDUCATION AND TRAINING:

- (a) 2 134; June 1983.

- (b) and (c).

	Fort Hare	North	Zululand	Medunsa	Vista
South West Africa	47	60	31	3	10
Transkei	287	54	55	67	38
Ciskei	—	25	85	28	17
Bophuthatswana	117	413	103	129	117
Venda	62	198	32	25	70
Swaziland	—	8	6	18	—
Lesotho	—	—	4	—	—
Zimbabwe	2	7	—	9	—
Malawi	1	2	—	2	—
Zaire	—	—	—	1	—
Kenya	—	—	—	1	—
Botswana	—	—	—	1	—

Short-term foreign liabilities

738. Mr J J B VAN ZYL asked the Minister of Finance:†

What were the short-term foreign liabilities of the (a) Government sector, (b) Reserve Bank and (c) private sector as at 31 December 1982 and 31 December 1983, respectively?

The MINISTER OF FINANCE:

I wish to draw the hon member's attention to my reply to question no 544. South Africa's foreign short-term liabilities as at 31 December 1982 were given as R8 231 million. This figure however only represents the total foreign short-term liabilities of the South African private sector. Total foreign short-term liabilities of the Republic amounted to R12 367 million as at 31 December 1982. Different sector's contributions to this amount were as follows:

have already been replaced by three year post standard 10 courses.

2. At present six one year specialisation courses in subject directions where shortages are experienced are being offered viz Physical Education, Art, School Library Science, Remedial Education, Woodwork and courses for technical instructors. More such courses are envisaged.

3. The first students to obtain the Secondary Teacher's Diploma (Technical) will complete their course at the Mabopane East Technikon at the end of 1984. The course has been extended and is this year offered in Soweto as well. The total enrolment for this course in 1984 (Mabopane East and Soweto) is as follows:

First year	251
Second year	102
Third year	19

4. The further training course launched by the Department and now being continued by Vista University provides for the improvement of the professional qualifications of under qualified teachers. Diplomas were awarded to the first 32 students in 1983, 816 second year students and 3 299 first year students were registered by the relative section at Vista in 1984.

5. The Department publishes an information brochure "The Teaching Profession" annually to arouse the interest of students in the teaching profession and to recruit candidates for teaching.

6. A wide variety of teaching bursaries are offered, varying from R200 to R900 per year for students at colleges and technikons and R1 200 for university students.

7. Teachers receive a cash bonus of R60 for each degree course in a school subject obtained at UNISA.

8. A decentralized in-service training programme has been introduced in regions and circuits to help putting the teacher corps on a higher professional level. Approximately R500 000 for this purpose was budgeted for this year.

9. Centra for the education of adults were established throughout the country to enable under qualified teachers to obtain matriculation or senior certificate. 10 499 teachers of the Department and of the national and independent states were able to obtain standard 10 last year.

10. Attention is continuously given to in-service training of teachers. As from July 1984, the in-service training centre at Soshanguve will be able to train up to 500 teachers at a time. Teacher centres were also established at Potchefstroom and Kimberley where teachers receive guidance in classroom practice and techniques. A panel of special teachers were appointed in all regions to assist with subject guidance from one school to another.

For the information of the hon member the following statistics in respect of education students at universities are also supplied:

313 first year students and 36 second year students have enrolled for the B.A.Ed and B.Com.Ed degrees at Vista this year. The number of education students at the Universities of the North, Zululand and Fort Hare the past three years, are as follows:

1981	1 092
1982	1 745
1983	2 244

Hammond

Port Elizabeth: playing fields at schools
Q. *Col. 1010* 26/4/84
721. Mr A SAVAGE asked the Minister of Education and Training:

(1) Whether all Black schools in the Port Elizabeth area have playing fields for team games; if not, how many of these schools do not have such playing fields;

(2) whether any of these schools were constructed on sites which provide no space for the construction of such playing fields; if so, (a) how many and (b) how many such schools were built during the latest specified period of five years for which figures are available;

(3) whether any steps will be taken to make these facilities available to the schools in question; if not, why not; if so, (a) when and (b) where in respect of each specified school will these facilities be situated?

The MINISTER OF EDUCATION AND TRAINING:

- (1) No, 19.
- (2) No.
- (3) Yes.

(a) As funds for this purpose become available.

(b) On the schoolgrounds of the following schools:

- In Kwa-Zakhele*
- Ben Nyati
- Ebongweni
- Ezikweni
- Iliitha
- Ilungelo
- Kayser Ngxwama
- Masakhane
- Mzomtsha
- K K Ncwana
- Seyisi

- W B Tshume
- J K Zondi
- In New Brighton*
- Ben Sinuka
- David Nuku
- Molefe
- Samuel Nongogo
- In Walmer*
- Walmer

In Zwide
Emfundweni
Nkuthala

Q. Col. 1010
Detainees: drugs
Howland 26/4/84

823. Mrs N SUZMAN asked the Minister of Law and Order:

(1) Whether any persons were detained in 1983 for interrogation in terms of section 13 of the Abuse of Dependence-producing Substances and Rehabilitation Centres Act, No 41 of 1971; if so, (a) how many and (b) for what period was each detained;

(2) whether any of these persons were subsequently (a) charged with and (b) convicted of peddling drugs; if so, how many in each case;

(3) whether any of the persons arrested in 1983 are still in detention for interrogation; if so, (a) how many and (b) for what period has each been so detained?

The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) 41.

- (b) 1 for 2 days
- 3 for 3 days
- 2 for 4 days
- 1 for 5 days
- 1 for 6 days
- 1 for 7 days
- 2 for 8 days
- 1 for 9 days
- 3 for 11 days
- 3 for 12 days

WEDNESDAY, 9 MAY 1984

(b), (c) and (d) As set out in the regulations.

(5) (a) and (b) Yes.

(i) 19.

(ii) In 13 cases complaints or reports were investigated by the inspectorate in the presence of the teachers concerned, the principals, the pupils with their parents and members of school committees. In all these cases the matter was solved satisfactorily and teachers were reprimanded. Four cases are still being investigated.

(6) The services of 2 of the 19 teachers were terminated by the Department as a result of the aforementioned investigations.

(7) Yes, complaints were received from the following schools: D H Peta, Saulridge and Soshanguve. The investigations have not been completed yet and are hampered by unrest at two of the schools.

(5) Classrooms *House*
*4. Mr K M ANDREW asked the Minister of Education and Training:

(1) (a) How many (i) additional classrooms at existing schools, and (ii) classrooms at new schools, administered by his Department were built in 1982 and 1983, respectively, and how many classrooms in each of these categories were built for (i) primary, (ii) primary and (iii) secondary pupils in each of these years;

(2) whether there is a shortage of classrooms for Black pupils at present; so, (a) what was the shortage in respect of classrooms for (i) primary, (ii) primary and (iii) secondary pupils as at the latest specified date for which figures are available and (b) what is the estimated cost of providing these classrooms?

THE MINISTER OF EDUCATION AND TRAINING (Reply laid upon the Table with leave of House):

	(1) (a)		(2)		
	1982	1983	(i)	(ii)	(iii)
(i) 1 847	1 847	1 06			
(ii) 1 032	1 032	566			
(b) Additional classrooms at existing schools	(i)	(ii)			
Pre-primary	1 560	287	(i)	(ii)	(iii)
Primary	74	32	720	242	312
Secondary	—	—	324	—	—
Classrooms at new schools	(i)	(ii)			
Pre-primary	—	—	—	—	—
Primary	—	—	—	—	—
Secondary	—	—	—	—	—

*The erection of pre-primary schools is not at present financed by the Government.

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(2) Yes.

(a) (i) — (See note above)

(ii) 3 563

(iii) 2 482.

(b) R400 million.

Shortages based on statistics for March 1983 and on a pupil/classroom ratio of 43 to 1 for primary schools and 35 to 1 for secondary schools. Estimated costs calculated at current tender prices. (The present ratios are 49,5 to 1 for primary schools and 49 to 1 for secondary schools).

Referendums Act: complaint at Potchefstroom

*5. Mr F J LE ROUX asked the Minister of Law and Order:†

(1) Whether a complaint was lodged with the South African Police at Potchefstroom in terms of the provisions of the Referendums Act, No 108 of 1983, in or about October 1983 against (a) the SABC and (b) a person whose name has been furnished to the Minister's Department for the purpose of his reply; if so, what (i) are the particulars and (ii) is the nature of the complaint;

(2) whether the complaint has been investigated; if not, why not; if so, what was the result of the investigation;

(3) whether this matter has been referred to the attorney-general concerned; if not, why not; if so, (a) on what date, (b) to which attorney-general and (c) what was his decision?

†The MINISTER OF JUSTICE (for the Minister of Law and Order):

(1) (a) and (b) Yes, on 27 October 1983.

(i) and (ii) The complaint was based on an allegation that in a programme

televised by SABC-TV on 23 October 1983 the parties involved endeavoured to prevail upon the viewers to give or refrain from giving a particular vote in the referendum, in contravention of section 7(b) of the Referendums Act, No 108 of 1983.

(2) Yes. On completion of the investigation the matter was referred to the senior state prosecutor.

(3) No. Since the offence was alleged to have been committed in Johannesburg, the matter was referred to the senior state prosecutor in Johannesburg, who on 13 April 1984 declined to institute any prosecution.

National Senior Certificate Examination

*6. Mr R M BURROWS asked the Minister of Education and Training:

Whether his Department has taken or intends to take any action in respect of any persons intending to write the National Senior Certificate Examination in (a) 1984 and (b) 1985; if so, (i) what action, (ii) in respect of which persons and (iii) why in each case?

THE MINISTER OF EDUCATION AND TRAINING:

(a) and (b) Yes.

(i), (ii) and (iii) All full-time standard 10 pupils who register as candidates for the National Senior Certificate Examination at the end of each year may write the examination. Private candidates may also enter for the said examination and write the examination during June each year.

Durban: Police called to private residence

*8. Mr P H P GASTROW asked the Minister of Law and Order:

(1) Whether the South African Police were called to a private residence in Mary Road, Durban, on or about 28

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The MINISTER OF COMMUNITY DEVELOPMENT:

No.

†Mr H D K VAN DER MERWE: Mr Speaker, arising out of the reply given by the hon the Minister, can he tell the House why then a decision regarding the Voortrekker Monument was taken?

†The MINISTER: Mr Speaker, in the discussion of my Vote yesterday I already replied in detail to a similar question asked by the hon member for Rissik. I therefore advise him rather to go and read my Hansard. He will find all the details there.

†Mr F J LE ROUX: They do not appear there. [Interjections.]

Howard Q. 61. 1139
Teachers: training 9/15/84

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

How many persons studying to become (a) pre-primary, (b) primary and (c) secondary school teachers (i) were enrolled in and (ii) qualified as teachers at each specified teacher training institution falling under the control of his Department in 1981, 1982 and 1983, respectively?

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

Name of institution	1981	1982	1983
Transvaal			
(a) Pre-primary	Not offered.		
(b) Primary	309	320	236
(i)	160	27	51
(ii)			
(c) Secondary	307	372	504
(i)	140	110	36
(ii)			

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(c) Secondary

(i)

(ii)

Sebokeng

(a) Pre-primary

(b) Primary

(i)

(ii)

(c) Secondary

(i)

(ii)

Mphohadi

(a) Pre-primary

(b) Primary

(i)

(ii)

(c) Secondary

(i)

(ii)

Indumiso

(a) Pre-primary

(b) Primary

(i)

(ii)

(c) Secondary

(i)

(ii)

	105	166	57	Not offered.	92	88	73	42	47	—	142	163	261	47	58	2	Not offered.	63	68	107	30	31	—	140	214	436	61	121	321	410	60	30
(a) Pre-primary	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
(b) Primary	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
(c) Secondary	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	

Cape

(a) Pre-primary

(b) Primary

(i)

(ii)

(c) Secondary

(i)

(ii)

St Francis

(a) Pre-primary

(i)

(ii)

(b) Primary

(c) Secondary

Note: The transition from two-year courses to three-year courses, which was conducted in different ways at different colleges, had the effect that the number of qualifying students decreased after 1981. In several cases final year students who were enrolled for a two-year course, chose to continue with newly introduced third-year courses—hence the small number of students, if any, who qualified as teachers in certain years.

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

(1) Whether any farm schools for Black children were closed down in (a) 1983 and (b) 1984; if so, how many (i) schools, (ii) pupils and (iii) teachers were involved;

(2) whether any farm schools for black children were (a) opened and (b) extended in (i) 1983 and (ii) 1984; if so,

Howard Q. 61. 1142
Farm schools 9/15/84

how many (aa) schools, (bb) pupils and (cc) teachers were involved in each case;

- (3) (a) how many farm schools for Black children were there in 1984 as at the latest specified date for which figures are available and (b) how many (i) teachers and (ii) pupils were there at these schools at that date?

THE MINISTER OF EDUCATION AND TRAINING (Reply laid upon the Table with leave of House):

- (1) (a) Yes.
- (i) 29
- (ii) 2 076
- (iii) 42.
- (b) Yes.
- (i) 2
- (ii) 144
- (iii) 3
- (2) (a) Yes.
- (i) (aa) 308
- (bb) 24 245
- (cc) 537.
- (ii) (aa) 35
- (bb) 2 730
- (cc) 60.
- (b) Yes. Statistics are not readily available.
- (3) (a) 5 222
- (b) (i) 10 722
- (ii) 464 086.
- Statistics for March 1983. Statis-

tics for 1984 are not yet available.

Defence Force: Reserve

*14. Mr P A MYBURGH asked the Minister of Defence:

How many members of the Reserve were called out to render service in terms of section 52(1)(a) and/or (b) of the Defence Act, No 44 of 1957, in 1983 or at the latest specified date for which figures are available?

THE MINISTER OF DEFENCE:

None
Howard Q. 61, 1144
Black local authorities: financial position 9/5/84

*15. Mrs H SUZMAN asked the Minister of Co-operation and Development:

- (1) Whether his Department has received representations from any Black local authorities regarding their financial position; if so, (a) when, (b) from which local authorities and (c) what was (i) the nature of the representations and (ii) his response thereto;
- (2) whether any Black local authorities are in financial difficulties; if so, (a) which local authorities and (b) to what extent;
- (3) whether any steps are being taken to (a) find ways of generating revenue for these local authorities and (b) assist them in other ways to solve these difficulties; if not, why not; if so, what steps?
- THE MINISTER OF CO-OPERATION AND DEVELOPMENT:**
- (1) Yes, from one Black local authority.
- (a) 29 February 1984.
- (b) The City Council of Soweto.
- (c) (i) Suggestions in regard to the generating of additional

sources of revenue within the area of jurisdiction of the City Council were raised.

(ii) The representations are presently receiving attention and will in due course be further discussed with the City Council.

- (2) The Black local authorities are in the process of preparing their estimates for the 1984/85 financial year.

(a) and (b) Upon receipt of the estimates it will be known which of the local authorities experience financial problems and to what extent.

- (3) (a) Almost all local authorities in the Republic of South Africa experience financial problems. The Permanent Finance Liaison Committee (formerly the Crosser Working Group) is giving attention to the question of creating additional sources of revenue.
- (b) Until the additional sources of revenue are realized the newly established Development Boards will assist the Black local authorities.

Msinga: tribal clashes

*16. Mr M A TARR asked the Minister of Law and Order:

- (1) With reference to his reply to Question No. 20 on 13 April 1984, how many persons died in tribal clashes in the Msinga area from 3 April 1984 up to the latest specified date for which figures are available;
- (2) whether an investigation has been held to determine the underlying causes of these clashes; if not, why not; if so, (a) when and (b) what were the findings?

THE MINISTER OF JUSTICE (for the Minister of Law and Order):

- (1) None.

(2) No. It is not the duty of the South African Police to order an investigation into the underlying causes of the tribal clashes already occurring for decades in the Msinga area. They nevertheless police the area under extremely difficult circumstances. Successful special operations are from time to time carried out and to provide an even more efficient service a contingent of one officer and 31 other ranks have now been deployed in the Msinga area on a permanent basis.

Mr M A TARR: Mr Speaker, arising from the hon the Minister's reply, does he not consider that in the interests of finding a solution to this problem an inquiry should be instituted as to what the underlying causes of the problem are and whether the responsibilities of the hon the Minister or any one of his other colleagues are involved?

THE MINISTER: Mr Speaker, in view of the length of the supplementary question and the absence of the hon the Minister involved, I suggest that the hon member table that question.

Appointment of Indian/Coloured persons in Department

*17. Mr M A TARR asked the Minister of National Education:

- (1) Whether (a) Indian and (b) Coloured persons are appointed to clerical posts in his Department; if not, why not; if so,
- (2) whether the appointment of such persons is subject to special conditions; if so, (a) why and (b) (i) what special conditions and (ii) in what respect do they differ from conditions applicable to members of other race groups;
- (3) whether he will make a statement on the matter?

RR&U 22/5/84 (51) **Fire damages classrooms at primary school — arson suspected**

Crime Reporter

A SCHOOL in Kraalfontein was damaged by fire early today in the fourth incident of suspected arson at Peninsula schools in the past few weeks.

Police have opened an arson docket after five classrooms of the AME Primary School in 9th Avenue, the past 16 days.

Kraalfontein, were damaged.

Captain Gerhard van Rooyen, police liaison officer, said today the police received a report about 4.45am that part of the school was burning.

It was the fourth incident of suspected arson in which schools have been set alight in the Peninsula in the past 16 days.

The first three happened within three days of each other.

In two of the incidents youths were seen fleeing from the scene, according to police.

On May 6 four offices, including the principal's, were destroyed at the Accordian Primary School in Belhar. Damage was estimated at R22 000.

On May 8 a fire destroyed two classrooms at Steenberg Primary School. Damage was estimated at R250 000.

On May 9 the Tokal Primary School was set alight but little damage was done. A cleaner put out the blaze, which had been started in a classroom.

QUESTIONS UNDER NAME OF MEMBER

	(a)	(b)
(i)	2 859	2 800
(ii)	594	740
(iii)	1 764	1 640
(iv)	No Black residential area	
(v)	4 402	5 480
(vi)	10 810	14 920

(c) Not available. The last Population Census was held in 1980.

51 *Hansen & R. 201.*
Double-shift classes 2 515/84 1355
 916. Mr R M BURROWS asked the Minister of Internal Affairs:

With reference to his reply to Question No 374 on 7 March 1984, what total number of (a) schools, (b) classes and (c) pupils are affected by double-shift classes at Coloured schools?

The MINISTER OF INTERNAL AFFAIRS:

As at 30 March 1984:

- (a) 291.
 (b) 767.
 (c) 22 533.

For the information of the hon member I wish to add that the corresponding figures as at 30 March 1983 were 403, 1 199 and 36 903 respectively.

Storage capacity/water content of dams

944. Mr A J W P S TERBLANCHE asked the Minister of Environment Affairs and Fisheries:†

What (a) is the storage capacity of the (i) Vaal Dam, (ii) Groodraai Dam, (iii) Sterkfontein Dam and (iv) Bloemhof Dam, and (b) was the water content of each of these dams as at the latest specified date for which figures are available?

The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

- (a) (i) 2 190 Million cubic metres.

(ii) 358 Million cubic metres.

(iii) 1 196 Million cubic metres.

(iv) 1 269 Million cubic metres.

(b) The levels of the dams on 21 May 1984 were:

(i) 39,75%.

(ii) 91,40%.

(iii) 62,13%.

(iv) 7,72%.

Water restrictions

945. Mr A J W P S TERBLANCHE asked the Minister of Environment Affairs and Fisheries:†

What water restrictions were applicable in (a) 1982, (b) 1983 and (c) from 1 January 1984 to the latest specified date for which figures are available to (i)(aa) private consumers and (bb) industries in the PWV area and (ii) farmers in the area (aa) above the Vaal Dam, (bb) between the Bloemhof and Vaal Dams and (cc) served by the Vaalharts Government water scheme?

The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

It is assumed that the honourable member is referring only to the Vaal River system.

(a) None.

(b) The restriction on water for irrigation purposes varied between 50 and 70 per cent whilst a restriction of 20 per cent was applicable to water for industrial and urban consumption.

(c) (i)(aa) and (bb) 30 per cent restriction.

(c) (ii)(aa), (bb) and (cc) 10 per cent of annual quota available in the period 1 April 1984 to 30 September 1984.

Alant, Dr T G—
 Law and Order, 1078
 Posts and Telecommunications, 1131

Andrew, Mr K M—
 Community Development, 542, 1257
 Constitutional Development and Planning, 792

Co-operation and Development, 88, 316,
 400, 511, 517, 531, 674, 686, 814,
 873, 931, 943, 993, 1022, 1025,
 1032, 1036, 1037, 1083, 1175, 1259,
 1291, 1338

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 785, 893, 1024

Education and Training, 89, 169, 192, 259,
 260, 301, 397, 398, 407, 426, 623,
 793, 830, 832, 884, 904, 945, 1102,
 1139, 1142, 1155, 1160, 1218, 1261

Finance, 794
 Foreign Affairs, 300, 332, 781, 1052, 1110,
 1312

Internal Affairs, 540, 541, 671, 733, 991,
 992, 1313

Justice, 301, 438, 662

Law and Order, 318, 413, 541, 1068, 1290

Mineral and Energy Affairs, 821

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Aronson, Mr T—
 Agriculture, 495

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Bamford, Mr B R—
 Community Development, 735, 822, 824
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 Agriculture, 71, 132
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 267, 307, 364, 368, 417, 445, 460,

535, 539, 540, 566, 592, 635, 636,

779, 801, 806, 840, 844, 966, 1020,
 1028, 1029, 1064, 1101, 1165

Internal Affairs, 1067

Justice, 470

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Posts and Telecommunications, 621

Barnard, Mr S P—
 Agriculture, 1305

Community Development, 109, 229, 845,
 1037, 1302

Environment Affairs and Fisheries, 845

Foreign Affairs, 432

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Blanché, Mr J P I—
 Posts and Telecommunications, 496, 497

Boraine, Dr A L—
 Agriculture, 577

Co-operation and Development, 144,

1041, 1171

Education and Training, 547

Environment Affairs and Fisheries, 84

Finance, 1283

vided, of course, they comply with the prescribed conditions of the different schemes, which are applicable to everybody in the civil service.

†Mr S S VAN DER MERWE: Mr Speaker, arising out of the hon the Minister's reply, can he tell us whether that also applies to persons who are forced to hold a temporary post at a school owing to the fact that they are not appointed permanently?

†The MINISTER: Mr Speaker, in general the position of a temporary employee of course differs in regard to housing schemes, etc. The regulations which exist in regard to the various schemes, cover all the particulars. I cannot furnish all the particulars off the cuff. One will therefore have to consult the specific regulations in any case.

6. Mr H D K VAN DER MERWE asked the Minister of Community Development:†

Handwritten: 0.6.01, 1403 Orange Free State: Indians 30/5/84

(1) Whether his Department has received any (a) applications and (b) representations to proclaim group areas for Indians in the Orange Free State; if so, who made the applications and representations;

(2) whether any applications in this regard were granted; if not, why not?

The MINISTER OF COMMUNITY DEVELOPMENT:

(1) (a) and (b) No.

(2) Falls away.

†Mr H D K VAN DER MERWE: Mr Speaker, arising out of the hon the Minister's reply, can he tell us what the Government's attitude will be if such an application is in fact received? [Interjections.]

†The MINISTER: Mr Speaker, the hon member for Rissik apparently wants to submit an application. He should submit his application so that I can react to it. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, can he tell us what is the Government's attitude in regard to agricultural land for Indians in the Free State? [Interjections.]

†The MINISTER: Mr Speaker, the position in regard to the making available of land to Indians and the occupation thereof by Indians has not changed at all. It is still the same as before.

†Mr H D K VAN DER MERWE: Mr Speaker, all I am asking the hon the Minister is to give me a clear reply to my question. What is the Government's attitude in this regard? [Interjections.] What is the Government's policy in regard to the making available of agricultural land and of group area land to Indian families in the Free State? [Interjections.]

†The SPEAKER: Order!

†The MINISTER: Mr Speaker, the Government's attitude is exactly the same as it has been up to now. However, the hon member's question does not arise out of his original question. [Interjections.]

Cape Town: archives building

*7. Mr K D S DURR asked the Minister of Community Development:

(1) Whether a decision has been taken on the future of the current archives building in Queen Victoria Street, Cape Town; if not, (a) why not and (b) when is it anticipated that a decision will be taken; if so,

(2) whether this building will be preserved after it has been vacated by its present occupants; if so,

(3) whether he will consider taking steps to have this building proclaimed a national monument; if so, (a) what steps and (b) when?

The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

(1) No.

(a) The possible utilization of the archives building by the South African Library, Cape Town is being investigated;

(b) as soon as the investigation in collaboration with the Department of National Education has been completed.

(2) Yes.

(3) Yes.

(a) The National Monuments Council will be requested to advise whether the proclamation of the building as a National Monument can be recommended to the Minister of National Education;

(b) immediately.

Roeland Street Prison

*8. Mr K D S DURR asked the Minister of Community Development:

Whether, with reference to his reply to Question No 7 on 9 May 1984, he will consider taking steps to have the Roeland Street façade of the old Roeland Street prison building proclaimed a national monument; if so, (a) what steps and (b) when?

†The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

Yes.

(a) The National Monuments Council is being approached to ascertain whether the proclamation of the façade of the old Roeland Street gaol can be recommended to the Minister of National Education;

(b) as soon as possible.

9. Mr K M ANDREW asked the Minister of Education and Training:

(1) Whether the Koesterfontein farm school in the Magaliesberg area has been deregistered; if so, (a) why and (b) when;

(2) whether the principal of the school was informed of the school's having been deregistered; if not, why not; if so, (a) when and (b) in what manner;

(3) how many (a) pupils and (b) teachers are affected by the deregistration of this school;

(4) whether alternative arrangements have been made for the affected pupils to attend other schools; if not, why not; if so, which other schools are involved;

(5) whether the teachers at this school have been transferred to other schools; if not, why not; if so, to which other schools;

(6) whether the (a) principal and (b) teachers at this school have been paid for (i) March and (ii) April 1984; if not, when were they last paid in each case;

(7) whether they will receive back-pay once they have been transferred to other schools; if not, why not; if so, when;

(8) whether any other land is available nearby for the establishment of a farm school; if so, where;

(9) whether there are any school buildings on this land; if so, what is the nature of these buildings; if not,

(10) whether his Department will provide funds for the construction of school buildings on this land; if not, why not; if so, when?

†The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) The farmer on whose property the school was, closed the school.

(b) As from 1 January 1984.

(2) (a) and (b) During March 1983 the attorney of the farm owner informed the principal in writing of the owner's intention to close the school at the end of that year. The letter was personally handed to the principal by the owner. The principal was also informed in writing by the Department that the school was going to be closed.

(3) (a) 168.

(b) 3 (the principal's services were terminated beforehand).

(4) Yes. Hässler, Randgold, Tumela, Magaliesburg and Khudupedi. Pupils were referred to the last-mentioned two schools, being the nearest.

(5) Yes. One teacher was transferred to Hässler and two teachers, although they had been transferred, did not accept alternative posts.

(6) (a) No. His services were terminated with effect from 18 November 1983.

(b) Yes, the teacher who accepted an alternative post. The other two were paid up to 31 December 1983.

(7) No, because they refused to accept a transfer and have not rendered service to the Department since.

(8), (9) and (10) The Department is negotiating with nearby farmers in order to see if one is willing to erect a school on his property. The Department will subsidize the erection of a

school to an amount of R5 000 per classroom as is normally done in the case of all new farm schools.

Mr K M ANDREW: Mr Speaker, arising from the hon the Minister's reply, in relation to the alternative he has mentioned, can he tell us how far the closest school is from the existing one?

The MINISTER: Mr Speaker, I do not know the area personally. However, if the hon member wants to know what the distance is in kilometres then I would suggest that he table that question.

†Mr P A MYBURGH: Mr Speaker, further arising out of the Minister's reply, is he of the opinion that a subsidy of R5 000 is sufficient for the construction of a classroom for a school like this?

†The MINISTER: Mr Speaker, I have gone into the matter. If we consider the average cost of our own classrooms and the amount spent by us on the tender price, it still is a good average at this stage. However, the Department is watching the position all the time and if it is deemed necessary in the light of rising building costs to adjust the amount upwards and that tendency is also reflected in the prices we as a department have to pay for this kind of building work, we shall certainly make an upward adjustment.

Dr A L BORAINÉ: Mr Speaker, arising further from the hon the Minister's reply, is the hon the Minister personally satisfied that children should be at the whim of a farmer's decision as far as their education is concerned? If not, is he considering studying other alternatives in terms of which these children can be guaranteed an education?

The MINISTER: Mr Speaker, when one looks at the overall picture of farm schools, I do not think it is a fair reflection of the situation for the hon member to say that these children are at the mercy, in the negative sense, of the farmers. In fact, most of these farmers render invaluable service and make a substantial contribution towards the education of Black children, and we are most grateful to them for it. As far as this isolated

problem is concerned, I am afraid that if a case such as this is exploited, farmers in the vicinity will become extremely reluctant to accommodate a farm school on their farms. In the circumstances I feel we must be grateful to all the farmers who undertake investment in and the management of schools on their farms.

Dr A L BORAINÉ: Mr Speaker, arising further from the hon the Minister's reply, is it not a fact that if a farmer wishes to close down a school on his farm he may do so? Is it also not a fact that if a farmer purchases a farm on which there is already a farm school he has the right to close that school down? Does that not mean that the children there are at the mercy of that particular farmer?

The MINISTER: Yes, Sir, from a certain point of view. However, when we enter into a contract with the farmer as far as the erection of buildings is concerned, we negotiate the contract for at least ten years. In the event of a contract being breached by a farmer during that contract period, he is liable to refund the department. However, the fact remains that if we want to make education available to Black farm children, we are in a difficult position, because that land belongs to the farmer. If we have to adopt an entirely new policy as far as this matter is concerned, it will cause a major upheaval. We are, however, watching the position closely and, up to now, the exceptional difficult case has not given us sufficient cause to consider changing the entire policy as such.

†Mr J H HOON asked the Minister of Defence:†

(1) Whether he or his predecessor gave any instructions in regard to ascertaining the political affiliations of members of the South African Defence Force with a view to promotion to officer's rank; if so, (a) why and (b) what was the purport of these instructions;

(2) whether the information obtained in

this manner (a) is made available or (b) will be made available to members of Parliament; if not, why not?

†The MINISTER OF LAW AND ORDER (for the Minister of Defence):

(1) No.

(a) and (b) and (2) Fall away.

†Mr J H HOON: Mr Speaker, arising from the hon the Minister's reply, is he aware of any other source of information which could have informed the hon member for Swellendam about the political affiliations of officers of the Defence Force . . .

†Dr B L GELDENHUIS: I was talking of your son.

†Mr J H HOON: He is an officer in the Defence Force too. I should also like to know from the hon the Minister whether the hon the Minister of Defence approves of hon members of this House making known the political affiliations of officers of the Defence Force across the floor of the House.

†The MINISTER: Mr Speaker, I replied to the question on behalf of the hon the Minister of Defence and I would prefer the hon member to put the question he has just put to me to the hon the Minister of Defence personally at a subsequent opportunity, because I think it is a matter on which he would be able to reply more effectively.

†Mr A F FOUCHÉ: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him what the Minister's attitude is in respect of members of the Defence Force who obtain membership of the Afrikaaner-weerstandsbeveging?

†The MINISTER: Mr Speaker, the attitude is that members of the Defence Force may not belong to the AWB.

†Mr J H HOON: Mr Speaker, further arising out of the hon the Minister's reply and in view of the fact that he has just told me that he cannot reply to supplementary questions on behalf of the hon the Minister of Defence, I insist that the hon the Minister

Handwritten: Huisraad Q. 661.1409

Handwritten: 30/5/84

†Mr J H HOON asked the Minister of Defence:†

The MINISTER OF POSTS AND TELECOMMUNICATIONS:

No, as already stated the relative directory became available on 20 February 1984;

(a) and (b) Fall away.

Telephone directories

*17. Mr A B WIDMAN asked the Minister of Posts and Telecommunications:

Whether approximately 180 tons of directories for the (a) Cape Peninsula and (b) Boland and West Coast regions, numbering approximately 450 000, were stored at Stirling Street, Cape Town, as at 1 February 1984; if not, (1)(aa) what was the weight of the directories stored there, and (bb) how many directories were stored there, at that date and (ii) for which regions were they?

The MINISTER OF POSTS AND TELECOMMUNICATIONS:

(a) and (b) No;

(i) (aa) approximately 266 tons

(bb) 197 549, and

(ii) the Cape Peninsula, Boland and West Coast, Southern Cape and Karoo and Namaqualand.

For written reply:

Howard Q. 6/1, 1503
Double-shift classes 6/6/84

926. Mr R M BURROWS asked the Minister of Community Development:

(1) Whether, with reference to his reply to Question No 9 on 24 February 1984, mobile units are to be delivered to Coloured schools affected by double-shift classes; if so,

(2) whether there have been any delays in the delivery of these mobile units; if so, (a) what is the nature of the de-

lays and (c) how many units (i) had been and (ii) remained to be delivered as at the latest specified date for which figures are available;

(3) whether any complaints have been received concerning the standard of these mobile units; if so, (a) from whom and (b) what is the nature of the complaints?

The MINISTER OF COMMUNITY DEVELOPMENT:

(1) Yes.

(2) Yes (a) and (b) An Interdepartmental Committee was appointed in July 1983 to investigate the provision of mobile classrooms. Tenders and the adjudication thereof was completed on 12 August 1983. Only 6 months were thus left for the manufacture, transport and erection of the large amount of classrooms throughout the Republic. The large order and limited time schedule created unforeseen material shortages and transport problems. Furthermore bad weather, a change of priorities and unfortunate circumstances such as fire damage at Northern Paarl and stormwater damage at Villiersdorp created delays.

(i) 300.

(ii) 50. The remaining 57 classrooms were as a result of revised priorities delivered to teaching colleges.

(3) No. (a) and (b) Falls away.

Howard Q. 6/1, 1504
Electricity: consumption 6/6/84

946. Mr A J W P S TERBLANCHE asked the Minister of Mineral and Energy Affairs:†

(1) (a) In which months in 1983 did the maximum consumption of electricity in the Republic occur, (b) what was the average (i) demand for power and (ii) maximum demand per day in these months and (c)(i) what was the

duration of the peak consumption periods and (ii) at what times of the day did they occur;

(2) (a) in which months in 1984 is the maximum consumption of electricity in the Republic expected to occur, (b) what is the estimated average (i) demand for power and (ii) maximum demand per day in respect of these months and (c)(i) what is the duration of the peak consumption periods expected to be and (ii) at what times of the day are they expected to occur?

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

(1) (a) August.

(b) (i) 15 131 MW weekday average demand.

(ii) 15 639 MW

(c) (i) Approximately nine hours per day.

(ii) Between approximately 07h00 and 12h00 and between approximately 16h00 and 20h00.

(2) (a) August.

(b) (i) 15 684 MW weekday average demand.

(ii) 16 684 MW

(c) (i) Approximately nine hours per day.

(ii) Between approximately 07h00 and 12h00 and between approximately 16h00 and 20h00.

Escom: generating capacity

947. Mr A J W P S TERBLANCHE asked the Minister of Mineral and Energy Affairs:†

(1) (a) What was the maximum generating capacity of Escom in 1983, (b) what proportion of this capacity was generated by means of liquid fuel and (c) what was the lowest cost per kilowatt-hour at which electricity was generated in that year;

(2) (a) what is the estimated maximum generating capacity of Escom in respect of 1984, including the electricity supplied by the Cahora Bassa scheme, (b) what estimated proportion of this capacity is generated by means of liquid fuel and (c) what is the estimated lowest cost per kilowatt-hour at which electricity can be generated in 1984?

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

(1) (a) 21 673 MW, excluding Cahora Bassa.

(b) 342 MW.

(c) 0,19 cents/kWh at the Vanderkloof Hydro Powerstation.

(2) (a) 25 901 MW.

(b) 342 MW.

(c) 0,21 cents/kWh at the Vanderkloof Hydro Powerstation.

Hydro-electric scheme: generating capacity

948. Mr A J W P S TERBLANCHE asked the Minister of Mineral and Energy Affairs:

(a) What is the generating capacity of the (i) Sterkfontein and (ii) Hendrik Verwoerd hydro-electric scheme and (b) what quantity of water is required for this purpose in each case?

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

(a) (i) The generating capacity of the Drakensberg Pumped Storage

reason for the hon member's question. [Interjections.]

†Mr J H HOON: Further arising out of the hon the Minister's reply, I should like to ask: If I convene a meeting for teachers, and as group leaders I take along the hon member for Rissik and the hon member for Koo- doespoort, will the hon the Minister also accept an invitation to address such a secret meeting of teachers convened by me?

†The MINISTER: If the hon member convenes a meeting which he arranges as an MP and for which he issues invitations, if it is not secret, as he says, but the invitations are extended to all who are concerned with education, I shall hold it with the greatest of pleasure—and I do not think he will invite me there again! [Interjections.]

†Mr H D K VAN DER MERWE: Further arising out of the hon the Minister's reply, I should very much like to know whether teachers not supporting the National Party will be discriminated against in any way? [Interjections.]

†The MINISTER: Sir, there will be no discrimination whatsoever against any teacher on the grounds of his political affiliation. As long as he practises his political affiliation—to whatever political party he may belong—in accordance with the conditions of service existing for teachers, which give them the freedom to be members of political parties, to be members of the executive committees of political parties, but which prohibit them from actively participating in public in a political context, for example, by being a speaker at a public meeting, he will not be discriminated against, but if the conditions are not complied with, the responsible education authorities will deal with the matter in a responsible way, as they have always done.

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, can I therefore accept that any political party will have the right in future to invite teachers to attend discussions held by members of a particular political party and to state the standpoint of the party with regard to the education . . . [Interjections.]

†Mr SPEAKER: Order!

†The MINISTER: Mr Speaker, I think that a Minister who is responsible for education, has the responsibility to explain to that professional group concerned, accepted education policy—not contentious matters, but accepted education policy, which has been approved by the Government in terms of its authority or by Parliament in terms of its legislation, provided that he does it in a professionally justified manner, just as my hon colleague the Minister of Law and Order has the right and the responsibility to accept, and will accept, such invitations when he is invited by members of the profession for which he is responsible, namely the Police, to state it to them in a responsible official manner. Neither that colleague nor any other colleague who is responsible for professional groups nor I will, however, make the error of judgement of indulging in party politics on such an occasion, because we know the difference between the official conduct of the incumbent of a public post and party politics. We will for example, not make the mistake of saying what the hon member for Rissik recently said here with reference to a visit abroad of the hon Prime Minister, not as a party politician, but as the leader of this country, and the statements he made in a dignified, and statesmanlike manner at Clarens in Switzerland. The hon member then deemed it fit to say in this House:

Even in the house in which President Paul Kruger died I have to hear that everything that was beautiful and fine for Paul Kruger and that has been destroyed during the past four, five years, is being used to help the NP along on this road to destruction.

If one is so incapable of distinguishing between the official standpoint adopted by an office-bearer and what he does as a politician at a party-political meeting, then one will of course continue asking such questions. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising . . .

†Mr SPEAKER: Order! I shall allow one more supplementary question.

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, does he agree with the attitude of the hon the Minister of Constitutional Development and Planning that only Ministers will have the privilege . . .

†The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING: That is not what I said.

†Mr H D K VAN DER MERWE: I want to know whether only Ministers of the State will have the privilege of addressing teachers with regard to education or the education policy as far as the new dispensation is concerned.

†The MINISTER OF NATIONAL EDUCATION: Mr Speaker, I believe that when a professional group is concerned, it should be done by the office-bearer responsible for the management and the administration on the part of the State in regard to that professional group.

†Mr G B D MCINTOSH: Mr Speaker . . .

†Dr A L BORAINNE: Mr Speaker, further arising . . .

†Mr SPEAKER: Order! When I gave the hon member for Rissik the floor, I said that I would allow one more supplementary question. The hon member for Pinelands, however, rose at the same time as the hon member for Rissik, and I am therefore allowing him to put a further question.

Dr A L BORAINNE: Mr Speaker, further arising out of the reply of the hon the Minister, can he tell the House how many similar gatherings he has addressed and in which constituencies during 1984?

†The MINISTER: Mr speaker, my mental arithmetic is not good enough for me to make that calculation quickly, but there are many of them. I repeat that they were meetings convened by the official representatives of particular constituencies in the House of Assembly and also by professional associations in those constituencies and sometimes jointly by both.

51 Farm schools 9.6.1984
15. Mr R W HARDINGHAM asked the Minister of Education and Training:

How many farm schools were closed in each province in each of the latest specified three years for which figures are available?

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

Departmental statistics are divided according to regions and not provinces. The requested information in respect of each region is as follows:

	1981	1982	1983
Johannesburg	2	—	—
Northern Transvaal	14	20	11
High Veld	3	9	9
Orange Vaal	6	16	2
Orange Free State	22	7	2
Natal	10	7	2
Cape	14	10	3

†Mr Speaker
Delmore: dwelling houses bought out
Q. Cal. 1478 6/6/84
*16. Mrs E M SCHOLTZ asked the Minister of Community Development:†

- (1) Whether his Department recently bought out any dwelling-houses of Whites in Delmore; if so, when;
- (2) whether these dwelling-houses were bought out with a view to occupation by Coloured persons; if so, how many dwelling-houses (a) were bought out for this purpose and (b) are occupied by Coloured persons at present?

†The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

- (1) Yes, 1 May 1984.
- (2) Yes.
 - (a) 70 dwellings and 14 flats.

1515

THURSDAY, 7 JUNE 1984

1516

Teachers: housing loans

991. Mr R M BURROWS asked the Minister of Community Development:

How many (a) White, (b) Coloured, (c) Indian and (d) Black teachers had obtained State housing loans as at the latest specified date for which figures are available?

The MINISTER OF COMMUNITY DEVELOPMENT:

The information is unfortunately not available.

Cato Manor

1019. Mr P C CRONJÉ asked the Minister of Community Development:

(1) (a) What was the total cost to his Department of acquiring the land in Cato Manor, excluding the cost referred to in his reply to Question No 718 on 12 April 1984, and (b)(i) from whom was this land acquired, (ii) what area of land was acquired from each person or body, (iii) what amount was paid to each such person or body in respect of this land and (iv) on what dates were these amounts paid;

(2) whether his Department has incurred any further costs in regard to this land since its acquisition; if so, (a) what specified costs and (b) on what (i) items and (ii) dates were these amounts spent in each case?

The MINISTER OF COMMUNITY DEVELOPMENT:

(1) and (2) The desired information is not readily available. Since it is a time-consuming task to go through the particulars, and the personnel therefor is not available, the question can unfortunately not be replied to.

THURSDAY, 7 JUNE 1984

†Indicates translated version.

For written reply:

Robben Island 7/6/84
Q. 61, 1516

927. Mrs H SUZMAN asked the Minister of Justice:

Whether any persons under the age of 18 years are being held in prisons on Robben Island at present; if so, (a) how many, (b) what are their respective ages and (c) of what crimes were they convicted in each case?

The MINISTER OF JUSTICE:

Yes.

(a) Three (3).

(b) 17 years in all three cases.

(c) (i) Theft—4 counts. Sentenced on 12 March 1984 (twelve months imprisonment effective).
(ii) Envisaged conditional release—11 November 1984.
(iii) Housebreaking with intent to steal and theft—3 counts. Sentenced on 4 November 1983 (eighteen months imprisonment effective).
(iv) Envisaged conditional release—3 November 1984.

(iii) Housebreaking with intent to steal and theft. Sentenced on 18 January 1984 (twelve months imprisonment). Unconditional release—17 January 1984.

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

1517

THURSDAY, 7 JUNE 1984

1518

How many (a) White, (b) Black, (c) Coloured and (d) Asian (i) male and (ii) female workers were employed by Government Departments in the Cape Peninsula in 1981, 1982 and 1983, respectively?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

The information is not available as the survey on employment regarding Government Departments is not conducted on a regional but on a national basis. The data on a national basis are as follows:

	(i)	(ii)
(a) 1981	90 062	39 796
1982	90 495	41 804
1983	97 319	45 100
(b) 1981	92 209	39 855
1982	96 452	43 282
1983	100 984	46 330
(c) 1981	36 179	23 910
1982	37 938	25 887
1983	40 856	26 515
(d) 1981	8 231	4 780
1982	8 785	5 217
1983	9 390	5 808

993. Mr R M BURROWS asked the Minister of Internal Affairs:

(1) Whether hostel accommodation is provided at Coloured farm schools; if not, why not; if so, how many (a) hostels and (b) hostel beds are there for (i) primary and (ii) secondary school pupils;

(2) whether there is a waiting list for accommodation in these hostels; if so, how many pupils are awaiting accommodation;

(3) whether his Department intends (a) extending these hostels and (b) providing additional hostels in rural areas; if not, why not; if so, (i) when

and (ii) what is the nature of these plans in each case?

The MINISTER OF INTERNAL AFFAIRS:

(1) No. Most such schools are state-aided schools under the management and control of private persons, churches or other bodies. The aim with so-called farm schools is to provide schooling for pupils resident in the neighbourhood thereof. Should the governing body in any particular case wish to do so, it will be able to, with the consent of the Department, erect a private hostel which will then qualify for a grant-in-aid in the form of a rent grant. Pupils accommodated in such hostels will qualify for boarding allowances paid to the governing bodies.

(2) and (3) Fall away.

Hillbrow/Norwood/Lombardy East police stations: crimes

998. Mr H H SCHWARZ asked the Minister of Law and Order:

How many crimes of each type were committed and reported to the South African Police at the (a) Hillbrow, (b) Norwood and (c) Lombardy East Police station during the latest specified period of 12 months for which figures are available?

The MINISTER OF LAW AND ORDER:

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

Congo fever

1017. Dr M S BARNARD asked the Minister of Health and Welfare:

(1) How many (a) suspected and (b) confirmed cases of Congo fever were there (i) in 1983 and (ii) from 1 January

Hansard 1528

played under the program after which a further 500 locally resident Transkeians could be employed.

(ii) To assist the Transkei Government in combating unemployment while at the same time ensuring that jobs would be available for Transkeians returning from the Western Cape.

(4) Yes.

(a) 1 000.

(b) On the basis set out in (3)(b)(i) above.

(5) Agreement has been reached regarding projects providing 2 500 jobs for resident Transkeians.

(a) The projects were initiated in March 1983 and the 2 500 jobs so far created were filled during the 1983-84 financial year.

(b) The further implementation of the program has not yet been finalized.

(6) Yes, it is a continuing process.

(a) Various meetings were held in the latter part of 1983 as well as in 1984.

(b) Most, if not all, of the problems concerning the administration of the current program employing 2 500 persons have been resolved. The planning of extensions or supplements to the existing program is in an advanced stage and is being continued.

Blacks employed by Development Boards
Q. Co 1, 1528
*9. Mr K M ANDREW asked the Minister of Co-operation and Development:

Whether any Black persons hold posts equal or senior to that of housing manager in the employ of any Development Board; if not, why not; if so, (a) what posts in respect of each specified Development Board and (b) what (i) salary scales are applicable to, and (ii) qualifications are required for each of these posts?

†THE DEPUTY MINISTER OF CO-OPERATION:

It is not clear what is meant by the term "housing manager".

(a) Only two posts exist that can possibly be brought within the rather vague definition of "housing manager". Both are on the establishment of the Orange Vaal Development Board.

At all Development Boards posts of various gradings exist that cannot be brought under this definition, although the incumbents are engaged in the administration of housing. Black Training Officers and Black Social Workers hold posts equal to or higher than that of "housing manager" at some Development Boards.

(b) (i) R12 030 x 570 - 14 880 plus an allowance of 12% per annum in the case of Training Officers.
R8 820 x 414 - 10 890 x 570 - 14 880 plus an allowance of 12% per annum in the case of Social Workers.

(ii) For appointment to the post Training Officer an appropriate University degree and at least three years experience in the rank of Senior Clerk is required, while for appointment to the post of Social Worker registra-

tion with the Council for Social and Associated Workers is required.

Coloured schools: materials/text books
Q. Co 1, 1529
*10. Mr R M BURROWS asked the Minister of Internal Affairs:

(1) Whether any Coloured schools had not received their requisitions of school (a) materials and (b) text books for 1984 from his Department by 31 May 1984; if so, (i)(aa) how many schools and (bb) why in each case and (ii) what materials had not been supplied by that date;

(2) whether any teachers have been (a) requested and (b) required to purchase text books in order to implement school syllabuses; if so, why;

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

THE DEPUTY MINISTER OF INTERNAL AFFAIRS:

(1) (a) and (b) Yes, there are schools that have not received all the materials and text books requisitioned.

(i) (aa) Approximately 800 in respect of materials and 538 in respect of text books.

(bb) The reply is incorporated in the reply to (3).

(ii) There are numerous items of material that can be and are requisitioned. It is not practical to name every item but the materials that have not been supplied fall within the general description of art and stationary items.

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

(3) It must be borne in mind that requisitions are normally made to supplement existing stock and that the fact that any particular requisition has not been carried out does not mean that the school is necessarily without stock of any particular item. Whilst it remains the ideal to supply all educational institutions adequately and without delay with stationary, materials and text books, one cannot disregard the fact that the quantities, the procedures and the numerous suppliers and contractors involved in the process do carry a risk of delay in the execution of orders. All education departments at some time or another experience difficulties in having requisitions, text books, etc, supplied in time. From the Department's side everything possible is being done to adequately supply schools and the fact that the outstanding text books represent only 2% of the total expenditure of text books, is an indication of the fruits of its efforts.

*11. Mr R M BURROWS—Community Development—Reply standing over.

Prohibition of Political Interference Act

*12. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(1) Whether he recently received any representations from any Coloured political parties concerning the Prohibition of Political Interference Act, No 51 of 1968; if so, (a) when, (b) from which parties and (c) what was (i) the nature of the representations and (ii) his response thereto;

(2) whether he indicated in May 1984 that he would effect certain amendments to this Act; if so,

(3) whether he intends effecting any

A slice of life for black pupils

By CLAIRE PICKARD-CAMBRIDGE

LITTLE Tembeka, a seven-year-old Sub B pupil, grows up with an intimate knowledge of the relentless hunger stalking South Africa's teeming townships.

Like many of her contemporaries, Tembeka was born out of wedlock and has been passed on to her grandmother, who earns a subsistence wage of R80 a month as a char.

Her grandmother cannot give her breakfast every day because she leaves home before 5.30am to catch the series of crowded buses that will eventually deposit her near her employer's suburban home at 7.30am.

Consequently, Tembeka and most of her peers leave for school on gnawingly empty stomachs.

After an inadequate meal the night before, small pupils often faint from hunger in class by 11am from lack of food, says Mrs Val Hunt, secretary of the Port Elizabeth School Feeding Fund, who says this happened regularly before daily dietary supplements were provided at schools in needy areas.

This information is powerfully supported by the second Carnegie inquiry into poverty which recently reiterated that there were still huge numbers of malnourished children in South Africa.

"Furthermore, a 100% increase in the price of peanut butter over the past year and February's 20% bread price increase have hit the fund extremely hard, especially as similarly-priced substitutes with an equal nutritional value cannot be found, said Mrs Hunt.

"I don't know how our resources can be stretched to cover these price increases because we are desperately in need of funds"

The fund feeds 26 000 children daily at the 33 black lower primary schools, two coloured schools and ten farm schools which have requested assistance over the years.

For some pupils in Port Elizabeth, the half-mug of soup and a slice of bread with peanut butter supplied by the fund is the only daily meal they get, while for most the only other meal is mealie meal porridge and dripping, or samp and beans at sunset.

Oliver Twist-like waifs, brave enough to ask for second helpings would not be lucky either, as precious food supplies are already stretched to their limits.

Mrs Hunt said there had been a "dramatic increase" in attendance at schools where the feeding scheme was implemented, with one school reporting such high attendance that they no longer kept a daily register.

A testimony to the children's enthusiasm for the feeding scheme was their recent street collection in the townships where they collected R5 600.

The fund receives no Government grant. Some of the money is provided by the municipality, while the rest depends on public support and the contributions of the children

Proceeds from the premiere of *The Sound of Music*, to be staged at the Opera House by Capab and the Gilbert and Sullivan Society on June 21, will go towards the feeding fund. Tickets can be bought at the fund's office in the Walmer Town Hall. For further information, ☎ 514371.



For some black pupils the Port Elizabeth soup and a slice of bread with peanut butter is the only meal they have

Far fewer whites, but . . .

Number of black pupils rockets

51
5 few
11/6/84

By Jean Hey,
Education Reporter

The number of black children in primary schools has soared by more than 134 000 in the past year — and the number of whites has dropped by a dramatic 10 800.

There are now more than 3,2 million black children in primary schools alone — five and a half times as many as whites.

These are just some of the facts to emerge from the official educational statistics for 1983 and 1984, released recently by the Central Statistics Services in Pretoria.

The statistics include the six self-governing homelands, which are facing a pupil boom far greater than the population explosion in South African schools.

In an attempt to meet the needs of this overwhelming surge of black pupils, the Department of Education and Training built 476 new schools during 1983.

About 8 600 new black teachers were added — bringing the total number close to 99 000.

This has helped decrease the pupil-teacher ratio in black schools to about 40-to-1.

But while black teachers struggle to teach classes with 10 more pupils than the De Lange Report recommended, white schools have classes with less than half the number.

The average white school in 1984 has a teacher-pupil ratio of 1-to-18.

Despite the sharp drop in white primary school pupils, seven new schools have been built for whites this year, and 450 more teachers have entered the profession.

The expansions in white education were prompted by the increase in secondary school pupils, whose numbers have grown by more than 2 000 in the past year.

The Indian school-going population has remained almost static.

But the number of coloured pupils grew by more than 14 500 between 1983 and 1984 to 788 798 — more than triple the Indian pupil population.

3,2-million blacks at primary school**Big increase in number of black scholars**

THE NUMBER of black children in primary schools has soared by more than 134 000 in the last year, while in the same period the number of white children in primary schools dropped by a dramatic 10 800.

There are now more than 3,2 million black children in primary schools alone — 5½ times more than whites.

These are just some of the facts to emerge from the official educational statistics for 1983 and 1984, released by the Central Statistics Services in Pretoria recently.

These statistics include the six self-governing homelands which are facing a pupil boom far greater than the population explosion in South African schools.

In an attempt to meet the needs of this overwhelming surge of black pupils, the Department of Education and Training built 476 new schools during 1983.

Boost

About 8 600 new teachers were added to the ranks of the black teaching profession, bringing the number of black teachers close to 99 000.

This boost has helped decrease the pupil/teacher ratio in black schools to almost 40:1.

But while black teachers struggle to teach classes with 10 more pupils in each class than the De Lange Report recommended, white schools enjoy classes with less than half the number of pupils in each class, compared to black classes.

The average white school in 1984 had a teacher/pupil ratio of 1:18.

Drop

Despite the sharp drop in white primary school pupils, seven new schools have been built for whites and 450 more teachers have entered the profession this year.

The expansions in white education were prompted by the increase in secondary school pupils whose numbers have grown by more than 2 000 in the last year.

The Indian school-going population had remained almost static during the last year.

But the number of coloured pupils grew by more than 14 500 between 1983 and 1984 to 788 798 — more than triple the Indian pupil population.

Hendrikse slams communism

COMMUNISM could never be accepted in South Africa as it denied the individual his rights, the leader of the Labour Party said in Kimberley yesterday.

The Rev Allen Hendrikse said at the official launching of his party's campaign for the elections in August that the

Labour Party would concentrate on fighting communism.

The names of the eighty candidates who would stand in the elections were announced yesterday.

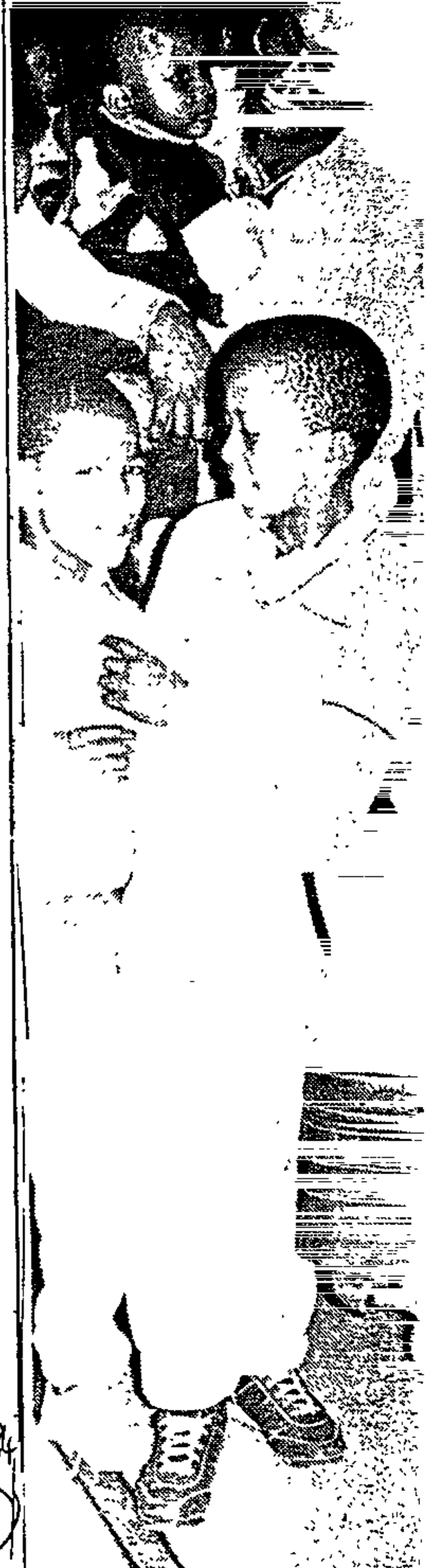
Among those who will stand in the Transvaal constituencies were the national deputy leader of the party, Mr Miley Richards, for Bosmont, and Mr Jace Rabie, the Transvaal leader, for Reygerspark.

Business seminar

By SAM MABE

PROBLEMS facing black businessmen and reasons why black companies fail will be discussed by experts at a business seminar to be held at the Riverside Holiday Inn next week Tuesday.

Mr M H Mabogoane, consultant at the Small



FOUR SOWETO lawyers who are from left, Mr Modise Khoza (shirt) and Miss Dolly Mokhele (institution).

BOTHA

ROME — The Prime Minister, 28-minute informal audience day.

Mr Botha and the Minister of Pik Botha, met the Pope in his day and stayed for 28 minutes. South African Ambassadoral Jim Stewart and several other in all — were admitted to the P.

After a group photograph visitors, the Pope gave them

The Prime Minister received gifts of Raphael and a silver

file of the Pope

Mr D J N MALCOMMESS: Mr Speaker, arising out of the hon the Deputy Minister's reply, can he tell us whether the people whose land is not to be flooded by the dam are also to be moved?

The DEPUTY MINISTER: Mr Speaker, I have already replied that the area consists of two portions. In terms of the 1975 consolidation proposals as adopted by this Parliament, a portion of the land will be flooded, while the residents of the other portion will be shifted to another area in terms of the consolidation proposals. However, it is essential that we consult the people concerned and have their co-operation. That we are doing. We have also done that in the past.

Mr P G SOAL: Mr Speaker, further arising out of the reply given by the hon the Deputy Minister, is it not correct that they have not been negotiating with the elected members of that community? Secondly, before moving them to kaNgwane, will they consult with the kaNgwane authorities?

The DEPUTY MINISTER: Mr Speaker, the hon member must keep in mind that in terms of the Black tribal system there are elected chieftains, with whom we also talk. That is the official way in which the government usually deals with those people. We are prepared to talk to such people. However, if one should go along and talk to anyone who pretends to have been elected by the people one will find oneself in trouble. As far as the second part of the hon member's question is concerned, the position is that we consult with everybody, including the kaNgwane authorities and all other National states involved in this move.

Mrs H SUZMAN: Mr Speaker, further arising out of the hon the Deputy Minister's reply, does his answer also include the removal of the two adjacent tribes, those living at Driefontein and at Daggaskraal?

The DEPUTY MINISTER: Mr Speaker, Daggaskraal is not adjacent to the area. I want to ask the hon member to table a question if she wants that information.

I want to put it to the Official Opposition that it has chosen this time, while the hon the Prime Minister is away overseas, to raise

this question. It is very interesting that they are making a big effort at this moment to pursue this question, while not accepting what I have said that there are two portions involved. The first is that in terms of the 1975 consolidation proposals certain legislation was adopted by Parliament. Furthermore, the 1983 consolidation proposals, as far as they relate to that area, have not yet been tabled. There may, therefore, be a change, or it could remain the same. It is not official at this moment.

The second point is that there is a dam involved in the issue. Why does the official Opposition now, at this moment, want to make an issue of the matter?

Public lending rights

*24. Mr B R BAMFORD asked the Minister of Industries, Commerce and Tourism:

- (1) Whether he has considered introducing a system of public lending rights in the Republic; if so, with what results; if not,
- (2) whether he will consider introducing such a system; if not, why not?

The DEPUTY MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

- (1) No.
- (2) Representations in this respect may be submitted to the Advisory Committee on Copyright Law whose recommendations will then be considered.

Business interrupted in accordance with Standing Order No 42.

Toll roads

*25. Mr S S VAN DER MERWE asked the Minister of Transport Affairs:

- (1) Whether his Department recently advertised toll roads; if so, (a) why, (b) in how many publications and (c) on what dates were the advertisements carried;

- (2) whether his Department intends to proceed with this advertising campaign; if so, (a) what media will carry these advertisements and (b) what is the anticipated total cost of this campaign?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes.
 - (a) To inform the public of the advantages attached to the use of toll roads.
 - (b) In two publications.
 - (c) On 7 and 8 June 1984.
- (2) No, not with regard to the Tsitsikamma project in respect of which the cost of the campaign amounted to R9 369,00.
 - (a) and (b) Fall away.

*26. Mr K M ANDREW asked the Minister of Education and Training:

With reference to his reply to Question No 9 on 30 May 1984, what is the distance by road between the Koesterfontein farm school and the farm schools at (a) Magaliesburg and (b) Khududpedi?

The MINISTER OF EDUCATION AND TRAINING:

- (a) 10 kilometres.
- (b) 4,8 kilometres.

*27. Prof N J J OLIVIER—Community Development—Reply standing over.

Schools: materials/text books

*28. Mr R M BURROWS asked the Minister of Internal Affairs:

- (1) Whether, with reference to his reply to Question No 10 on 8 June 1984,

any schools have had to delay implementing school syllabuses as a result of inadequate supplies of materials and text books; if so,

- (2) whether school inspectors require schools to proceed with syllabuses irrespective of whether the requisite materials and text books are available;
- (3) whether, as a result, any teachers have purchased the requisite materials and/or text books from their own funds; if so, at how many schools;
- (4) whether his Department will reimburse teachers for these purchases; if not, why not; if so, (a) when and (b) what is the total estimated cost involved;
- (5) when is it anticipated that these schools will receive these materials and test books?

The MINISTER OF INTERNAL AFFAIRS:

- (1) and (2) No, because teachers can continue with that part of the syllabus for which text-books and materials are available.
- (3) No, not as far as the Department is aware.
- (4) Falls away.
- (5) As soon as the suppliers can execute the outstanding requisitions. In the meantime the Department is pressuring the suppliers to deliver at the earliest possible date.

*29. Mr R M BURROWS asked the Minister of Internal Affairs:

- (1) Whether, with reference to his reply to Question No 20 on 8 June 1984, the administration of the Athlone Training College in Paarl was ap-

New law legalises entry of blacks to private schools

Cape Times 15/6/84

~~51~~ ~~52~~ ~~53~~

Provincial Reporter

A NEW provincial ordinance legalising the admission of black pupils to private schools in the Cape came into effect today.

The amendment states that "any other children may, with the approval of the Administrator and on conditions prescribed by him... be admitted as pupils to a private school".

Private Christian and Jewish schools have been allocated "quotas", ranging from 4 percent to 33,3 percent, for the number of black pupils admitted.

Peninsula schools and their black quotas are given in percentages:

- 33,3 percent: Springfield Convent; Holy Cross, Maitland; St Mary's Senior, Cape Town; Waldorf, Constantia; Loreto Convent, Strand.

- 30 percent: St George's Grammar, Mowbray; Marist Brothers, Rondebosch.

- 20 percent: St Cyprian's, Oranjezicht; Michael Oak, Kenilworth.

- 15 percent: St John's College, Green Point; Herschel Girls', Claremont; Somerset House Preparatory, Somerset West.

- 13 percent: Holy Cross, Brooklyn.

- 12 percent: Diocesan College, Rondebosch.

- 11 percent: Forres Preparatory.

- 10 percent: Holy Cross Sisters, Bellville; Hillcrest, Mowbray; Western Province Preparatory, Claremont.

- 8 percent: Helderberg High and Primary, Somerset West.

- 5 percent: Herzlia High and Primary, Highlands Estate; Herzlia Primary, Constantia; Herzlia Primary, Milnerton; Herzlia Weizmann, Sea Point.

- 4 percent: Cape Town Deutsche Schule.

Cross (57)

Nene (235)

(191) atson

(159) rnell

(89)

(8)

(4)

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ation of Resources B

CESM Category	Technikons						RSA*	OFS
	Cape	Natal	Witwatersrand	Pretoria	Port Elizabeth	Vaal-die-hoek		
04 Business, Commerce and Management Sciences	15,18	23,61	18,07	19,02	20,09	13,80	—	13,17
05 Communication	21,17	52,81	61,18	25,80	20,27	0,18	—	27,87
06 Computer Science and Data Processing	34,05	83,00	34,01	23,06	21,40	16,08	—	25,17
07 Education	9,81	3,66	32,20	17,65	—	—	—	—
08 Engineering and engineering Technology	16,02	18,79	11,46	10,92	8,05	9,88	—	5,65
09 Health Care and Health Sciences	6,10	8,03	8,91	11,82	11,83	10,06	—	8,67
10 Home Economics	8,63	5,83	6,54	8,81	23,58	3,94	—	4,52
11 Industrial Arts, Trades and Technology	152,73	7,01	12,03	10,96	—	—	—	—
12 Languages, Linguistics and Literature	10,76	22,10	11,03	27,23	15,36	—	—	—
13 Law	28,51	17,63	29,73	23,07	32,22	30,11	—	—
14 Libraries and Museums	10,91	—	—	—	—	—	—	—
15 Life Sciences and Physical Sciences	15,04	5,85	10,09	10,69	12,27	11,52	—	30,12
16 Mathematical Sciences	22,18	3,03	18,90	18,32	17,62	15,97	—	211,46
17 Military Sciences	—	—	—	—	—	—	—	—
18 Philosophy, Religion and Theology	—	—	—	—	—	—	—	—
19 Physical Education, Health Education and Leisure	34,55	18,08	26,86	16,08	—	—	—	—
20 Psychology	110,64	267,75	41,82	396,70	38,07	10,54	—	34,00
21 Public Administration and Social Services	14,73	15,90	22,29	47,09	—	2,57	—	—
22 Social Sciences and Social Studies	70,33	17,88	44,32	41,51	16,18	4,66	—	—

* Statistics in respect of Technikon RSA are not available.

1008. Mr H E J VAN RENSBURG asked the Minister of National Education:

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other members of the academic staff were there at each specified technikon under the control of his Department in (i) 1983 and (ii) as at

Technikons

the latest specified date for which figures are available?

The MINISTER OF NATIONAL EDUCATION:

The instruction and research personnel with permanent appointments are as follows:

Technikon	White					Coloured					Indian					Black					Other				
	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)
Cape	230	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Natal	473	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Witwatersrand	293	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pretoria	410	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Port Elizabeth	117	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Vaal Triangle	120	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
RSA	42	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
OFS	32	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

(ii) 1984: Statistics for 1984 are not readily available yet.

Howard Q. 6/1. 1673
Old-age homes 15/6/84

1011. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- (1) How many applications were (a) received and (b) accepted at each old-age home for (i) Coloureds and (ii) Asians falling under his Department in each of the latest specified five years for which figures are available;
- (2) whether his Department intends to provide additional accommodation for aged (a) Coloured and (b) Asian persons; if not, why not; if so, (i) when, (ii) where and (iii) for how many persons in each case?

SI Howard
Q. 6/1. 1674 15/6/84
 1025. Mr R M BURROWS asked the Minister of Internal Affairs:

- (1) Whether his Department is considering phasing out Coloured farm schools as a category of schools; if so, why; if not, (a) how many (i) high and (ii) primary farm schools are there in the Republic, (b) how many pupils are there in each standard at

The MINISTER OF INTERNAL AFFAIRS:

There is one state old-age home for Coloureds and none for Indians.

- (1) (a) (i) 1980: 5 (b) 2

farm schools in the Republic, (c) how many White teachers are employed at Coloured farm schools and (d) what formula is applied in respect of financing these schools;

- (2) whether accommodation is provided for teachers at these schools; if not, why not; if so, what accommodation?

The MINISTER OF INTERNAL AFFAIRS:

(1) No.

(a) (i) None.

(ii) 989.

Sub-standard	A	B
17 974	15 498	14 864
13 084	11 423	9 003
4 955	4 955	773

(d) Most of the schools concerned are state-aided schools and grants-in-aid in respect of rent and cleaning expenses, based on the usable floor area of the buildings are paid to the governing bodies of the schools. In addition, the salaries of teachers are paid in full and all equipment, text-books and stationery are supplied by the Department.

- (2) No. The Department's major priority at this stage is the provision of classroom accommodation with the funds available. Furthermore, housing for teachers at farm schools is in many cases supplied by the governing body of the school or even by the owner of the farm on which the school is situated. There is also the phenomenon

that teachers teaching at farm schools prefer to live in the nearest town or city where more facilities are available for them and their families and where they can acquire a house on which they can receive state subsidies—such teachers may apply for the prescribed travelling allowance between their homes and the schools where they teach.

Passenger trains

1034. Mr D J N MALCOMMESS asked the Minister of Transport Affairs:

(a) What is the scheduled time for the fastest (i) White and (ii) non-White passenger train to travel between (aa) Cape Town and Port Elizabeth and (bb) East London and Port Elizabeth and (b) which trains are these in each case?

The MINISTER OF TRANSPORT AFFAIRS:

(a) (i) and (ii)

(aa) Cape Town—Port Elizabeth (via De Aar): 33 hours 50 minutes.
Port Elizabeth—Cape Town (via De Aar): 36 hours 35 minutes.

(bb) East London—Port Elizabeth: 17 hours 30 minutes.
Port Elizabeth—East London: 18 hours 20 minutes.

(b) Cape Town—Port Elizabeth: Train No 17015 (Cape Town—De Aar) and Train No 25005/23309 (De Aar—Port Elizabeth).
Port Elizabeth—Cape Town: Train No 33304/72004 (Port Elizabeth—De Aar) and Train No 71014 (De Aar—Cape Town).
East London—Port Elizabeth: Train No 43022/3.
Port Elizabeth—East London: Train No 34020/1.

QUESTIONS UNDER NAME OF MEMBER

Alant, Dr T G—
Law and Order, 1078
Posts and Telecommunications, 1131

Andrew, Mr K M—
Community Development, 542, 1257
Constitutional Development and Planning, 792, 1516
Co-operation and Development, 88, 316, 400, 511, 517, 531, 674, 686, 814, 873, 931, 943, 993, 1022, 1025, 1032, 1036, 1037, 1083, 1175, 1259, 1291, 1338, 1420, 1528, 1531, 1600, 1601, 1648
Defence, 477, 518, 519, 711, 713, 715, 785, 893, 1024
Education and Training, 89, 169, 192, 259, 260, 301, 397, 398, 407, 426, 623, 793, 830, 832, 884, 904, 945, 1102, 1139, 1142, 1155, 1160, 1218, 1261, 1406, 1426, 1431, 1432, 1490, 1491, 1609, 1618, 1619, 1648
Finance, 794
Foreign Affairs, 300, 332, 781, 1052, 1110, 1312, 1524, 1615
Health and Welfare, 1426
Internal Affairs, 540, 541, 671, 733, 991, 992, 1313
Justice, 301, 438, 662
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Mineral and Energy Affairs, 821
National Education, 548, 683, 1491, 1634
Posts and Telecommunications, 221, 1213, 1296
Transport Affairs, 513, 514, 685, 687, 789

Aronson, Mr T—
Agriculture, 495
Community Development, 462
Constitutional Development and Planning, 593, 594
Co-operation and Development, 1180
Energy Affairs, 827
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Industries, Commerce and Tourism, 663, 664
Manpower, 597
Posts and Telecommunications, 1228
Transport Affairs, 430, 494, 632

Barnford, Mr B R—
Community Development, 735, 822, 824
Industries, Commerce and Tourism, 1608
National Education, 739

Barnard, Dr M S—
Agriculture, 71, 132
Constitutional Development and Planning, 182, 974
Co-operation and Development, 602, 1060, 1185, 1207
Defence, 516
Education and Training, 547
Environment Affairs and Fisheries, 907
Health and Welfare, 35, 86, 149, 163, 165, 267, 307, 364, 368, 417, 445, 460, 535, 539, 540, 566, 592, 635, 636, 779, 801, 806, 840, 844, 966, 1020, 1028, 1029, 1064, 1101, 1165, 1357, 1418, 1452, 1453, 1454, 1455, 1456, 1479, 1518, 1660
Internal Affairs, 1067
Justice, 470
Law and Order, 50, 175
National Education, 478
Posts and Telecommunications, 621
Barnard, Mr S P—
Agriculture, 1305
Community Development, 109, 229, 845, 1037, 1302
Environment Affairs and Fisheries, 845
Finance, 1430
Foreign Affairs, 432
Health and Welfare, 286, 287
Industries, Commerce and Tourism, 1669
Internal Affairs, 1200, 1304
Manpower, 1614
Prime Minister, 104

- (5) whether this child has been visited by a social worker; if not, why not; if so, when;
- (6) whether relatives of this child requested permission to visit him or her; if so, when;
- (7) whether these relatives were granted such permission; if not, why not; if so, when;
- (8) what is the name of this child?

The MINISTER OF LAW AND ORDER:

- (1) He was detained in the Cookhouse police cells from 12 to 14 May 1984.
- (2) No.
- (3) No. On 15 May 1984.
- (4) No. The public prosecutor withdrew the charge of public violence against him.
- (5) No, because the duration of his detention was too short, and normally the services of social workers are requested by presiding magistrates.
- (6) No.
- (7) Falls away.
- (8) Mzunkisi Mbelana.

Craddock: persons arrested

1038. Mr A SAVVAGE asked the Minister of Law and Order:

With reference to his reply to Question No 958 on 4 June 1984, what are the names of the 49 persons who were arrested in the Craddock area during the period 2 April to 13 May 1984?

The MINISTER OF LAW AND ORDER:

Mzunkisi Mbelana
Lyanda Kilany

Indian schools as at the latest specified date for which figures are available?

(b) 430
(c) 27 16 25

The MINISTER OF INTERNAL AFFAIRS:

As at 31 March 1984:

TUESDAY, 19 JUNE 1984

(a) 10 347

(b) 167

Howard Q. 61. 16 81
19/6/84
Cape Town: schools

For written reply: Howard Q. 61. 16 8 2
19/6/84
Administration Boards: Investments

1050: Mr K M ANDREW asked the Minister of Internal Affairs:

What was the (a) potential capacity of, (b) pupil enrolment at and (c) number of teachers employed at (i) Vista High School, Cape Town, (ii) Schnotsche Kloof Primary School and (iii) St Paul's EC Primary School, Cape Town, during the first quarter of 1984?

The MINISTER OF INTERNAL AFFAIRS:

(a) (i) 500 (ii) 380 (iii) 433

(a) What total amount had been invested by each Administration Board as at 31 March 1984, (b) with which specified institutions had each amount been invested and (c) what was the (i) nature and (ii) amount of each investment made by each Administration Board?

The MINISTER OF CO-OPERATION AND DEVELOPMENT:

See annexure.

Development Board (a) Total amount invested as at 31-3-84

(b) Institutions

(c)(i) Nature (ii) Amount

Western Cape 3 757 436 R

Eastern Province Building Society
Saambou National Building Society

Fixed Deposit 30 000
do 313 000

United Building Society 55 868
Allied Building Society 64 396
SA Permanent Building Society 131 210
Trust Building Society 50 000
Natal Building Society 89 500
Boland Bank 146 932
Mercantile Bank 1 600 000
Trust Bank 1 150 000
Barclays National Bank 126 540
Rondalia 1980

East Cape 3 445 000

Allied Building Society
Eastern Province Building Society

Fixed Deposit 600 000
do 500 000

Howard Q. 61. 16 80
19/6/84
Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

What was the total number of (a) Indian and (b) White teachers employed at

Teachers 18/6/84

1739

WEDNESDAY, 20 JUNE 1984

1740

M L Sultan Technikon
 Department
 Electrical Engineering
 Health Sciences
 Hotel and Catering Administration
 Management, Administration and Computer Science
 Mechanical Engineering
 Secretarial Studies, Communication and Languages

	As at 31-12-83	As at 31-5-84
Technikon Peninsula	476	326
Department	464	370
School of Science	134	120
School of Secretarial Training, Communication and Electronic Data Processing	1 277	1 351
School of Art and Design	204	122
School of Business Studies	228	268
School of Engineering and Building	600	415
School of Education	94	80
	535	743
	573	463
	244	256

The above figures include part-time students.

Technikons

1006. Mr H E J VAN RENSBURG asked the Minister of Internal Affairs:

What was the ratio of students to staff in 1983 in each department at each specified technikon falling under the control of his Department?

The MINISTER OF INTERNAL AFFAIRS:

- M L Sultan Technikon
1. Applied Sciences 12:1
 2. Art and Design 8:1
 3. Building and Civil Engineering 20:1
 4. Electrical Engineering 25:1
 5. Health Sciences 19:1
 6. Hotel and Catering Administration 9:1
 7. Management, Administration and Computer Science 19:1
 8. Mechanical Engineering 24:1
 9. Secretarial Studies, Communication and Languages 11:1

1741

WEDNESDAY, 20 JUNE 1984

1742

As at March 1984:

	(a)	(b)
Schools	1	21
Pupils	44	1 597
(i) State Schools	7	—
(ii) State-aided schools	4	—
(iii) State-aided schools	1	—
State-aided schools	121	11 050
State-aided schools	720	471 196
State-aided schools	1 139	140 247
State-aided schools	194	172 050
State-aided schools	7	4 290

Handicapped children
 O. 61.1741 20/6/84

1041. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- (a) How many (i) training centres and (ii) qualified teachers for handicapped (aa) Coloured and (bb) Indian children were there in the Republic as at the latest specified date for which figures are available and (b) where are these training centres situated in each case?

The MINISTER OF INTERNAL AFFAIRS:

As at 1 April 1984:

- (a) (i) (aa) 12
 - (b) 8
 - (ii) (aa) 65
 - (bb) 61
- (b) For Coloureds
- Athlone, Cape; Heideveld, Cape; Ocean View, Cape; Bonteheuwel, Cape; Elsies River, Cape; Atlantis; Worcester; Port Elizabeth; East London; Durban; Pietermaritzburg; Co-ronationville, Johannesburg.
- For Indians
- Pietermaritzburg; Verulam; Laudium; Umzinto; Stanger; Durban (2); Lenasia

The above figures do not include special schools, eg schools for the deaf, blind, etc.

Handicapped children
 O. 61.1742 20/6/84

1043. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

- How many (a) White, (b) Coloured and (c) Indian (i) inspectors, (ii) subject specialists or advisers and (iii) school principals were in the employ of his Department as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

As at March 1984:

- | | (i) | (ii) | (iii) |
|-----|-----|------|-------|
| (a) | 59 | 126 | 225 |
| (b) | 45 | 66 | 1 880 |
| (c) | 16 | 45 | 455 |

1045. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

With reference to his reply to Question No 410 on 7 March 1984, what was the extent of the shortage of (a) teachers and (b) properly qualified teachers at (i) Coloured and (ii) Indian schools as at the latest

700 (51) Star
22/6/84

Blacks are hardest hit by lack of pre-schooling care in SA

Pretoria Correspondent

All population groups in South Africa suffer a shortage of pre-school care and education facilities, with black children hardest hit.

A Human Sciences Research Council (HSRC) report on school readiness discussed a study in Soweto in 1980 which estimated that if 60 percent of mothers there needed pre-school facilities for their children, accommodation would be needed for 115 000 children.

CATERED FOR

At that time, only 7 285 children were being catered for — just over six percent of the estimated demand.

Facilities for the train-

ing of personnel, qualifications of teachers and State funding also needed attention, the report said.

TEACHER RATIO

Teacher/pupil ratios at black pre-school institutions ranged from 1:20 to 1:60 compared with the standard requirement of 1:20 at white pre-primary schools. The position at black institutions was described as "most unsatisfactory".

The report criticised the confusion caused by several unco-ordinated Government departments being involved in the control of pre-school services for all population groups.

An artificial division between custodial care, which falls under the control of departments of so-

cial welfare, and educational aspects, which are controlled by departments of education, was singled out of criticism.

"It (the artificial division) leads to the child under three years of age being educationally neglected," the report states.

The De Lange Committee's recommendations on pre-school education, which were approved in principle by the Government White Paper on education, were also discussed.

BRIDGING

This committee stated that a bridging period of one or two years for children of all population groups was essential as, during this period, children would be prepared for formal education.

Entry to the bridging period would be voluntary for a child of five, but would become compulsory for a child of six who was not yet at school.

At the moment, the HSRC's institute for psychological and edumetric research has two standardised tests to evaluate school readiness.

APTITUDE

The first is the aptitude test for school beginners which has been standardised for seven black language groups while the second, the school readiness evaluation, is presently being experimentally applied to Tswana pupils. It is planned that this test will be standardised for the other black language groups.

1984 the pay of rank of all members was also increased by 12%, which is paid to Permanent Force members as a pensionable allowance.

(2) (a) Yes. Only their pay of rank with effect from 1 January 1984. This has brought about that the personal allowance which was paid to certain categories of professional National Servicemen was decreased. In this regard the hon member's attention is drawn to my reply to his written Question No 44 on 2 February 1983.

(b) (i) and (ii) No. An investigation into the remuneration of all Citizen Force members including professional National Servicemen and Commando members is still in progress.

(3) (a) and (b) No.

(4) (a) 1 April 1982.

(b) (i) and (ii) Since the introduction of the daily and personal allowances of professional National Servicemen on 1 April 1982 there has been no increase.

For written reply:

Hemgensend 8.6.1. 1877
Libraries/resource centres 27/6/84

1042. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(1) How many (a) Coloured and (b) Indian primary and secondary schools, respectively, (i) have and (ii) do not have (aa) separate libraries or resource centres and (bb) qualified librarians;

(2) what are the minimum criteria in respect of constituting a library or resource centre at these schools;

(3) whether any steps are being taken to develop libraries or resource centres at schools falling under the control of

his Department; if not, why not; if so, what steps?

The MINISTER OF INTERNAL AFFAIRS:

(1) Library facilities exist at all schools under the Department's control even though such facilities are not necessarily housed in separate buildings or rooms. The provision of separate accommodation for libraries or resource centres is governed by the size of the school but whatever the case may be, substantial amounts are annually made available for the upkeep and development of libraries and resource centres. As is to be expected only the larger schools qualify for the services of full-time librarians but all teachers receive training in librarianship as part of their teacher training which enables them to adequately organize and maintain a school library or a resource centre. Subject advisers on libraries and resource centres are also available to give guidance and further training where necessary.

The position at schools for Coloureds is as follows:

Primary schools

With separate libraries or resource centres: None.

Without separate libraries or resource centres: 1 859.

With qualified librarians: None.

Without qualified librarians 1 859.

Secondary schools

With separate libraries or resource centres: 191.

Without separate libraries or resource centres: 10.

With qualified librarians: 19.

Without qualified librarians: 182.

At schools for Indians the position is:

Primary schools
With separate libraries or resource centres: 115.

Without separate libraries or resource centres: 211.
With qualified librarians: 41.
Without qualified librarians: 285.

Secondary schools

With separate libraries or resource centres: 107.

Without separate libraries or resource centres: 8.

With qualified librarians: 54.
Without qualified librarians: 61.

(2) There is no minimum criteria as all primary and secondary schools are supplied with the facilities (equipment, books, etc) to maintain a library or a resource centre.

(3) Yes. Adequate facilities are provided at all new schools and when old schools are brought up to modern standards, such facilities are included in the building programme.

Defence Force: funds

1052. Mr W V RAW asked the Minister of Defence:

(1) (a) What registered funds, excluding funds relating to unit, mess, social or sporting clubs, operate in the South African Defence Force in respect of (i) benevolent assistance to serving members and (ii) the provision of recreational, mess or other equipment and (b) what was the (i) closing cash balance, (ii) value of equipment for distribution, (iii) amount expended during the latest specified period of 12 months, and (iv) cost of administration, in respect of each such fund as at the latest specified date for which figures are available:

(2) what procedure is followed at present in the (a) making of requests for assistance to (i) individuals, (ii) base camps and (iii) units and (b) (i) allocation and (ii) distribution of such assistance?

The MINISTER OF DEFENCE:

(1) (a) (b)

	(i)	(ii)	(i)	(ii)	(iii)	(iv)
South African Defence Force Fund	South African Defence Force Fund	South African Defence Force Fund	As on 31 March 1984 (subject to final audit)—R852 894	There is no equipment on hand at present.	1 April 1983—31 March 1984 (subject to final audit)—R526 724	1 April 1983 to 31 March 1984—R9 809

Fund for Chaplains Services	As on 31 December 1983—R45 346	R40 000 (estimated)	1 January 1983—31 December 1983—R97 351	None
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South African Army Foundation	South African Army Foundation	As on 31 May 1984—R615 334	There is no equipment on hand at present.	30 April 1983—31 May 1984—R90 319,38 (Financial aid and welfare aid and burials—excluding loans)	30 April 1983—31 May 1984—R136 590,36
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South African Airforce Fund	As on 14 June 1984—R56 561,65	There is no equipment on hand at present.	15 June 1983—14 June 1984—R84 178,77	15 June 1983—14 June 1984—R10 228,69
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1865

MONDAY, 2/TUESDAY, 3 JULY 1984

1866

MONDAY, 2 JULY 1984

†Indicates translated version.

For written reply:

2/7/84
517
Hausmond
farm schools
Q. Col. 1865

1093. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

(1) (a) How many farm schools falling under the control of his Department were there in the Republic as at the latest specified date for which figures are available and (b) how many (i) pupils were enrolled and (ii) teachers were employed at these schools as at that date;

(2) whether any of these schools have any facilities other than classroom and toilet facilities; if so, what specified facilities in respect of each school?

The MINISTER OF INTERNAL AFFAIRS:

(1) (a) 989 as at 31 March 1984.

(b) (i) 87 574.

(ii) 3 765.

(2) Yes. Taking into account the considerable number of schools involved, the information is not readily available.

TUESDAY, 3 JULY 1984

†Indicates translated version.

For written reply:

Hausmond
Q. Col. 1865
Doctors/paramedical personnel

1060. Dr M S BARNARD asked the Minister of Internal Affairs:

What are the present salary scales for (a) doctors and (b) paramedical personnel of each race group employed in provincial hospitals?

The MINISTER OF INTERNAL AFFAIRS:

(a) and (b) *Explanatory notes*

(1) The salary scales indicated are Public Service scales which, as far as is known, are also applied by the Provincial Administrations.

(2) Salary scales for the different population groups are specified up to the point where posts exist.

(3) List of abbreviations/symbols used hereafter:

PA — Pensionable Allowance
NPPA — Non-pensionable Professional Allowance
(W) — White
(C) — Coloured
(I) — Indian
(B) — Black

(a) *Salary Scales: Medical Staff (All population groups)*

Intern (Medical)
R12 030 + 12% PA.

Registrar
R18 288 x 849 — 25 080 + 12% PA + R11 037 NPPA.

Medical Officer

Dentist
R18 288 x 849 — 25 080/24 231 — 25 080 x 1 035 — 27 150 + 12% PA plus NPPA of R11 037 (first leg of scale) and NPPA of R12 420 (second leg of scale).

Deputy Director (Head- and Regional Office Personnel)

1919

WEDNESDAY, 4 JULY 1984

1920

Questions standing over from Friday, 29 June 1984.

Johannesburg: vandalism

*6. Mrs H SUZMAN asked the Minister of Law and Order:

- (1) Whether the South African Police in Johannesburg have received any complaints in 1983 and 1984 concerning alleged organized vandalism, the details of which have been furnished to the South African Police for the purpose of the Minister's reply; if so, (a) how many complaints, (b) when were they received and (c) what was the purport of these complaints in each case;
- (2) whether the police have investigated these complaints; if not, why not; if so,
- (3) whether any witnesses have been questioned in this regard; if not, why not; if so, (i) how many and (ii) when;
- (4) whether any suspects have been (a) questioned and (b) arrested; if not, why not; if so, when;
- (5) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND TRAINING (for the Minister of Law and Order):

- (1) (a) and (b) No complaints of alleged organized vandalism were received, but during the period September 1983 till June 1984, 43 incidents which can be regarded as vandalism were lodged with the police.
- (c) There was one complaint of a bomb threat, one of a dead cat on a stoep, one of a death threat, one of housebreaking, and 39 of malicious damage to property which include the smashing of car windows, the

application of paint remover to motor vehicles, the slashing of tyres and the breaking of windows of residences.

- (2) Yes.
- (3) Yes.
 - (i) 40.
 - (ii) On different dates during the course of the investigations.
- (4) (a) Yes.
 - (b) No, because the suspects could not be connected with the crimes.
- (5) No.

Johannesburg: vandalism

*7. Mrs H SUZMAN asked the Minister of Law and Order:

- (1) Whether any member of the South African Police received any representations in May and/or June 1984 concerning instances of vandalism allegedly directed at specific persons living in and around Johannesburg; if so, (a) when, (b) from whom and (c) what was the (i) nature of the representations and (ii) response thereto;
- (2) whether any action has been taken as a result of these representations; if not, (a) why not and (b) when is it anticipated that action will be taken; if so, (i) what action, (ii) when and (iii) with what results;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND TRAINING (for the Minister of Law and Order):

- (1) Yes.
- (a) On 24 May 1984

1921

WEDNESDAY, 4 JULY 1984

1922

(b) Certain legal practitioners.

- (c) (i) The representations boiled down to their concern that in the light of the number of similar incidents having been committed over a period of time, nobody has yet been apprehended in connection therewith. They also concluded from the pattern of the acts that the perpetrators seem to have access to confidential information regarding the names, addresses, telephone and vehicle registration numbers of the victims. They required from the South African Police the assurance that whosoever may have been responsible for these acts, relentless action would be taken against such person or persons.
- (ii) The assurance was given that the cases were being properly investigated and that the police would not hesitate to act against the culprits. They have also been informed that a senior detective officer has been appointed specially to supervise and co-ordinate the investigations. Any information and further complaints could be brought directly to the attention of this officer.

(2) Yes.

- (i), (ii) and (iii) As indicated in (1)(c)(ii). Thus far the steps have not yet yielded any positive results.

- (3) No, except to confirm that vandalism of this nature cannot be condoned and that the South African Police have instructions to act relentlessly against the responsible person or persons.

For written reply:

Howard
512 Coloured schools: classrooms
1039. Mr S S van der Merwe asked the Minister of Community Development:

- (1) Whether, with reference to his reply to Question No 9 on 24 February 1984, the amount of R5 000 000 made available for the construction of classrooms at Coloured schools has been spent; if not, what amount had been spent by the end of the 1983-84 financial year;
- (2) how many classrooms at Coloured schools (a) had been erected by the end of the 1983-84 financial year and (b) remained to be erected as at (i) that date and (ii) the latest specified date for which figures are available;
- (3) whether an amount has been allocated by his Department for the construction of classrooms at Coloured schools in the 1984-85 financial year; if not, why not; if so, what amount?

The MINISTER OF COMMUNITY DEVELOPMENT:

- (1) No, R2 688 924.
- (2) (a) 250.
 - (b) (i) 100.
 - (ii) None.
- (3) Yes, R1 455 000.

For the information of the hon member, I wish to mention that as a result of a revision of priorities 57 classrooms were delivered to teaching colleges.

Howard
Q. 61. 1922
Community centres/libraries/recreational areas
1096. Mr S S VAN DER MERWE asked the Minister of Community Development:

How many (a) community centres, (b) libraries and (c) recreational areas had

1967

FRIDAY, 6 JULY 1984

1968

Q. 601. 1987
 Cost to State per student 6/7/84
 962. Mr K M ANDREW asked the Minister of Education and Training:

What was the cost to the State per student at each of the universities for Blacks in 1982 and 1983, respectively?

The MINISTER OF EDUCATION AND TRAINING:

	1982/83	1983/84
Fort Hare	R 4 311	R 5 988
The North	2 981	3 703
Zululand	3 736	3 313
Medunsa	15 972	15 812
Vista	Mainly establishment costs	2 199

Figures are available only in respect of financial years.

Q. 61. 1988
 Farm schools 6/7/84
 1032. Mr K M ANDREW asked the Minister of Education and Training:

With reference to his reply to Question No 13 on 9 May 1984, (a) what are the names of the farm schools closed down in 1983 and 1984, respectively, and (b) where are they situated in each case?

The MINISTER OF EDUCATION AND TRAINING:

Name of School	Farm	Magisterial District
Leeupoort	Leeupoort	Harrismith
Terpentyyn	Terpentynbult	Letaba
Dikgokong	Buffelskop	Waterberg
Sandfonteinsoog	Sandfonteinsoog	Potgietersrus
Maraispark	Maraispark	Bultfontein
Letsheng	Rooipan	Waterberg
Kgopa	Arden	Pietersburg
Vaalwal	Vaalwal	Warm Baths
Malan	Daggakraal	Potgietersrus
Lethakola	Rhenosterhoekspuit	Warm Baths
Bourgondie	Bourgondie	Marquard
Leeuwkuil	Skietskop	Parys
Nutfield	Nutfield	Lions River
Loerie	Loerie Govt. Plantation	Humansdorp
De Vos	Tweertvieren	Joubertina
Bloukrans	Bloukrans	Fouriesburg
Sophiasdeel	Sophiasdeel	Bethlehem
Barth's Deel	Barth's Deel	Brandfort
Vlaktefontein	Vlaktefontein	Alwal North
Twaalf-Kamele	Twaalfkameelbomen	Schweizer-Reneke
Welgedacht	Welgedacht	Hanover
Sondelani Adult continuation Classes	Trust land	Inanda
Komati	Vygeboom	Carolina
Mahemsvlei	Mahemsvlei	Klerksdorp
Dumakude	Witklipbank	Delmas
Monaku	Vrede	Hoopstad
Montello	Montello	Umvoti
Strydkraal	Strydkraal	Vereeniging
Koesterfontein	Koesterfontein	Krugerdsdorp

1969

FRIDAY, 6 JULY 1984

1970

Name of School

Farm

1984

Magisterial District

Ngwenya

Thornhill

Barberton

Refeng-Thuto

Hartebeeshoek

Krugerdsdorp

Q. 61. 1989
 Students: health service professions 6/7/84
 1063. Dr M S BARNARD asked the Minister of Education and Training:

How many students (a) were enrolled in 1983 in each of the years of study at institutions falling under the control of his Department for training as (i) health assistants, (ii) health inspectors, (iii) public

health nurses, (iv) medical laboratory technologists, (v) dental therapists, (vi) radiographers, (vii) physiotherapists and (viii) other specified paramedical personnel and (b) passed their final examinations in that year in each of these courses of study?

The MINISTER OF EDUCATION AND TRAINING:

(a) 1. TECHNIKONS	Year of study	Mabopane East Technikon	Edenvale Technical College
(i) Health assistants		0	0
(ii) Health inspectors	1	27	20
	2	21	11
	3	18	10
(iii) Public health nurses	1	26	24
(iv) Medical laboratory technologists	1	46	28
	2	Intake 2nd semester	15
	3	51	

(a) 2. UNIVERSITIES

(iv) Medical Sciences	1	19	
	2	6	
	3	7	
	4	4	
(v) Diploma in Dentistry	3	1	
(vi) Radiographers	1	15	
B. Radiography (Diagnostics)	2	8	
	3	6	
(vii) Physiotherapists	1	15	
B. Sc. Physiotherapy	2	13	

1947

he tell us how many persons are being detained presently under section 29?

The MINISTER: Mr Speaker, I cannot reply off-hand because I am not sure of the exact figure. The figure in the report which I saw yesterday was 69 or 70.

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

*Howard Q. 6.1. 1987
Zoar/Suurbraak 6/7/84*

- (1) Whether, with reference to his reply to Question No 25 on 15 June 1984, the building and repair of houses in Zoar and Suurbraak have been completed; if so, (a) when and (b) what was the total cost involved; if not,
- (2) (a) why not and (b)(i) what is the nature of the work (aa) completed and (bb) remaining to be completed and (ii) in respect of what date is this information furnished;
- (3) whether he will make a statement on the matter?

†The MINISTER OF COMMUNITY DEVELOPMENT:

- (1) No.
- (2) (a) Surveys of damage are hampered as a result of incomplete particulars being furnished by families and management boards concerned. The matter is nevertheless being pursued as far as possible.
- (b) (i) (aa) Surveys in respect of 50 dwellings in Suurbraak and 6 dwellings in Zoar have been completed.
- (bb) Repairs to approximately 83 dwellings in Suurbraak and 70 dwellings in Zoar.
- (ii) 5 July 1984.

(3) No.

FRIDAY, 6 JULY 1984

1948

Mr Speaker, in the first place I want to tell the hon member that he should accept that one cannot build a house within the space of one month. In the second place I want to tell him that we sent out people yesterday and today to take the half-completed forms to the persons concerned and to obtain the correct information. In the third place I point out to him that temporary accommodation must be provided for persons for whom new houses have to be built. The Department of Internal Affairs and we are at present finding out what kind of temporary accommodation we can give them. In addition, I want to point out to the hon member that the Department of Community Development is merely rendering assistance there, because the areas concerned fall under the Department of Internal Affairs. The hon member must please address all inquiries to that Department.

*Howard Q. 6.8. 1988
R Ndanga: detention 6/7/84*

*17. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether Mrs Rita Ndanga was detained in terms of the Internal Security Act, No 74 of 1982, in Johannesburg at the end of June 1984; if so, (a) why, (b) when and (c) where (i) was she detained initially and (ii) is she being detained at present;
 - (2) whether she has been charged; if so, with what offence; if not,
 - (3) whether she will be released; if not, why not; if so, when;
 - (4) whether he will make a statement on the matter?
- The MINISTER OF LAW AND ORDER:
- (1) Yes.
 - (a) for interrogation in terms of section 29 of Act 74 of 1982.
 - (b) On 26 June 1984.

1949

FRIDAY, 6 JULY 1984

1950

(c) (i) and (ii) In the Johannesburg prison.

- (2) No.
- (3) No, because she is still being interrogated.
- (4) No.

*51 Howard Q. 6.1. 1989
Schools: double-shift classes 6/7/84*

*18. Mr S S VAN DER MERWE asked the Minister of Internal Affairs:

Whether, with reference to his reply to Question No 916 on 25 May 1984, his Department is taking steps to reduce the number of double-shift classes in Coloured schools during the 1984-85 financial year; if not, why not; if so, (a) what steps, (b) by what number is it estimated that these double-shift classes will be reduced and (c) what is the estimated total cost involved?

†The DEPUTY MINISTER OF INTERNAL AFFAIRS:

- (a) The completion of new schools, additions to existing schools and the erection of mobile classrooms during the 1984-85 financial year will contribute to the reduction in the number of double-shift classes.
- (b) By anything between 400 and 500.
- (c) Between R6 million and R7 million.

†Mr S S VAN DER MERWE: Mr Speaker, arising out of the hon the Deputy Minister's reply, can he tell the House how many double shifts will remain after the target they are aiming for has been reached?

†The DEPUTY MINISTER: Mr Speaker, I cannot state the exact number, but I think that after the 1984-85 financial year virtually all of them will have been eliminated. That is also our objective.

*19. Mr P A MYBURGH—Agriculture—Reply stapling over *Howard*
Graaff-Reinet: unrest/disturbances Q. 6.1. 1980 6/7/84
*20. Mr A SAVAGE asked the Minister of Law and Order:

- (1) Whether any unrest or disturbances took place in the Graaff-Reinet area on or about 16 June 1984; if so, what was the nature of the unrest or disturbances;
 - (2) whether any persons were killed and/or injured as a result; if so, what (a) are the (i) names and (ii) ages of those who were (aa) killed and (bb) injured and (b) were the circumstances in which each of them was (i) killed and (ii) injured;
 - (3) whether the police fired any shots on this occasion; if so, what were the circumstances surrounding their firing these shots;
 - (4) whether the police took any other action on this occasion; if so, (a) what other action and (b) what were the circumstances surrounding their taking this action;
 - (5) whether the police used rubber bullets; if not, why not;
 - (6) whether any persons were arrested in connection with these incidents; if so, (a) how many (b) what are the (i) names and (ii) ages of those arrested and (c) in terms of what statutory provision are they being held;
 - (7) whether these persons have been charged; if so, in terms of what statutory provision; if not, when will they be released?
- The MINISTER OF LAW AND ORDER (Reply laid upon the Table with leave of House):
- (1) Yes. Approximately 200 persons attended an unlawful gathering during

C. Times
29/8/84
**Prices hit
school
meals**

Staff Reporter

IF THE prices of basic foodstuffs continue to spiral, the Peninsula School Feeding Association may not be able to afford even bread for the hungry children it feeds.

Mr J Simpson, outgoing chairman of the association, voiced this fear at its annual meeting in Cape Town last night.

"The year under review was a year of nasty knocks insofar as the prices of our basic foodstuffs all increased during the year," he said in his annual report.

The association had received no grant or subsidy from any government authority, national, provincial or municipal.

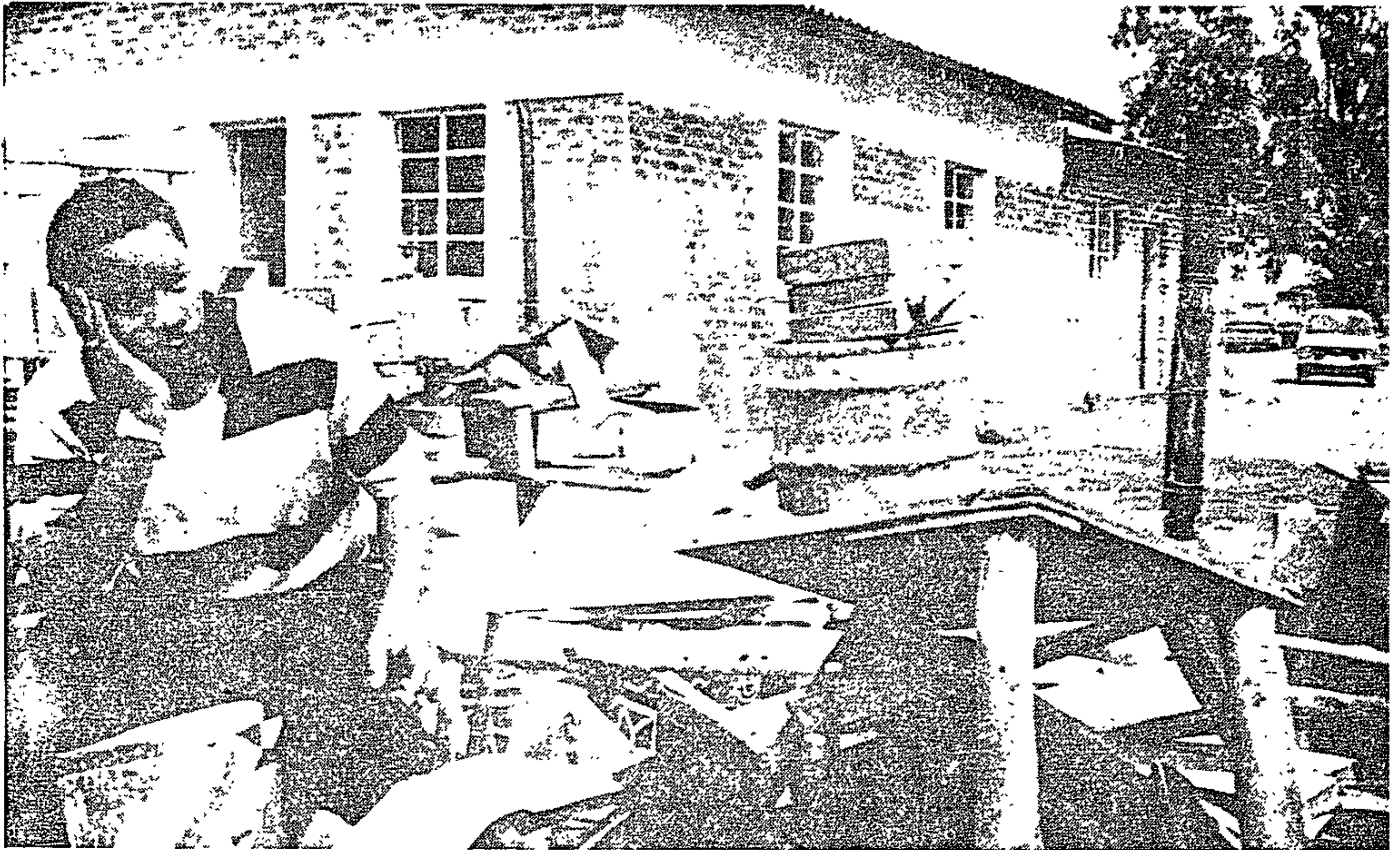
More mouths

Nevertheless, the number of pre-primary and primary schoolchildren to whom the association supplied supplementary feeding had increased in the past four years from 123 000 at 235 schools and creches to 135 000 at 258 schools and creches.

Mr Simpson said a recent report by Mr Peter Moll of the Southern African Labour and Development Research Unit at the University of Cape Town stated that government statistics indicated that more than two million of the country's nine to ten million children were "well under-weight for their age".

Mr A Jackson is the incoming chairman.

School feud explodes



A headmaster without a school — Mr Khumalo amid the wreckage of his school

Picture: HERMANN PAINCZYK

A RUNNING feud between a tenant headmaster and a farmer erupted again this week.

Farmer Franz Eismeyer is determined to oust Mr Themba Khumalo and his modest school.

Mr Khumalo said he feared for his life when Mr Eismeyer visited him this week in the latest round in the continuing battle between the two parties.

"I feel what I am doing is right — these people really need a school and I am committed to getting them one, either here or on another piece of land," Mr Khumalo said.

The dispute is over the Koesterfontein Primary School in Magaliesburg, which Mr Eismeyer — on whose land it lies — wants closed down.

The battle has been simmering for more than a year now, and earlier led to Mr Khumalo filing an application in the Supreme Court to prevent Mr Eismeyer closing the school — but the two par-

Head must leave, says landowner

By SARAH SUSSENS

ties have not been able to reach a settlement.

The school was deregistered at the request of Mr Eismeyer and was finally closed in May after Mr Khumalo had been given a three-year suspended jail sentence for teaching in a deregistered school.

Warned

Now Mr Khumalo has written to the Minister of Education and Training asking him to help settle the dispute.

But, according to Mr E Posselt, deputy chief public relations officer of the Department of Education and Training, the school is deregistered and is therefore not

recognised by the department.

"For a school to be registered the farm owner must apply to the department through the proper channels," he added.

Mr Posselt said the school had been officially closed last year and that the department had arranged for the pupils to be accommodated at two neighbouring schools.

Earlier this year the matter was brought up in Parliament and the then Minister of Education and Training, Mr Barend du Plessis, said the department was negotiating with farmers in the district to establish a school.

He said the department was willing to subsidise the building of the school to an amount of R5 000 a classroom, as is normally done in the case of all new farm schools.

Mr Khumalo now fears that his house will be knocked down, as he has been warned by workers that if he doesn't leave the farmer may force him to.

Explaining the latest episode, Mr Khumalo said: "For months he has left us alone, but this week he arrived at my house and demanded the school keys."

"I reported the matter to the police and waited for him to come and fetch the keys. He arrived holding a rifle and instructed his workers to remove the fence surrounding the school, the church and our house."

Fight

"I did not do anything — just stood and watched."

Mr Khumalo said that, while he was reporting the incident to the police, the farmer broke the classroom windows and threw out the benches.

When the Sunday Times approached Mr Eismeyer, he said: "I can do what I like with my property." He refused to comment further.

The dispute centres on an

agreement made more than 30 years ago between the founder of the school, the Rev A T Martinson, and Mr Khumalo's father, stating that he could remain on the land as long as he was employed by the Department of Education.

Three days after his father's death, Mr Khumalo — who had given up his studies to take over the school — was told to close the school.

He resisted all attempts as he felt that he and the schoolchildren's parents should be compensated for the buildings they had built themselves.

He is demanding R30 000 for the school and his house, and says that if he fails to get this he will pull the buildings down and use the materials for a new school on another piece of land.

"We need this school — the only other school is nine kilometres away and the children are now staying at home."

"I will fight to the last to get them a new school, but this time I will establish it on government property, as there are problems with private property," he said.

Leaders slam 'Jews for Jesus'

THE American "Jews for Jesus" evangelistic group left South Africa for Australia this week, leaving bitter arguments in their wake.



"condone unruly behaviour at its meetings in so far as this can be attributed to any Jewish groups or individuals".

Prefab school building burnt in Gelvandale

22/9/84 E. Ross (57)

Weekend Post Reporter blaze under control.

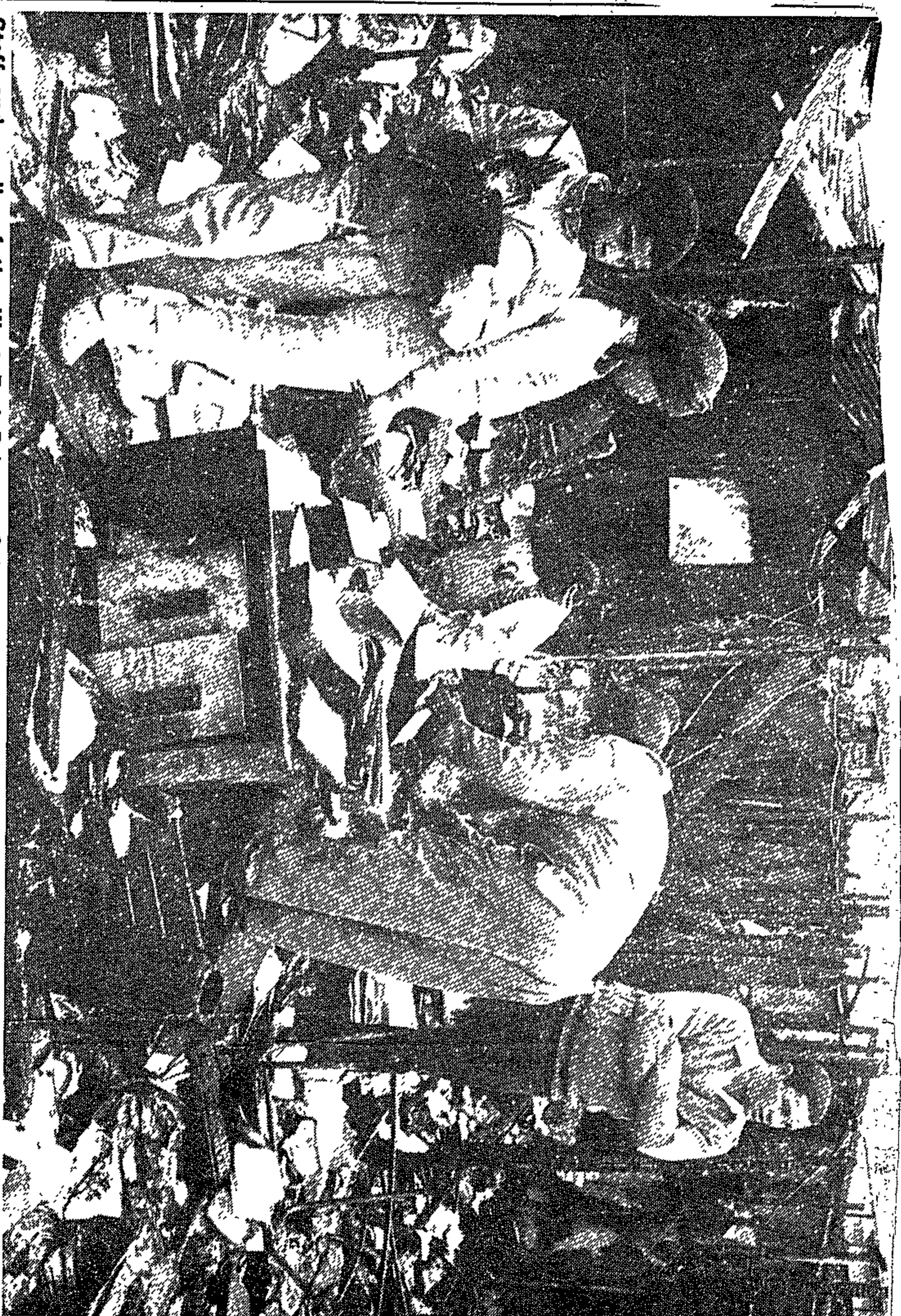
THE administration block of the West End Primary School in St Dominics Street, Gelvandale, was gutted by fire last night, the exploding asbestos plates giving off bangs resembling machine-gun fire.

The noise, which began at about 11pm, alerted Mr Daniel Barth, of St Benedict Street, up the road from the school. On checking, he found one of the school's prefabricated buildings burning fiercely.

His wife, Mrs Patricia Barth, said today that the noise drew "a couple of hundred people from all over the vicinity".

Police and traffic officers controlled the crowd while firemen from the Central Fire Station battled for almost an hour to bring the

SA Police weekend duty officer Lieutenant C Vermaak said damage caused by the fire was estimated at R4 000. He confirmed today that an arson docket had been opened and that police were investigating, but added that the possibility of a short-circuit had not been ruled out.



Staff and pupils of the West End Primary School in Gelvandale search through the charred remains of the school's administration block, which was gutted by fire late last night.

Boycotts spread to primary schools

By Susan Fleming

School boycotts had spread to primary schools on the East Rand and in the Eastern Cape, a spokesman for the Department of Education and Training (DET) said in Pretoria yesterday.

In the East Rand township of Daveyton about 23 000 primary school-children boycotted classes yesterday.

Thokoza's eight primary schools had only a 50 percent attendance and, in Wattville's 11 primary schools, there was a 60 percent attendance.

Vosloorus and Tembisa had the highest attendance rate with 80 percent of primary school pupils at classes.

The four secondary schools in Tembisa are still closed.

The spokesman said the DET had not decided whether the 13 high schools in Daveyton, Katsieng and Thokoza would be closed until the end of the year.

In Port Elizabeth, about 14 000 pupils from 14 primary schools boycotted classes yesterday. In Queenstown two primary schools were empty and, in Cradock, only 100 pupils out of about 6 000 were at school.

The 93 000 boycotting pupils in the Vaal Triangle have still not resumed classes.

Pupils go back ⁽⁵⁷⁾ *Spur* ⁽⁵⁷⁾ but not all

15/10/84
Pretoria Correspondent

Thousands of primary school pupils and a handful of high school pupils in Atteridgeville-Saulsville were back in classes today after disruptions at the weekend.

Principals at the primary schools said the situation was back to normal.

"Lessons are continuing as normal," said one.

Classes were disrupted by groups of high school pupils on Friday. They went from school to school ordering primary school pupils to go home.

Mr Job Schoeman, the Department of Education and Training's chief public relations officer, said the turnout at the six high schools on Friday morning was good.

"But during the day pupils at five of the six high schools walked out and disrupted classes at primary schools.

"The regional director ordered that there be no classes on Saturday.

The attendance at high schools was said to be poor today. Principals said no pupils reported at some classes.

● See Page 2.

TYGERBERG TOPICS

Argus 31/10/84 51

Taking literacy on to the farms

By LINDA GALLOWAY
Tygerberg Bureau

ONLY 15 minutes away from the centre of Cape Town are hundreds of farm-workers and children with no education — many with no means of getting any.

But in the Tygerberg hills a scheme initiated 10 years ago by the NGK, with support from Round Table Durbanville branch, is starting to show results.

Six farm-schools were started in 1974 and two of their first pupils have recently qualified professionally — one as a teacher, the other as a social worker.

95% illiteracy

A survey by the Rev Attie van Wyk and the Western Cape Agricultural Association in 1974 showed that more than 1 100 children needed schooling and 95 percent of adult workers were illiterate.

"Moral standards were low and we felt we could improve the situation by providing an education for these people," said Mr van Wyk.

The schools, two brick and four prefabricated, consisted only of classrooms when built. Gradually, as money became avail-

able, additions were made. Round Table has contributed R21 452 to the project so far.

Last week marked the opening of a large stoep, waterborn sewerage and a cloakroom for staff at the school on Klein Pheasantkraal farm, outside Durbanville.

So far educational facilities are available to 1 000 children.

Run to specifications

The schools are being run to the specifications of the education department, which supplies staff and equipment.

Land and water were supplied by farmers.

A commission of the Government's public relations committee, chaired by Mr van Wyk, is busy investigating the possibility of opening a higher primary school in Durbanville to take pupils up to Standard 7.

"But these children will then still have to leave school because there is no high school in the area," he said.

"The closest is in Kraaifontein — but even if they could get there, the school is full. However, with the development of Morning Star township (in Durbanville) we are hoping to get a high school for the area."



The Rev Attie van Wyk, manager of the Tygerberg hills farm-schools, with pupils at the Klein Pheasantkraal school.

Pictures: PETER STANFORD, The Argus



Hard at work... Sub A and B pupils get down to the serious business of learning.

Farm school that spells excellence

It began in a shed with 15 pupils in the Kaalfontein district. The authorities tried to close it down, but the vision of one woman sustained the tranquil Bluegill Waters farm school, which now accommodates 365 pupils. LUCY GOUGH BERGER reports.

They had anticipated this day for a whole year — the celebration of the opening of new buildings at the farm school that has become synonymous with excellence in the district.

Faces scrubbed to shining above white blouses, neat school pants, wine-coloured tunics, shoes atwinkle, 365 pupils sang their hearts out and with tightly shut eyes prayed before the assembly of VIPs who had made it all possible.

That was why one of the Zulu songs was composed by a teacher and dedicated to "our mother" — Mrs Mildred Canin, the modest woman who started the school on her farm way back in 1949.

True, on the auspicious day when the R100 000 school officially opened,

the farm atmosphere resurfaced briefly.

A celebratory sheep was slaughtered outside the classrooms; there were neat rows of vegetables and fruit trees; and a brown-spotted goat briefly baa-ed its way across the lawn just as Mr Desmond Niven, in his official opening speech, reached the point on Malthusian principles in his dissertation.

Looking around at the sturdy klinker brick structure, at the lawned quad, the fully equipped Std 1 to 5 classrooms, it was hard to visualise this school's humble beginnings.

As a young bride, Mrs Canin and her husband, Morrie, bought the farm in the wide open spaces of Kempton Park. Mrs Canin, a well-known landscape gardener,



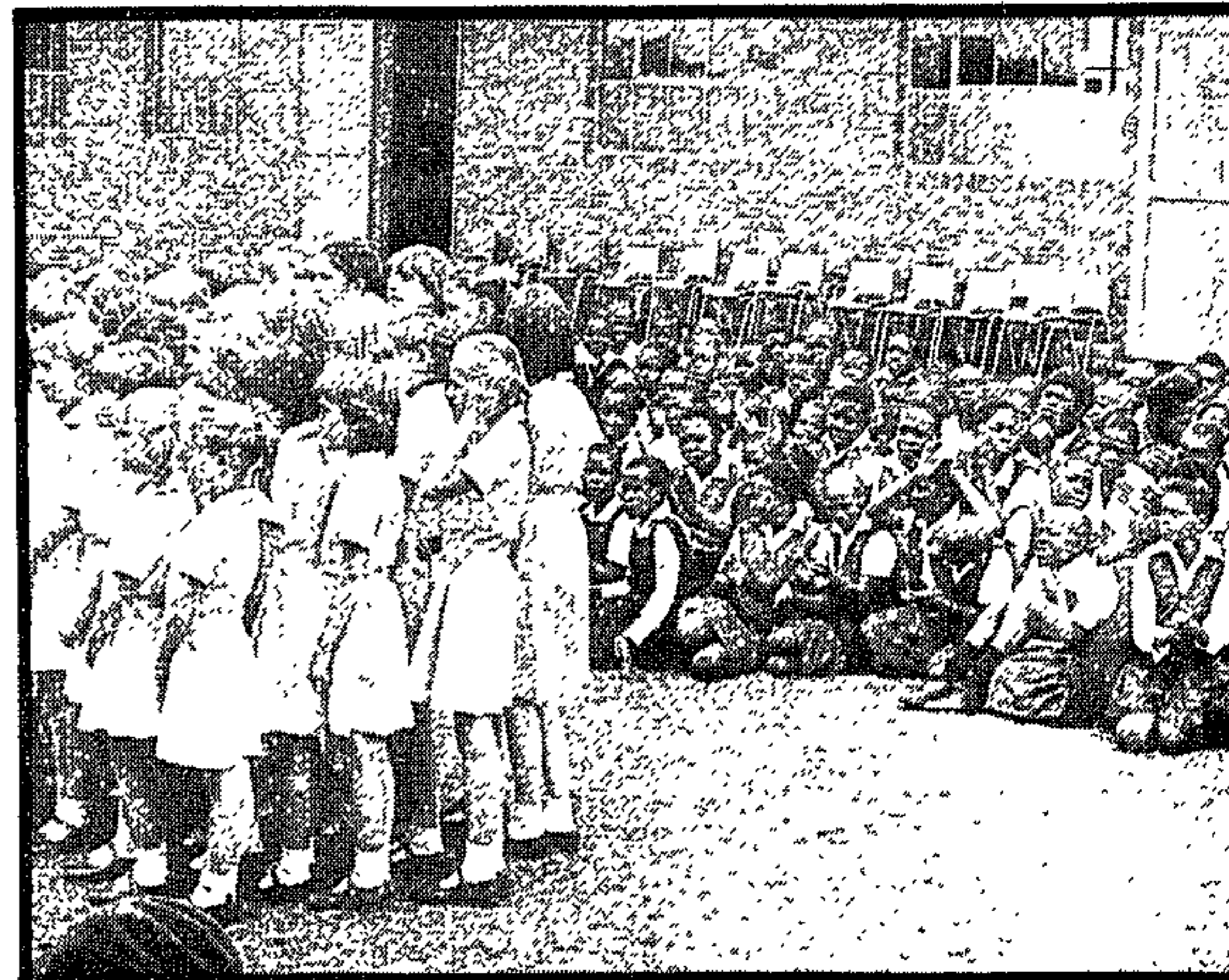
MILDRED CANIN — "Our Mother" to thousands of schoolchildren who have passed through the farm school she started.

turned it into a fitting backdrop for the house the couple built.

When their eldest child went off to primary school, a domestic worker pleaded for her child to do likewise.

It wasn't long before

Mrs Canin rustled up a woman who was already teaching two pupils. When the news got around, farm owners were inundated with requests for a place in the school, which began in a shed with 15 pupils.



HARMONY — Both the Aston Manor primary school choir (left) and the pupils of Bluegill farm school contributed to the official opening of the farm school which has been in existence since 1949. Pictures by Lucy Gough Berger.

Then Mrs Canin began another career — coaxing, persuading, motivating and scrounging, which she has done ever since.

First she approached her friends to come out and add to the curricu-

lum.

One, now a judge's wife, started gym lessons, another cookery instruction. A free feeding programme was funded.

The number of pupils swelled to 300, and lessons moved outside.

A running feud with the local authorities developed when they wanted the school scrapped because it was in a white area.

"We staved them off for eight to 10 years," chuckles Mr Canin.

Eventually the school had to move to beyond Kaalfontein, where Mrs Canin had met a farmer who considered it his moral duty to help. Students from the University of the Witwatersrand restored a barn which served the relocated school for the next 15 years.

But because it was considered too near the freeway, the whole enterprise was told to move again. Once more Mrs Canin met a neighbouring farm-

er, Mr Pieter Erasmus, who agreed to house the school on his land.

Of the 365 children from neighbouring farms who now attend, more than 100 live outside the prescribed eight km limit. As there are no schools in the area, the school management was told that an existing Putco service could be extended.

The school itself, now officially named Meh-lareng, was built with the support of several charitable trusts and a grant from the Department of Education and Training.

The principal, Mr Elizabeth Majozi, recently collected a glowing official report on the standards of teaching and general progress from a visiting inspector.

Everything is free, including daily meals. White schools, warm winter clothing and the schoolchildren are given a lavish Christmas party by the Union of Jewish Women.

Under its farm schools' project, which aims to school rural Africa in the lessons of positive land use, the Robert Niven Trust has helped 24 such schools in the past two years.

In his opening speech at the Bluegill Waters farm school, Mr Desmond Niven quoted private research on the subject:

● There are 486 975 black pupils in farm schools, comprising 30 percent of the total enrolment. The average South African farm school has 90 pupils.

● Of 5 219 such schools, 2 330 are one-teacher schools that normally do not go further than Standard 2. About a quarter of farm school pupils are in the latter category. On average, the remaining schools have three teachers.

● There are no figures for dropouts.

● In general, the opportunities for schooling are far more limited for black children on white farms, than in any other sector of the educational system in South Africa, either rural or urban.

51

Sebokeng police accused of kicking, flogging

by
Jo-Anne Collinge and
Maud Motanyane

Five primary school pupils from Sebokeng claim they were made to swallow burning cigarette butts when they were held at the police station in the township this week.

In a separate incident, two youths have alleged that they were severely sjamboked by police on Tuesday. They displayed open weals on their bodies to the Press.

The Police Directorate of Public Relations in Pretoria has declined to comment on the allegations, which were submitted in detail.

However, police say anyone who believes he has a legitimate complaint should submit an affidavit at the nearest police station. They say allegations will be investigated.

It is understood all seven youths will shortly lodge formal complaints with the police.

The youngsters and their parents have asked that their names not be published, although they are known to the police.

The five primary school pupils, aged between 10 and 15, allege that they were taken from their homes late on Tuesday afternoon by about 11 policemen.

Boys 'had to swallow burning cigarettes'

At Sebokeng Police Station they were allegedly handed over to seven white policemen, who forced them to share a cigar and smoke cigarettes. They were then allegedly forced to swallow burning cigarette stubs.

They claim they were hit, kicked and sjamboked by all seven policemen and made to stretch their hands out on the floor while police wearing boots trampled their fingers.

In separate, corroborating statements, the boys said they were released about midnight, driven to Sebokeng Post Office and left to find their way home.

They said the only reason they were given for their arrest was that they were responsible for barricading the streets — an accusation all deny.

In the second allegation against police at Sebokeng, two youths, aged 18 and 19, claim they were taken from their homes in Zone 3 Sebokeng some hours after witnessing a street

fight between two women.

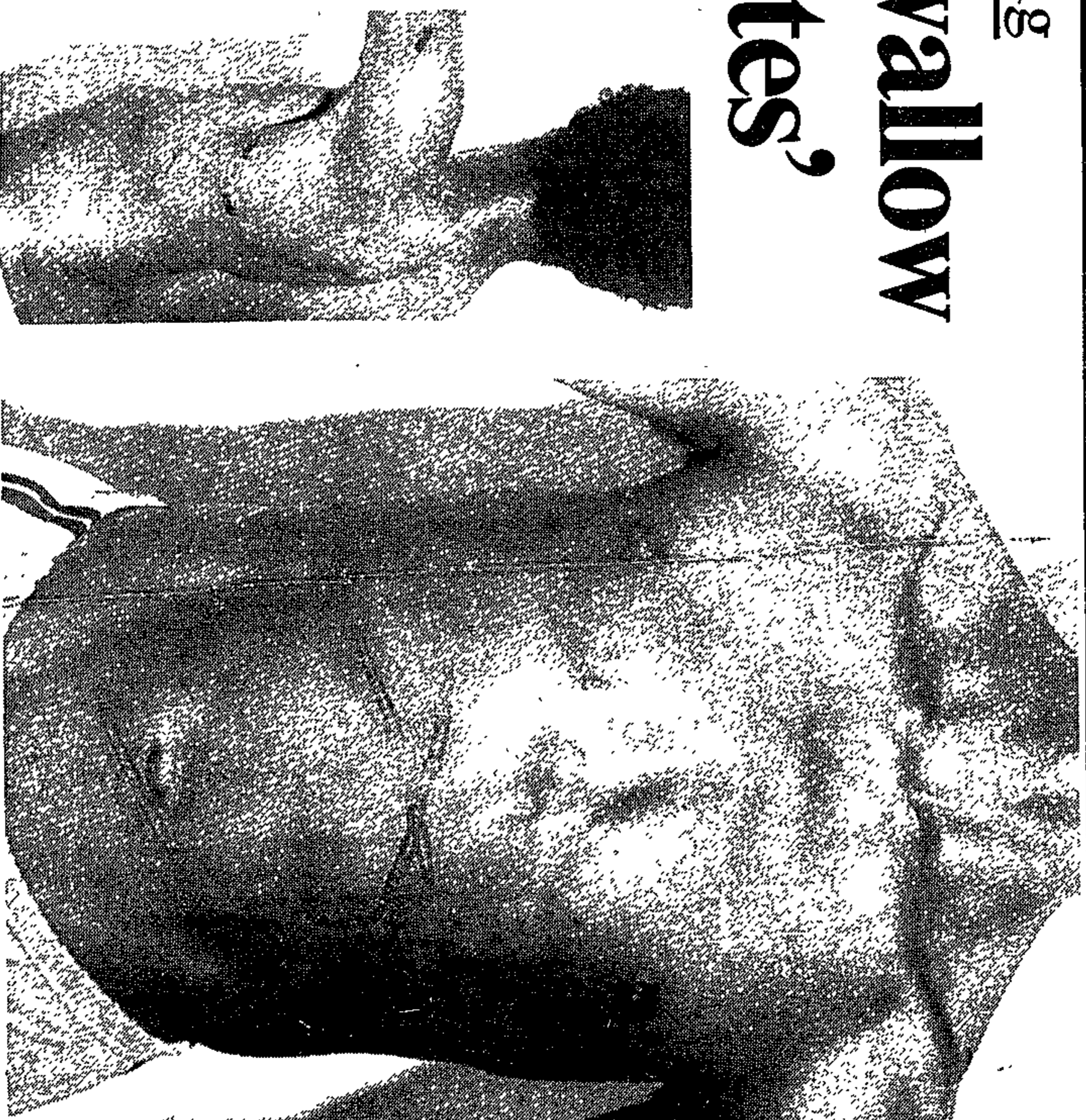
One of the women involved in the fight allegedly accompanied the police and pointed out the youths to them.

One youth claims he was taken from his home after midnight by nine policemen, most of them white. On being let into the house, the youth says, "one white policeman came straight to my bedroom and started sjamboking me."

"He dragged me out of bed into the yard. When I was on the floor he trampled me with his boots."

It is claimed the police then took the youth to the house of a friend, who was brought from his bedroom, kicked in the stomach and thrashed with a sjambok.

The youths say they were taken to Sebokeng Police Station, where police told them the woman involved in the fight had accused the youths of threatening to burn her house.



Open weals criss-cross the body of a Sebokeng youth, who alleges that they are the result of police assault in his home and at a police station.

Star 13/12/84

Literacy project is used in 4 000 schools

(51)

By Kashvina Jaga

The Molteno Literacy Project, which was designed to teach black schoolchildren to read and write in their mother tongue and in English, is operating in about 4 000 schools in Southern Africa, said Professor Len Lanham, who runs the programme at the Institute for the Study of English in Africa at Rhodes University.

Professor Lanham said that a survey on the teaching of English in black primary schools was carried out in 1974.

"It was discovered that children in these schools were not learning how to read and write effectively in their mother tongue. Reading in English was also bad."

He said the Molteno Project's literacy pro-

gramme, "Breakthrough to Literacy", was launched in London.

It was then adapted to the official black languages of Southern Africa and, in 1983, was approved by the Department of Education and Training (DET).

This programme and the "Bridge-to-English" programme have now been instituted formally in various schools in Transkei, Soweto, Bophuthatswana, Lebowa and Botswana.

"Eighty percent of the black primary schools in Soweto are using this system of education," said Professor Lanham.

The Molteno Project's "Bridge to English" programme started in 1979 and teaches children in sub standard B and standards 1 and 2 to read and write in English.

"In these years we prepare the children for standard three where they are taught subjects such as geography and history through the medium of English," explained Professor Lanham.

He said the Molteno Projects were not a compulsory form of education in all black primary schools. The course had to be bought.

Staff who taught the course had to be trained in Grahamstown.

A spokesman for the DET, Mr J.A. Schoeman said the Molteno system was not the only system available to black primary schools.

Mr Schoeman said the Molteno Projects had been going on for the past four years, especially in the national States.

Education's — PRIMARY

1982

JAN. — DEC.

inspectors.

3 schools
in PE
damaged
by fire

Crime Reporter 8/1/82

THREE schools in Port Elizabeth townships were damaged by fire last night and early today.

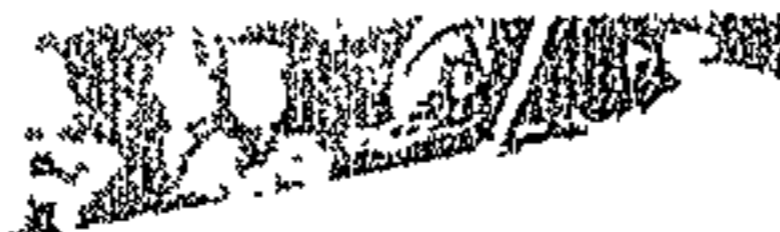
Colonel Dan Matthee, acting Divisional Criminal Investigation Officer, said damage estimated at R2 000 was caused to a classroom at the Nginza Higher Primary School. A blackboard, ceiling and desks were damaged.

Early today, a classroom was damaged by fire at the Nikiwe Higher Primary School, New Brighton.

The ceiling, floor and desks were damaged. No estimate of the damage was given.

Fire damage to the Pakama Primary school was discovered at 11pm today. A door was removed to give the arsonists entry. A bookcase and books were damaged.

No arrests have yet been made.



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Possible
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PE fires
E. Post 4/1/82
Crime Reporter

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POLICE are investigating a possible link between fires at four schools in Port Elizabeth townships at the weekend.

Damage estimated at R7 700 was caused in the fires which damaged four classrooms at schools in Kwazakele and Zwide.

The Isiteyeni Higher Primary School in Kwazakele and the Phakamisa Junior Secondary School in Zwide were damaged by fire on Friday.

The Gareth Primary School in Kwazakele and the Myezo Primary School in Zwide were fire-damaged within an hour of one another on Saturday night. Damage was estimated at R3 000 and R100 respectively.

In all four cases papers were pushed underneath desks which were piled up.

11/1/82 ARGUS 51 275 84A

Arsonists again hit EP schools

Argus Bureau

PORT ELIZABETH. — There have been another two cases of suspected arson at black schools in the Eastern Cape, bringing the number of such incidents here in the past week to eight and damage to more than R10 000.

The current wave of arson follows a long

period free of such incidents.

The latest school to be hit was Mzonbsha Lower Primary School in Kwazakele, where a classroom was damaged on Friday.

Police said children alerted the school principal who lives nearby. He and others were able to put out the fire. Damage is estimated at R800.

Earlier on Friday about R400 damage was done at Phakama Lower Primary School in Kwazakele before the caretaker and a helper brought it under control. The roof and books were damaged.

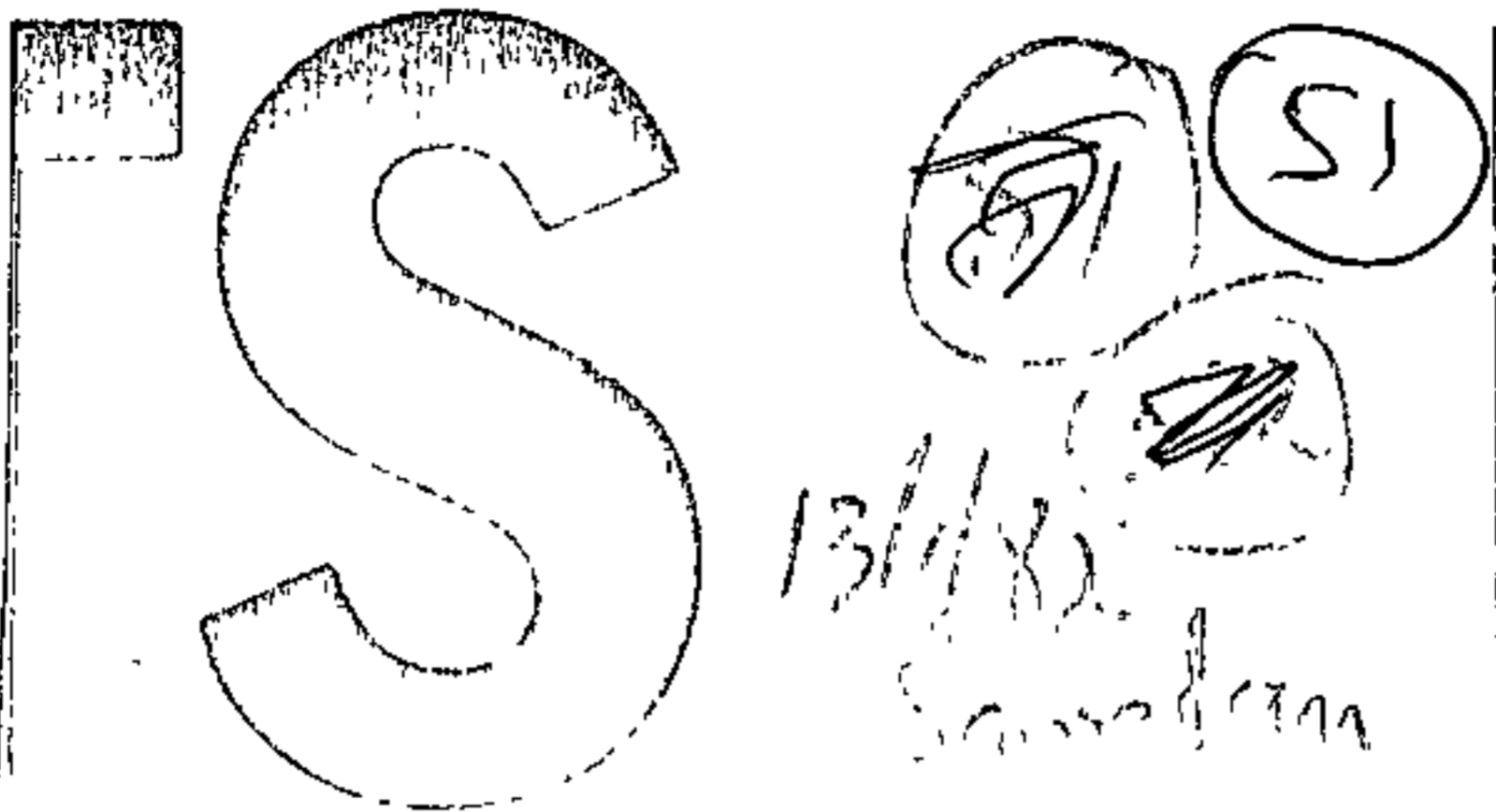
On Thursday night arsonists struck at two schools in New Brighton causing damage estimated at R4 000.

Municipal firemen put out the fires before they could spread.

Police are investigating similar incidents at four schools in black townships here during New Year's weekend in which damage of more than R5 000 was caused.

No arrests have been made.

J.C. RESULTS TODAY



JUNIOR CERTIFICATE results are expected today and about 200 000 children will enrol at different schools in Soweto this morning, according to the Department of Education and Training.

Spokesman for the Dept said from Johannesburg they hoped to get results from Districts during the course of the day.

They would then be sent to the different regional offices and national states. The reports would filter to the different examination centres with the results.

It was, however, not clear whether results would be released to the Press.

And yesterday, Mr Jaap Steedman and his region expected over 200 000 children to swell Soweto and Alexandra schools when they opened this morning.

Platoon

He said, however, that overcrowding was not expected although the department would have to continue using the platoon system this year in case they encountered problems at primary schools in the area.

At least 20 primary schools would have to use the platoon system and Mr Steedman explained that this is because of a shortage of classrooms. He said the department's programme this year included building more schools and classrooms and that the children affected would be moving into new classrooms as they were completed.

The department had made enough preparations for the opening of schools and enough teachers had been trained and were available to cope with the big number of children at primary and secondary schools.

The teacher/pupil ratio at schools in his region was well below

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X J.C.

Children

and he expects one teacher per 50 children at primary and one teacher per 100 students in secondary schools this year.

He said reports that the department had lost teachers to TV 2/3

were misleading and the "few" teachers who had joined TV would not make any noticeable difference to the department.

"I can assure you that overcrowding is not a problem at schools in my region are concerned. I can't see overcrowding in classrooms and I will not allow it to happen in this area."

"I can also assure you that we have enough staff to handle the big numbers expected at school this year. We have had quite a big number of teachers recruited from universities in Soweto's own teacher training college last year and this obviously tells a story that we are satisfied we will not have problems," he said.

N TVI (51)

schools

being

extended

By SAM MASEKO

CONSTRUCTION work on 264 additional classrooms at 24 primary and secondary schools in the Northern Districts is an advanced stage, the Director of Education and Training, Mr J. A. Schoeman, said yesterday.

Mr Schoeman led his department's representatives to inspect the progress of projects in the District of Mafikeng, Tlokweng, Tlokweng, Tlokweng and Tlokweng.

He disclosed that the 264 classrooms were to be built at six secondary schools and 18 primary schools.

Construction

He said construction work started towards the end of last year and would be completed before the end of 1967.

He also confirmed that two secondary schools in Mamelodi -- J. K. K. and T. K. K. -- would admit matric students because there was sufficient qualified staff.

Meanwhile, the deputy chief liaison officer of the D.E.T., Mr J. A. Schoeman, said yesterday no reports had been received from schools about any accommodation problems.

"We may expect some problems on the East Rand where we are still building new schools, but so far we have had no overcrowding crises at schools," he said.

Coloured teachers lose posts

Education Reporter 20/1/82

AT LEAST six coloured teachers have been transferred with no reason given and it is understood many temporary teachers have not had their posts renewed.

Some teachers believe the transfers and refusal to reappoint staff is a victimisation of politically concerned teachers by the Department of Internal (coloured) Affairs.

The Argus Johannesburg correspondent reports that at Christian Botha High School in Belmont only 16 teachers out of 42 reported for work on June 16.

The director of coloured education, Mr A J Arendse, has said temporary post teachers who stayed away from school on June 16 and did not give 'valid reasons' would have to receive special permission from the department to re-apply for their posts.

TERMINATE

As a result three teachers, Mr Rashid Khan, Mr Sidney Braam and Mr Anthony Keston were told by the department they had to terminate their services on December 31.

Principals interviewed by The Argus said there was already a shortage of teachers as a result of this policy. They believed teachers who reapplied would not get a new posting until June.

They may not teach at any coloured school in the country except with the permission of the Director-General.

At the Eldorado Park High School four teachers have been dismissed.

They are Miss Ingrid Tennant, Mr B Davids, Mrs Anne Matthews and Miss F Rose.

TRANSFER

Mr Vincent Farrell, chairman of the Teachers' Action Committee formed during the 1980 schools boycott, has been transferred from Belthorn Primary School in Athlone to Sutherland.

The Deputy-Director of Coloured Education, Mr F Rauch, said he did not know how many temporary teachers had had to apply for permission to reapply for their posts.

Five other Cape teachers have been transferred and at least one has been demoted from a high school post to a primary school.

'We are not very fond of teachers staying away. Mr Arendse does not want politics in school and I support that. He has taken a firm stand against lack of discipline.'

(51) S. Times
24/1/82
By/MIKE HEWITT

Back to school with love and charity

BLACK children were sent home on the first day of school this week — because they could not afford exercise books.

But sadness turned to joy for the 50 pupils in Stellenbosch when a group of white residents dipped into their pockets to put the youngsters back in school.

And it all happened because of a little girl with a big smile and a caring woman with a big heart.

"It was tragic that a mere two books were keeping children from an education, but instead of yelling about it, we went out and did something," says Mrs Clementia du Plessis, a former teacher who initiated the fund-raising.

Already, Mrs du Plessis has collected R250 — enough to buy all the necessary stationery for the scholars who were turned away on Monday at the Kaya Mandi primary school in Stellenbosch's black township.

"History shows us that we can solve problems with the word and pen before taking up weapons.

"Our attitude is one of good neighbourliness. We saw that we could do something about their problem," says Mrs du Plessis.

Bragging

Now Mrs du Plessis — the wife of Stellenbosch University's head of African Languages, Professor Koos du Plessis — believes other white communities in South Africa can follow the lead of Stellenbosch.

"In Stellenbosch, we are always bragging about our educational institutions, so this was a perfect chance to help pupils at our black school," she says.

And the little girl who brought home the sad reality at the Kaya Mandi school to Mrs du Plessis was angel-faced Portia Sijentu, 11.

Portia's grandmother, Mrs Jane Sijentu, is the Du Plessis' domestic worker.

On Monday, Mrs Sijentu told her employer that Portia would be deprived of her standard four education this year because the family was short of funds.

"After the festive season, no one really has much money and Portia's parents have three other children who are also at the school," said Mrs du Plessis.

"There just was not enough left to buy Portia two exercise books.

"Then Jane told me there were other children in the same position, who couldn't be admitted to school because they had no books.

Generous

"I bought Portia's exercise books and told my friends about the children's plight.

"Now everyone has been so generous, it seems we will be able to help the school with equipment they also need," said a delighted Mrs du Plessis, who received a big hug from Portia at the Sijentu's home in Kaya Mandi this week.

Chairman of the Kaya Mandi school board, Mr Tom Mosomothane — a lecturer in Sotho at Stellenbosch University — has nothing but praise for Mrs du Plessis' "Good Samaritan" act.

"It is a wonderful effort," he says.

"I know it does not sound nice when a child is sent home because he does not have any books, but now we can admit all these pupils to the school."

Kaya Mandi school is not one of the Government's compulsory education institutions, and pupils therefore still have to buy their own exercise books and stationery.

mighty Dallas

Post Correspondent

JOHANNESBURG — The local series, *Westgate*, topped the mighty *Dallas* from its pedestal during the last week of November last year, according to latest SABC rating figures.

Westgate was rated as the most popular programme, for the week November 23 to 28, with *Dallas* down to number four position.

Another local series, the country newspaper saga, *Gazette*, was placed second, with *Star Trek* third.

On the heels of *Dallas*, came the Wednesday night comedy series, *Ladies Man*, and then *Gunsmoke*.

The local nature series, filmed in the Kruger National Park, *Uit Eie Bodein*, was rated as seventh most-watched programme of the week, with *Tarzan* and *Story of Jacob* and *Joseph* eighth.

The Money or the Box Show brought up the rear at number 10.

observation.

The magistrate, Mr W J Wilkin, adjourned the hearing to February 17, pending a psychiatric report.

Another accused in the case, Mr Martinus Vorster, 18, did not appear for the hearing today and a warrant was issued for his arrest. — Sapa

ference because of all the nonsense I read in the newspapers," he said. "I really have got nothing to say except to wait and see what happens," he added.

Mr Stuttford, who is in detention, is suing the Government for damages for assault which he says occurred at Chikarubi Prison. — Sapa

Children have built their own school

By SANDRA SMITH

THE pupils of the Wedgwood Lower Primary School, a few kilometres outside Port Elizabeth, are busy with what would seem an impossible task — the building of their own school.

The original little farm school burned down in July, 1980, and lessons continued in corrugated iron and wood shacks.

"The children didn't stop coming, despite the conditions," the school's principal, Mrs Henrietta Mapekulu, said.

"There were leaks all the time and we had to move about from one spot to the other. Perhaps they came to school because it was fun."

She approached the Urban Foundation for help in having her school rebuilt, and received building material and technical assistance.

After that she was on her own, and had to motivate the pupils to stay on after school every day to rebuild their school.

But the task of mobilising her "labour

force" has been surprisingly easy, with the children proving very enthusiastic.

"There were times when we felt like giving up, and when I started I did not realise how difficult the task would become, but the children have been wonderful," she said.

Originally Mrs Mapekulu hoped to enlist the help of the children's parents, most of whom were labourers on surrounding farms and worked long hours.

However the farmers proved unwilling to spare them and the children had to go it alone.

The school, to which finishing touches are now being added, consists of seven classrooms, the teachers' dormitory, an office and a store.

A total of 256 children share about 20 rickety desks. The school does not have a feeding scheme, and Mrs Mapekulu said the children "often faint because they have not eaten a decent meal".

But Mrs Mapekulu is optimistic "We will manage somehow," she said.

Janis Ian to perform in PE

reporter

Janis Ian will be visiting Port

Rock singer will appear in the city on 8, giving two shows.

prepared to bring international acts if people were not going to attend.

He said he was in two minds whether or not bring Miss Ian — certainly one of the biggest selling international artists ever to visit this country.

Education policy wasteful — MPC

ARGUS
26/1/82

51

Education Reporter

THE closing of a school which can accommodate 240 pupils because there are no more white pupils to fill it has highlighted the Government's wasteful education policy, the Progressive Federal Party provincial spokesman on education said yesterday.



Mr Jan van Eck

Koringberg Primary School, which had two teachers and 14 pupils from Sub A to standard 5 last year, was closed this month when only the principal arrived at the beginning of term. It has nine classrooms and was originally planned to hold 240 children.

BLACK NEEDS

'The depopulation of the platteland is a myth, at least as far as education goes. The Government is running half empty schools or closing them because they are not being filled by white pupils while hundreds of black pupils are crying out for schools,' Mr Jan van Eck said.

At Piketburg, not far from Koringberg, a white school was 76 percent full last year while the coloured school in the area was 177 percent full, Mr van Eck said.

'I can quote many other examples. At Citrusdal the white school was 56 percent full while the coloured school was 176 percent full and the figures at Calvinia were 58 percent compared with 206 percent.'

OTHER AREAS

Mr van Eck quoted figures given to him during the Provincial Council session last year. The administration was staffing schools from Seven Fountains where there were 12 pupils to Coldstream with two.

In 1980 Potterkloof closed with eight pupils, De Draai and Eamus closed in 1979 with six pupils each.

'The dismal matric results at coloured schools can be directly connected with the disparities in the attendance figures at places like Piketberg, Citrusdal and Calvinia.

CRYING NEED

'They reflect the conditions under which coloured pupils are being taught, especially in the platteland. And here we have schools being closed which shouldn't be closed — there is a crying need for education in these areas.

MAY APPLY

According to Mr van Eck when the question was raised in the provincial council the Administrator, Mr Gene Louw, said schools could apply to the relevant school board to admit black pupils.

'This is not enough. What we need is a directive from the Administrator to the boards to make their facilities available to the whole population.

'This would be in keeping with the recommendation of the De Lange report on education that when a school reserved for one group is running empty the Group Areas legislation should be waived to accommodate other groups,' Mr van Eck said.

'Disgust' at language move

COMMUNITY leaders have reacted with anger to the news that Sub A pupils will no longer be taught either of the official languages. (51) Soweto 27/1/82

Mr Zikhali Ndlazi, a Mamelodi community leader, lashed out at teachers who claimed they had difficulties in teaching Sub A pupils English or Afrikaans.

He said for years teachers had been coping with this class in the two official languages without any complaint and as a result he could not understand why all of a sudden this was becoming a problem.

He said it was not proper for principals to decide what language to teach without parents being consulted.

Meanwhile Mr Job Schoeman, liaison officer of the Department of Education and Training said yesterday it was not true that Soweto teachers had decided to

discard official languages in Sub A because of problems they en-

countered while teaching.

He said this was a directive from the department sent in a circular to all schools throughout the country.

Sowetan 28/1/82
51

Language decision stirs anger

By SELLO REBOTHATA

THE DECISION by the Department of Education and Training (DET) to do away with both official languages — English and Afrikaans — in Sub A has been criticised by parents, community leaders and black organisations.

The SOWETAN earlier this week published a story in which DET and teachers disclosed the new syllabus. Some teachers had said they had asked the department to do away with official languages in Sub A as they (teachers) encountered problems in teaching the beginners, who did not even know their own mother tongue.

The Azanian National Youth Unity (Azanyu) said in a statement: "The idea that Sub A pupils are no longer going to use any of the official languages is ridiculous.

"The problem lies with the teachers or somebody somewhere in power. They want to abort the education of

the kids and stifle the aspirations of the black man. We of Azanyu urge whoever is responsible for this malicious scheme to abandon it forthwith."

Ms Inna Perlman of the Institute of Race Relations said she believed the sooner kids were taught the 'working language' the better. Most kids seem to pick up easily and this new ruling puts them at a disadvantage. She personally would agree with the introduction of official languages in Sub A as these were the languages they would use in future.

Mr Leonard Mosala of the Committee of Ten said with this system one never knew what was going on in Bantu Education. In past days Sub A used to be a literacy class which prepared one for the future. The whole matter should have been left in the hands of the parents. It was, he said, the parents who knew what they wanted their children to be. It was high time that not all things affecting blacks was decided by Pretoria.

Reference: At the last meeting of the board and HR the final report was approved

28/1/52. (81) (51) O. Bishop
Mystery virus strikes 140 pupils

JOHANNESBURG — More than 140 pupils from the Bekker Farm Schools, Magaliesberg, were rushed to Krugersdorp's Paardekraal Hospital yesterday after being struck down by a mystery virus.

The children, aged between six and 12 years old, became ill shortly after dawn and by noon a fleet

of ambulances from Krugersdorp, the school-bus, and private cars were ferrying them to the hospital

Two wards — closed because of the nursing shortage — had to be opened and staff are working 12-hour shifts

A spokesman for the hospital said last night that the children, both boar-

ders and day scholars, were all running high temperatures, were nauseous and had been fainting.

The spokesman said tests were being run on the children.

"As yet we don't know what is wrong with them but we suspect that it is some sort of gastric illness.

"At the moment there are quite a few of them who are very ill indeed but the rest are not that serious."

The schools are recognised as one of the country's premier agricultural schools where, in addition to the normal school syllabus, the children are given small plots to maintain. — DDC

“Some teachers have had only ‘crash’ courses in the languages they are required to teach. ‘It’s ridiculous,’ said one. ‘I can’t even speak the language I am supposed to teach.’”



MR EDDIE BROWN

“Children take the subject lightly because it is for non-examination purposes. In any event, there is not enough time to learn even conversational Zulu or Sotho.”

Teaching black languages: chaos reigns in schools

By Colleen Ryan
 Children at some Reef schools are learning an African language from hopelessly underqualified teachers who are forced to teach without a comprehensive syllabus or handbook.

In a random survey by The Star of Transvaal Education Department primary schools it was found that some teachers had had only “crash courses” of between four and eight weeks in the languages they were required to teach. Others had to make the most of self-taught skills and information passed on to them by colleagues.

One school surveyed has been granted a temporary exemption from teaching an African language because

of the confusion has affected the attitudes of some children towards the subject. While some of the pupils surveyed said they enjoyed this study others saw the class as a “free” period and a waste of time.

The TED made it compulsory in 1978 for standard three, four and five pupils to learn to speak an African language and teachers attended intensive training courses in preparation.

can language because the teachers who attended the crash course have left the school. “It’s ridiculous,” one East Rand teacher told The Star. “I can’t even speak the language I am required to teach.”

The confusion has affected the attitudes of some children towards the subject. While some of the pupils surveyed said they enjoyed this study others saw the class as a “free” period and a waste of time.

The TED made it compulsory in 1978 for standard three, four and five pupils to learn to speak an African language and teachers attended intensive training courses in preparation.

Northern Sotho and Southern Sotho — are taught in Reef schools.

It was found that some schools chose their African language on the basis of teachers and books available.

“Initially my school taught Sotho but we have now switched to Zulu at considerable expense because my new teachers have some training in Zulu,” said one Johannesburg principal.

Another teacher complained that children took the subject lightly because it was for non-examination purposes. She said there was only limited time for the subject.

“We are only required to teach orally, but I teach standard

four and five children for only one period a week and this is not enough time in which to learn conversational Zulu or Sotho.”

Studying an African language will become compulsory for standard six and seven pupils by 1985 for non-examination purposes. Some high schools have also introduced an African language course at examination level.

But there is another problem facing high school teachers. A child who is required to learn Zulu at high school may well have spent three years at primary school learning Northern Sotho because there is a lack of co-ordination among some schools.

Despite these drawbacks most headmasters felt the idea behind the programme was good. Some said they were encouraged by the enthusiasm of their pupils. From the survey it appeared that schools with fully qualified African language teachers were achieving satisfactory results.

Mr Eddie Brown, president of the Transvaal Teachers’ Association, commended the TED for introducing African languages at white primary schools. He also favoured the flexibility of having no prescribed syllabus.

A spokesman for the TED was unable to say how many teachers were instructing without formal training in an African language.

29 ~~Hand~~ Aid societies Q. Col. 83
12/2/82

*5. Mrs. H. SUZMAN asked the Minister of Finance:

- (1) Whether offences in connection with aid societies have occurred recently; if so,
- (2) whether an investigation is to be conducted into such societies; if not, why not?

The MINISTER OF FINANCE:

- (1) The only offence which has to the knowledge of my department recently been committed by friendly societies, is that a few societies failed to submit their financial statements within the period prescribed by the Act.
- (2) Should the financial statements not be submitted within a reasonable time, investigations will be undertaken. Investigations into the activities of friendly societies are undertaken from time to time where necessary and if offences come to light, appropriate corrective steps are taken.

25 ~~Hand~~ Permanent Force Q. Col. 83
12/2/82

*6. Mr. H. H. SCHWARZ asked the Minister of Defence:

How many persons who are not South African nationals are employed in the Permanent Force?

The MINISTER OF DEFENCE:

672, including citizens of former national states.

51 ~~Hand~~ Black pupils: school facilities Q. Col. 8384
12/2/82

*7. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

Whether his Department has made any

representations to the Cape Provincial Administration regarding the use by Black pupils of the (a) empty and (b) under-utilized school facilities for Whites in rural areas; if not, why not?

†The MINISTER OF HEALTH AND WELFARE (for the Minister of Education and Training):

(a) and (b) No.

Rural areas is an undefined concept. If the hon. member refers to rural residential areas, attention is drawn to the fact that school facilities are provided in own residential areas.

If reference is made to farms, it is necessary to indicate that school buildings in such cases are provided by owners.

Coloured pupils: school facilities

*8. Dr. A. L. BORAINÉ asked the Minister of Internal Affairs:

Whether his department has made any representations to the Cape Provincial Administration regarding the use by Coloured pupils of the (a) empty and (b) under-utilized school facilities for Whites in the rural areas; if not, why not?

†The MINISTER OF INTERNAL AFFAIRS:

- (a) Yes, on 22 September 1980.
- (b) No, because such representations can serve no useful purpose.

I also want to point out, however, that the hon. member is again not paying this House the courtesy of being present when his questions are being replied to.

Y ~~Hand~~ Defence Act Q. Col. 84-85 12/2/82

*9. Mr. H. H. SCHWARZ asked the Minister of Defence:

Whether it is the intention to introduce

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with respect to these should be taken to the Examinations Officer, Bremner Building, without delay.

READING

While the Department will try wherever possible to facilitate reading by placing texts in the short loan section of Leslie Library and distributing selected prescribed articles, you are strongly advised to make the fullest possible use of the Library: It would stand you in good stead to attend an orientation course conducted during the first

... a day in the life of the pupils of Flower High



AN HOUR SLOG FOR VILLAGE CHILDREN

slog for the children of Ncala village

By Shami Harichunder

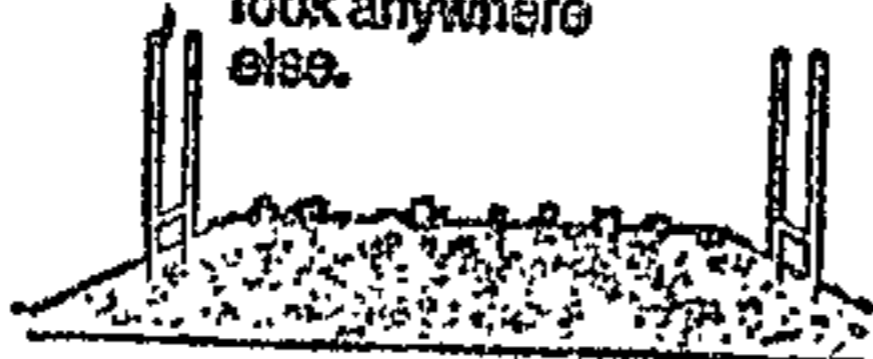
THE SUE

Are you being swamped by wave after wave of price increases? Don't lose heart. Your uncle in the furniture business is swimming hard against the current of inflation to your rescue.

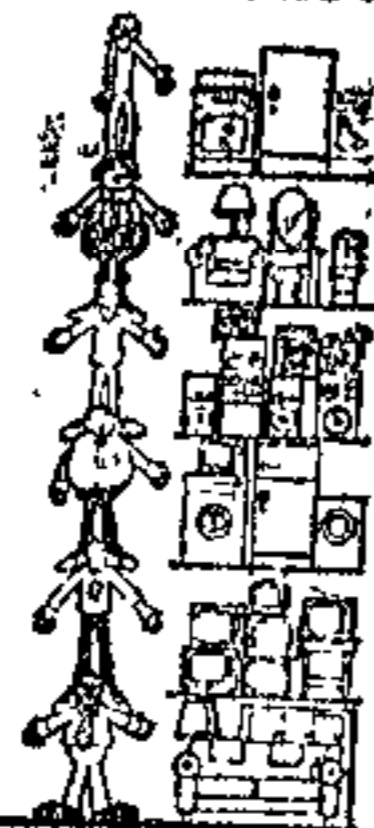
Two rugby fields of furniture.

Walking through our showroom is like being in over 134 different homes at once. You'll see the most exciting display of furniture and home furnishing in every style imaginable. And it's all here for one purpose - to surround you with such a variety of merchandise at such incredible value that you cannot possibly want to

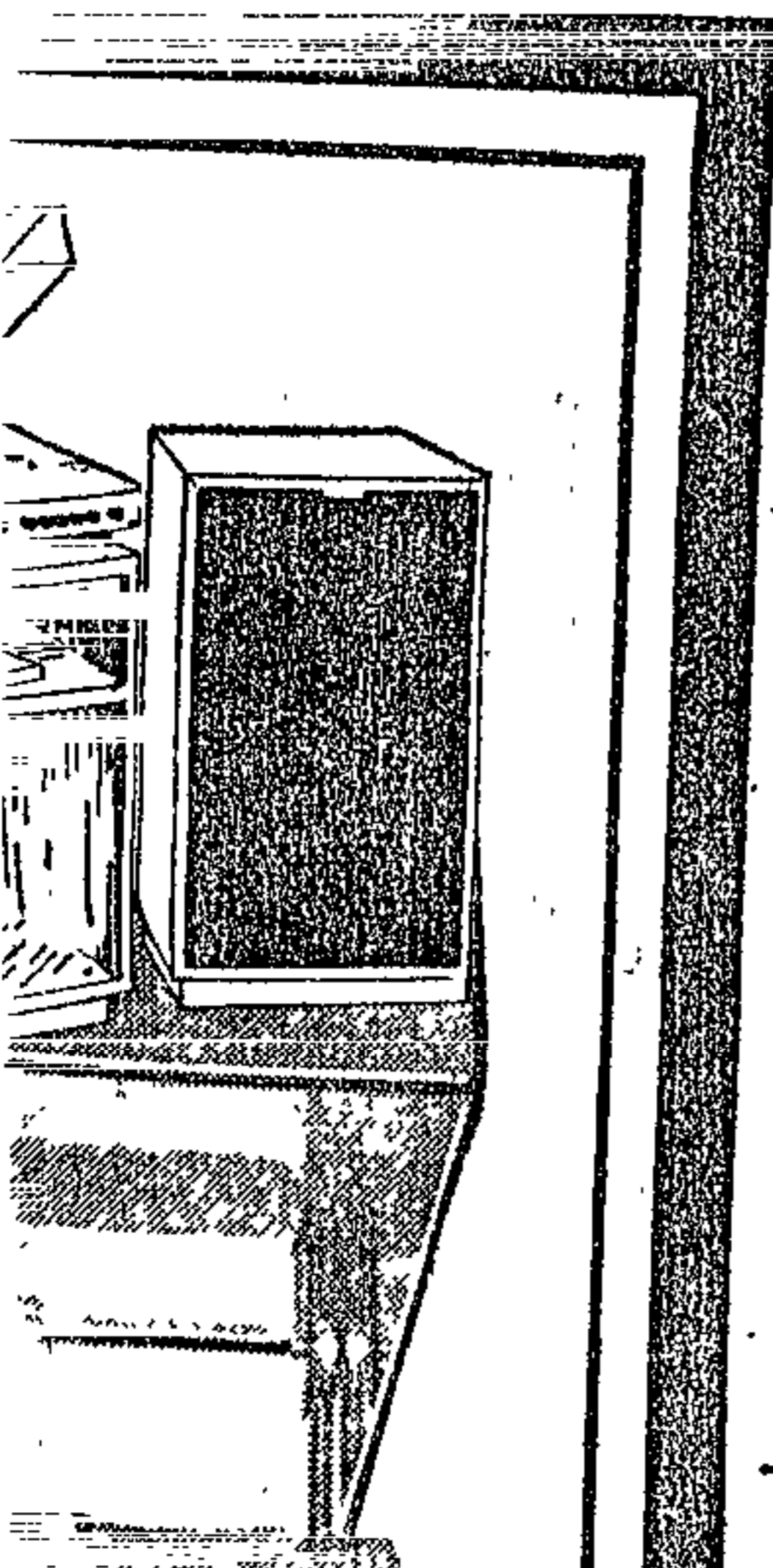
look anywhere else.



Stacked high, priced low.



Joshua Doore's warehouse has furniture racks as high as six men. That's one of the reasons why our prices are so low - we have the space to store what we buy in bulk at the best price. We buy bigger, so you pay smaller.



SEVENTEEN coloured children from a small village near the Umzimkulu border post with Transkei have to brave rain, hail and possible attacks and walk 10 kilometres to board a bus which takes them to school in Ixopo.

When they get into the crowded bus at 7am they have to stand for another 15 kilometres before they reach school.

Their day ends at 4.30pm, and then it's back into the bus which drops them off 10 kilometres from their homes half an hour later. They are exhausted when they reach home about 7pm.

The hardship of these pupils of Little Flower High, a Government-aided Roman Catholic mission school in Ixopo, started in January this year when schools opened after the Christmas recess.

They found they were left without transport to the bus pick-up point after a local primary school teacher, Henry Tichmann, refused to continue his daily routine to and from the point.

Mr Tichmann, who has a daughter attending the Little Flower High School, transported the children in the back of his

my children to get an education.

Mrs King said she and other parents had made representations several times to the Department of Internal Affairs (formerly Department of Coloured Affairs) for transport to the bus pick-up point.

"I don't think the department is interested in the well-being of our children," she added.

Another mother, Elizabeth Heslop, said when her 14-year-old son returned home at 7pm he was too tired to do his home work and sometimes eat.

"I cry sometimes when I think about what is happening to my child but we have to make sacrifices. I suppose in the long run his experience will make him a better man," she said.

Madeline King said she had made several unsuccessful attempts to find accommodation for her three children in Ixopo and at the school's boarding house.

"It's almost impossible to obtain accommodation at both these places because they are always full. The department could save us a lot of misery, worry and heartache by providing transport from Ncala," she said.

Sister Stefani Tiefenbacher, secretary of the Little Flower High School for 29

point.

Mr Tichmann, who has a daughter attending the Little Flower High School, transported the children in the back of his bakkie for three years before parents stopped paying him for his services and local traffic officers warned him he was contravening the Road Transportation Act.

Now the children of the small coloured farming community in Ncalu village, about 5 kilometres from the Umzimkulu border post with Transkei, have to get up at 4am to prepare to leave home an hour later.

Then it's a long hard walk up a dusty gravel road through bushes and a gum plantation. They are then picked up by a bus crowded with 103 children from the Umzimkulu border post. The other children live in Transkei and also attend the Little Flower High School.

Parents said they feared for the safety of their children. The route to the bus pick-up point was frequented by vagrants, they said.

Phyllis King, a mother of 11, believes it is a miracle that her two daughters have not been molested.

'I hate to see my daughters use that route but then there is no alternative. If I stop them it means they cannot go to school any longer — but I want

from Ncalu," she said.

Sister Stefani Tiefenbacher, secretary of the Little Flower High School for 29 years, confirmed this week she was aware of the problems of the 17 children, but pointed out it was the responsibility of the Department of Internal Affairs to provide them transport.

"We would love to help the children but we just can't afford it," she said.

She pointed out children were kept at the school until 4.30pm to enable them to finish their homework.

"Some children do not have lights at their home and we also know that these 17 children would be too tired to do their homework at home. We are actually helping them by keeping them at school."

Asked about some parents' difficulty in obtaining accommodation at the school's hostel, she said some of the parents could not afford the accommodation fees at the hostel.

William Little, regional representative of coloured affairs at the Department of Internal Affairs' offices in Durban, refused to comment beyond saying his department was investigating the possibility of providing transport for the 17 children.

Pupils without uniforms or books sent away

E. Post 15/2/82

52
51

By JIMMY MATYU

MORE than 100 pupils at Port Elizabeth black schools say they were asked to leave the schools because they did not have uniforms or all the necessary books.

Some approached the local branch of the South African Council of Churches for help.

Mr G Engelbrecht, director of the Public Relations Office of the Department of Education and Training, said today. "The department has no regulation prescribing school uniforms. The decision on whether uniforms are to be worn rests with principals, school committees and parents or their associations."

"It is not compulsory to have uniforms and principals are not allowed to send pupils away if they do not have uniforms."

"However, the department will support a principal who wants his pupils to come to school neatly dressed as this is conducive to discipline and learning."

Principals today refused to comment.

Miss Tembela Rula, of the local Council of Churches, said more than 100 pupils from schools in New Brighton, Kwazakete,

Zwide and Walmer approached her office asking for aid after they alleged they were "chased away" by their principals for not having uniforms or all the required exercise books.

"Some of these children come from extremely poor homes," she said. "Some of their parents are pensioners, and others are orphans. They are not affected by the age-limit stipulation at all."

Miss Rula said the council was doing its best to help, but appealed to principals to exercise some form of discretion before driving pupils away.

The Rev Welile Kani, of Walmer, one of the parents recently elected by the Congress of South African Students (Cosas) to a committee to probe the issue of the age-limit stipulation, appealed to principals not to act harshly.

"At present we are still busy handling a delicate situation involving the age-limit stipulation which we should all be concerned with. This latest move will worsen the situation," he said.

Mr Kani pointed out that many pupils came from poor homes and many parents had been hit hard by

the high rate of unemployment.

Mr Kani said his church welfare committee had been helping several needy pupils.

"School uniforms are usually bought from department stores and they are very expensive," he said.

"Something could be done to make them cheaper by introducing self-help schemes where a groups of unemployed parents could design and cut these uniforms and sell them cheaply to pupils. This would also help to ease the unemployment situation."

Mr Fikile Kobese, a trade unionist and civic leader, said parents or their associations should be consulted before an action to expel pupils for not having uniforms was taken.

Mr Engelbrecht said that if a pupil attended a school where a uniform was enforced, his parents, if they could not afford it, could appeal to the circuit inspector and the regional director would consider the case on its merit.

He said the situation involving school uniforms needed proper handling and that before a child was sent away, his case should be thoroughly investigated.

~~287~~ *Handwritten* Passports 19/2/82
Q. Col. 151

*16. Mr. R. R. HULLEY asked the Minister of Internal Affairs:

Whether his Department has issued passports in the names of (a) Martin Dolinchek and (b) Anton Lubick; if so, on what date in each case?

†The MINISTER OF INTERNAL AFFAIRS:

Yes,

(a) 19 April 1977.

(b) 12 October 1981.

Mr. R. R. HULLEY: Mr. Speaker, arising out of the hon. the Minister's reply, could I ask him whether the department was aware, at the time of issuing those passports, that the one person was not a real person?

†The MINISTER: Mr. Speaker, the hon. member's question is obviously an evasion of the *sub judice* rule. I have given my reply. [Interjections.]

Mr. A. B. WIDMAN: Ah, come on!

X
51 *Handwritten* Q. Col. 151
Ladysmith: Coloured primary school
19/2/82

*17. Mr. G. B. D. McINTOSH asked the Minister of Internal Affairs:

(1) Whether the Natal Provincial Administration offered to make available one of its school buildings in Ladysmith for temporary use as a Coloured primary school; if so,

(2) whether he was informed of such offer; if so, (a) in what manner, (b) when and (c) what was his reply thereto?

The MINISTER OF INTERNAL AFFAIRS:

(1) and (2) Yes. The hon. member is referred to my reply to his question No.

8 of 26 August 1981. The offer was not accepted in view of the fact that an alternative offer of five prefabricated classrooms at Edgewood Training College was made use of.

Ladysmith Coloured Primary School

*18. Mr. G. B. D. McINTOSH asked the Minister of Internal Affairs:

Whether any investigation was made into the cost of using a vacant school building belonging to the Natal Provincial Administration to house the Ladysmith Coloured Primary School on a temporary basis; if not, why not; if so, (a) what was such cost and (b) when was it determined?

†The MINISTER OF INTERNAL AFFAIRS:

Yes,

(a) an estimated R52 500 per annum;

(b) 5 October 1981.

Ladysmith Coloured Primary School

*19. Mr. G. B. D. McINTOSH asked the Minister of Community Development:

(1) Whether tenders were (a) invited and (b) received for a contract in respect of prefabricated classrooms for the Ladysmith Coloured Primary School; if so, (i) how many tenders were received, (ii) on what basis was the contract awarded and (iii) when was the (aa) contract awarded and (bb) work contracted for completion;

(2) whether such contract included the dismantling, transport and re-erection of such classrooms; if so, what was the total cost of dismantling, transporting and re-erecting the classrooms?

†The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

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School the pupils built themselves

51
E. Post
20/2/82

By WAYNE ASHER

WEDGWOOD Lower Primary School is a school the pupils built.

They were busy putting the finishing touches to it this week.

In July, 1980, the school, just outside Port Elizabeth, was burnt down and pupils

were faced with the gloomy prospect of being taught in two draughty zinc shanties, hastily erected by some of the boys.

Under the spirited motivation of the headmistress, Mrs Hennetta Mapekula, however, a new concrete building with seven classrooms has been erected.

Mrs Mapekula applied to the Urban Foundation for assistance and they said they would supply the materials if the school provided the labour.

Miss Rene van Zyl, who works for the Urban Foundation, said that every afternoon when school finished at 12.30, many schoolchildren, from Sub A to Standard 5, began the arduous task of building a school from the foundations, without any adults to provide extra muscle.

"They would stay behind to help build until 4pm each day. The only guidance came from Mrs Mapekula and Mr Benjamin Hewu, the technical officer of the Urban Foundation, who kept the children's spirits up when difficulties arose.

"When building began, it was decided to use concrete bricks which were cast from a mould at the site, but it was found that these were too heavy for the children, even the boys in Standard 5, to handle easily.

"Eventually it was de-

ecided to use wooden panels from packing-cases as wall-forms. A concrete and stone mixture was poured in between these forms, using wire chicken-fencing as reinforcement. When the panels were removed, there was your wall."

Mrs Mapekula said she was very frustrated at times and thought she would never finish the project.

"But now I am proud of myself — I said I would show them that I could do this thing, and I did.

"Every morning I prayed that the schoolchildren would all be at school to carry on the work, and even when it rained they always turned up to do their share."

Mrs Mapekula said the worst of the building was finished in November last year and they were able to start using the classrooms.

"I still remember the times before then, when we would build a fire in the shanties to keep the cold out during school hours in winter last year."

Mrs Mapekula said she now had 300 pupils at her school and four teachers to help her. She was expecting to get three more teachers in June this year.

She said the walls still had to be painted and the doors fitted to their frames.

played by certain officials and information had been 'leaked.'

Capab struggled with financial and accommodation problems, the latter

should be represented on Capab's council.

He said he did not think UWC existed when Capab was established.

within the organisation was not sound and that action was to be taken against certain officials.

A serious struggle reaching power seemed to be going on in Capab and an independent commission of inquiry would be the correct body to decide what action should be taken.

public money spent unwisely or extravagantly. Mr Everingham said in supporting a PFP call for an independent commission of inquiry into Capab's affairs.

14 Cape schools

Cape Times 26/2/82
closed last year **51**

Provincial Staff
MR Willem Boucher, MEC in charge of education, yesterday named 14 Cape schools which were permanently closed during 1981 because of a decline in the number of pupils.

Answers given by Mr Boucher to questions by Mr Jan van Eck (PFP, Groote Schuur) show that all 14 schools were primary schools, spread throughout the Province.

The list is as follows, with school board areas given in brackets:

Weltevrede (Boland), Onrusrivier and Wagner Central (Caledon), Mount

Stewart (Graaff-Reinet), Coldstream (Humansdorp), Peddie (King William's Town), Kraaibosch (Knysna).

Koringberg (Malmesbury), Belmont and Heuningklouf (Prieska), Whittlesea (Queenstown), Soebatsfontein (Springbok), Kadebis (Vryburg) and Kweekkraal (Worcester).

All were in country areas.

Mr Boucher said in most cases the buildings were standing empty and their future use was being investigated.

Eastern Cape seen as

'cultural outpost'

Provincial Staff
CAPAB referred to its operations in the Eastern Cape as an 'outpost' and appeared to regard the people of the area as 'cultural morons'. Mr Eddie Trent (PFP, Port Elizabeth Central) said in the Cape Provincial Council yesterday.

Millions of rands had been spent in Cape Town, but the Port Elizabeth Opera House was referred to as an outpost — 'One wonders whether this outpost would still be there if it had not been de-

clared a national monument,' Mr Trent said.

The Administrator, Mr Gene Louw, agreed that more attention should be paid to the Eastern Cape, but said Capab was limited by its financial resources.

He said it had already been decided that the director of Capab should visit the Eastern Cape for discussions with interested people and bodies.

Mr Louw said setting up an organisation in Port Elizabeth would be costly.

Higher hospital revenue

THE Cape Provincial Administration expected to receive R8 250 000 in 1982-83 in additional revenue from the recent increase in hospital fees, Mr P J Loubser, MEC in charge of hospital services, said yesterday.

Mr Loubser was answering questions in the Cape Provincial Council by Mr Geoff Evering-

ham (PFP, Pinelands), chief opposition spokesman on finance.

He said the province expected a revenue increase of R280 000, mainly in out-patient fees, from the recent increased fees during the 1981-82 financial year, and R8 250 000 in increased revenue in 1982-83.

Just one time the eyes didn't have it

NEW YORK.—The gleam in their eyes was nothing but a dollar sign, but the gleam in the teller's eyes was nothing but a stare, create the impression of carrying a fire-

SALE!!

SATURDAY SPECIALS
FEBRUARY 27th

TURNTABLES

Technics SLQ2 Turntable with Cartridge was R277 Now **R179.95**

AMPLIFIERS

Kenwood KA 405 Amplifier 1 only was R295 Now **R69.95**

Rotel Radio Amplifier 1 only was R365 Now **R295.00**

Kenwood KA 30 Amplifier was R148.50 Now **R129.00**

TAPE DECKS

Rotel RD 400 Tape Deck was R268.50 Now **R195.00**

Kenwood KX 40 Tape Deck was R209 Now **R185.00**

Kenwood KX 50 Tape Deck was R269 Now **R229.00**

PORTABLES

Sharp 9F 555 Double Tape & Radio 1 only was R599 Now **R459.00**

Viceroy 'Walkman' with Radio was R149.50 ... Now **R125.50**

VIDEO & TV

Sharp VHS Video Machine & Cordless Remote 1 only was R1450 Now **R1195.00**

Phillips Portable b & w TV Set was R269 Now **R225.00**

Video Cassette Rack for VHS or Beta was R19.95. Now **R12.95**

SPEAKERS

Wharfedale Glendale Speakers was R349 .. Now per pair **R270.00**

Pioneer HPM 60 Speakers was R499 Now per pair **R329.00**

Technics SP 1000 Speakers was R236 ... Now per pair **R189.00**

CAR SOUND

Sanyo 'Transworld' Radio/Tape was R419.95 Now **R295.00**

'Super Special' Sanyo Rally II Car Radio Now at **R35.00**

TECHNICS SYSTEM

Model 808 Remote Control Complete with Speakers 1 only was R2168 . Now **R1695.00**

WATCH PRESS FOR NEXT SATURDAY'S CALCULATOR AND PHOTOGRAPHIC SPECIALS

DOORS OPEN AT 8.30am

(51) Somerset 23/2/82

Uproar as school election aborted

SOLUTION TO

AN ELECTION for a new school committee at a Mamelodi combined school was aborted after the officiating officer from the Department of Education and Training ordered some parents out of the meeting.

(1) Premium
01, Jan

Dec 31

Years 0

Mr Joe Hlongwane, who is also vice-president of the Vulamehlo Vukani People's Party, said Mr A S Madlala, a school inspector in charge of the Pretoria east circuit primary schools had ordered him out of the meeting, and a heated argument followed.

Mr Hlongwane said Mr Madlala had told him he could not be elected into the Nwa-Vangane Combined School committee

because he did not have a child of his own at the school.

He said he could not understand this because he was a legal guardian of his nieces and nephews since their mother died and as a result felt qualified to represent them.

Mr Hlongwane said that after he had received support from other parents to stand for elections, Mr Madlala ordered all other parents who

were only guardians of children at the school to also get out of the meeting.

This resulted, according to Mr Hlongwane, in the elections being called off as the majority walked out.

Mr P G Felstead, regional director of DET, confirmed that his office received a report on the aborted elections.

Mr Felstead said the regulations governing school committee elections did not bar legal guardians of pupils from being elected, but they had to produce documentary proof from the local commissioner certifying their guardianship.

Mr Hlongwane said it was not fair if parents without natural parents could not be represented at school committees. "A parent is a person directly responsible for the welfare of a child."

Mr Madlala could not be reached for comment yesterday. Mr Felstead said parents at the school should reorganise themselves to set a fresh date for elections of the school committee.

300

300

300

24 000

24 000

300

24 000

04, Jan 1:	Insurance Expense	
	Bank	
Jan 2:	Debtor (Insurance Company)	
	Income from Life Policy	
	being accrual of proceeds received	
Jan 2:	Income from Life Policy	
	Income Statement	
	being closing entry	
Jan 2:	Income Statement	
	Insurance Expense	
	being closing entry	
Jan 31:	Bank	
	Debtor (Insurance Company)	
	being receipt of proceeds	

(2) Premiums Treated as an Asset

01, Jan 1:	Life Policy	300	
	Bank		300
Dec 31:	Income Statement	300	
	Life Policy		300
	(Surrender value of policy is zero - therefore no amount can be capitalised)		

(51) S. Times 28/2/82

Boys and girls come out to build!

SCHOOL'S out for the day and most children go home to lunch, do their homework and play...

But not the pupils of Wedgwood Lower Primary school.

About 300 boys and girls, from sub A to standard five, stay behind until late in the afternoon to build their school.

And there is no adult muscle to help them. Other than guidance from headmistress Mrs Henetta Mapekula and technical advice from Mr Benjamin Hewu, of the Urban Foundation, the youngsters do it all themselves.

In just over two years they have built seven classrooms, an office, a storeroom and four dormitories.

All that still needs to be done is painting and doors to be fitted to the frames.

Burnt

"Then we can really say we have a school to be proud of, a school we built with our own hands," said a pupil.

The original Wedgwood, on

By BEVIS FAIRBROTHER

the outskirts of Port Elizabeth, accidentally burnt down in July, 1979.

Since then the 300 children — mostly from farms in the area — have been taught in two draughty zinc shanties, hastily erected by some of the boys.

It was a totally unsatisfactory situation, with the school sometimes abandoned for days because of bad weather.

Mr Piro Olivier, the Urban Foundation's residential developments manager, said that a determined headmistress, Mrs Mapekula, eventually approached them for help.

Mr Olivier explained that as it was a farm school the government was not concerned.

So the foundation agreed to supply the building materials if the school provided the labour.

"It was originally planned for the parents to become involved with the building but for some reason they didn't and the children took over.

"As it turns out, they have done a marvellous job," he said.

The foundation originally budgeted for R20 000. "But it looks like they finished well within that mark," said Mr Olivier.

Mrs Mapekula said at first people said it couldn't be done.

Proud

"But we were determined to prove them wrong and we did. At times I thought we would never finish the project.

"But now we are very proud. We said we could do this thing and we have.

"Every morning I prayed that the children would all be at school to carry on the work, and even when it

rained they always turned up to do their share.

"I still remember the times when we would build a fire in the shanties to keep the cold out during the winter last year.

"But that's the last winter we will spend like that," said Mrs Mapekula.

Miss Rene van Zyl, of the Urban Foundation, said every afternoon when school finished at 12.30 the children, from sub A to standard 5, began to build.

"They did everything from the foundation upwards. They would stay behind to help build until 4pm each day.

Heavy

"The only guidance came from Mrs Mapekula and Mr Hewu, our technical officer, who kept the children's spirits up when difficulties arose.

"When building began, it was decided to use concrete bricks which were cast from a mould at the site, but it was found that these were too heavy for the children, even the boys in standard 5.

"Eventually it was decided to use wooden panels from packing cases as wall-forms.

"A concrete-stone mixture was poured in between these forms, using wire chicken-fencing as reinforcement.

"When the panels were removed, there was your wall," said Miss van Zyl.

Meanwhile, the pupils are already using the classrooms and the school is expected to grow rapidly.

Krog sees end ⁽⁵¹⁾ of platoon system ^{(57) Mercury 10/3/82}

Mercury Reporter

Mr Gabriel Krog, Natal's Director of Indian Education, said yesterday that his department had made tremendous headway in easing the accommodation backlog in Indian schools.

Addressing pupils, parents and guests, including the Mayor, Mrs Sybil Hotz, at the silver jubilee celebrations of the Jama Masjid State-aided Indian Primary School, he said when the Department of Indian Affairs (now Indian Education) took over in 1966, there were 36 543 pupils in the double-shift or platoon system in Natal schools.

'This figure has now been reduced to 6 404 or 3.6 percent of Natal pupils,' he said adding that the reduction was managed in spite of the fact that pupil enrolment in Natal increased from 133 381 in 1966 to 290 184 in March 1981 - a growth of 42.5 percent.

He said now that his department had 'broken the back' of the double shift or platoon class system, its complete elimination was confidently expected in 1983.

Briefly outlining the school expansion programme Mr Krog said that since January 1980 37 new schools were completed as well as additions to three schools at a total cost of R22 000 000.

At present there were 36 schools under construction, plus additions

were under way at 12 schools. The cost of this construction programme is R39 000 000. By April 1982, it is expected that a start will have been made with a further 50 major projects which are in an advanced stage of planning,' he added.

He said his department was making good progress

in bringing educational facilities to the neighbourhood of the pupil.

Wherever population growth points were established his department planned new schools in good time so that pupils could continue their schooling with minimum interruption.



DURBAN'S Mayor, Mrs Sybil Hotz, chats to some of the pupils of the Jama Masjid State-aided Primary School during the school's silver jubilee celebrations yesterday. With Mrs Hotz is M. A. G. Khan, trustee of the Jama Masjid, which runs the school.

(51) ~~70~~ *Hammond Q. Col. 4078*
 Mitchell's Plain: school needs
 17/3/82

*17. Mr. K. M. ANDREW asked the Minister of Internal Affairs.

- (1) How many children of school-going age are living in the Tafelsig area of Mitchell's Plain;
- (2) whether his Department was advised by the Cape Town City Council of the expected school needs of the area if so, (a) when and (b) what were the expected needs,
- (3) whether his Department took any action on being so advised by the Cape Town City Council; if so, (a) what action did it take and (b) when?

The MINISTER OF INTERNAL AFFAIRS:

- (1) Approximately 480.
- (2) Yes.
 - (a) 23 April 1981
 - (b) 11 440 dwellings as well as 1 200 plots for private development are envisaged for the whole area east of the railway line including Tafelsig. Such housing development creates the need for 19 primary schools and 6 secondary schools for the whole area which will have to be satisfied as the development progresses
- (3) Yes

- (a) and (b) Provision has already been made in the building programme for the erection of three primary schools to accommodate 1 000 pupils each specifically for the Tafelsig area whilst the Department of Community Development was requested on 25 August 1981 to include four primary schools and two senior secondary schools to accommodate 1 000 pupils each in its building programme.

Cape Town: records in Deeds Office

*18 Mr. J. W. E. WILEY asked the Minister of Community Development:

- (1) Whether records kept in the Deeds Office in Cape Town have to be preserved for a certain length of time; if so, what length of time;
- (2) whether any records in the said Deeds Office (a) have been and (b) are being destroyed; if so, (i) which records and (ii) in terms of what statutory provision;
- (3) whether he will make a statement on the matter?

The DEPUTY MINISTER OF COMMUNITY DEVELOPMENT:

- (1) Records in the Deeds Office in Cape Town are preserved permanently;
- (2) (a) no
 (b) no
 (i) and (ii) fall away;
- (3) the proviso to section 3(1)(a) of the Deeds Registries Act No. 47 of 1937 provides that certain cancelled records, as prescribed, may be destroyed. Regulation 81 which will come into effect on 1 April 1982 was promulgated to give effect to the proviso in section 3(1)(a). In anticipation of the commencement of Regulation 81, the Deeds Office in Cape Town

For written reply:

(51) ~~51~~ Hansard Q Col. 436
School activities/trips: injuries
19/3/82

117. Dr. A. L. BORAINÉ asked the Minister of Industries, Commerce and Tourism:

Whether Black parents are required to sign statements in regard to injuries sustained by their children during school activities or trips; if so, (a) what is the purport of such statements, (b)(i) when and (ii) for what reason was this practice introduced, (c) what is the purpose of such practice, (d)(i) at whose request and (ii) on whose instruction was such practice introduced and (e) in what areas are Black parents required to sign such statements?

The MINISTER OF INDUSTRIES,
COMMERCE AND TOURISM:

No. The Department only requires that parents shall give written consent before their children are taken on outings.

MP TOLD: 'HANDS OFF PRINCIPALS'

51 C. Herald 20/3/82

PRINCIPALS cannot be held responsible for unrest at schools and their job should not be made any more difficult than it is at present, says the Union of Teachers' Associations of South Africa (Utasa).

The union made this observation after studying replies by the Minister of Internal Affairs, Mr Chris Heunis said it was un-

fortunate that some principals were either unwilling or unable to take adequate steps against

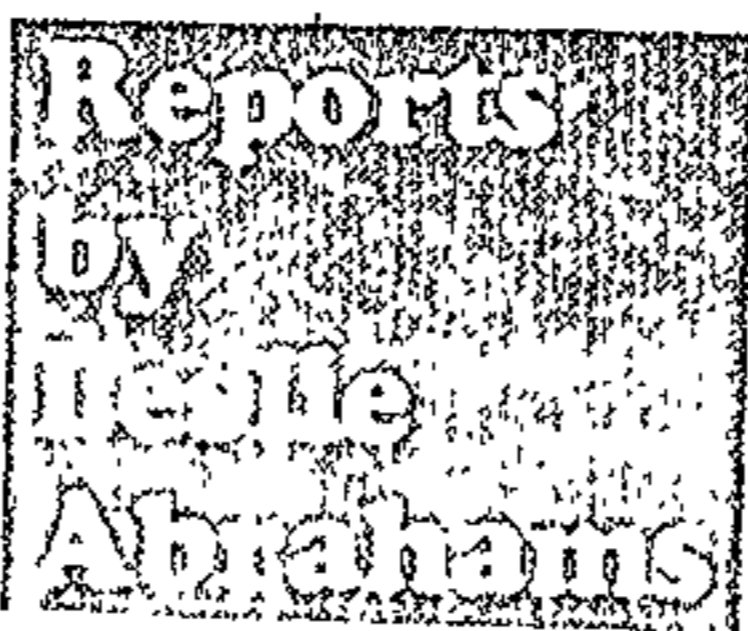
boycotting and disruption of classes, intimidation of pupils and defiance of authority.

Utasa pointed out that it regularly conducts its own negotiations with the department concerned and obviously does not want to become embroiled in a political debate with the minister.

Utasa added, however that principals cannot be held responsible for a situation of unrest which originated from factors beyond their control.

DIFFICULT

Utasa said: 'They have a difficult job under trying circumstances. As has been proven over and over again they, as true educationalists, always try to act in the



best interests of their pupils in particular and their community at large.

'It is fervently trusted that nothing will be done from any quarters to make their already invidious position more difficult.'

The Labour Party in its memorandum said that the underlying cause of the breakdown in school discipline and authority was students' justified

grievances about the shortcomings of 'coloured' education.

The party said: 'Principals are placed in an intolerable position where they are compelled by the authorities to suspend and expel students.'

INSUBORDINATE

'If they refuse to act upon a departmental instruction no matter how good a reason they may have, they face the consequences of insubordination.'

'On the other hand, they incur the hostility of the students and parents if they do suspend and expel upon instruction.'

The Labour Party urged the authorities under no circumstances to go over the heads of prin-

cipals or to compel them to act as agents

Mr Heunis in turn, while conceding that pupils and teachers could have grievances about shortcomings in 'coloured' education, does not believe that these grievances led to the breakdown in school discipline.

Grievances, 'whether real or imaginary,' he says, can be exploited by the 'subversive agitator.'

'The maintenance of discipline in the school, he said, rests mainly with the principal and the department merely gives support to his methods and provides him with the means of imposing disciplinary measures.'

The department cannot, however, permit a breakdown of discipline, he added. Where it is obvious that principals are not maintaining proper discipline and no other authorised body steps in the department would of necessity have to take the steps itself.

If a principal found himself unable to discharge his duties and to accept his responsibilities, he should ask to be relieved of his post, in which case a replacement would be appointed.

SYMPATHISE

Mr Heunis said: 'I sympathise with the principals, but they as leaders are often obliged to take unpopular measures in the interest of the general well-being.'

'They can associate themselves with the aspirations of their people without condoning lawless behaviour and actions harmful to the education of the children in their charge.'

'Responsible leadership earns respect and the schools unrest must certainly have been difficult for principals, but at the same time it presented an opportunity for the demonstration of real leadership.'

Action promised on education

THE Government has set about attending to various shortcomings in 'coloured' education.

The Minister of Internal Affairs, Mr Chris Heunis, drew attention to the Government's efforts in a letter to the Labour Party.

Referring to the double shift classes caused by lack of classrooms, he said the Government had acknowledged a backlog in the provision of adequate and suitable educational facilities for the 'coloured' community.

The Government had set itself a goal of equivalent education for all population groups as soon as possible.

To achieve this, the Government had investigated accommodation needs country-wide and had programmed the necessary building needs, he said.

EXPANSION

In addition, the allocation of funds for expansions has been, almost doubled from R28-million

in the 1980/81 financial year to R55-million in the current year. Another R5-million has been added to offset spiralling building costs.

Complaints of a shortage of text books, class readers and of insufficient stationery, brought a reaction from Mr Heunis that the department was actually spending more on these items. Last year, he said, the allocation of each pupil was increased by 115 percent for books and 164 percent for stationery.

He said: 'No school should, therefore, experience any shortages of books and stationery in future, provided that the principal ensures that all books issued to pupils are returned at the end of the school year and that his allocations for books and

stationery are fully utilised as prescribed.

'Unfortunately many principals, in spite of written reminders, do not submit their requisitions for new books in time.'

'By November 27, last year the requisitions of 100 primary schools and two secondary schools were still outstanding, in spite of frequent reminders.'

'The same problems that are experienced with book requisitions are also experienced with the requisitioning of furniture, equipment and consumable requisites.'

'Each school must submit its main annual requisitions by a fixed date. Although the last requisitions for 1981 should have reached the department not later than September 14, the requisitions

of 85 primary and two secondary schools were submitted only after October 1 last year.

'The steps taken by the department will not accomplish the objectives aimed at unless school principals make full use of the allocations and monies provided and place orders in time.'

SALARIES

Mr Heunis said that the programme for achieving parity in teachers' salaries was proceeding, while an inter-departmental committee was also looking into unsatisfactory salaries paid to teachers with Standard Eight and two years' professional training.

'We hope to obtain improved benefits for this large group of teachers,' he said.

Maintenance and repairs of schools are to be speeded up, while the improvement of school grounds and the provision of basic sports facilities at State expense was also receiving attention.

ARGUS 22/3/82 (51) 274

Arson wrecks classrooms

Crime Reporter

ABOUT 200 schoolchildren arrived at the Parkwood Primary School today to find their classrooms destroyed by fire.

Police are investigating arson after five prefabricated classrooms were destroyed in a blaze which started yesterday after-

noon. This morning all the sub As and Standard 1 pupils were without a home.

The principal, Mr Sylvester Samson, said: 'The loss' represents about R40 000. It is tragic, because much of the equipment that was destroyed had been built up over 20

years and is irreplaceable. Teachers had made equipment which is geared specifically for our needs.'

About four years ago two classrooms were destroyed. On that occasion, too, arson was suspected but the culprit was never caught.

'I cannot understand it. There are five schools in this vicinity, I have no idea why our school should be hit. The teachers and pupils are very upset about it,' said Mr Samson.

He said that as Parkwood was a State school, the Government would

pay for the new classrooms. He did not know when these would be completed. The pupils were put into other classes today.

'I have not decided yet what is to be done about them,' he said. One of the most valuable assets of the school, a piano, was destroyed.

She promised a miracle and saw it fulfilled within an hour

51 Star
25/3/82

By Yussuf Nazeer

For almost six weeks the shelves of a brand-new primary school library stood empty.

There is no point in having a library if you have no books in it. The problem was: how to fill it.

Then providence stepped in, or so the headmaster, Mr Cyril Samuel, of Imnasia Crescent Primary School in Le-nasia believes.

Mrs Margaret Landers, The Star's education director, happened to visit the school to gauge Indian pupils' response to The Star's education topics.

Mr Samuel took Mrs Landers around his new school. She gasped when she saw the empty library shelves.

"My budget for books is R800 a year. There's no way we can get more money, so I guess it will take years before we can stock this library," lamented Mr Samuel.

MIRACLE

"Wrong!" declared Mrs Landers. Not if you're prepared to help yourselves. Call your pupils' parents into this library and I'll perform a miracle for you in less than an hour."

Landers and The Star's educational section."

Parents who were

not at the function can still contribute to the library by contacting Mr Samu-

el at 852-4548 or the school committee's chairman, Mr Barry Omar (852-3139).

with the length depending on the seriousness in the accident and extent of injuries.

The basic concept of this prison reflects the deep respect of Japanese for maintaining the law. Indeed, few offenders here would have been jailed in the West.

Soichi Matsuki, the director of the prison, says nobody "has ever made a plan to escape from here since we opened the prison in 1969" — a phenomenon all the more remarkable since the prison has no walls.

Prisoners spend only the first four weeks of their sentences in a conventional cell — a single locked room that prevents them from communicating with other inmates. After that they transfer to dormitory-like rooms where they can talk to one another.

"The basic point is to give them more and more freedom," says Matsuki, "so little by little they can feel responsibility."

The prisoners undergo a regimen of special study combined with practical work, including fixing wrecked cars. Teachers give lectures, driver training and advice, most of it to ensure the prisoners will

And the miracle she promised happened in less than an hour Mrs Landers predicted, parents rushed out of the empty library and milled around the publishers picking books and placing orders. One parent ordered a R200 encyclopedia. "I am happy to report," said a satisfied Mr Samuel today. "that our shelves are now stocked with several thousands rands worth of books. Thanks to Mrs

51 ~~51~~ *Thousand Q. 61. 491*
Black school pupils 29/3/82

274. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on Black school pupils in the Republic, excluding the national states, in the financial year 1980-'81?

The MINISTER OF EDUCATION AND TRAINING:

- (a) R176,20
- (b) R139,66

(51) Hansard Q. Col. 510
White children in sub-standard A

20/3/82
478 Dr. A. L. BORAINÉ asked the Minister of Statistics:

How many White children were enrolled in Sub-standard A in (a) each province and (b) the Republic in 1980 and 1981 respectively?

The MINISTER OF STATISTICS:

(a)	Year 1980	Year 1981
Cape	21 817	20 949
Natal	9 826	9 667
Transvaal	49 902	50 185
O.F.S.	6 461	6 592
(b)	88 006	87 393

housebreaking with intent to steal and to three years of which one year was suspended for five years, on a further charge of housebreaking with intent to steal and attempted hef.

HOSTEL

On February 15, last year he entered the hostel with the intention of stealing. He went into the young nurse's room and raped her.

Three months later he returned to the hostel, entered a room, but when the woman screamed fled the building.

Miss Justice van den Heever said the court was dealing with a person with an inadequate personality and psychopathic traits. The court listened to the psychiatric evidence and Le Roux's reason for his sins — an operation where an aneurism was removed from his brain — could not be considered a probability.

His intention, once in the hostel, was to rape as there was no suggestion that he knew any of the nurses or that he would be acceptable to any of them. His offences were serious and not a question of acting on the spur of the moment. He had to investigate the building to find a place of entry.

Having spent a period

the death sentence.

The judge added if he raped again, it was possible that he would get the death sentence.

Earlier, in mitigation of sentence, Dr B Gittelsohn said le Roux, a premature baby, had been fretful, troublesome, seldom speaking and spent most of his childhood with his grandmother.

He came from a broken home and was jealous of his younger brother, whom he considered the favourite of the family.

Le Roux told the doctor his 'Granny was my life' that he always felt the family were against him. He added he missed out on fatherly guidance and was left to do 'my own thing' at a very early age.

He also told the doctor that before committing the rape he smoked dagga and took Mandrax tablets and saw a 'blue movie' in which two women, dressed as nurses, were raped.

Called to give evidence in mitigation, Le Roux said: 'I apologise humbly and sorrowfully for what I have done to the complainant, who is an innocent young girl.'

Miss Justice van den Heever sat with two assessors, Mr S P Tansley and Mr R W Morkel. Mr J A Niehaus appeared for the State. Mr L Plenaar appeared pro Deo for Le Roux.

Show diary

HORSE judging and competitions continue to be the main features of the Cape Show at the Cape Showground, Goodwood, on tomorrow's diary.

In the main arena, judging of heavy breeds will take place through the morning until 11.15 when the interprovincial gymkhana teams championship will enter the fifth round.

The heavy breeds will return to the main arena until 4.15 pm when the final round of the gymkhana championships will be on.

Events in the main arena will conclude with a police dog display at 7.30 and Club Volante at 8.15.

In the Jan Schep arena there will be judging of horses all day.

The main concourse will again feature the Fishops Brass Band with their orchestral items and in the show theatre, a puppet show at 2 pm will be followed by a pick-a-box show at 8 pm.

Girl, 17, jailed after fire at school

ARGUS 31/3/82
51
2/3

A 17-YEAR-OLD Parkwood girl was jailed for six months by a Retreat magistrate yesterday for attempting to set fire to the Parkwood Primary School last Sunday.

The girl and four other teenagers appeared in court following a fire at the school which destroyed two classrooms and extensively damaged another.

Two boys and a girl, all 15, pleaded not guilty to a charge of arson.

Another girl, aged 16, pleaded guilty but after questioning by the magistrate, Mr M S Knox, a plea of not guilty was entered.

POSTPONED

The case of the four was postponed to April 17 for trial.

The 17-year-old girl who was convicted pleaded guilty to arson.

She told the court that she and her friend (the 16-year-old girl) went to the school on March 21 to watch rugby.

'I had matches. So I told my friend that we should go set fire to the school.'

She said she took the matches and set fire to the cardboard which was hanging on the windows, as a replacement for broken panes.

CARDBOARD

It failed to burn and her friend then took the matches from her and set the cardboard alight.

'When we saw it burning we immediately killed it,' she said.

After putting the fire out they left the school and went to her friend's home in Parkwood Estate.

'Before we left we checked if everything was dead and it was,' she said.

She said her friends (two girls accused with her) went to Lotus River and it was only when they returned four hours later that they noticed the school was burning.

This was about 4 pm and they had been at the school shortly before noon.

SMOKE

She said they were sitting at her friend's home when they noticed 'smoke coming out of the windows.'

Mr Knox pointed out that she admitted attempting to set fire to the school and not to setting the school alight.

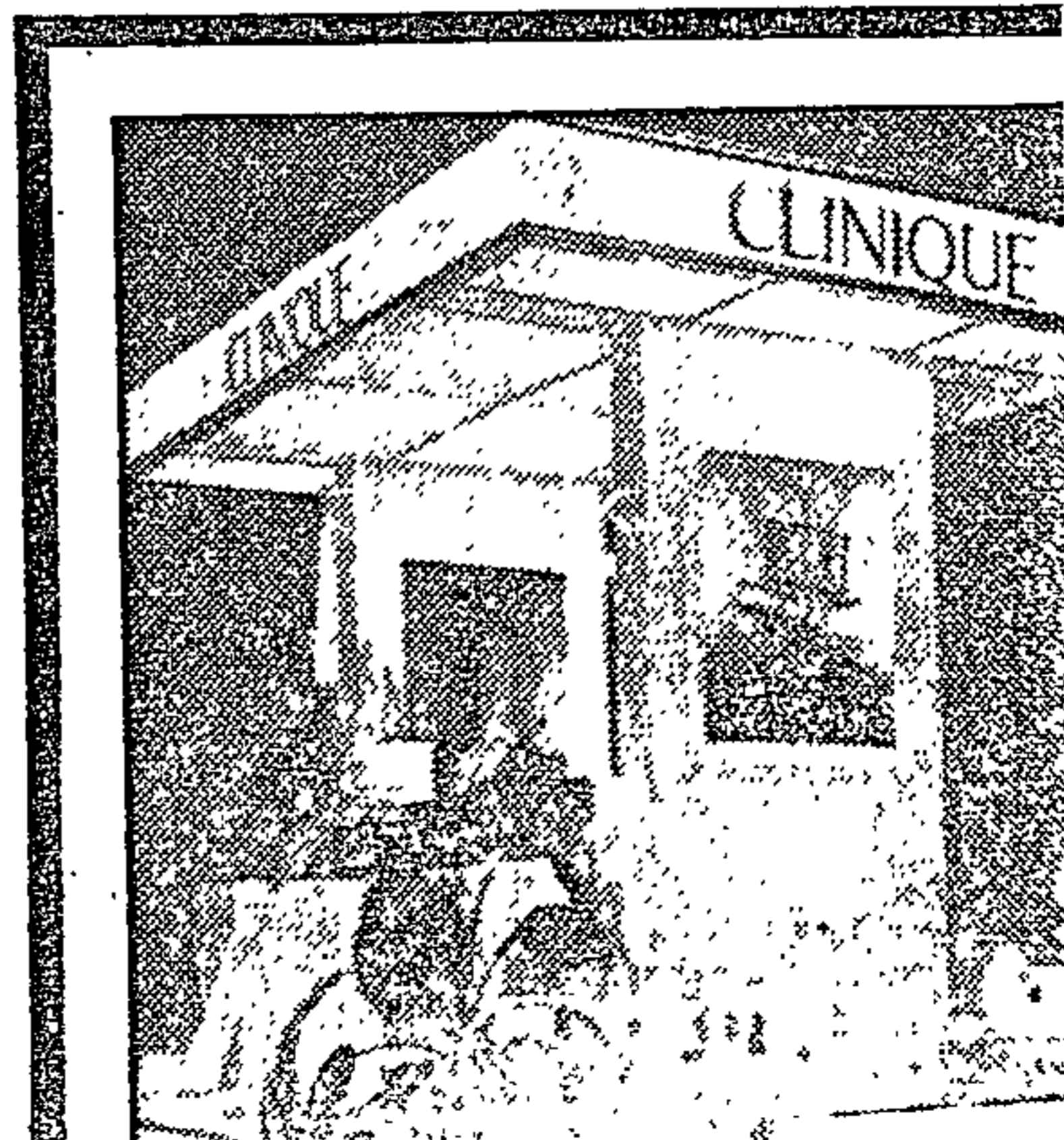
After the court had adjourned, the prosecutor, Mrs P J Atkinson, said the State would accept a plea of guilty on a charge of attempted arson.

The girl was subsequently convicted.

Passing sentence, Mr Knox said the preventive effect of the sentence must be stressed.

He said she had no interest at the school and was not a scholar but yet she went there.

He said the court took into account she had no adequate home environment.



Army trucks take pupils to camps run by board

51 ~~244~~ ~~240~~ ARGUS 31/3/82

Education Reporter
GROUPS of pupils from higher primary schools in Cape Town's townships are being taken in army trucks to youth camps near Hermanus as part of a programme run by the Western Cape Administration Board.

Pupils from Luzuko, Ntshinga and Vikukhanye higher primary schools in Guguletu and from Walter Tekka in Nyanga attended the camp this month.

In December pupils attended from Moshesh Higher Primary School in Langa.

The groups consist of 50 pupils, chosen at the principal's discretion.

DEFENCE FORCE

The camps are organised by the board and the civic action department of the South African Defence Force. They last one week and are free.

Pupils are accompanied by a teacher, and have to write a test at the camp on what they have done, according to a teacher.

At one school brighter pupils were chosen to go. At another all pupils of a certain height were chosen. The camps are held during the school term

and pupils are expected to make up the lost time.

A board spokesman said the camps were organised in collaboration with the respective community councils.

'These are purely informal camps. We have drawn on other organisations, such as the National Road Safety Council, to lecture the pupils. They are taken on hikes, taught nature conservation, play soccer and rugby and are shown films,' he said.

The civic action department of the army was involved 'but obviously there are good reasons for that at this stage.'

Major G N Britz, section head of the civic action department said that army equipment was used and his men did some teaching for example on the sports fields.

'We try to find out what the children want. We don't force our ideas on them. Although we are

there we don't do the whole programme. We get other people in to lecture.'

The camps are viewed with suspicion in some quarters in the townships and have raised protests from parents and senior students.

One parent said: 'This is totally unacceptable and it is clear that even if it appears on the surface as an open, informal thing, it's obvious that our children are being

indoctrinated. We do not like our children being indoctrinated.

'What is more, we as parents are never consulted about matters such as this.'

A pamphlet has been circulated in the townships warning parents against 'indoctrination by Malan and Botha.'

The Administration Board spokesman invited an Argus reporter to attend one of the camps when they resume in September.

PFP concern over black youth camps

Education Reporter

DR ALEX BORAINÉ, the Opposition spokesman on education, has expressed concern over youth camps for township pupils organised by the Western Cape Administration Board and the Defence Force's civic action wing.

'The most disturbing aspect of the report in The Argus yesterday is that apparently parents were not consulted concerning the nature of these camps,' he said.

'It is not surprising that some parents are extremely worried at the use of army equipment and the direct involvement of the civic action wing.'

Dr Boraine said blacks had been subjected to so much indoctrination over many years that it was not surprising there was deep-rooted suspicion about the camps.

METHODS

'What is required is a full-scale inquiry involving the parents so as to establish the motivation for the camps and the methods and content used by the organisers.'

'If it is established that the camps are no more and no less than an opportunity for young people to develop freely and without pressure, then it would surely gain the full support of the black community.'

'On the other hand, if it proves to be a subtle method of gaining young black support for the Government, then its exposure is to the benefit of these students and parents, and they can decide whether they wish to continue them.'

PURPOSE

Mr M Gardiner, president of the National Education Union of South Africa, a non-racial body of educationists, said the purpose of the camps should be carefully scrutinised.

Certain questions needed to be asked. These included whether the camps were intended to create a more favourable image of the SADF, community councils and administration boards, and whether the instructors had the confidence of parents and pupils.

What took place at the camps which could not occur at schools

'Parents, students and community leaders should not only be kept informed of what takes place in these camps, they should also have trusted representatives present,' he said.

(5) School pupils: per capita expenditure 214/82
Hansard Q. Col. 569-572
480. Dr. A. L. BORAINÉ asked the Minister of National Education:

What was the per capita expenditure (a) including and (b) excluding expenditure of a capital nature on White school pupils in (i) each province and (ii) the Republic in the financial years 1979-'80 and 1980-'81, respectively?

The MINISTER OF NATIONAL EDUCATION:

	1979-'80	1980-'81
	Rand	Rand
(a) (i) Transvaal	737	894
O.F.S.	1 015	1 213

The minimum education should be Std 5

Weekend Post Reporter
WEEKEND POST's exposé of conditions at the Griffnock Farm School, Sunlands, last week drew swift support from Mr Jock Omond, chairman of the East Cape Office for the Gifted and Talented.

At Griffnock, gross overcrowding has forced an overspill into makeshift classrooms in four churches. There are no toilets for the 400 children, barely any desks and the primitive buildings are badly dilapidated.

"You are the first people, as far as I know, who have really focused attention on the serious situation in the farm schools," said Mr Omond.

"I was pleased you set it out so well and I hope your article receives the attention of all the MPs. Many people are not aware of the neglect.

"It is in our own interests as whites to make sure these children receive a proper education up to Standard 5."

And he proposed a series of measures which should be adopted to improve the

schooling of South Africa's blacks generally.

At present, about three million of the five million (60%) black pupils in South Africa, leave school after Standard 2, he said. This meant a great waste of taxpayers' money, because these people were not employable legally until they were 15 years old.

"It is, therefore, in the interests of the whole community that all black children stay at school until at least Standard 5.

"Unless a community has at least this standard of education, its citizens are unlikely to have a high respect for law and order, nor can they be efficient employees and employers as the free enterprise system requires.

"The 40%, or two million, pupils who now do proceed to Standard 3 and higher classes are not necessarily the most intelligent, but they probably have parents with enough money and in-

terest to send them to school.

"What, in fact, needs to happen is that it is ensured that at least the most intelligent of the whole five million black children be identified and educated to Standard 8 and beyond.

"This means that thousands of foster parents are urgently needed to keep all the children in school until Standard 5 at least. Also very important is a "brain-wave detector" which provides a "culture-free" test of intelligence.

"The problem here is that even if all these children are in school, the efficiency of their learning and teachers are, in many cases, far below what it could, and should, be. All taxpayers should be concerned about this, because inefficiency wastes money.

"The following points are those which could be put into practice now:

● As an emergency measure, additional teachers should be appointed to

reduce the high teacher-pupil ratio, also the present buildings could be used in the morning and the afternoons, as is done in New York, where one building is sometimes used to house three schools in 24 hours.

"A one-year emergency teacher-training scheme of suitable adults could be introduced, as was so successfully undertaken in Britain after the Second World War. Many pensioners are anxious to continue teaching as are many trained teachers now employed in industry and commerce.

● To learn efficiently, a pupil, even in Standard 1, should complete exercises regularly in all subjects. If parents cannot supply stationery, private citizens and the Government should do so. In an emergency, pupils can share a textbook between two, even three or four pupils.

"Pupils cannot share an exercise book. They learn to write by writing, not by

reading or running, and all their tests and promotions exams are 95% written exercises.

● If books are not supplied in the numbers required for libraries, could not reference books like dictionaries, an atlas, a text book for each pupil be supplied by taxpayers or private enterprise?

● For efficient teaching, certain tools are necessary in all schools. Clerical assistance for the principal and his staff for routine matters like correspondence, preparation of exam papers and so on, requires a salaried clerk with typing and shorthand.

"Technical equipment found in nearly all white schools is necessary. For example, a TV set, computer, overhead projectors, film projectors, science equipment, maps, reference books, typewriters, and a duplicator.

"Electricity is required to enable much of this equipment to be used. The provision of electricity in black schools now could revolutionise the efficiency of learning and teaching, as well as enabling pupils to read and write easily.

"Provision of electricity in black homes should be regarded as number one priority, after housing.

"This could lead to greatly improved study habits, to a love of reading for its own sake and enjoyment, as well as preparation of exams, and so to greater learning efficiency and, perhaps, to less juvenile delinquency.

"Better a reader at home or in the library than a young actual, or potential, tsotsi in the streets. Provision of sports equipment will have the same effect.

"Black education is not inferior. It is only very inadequate! If it were inferior fewer, not more, pupils would be reaching Standard 5 and beyond.

"Many top black politicians in Southern Africa, as well as several professional and commercial leaders, were educated at schools in South Africa and at the University of Fort Hare.

"All taxpayers, young and old, should be concerned to ensure high learning and teaching efficiency in black schools."



African children, some in school uniform, play happily at a well-appointed farm school along the Seaview Road, near Port Elizabeth.

Success if parents take some farm school load

By CLIFF FOSTER
A GOOD example of what can be done when all-round support is drummed up for a farm school is available along the Seaview Road just outside Port Elizabeth.

Here 120 children occupy three classrooms in neat, hygienic surroundings and an on-going programme of improvement is being vigorously pursued. The staff have a kitchen and the school possesses its own 16mm sound projector.

It also has a telephone, flower garden and vegetable garden.

And a curriculum of further education is being arranged.

The school manager, farmer Mr Sydney Love, stresses that part of the secret is to insist that some of the responsibility is shouldered by the parents.

"At Griffnock, which the Weekend Post wrote

about last week, there are more than 400 children and no latrines. Why haven't the parents turned out to dig latrines?" he asked.)

On Mr Love's farm, the American and Canadian Women's Club provided the initial sponsorship in 1979 with which two classrooms for children from Sub A to Standard 4, kitchen, storeroom and latrines were built.

At the beginning of this year, a motor company provided the means to add flush toilets and an additional classroom to take pupils to Standard 5.

The same company is now footing the bill for a municipal electricity supply.

"We are going to use the school for additional education — basically the three Rs for those who haven't been to school. And there will be lectures by the Health Department on hygiene

baby care and family planning," said Mr Love.

"We have received a 16mm sound projector from the Department of Education and Training and this will be used for educational films which are freely available.

"I have got a fund-raising committee and we are making a start with a cheese and wine party to which all local employers are being invited. I want to motivate all the local people and the African community.

"The Africans will be holding concerts, so they can help with the financing as well as the practical work of maintaining the school — levelling the ground and so on.

"We believe a good education helps the employers through stabilising the community.

"From now on we will be concerned with making improvements, not expanding. I am dead

against expanding this school. It will be far better to have another school farther down the road."

Funds will be needed for maintenance, electricity and telephone accounts, insurance, cooking, plants and seeds, sports day equipment, bus for sports, prizes at Christmas parties, cleaning equipment, materials for knitting and sewing, Christmas bonuses for teachers.

Mr Love has insisted on regular and frequent meeting of the parents' committee.

"Quite honestly, I have been amazed at the response of the blacks. They realise how terribly important education is. We will insist the blacks have a share in the running of the school.

"What we do here in the future will depend to a large extent on what the blacks are prepared to do."

Birth-rate down, but more pupils

Jan 14/4/82

51

Own Correspondent

The number of primary school pupils increased steadily in the last decade, despite the declining birth-rate.

This has been disclosed by the Education Bureau and the Education Symposium and Inspectors' Conference which began in Pretoria yesterday.

The primary pupils increase can be attributed to the movement of population, particularly to industrial growth points in the Transvaal such as Secunda, and to immigration.

At present, 11,5 percent of white pupils are immigrants.

The report said the greatest influx — 38 percent — came from Britain.

"Where numbers justify it, extra-curricular classes in the Portuguese language and culture are given to Portuguese pupils, in collaboration with the Consul-General for Portugal," the report said.

Since 1977, more attention has been given to the education of immigrant pupils. In that year additional posts for teaching the official languages to immigrants were established at 96 primary and 42 secondary schools.

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School's

centre (51)

lost *Mercury*

in blaze *15/4/82*

Mercury Reporter

THE Resources Centre at Manor Gardens primary school in Dale Road, Durban, was destroyed by fire early yesterday.

The fire was confined to a pre-fabricated building housing the school library; nearby buildings were protected by water sprayed over them by neighbours who had been woken up by the noise of the fire.

About 15 000 books, imported records and tapes for listening skills and R3 500 worth of new educational equipment were destroyed in the blaze.

Mr Raymond Stanley, headmaster of the school said yesterday that the library was the nerve centre of the school as its whole academic policy that had been worked on for years was in the building and had all gone up in smoke.

Neighbours had alerted the Fire Department and two fire engines were sent to the blaze but, according to a Fire Department spokesman, the building was almost gutted by the time they arrived.

The damage is estimated at R50 000, and Mr Stanley has appealed to parents of the children at the school to help in the rebuilding of the centre.

In spite of the fact that pupils used the resource centre extensively there will be no stoppage in the education as the school will borrow the educational aids required.

Police are investigating but the cause of the fire has not yet been established.

Eshowe's black parents plump for self-help

Mercury 20/4/82

Mercury Reporter

THE parents of black pupils in the Eshowe area have decided that self-help is the key in the education of their children and have collected R77 000 in the past year towards the construction of 65 classrooms at 25 schools in the sprawling magisterial district.

The project is the brainchild of Prince Gideon Zulu, member of the Kwazulu Legislative Assembly as well as a cousin of King Goodwill Zwelithini, the King of the Zulus, and a relation of Chief Gatscha Buthelezi, Chief Minister of Kwazulu.

Prince Gideon said yesterday that the idea was born out of the acute shortage of school accommodation in the Eshowe district.

He said the black community at Math-ubu near Eshowe had been using the local Roman Catholic church for school purposes until the completion this year of a higher primary school for 430 pupils.

The classrooms were being built under the auspices of the Eshowe Christian Action Group. Prince Gideon said meetings were held

on the first Monday of every month when contributions were handed over by school principals and representatives of school committees.

He said the project was 'snowballing' in the area and the group had employed a full-time building contractor who now had sufficient work to keep him busy until the end of next year.

He said many of the schools had laid out flower gardens as well as vegetable gardens and he was negotiating with the Kwazulu Department of Agriculture and Forestry for the acquisition of trees to beautify the schools.

Prince Gideon pointed out that the original school involved in the project — Zwelithini Junior Secondary School — was to receive a science laboratory and a library.

The honorary treasurer of the group, Mr Vernon Bannock, said members provided their services voluntarily and administrative costs amounted to only 2.5 percent.

Mr Bannock praised company contributions totalling R126 000 during the past financial year.



BEKESHOWE Junior Secondary School pupils show their appreciation of the work of the Eshowe Christian Action Group. In the foreground are Mr Petros Ndlovu, secretary of the group, Prince Gideon Zulu, the chairman, and Mr Vernon Bannock, the treasurer.

PEOPLE ARE LIVING HERE

By FARRY MADIKIZELA

A FORMER classroom has been partitioned to house four families; more than 10 families are using one toilet; windows are shattered and long weeds and grass grow right round the yard.

This is the scene at the old Zakheni Lower Primary School in Orlando East, Soweto, which has been turned into a squatter camp for numerous stranded families.

Mr S S Nakani, Chairman of the Orlando East Civic Association, yesterday told THE SOWETAN that even before the school was shut down during the 1976 riots, it had some problems in accommodating the high number of students who attended the school because of its small size.

Mr Nakani said that a new Zakheni higher Primary School, which can accommodate a substantial number of students, has been built near Pimville.

One inmate of the former school, who identified herself as Mrs Tyali, told THE SOWETAN that after the school was destroyed during the 1976 riots, her family and five other families, who were stranded, were housed there as



DESOLATION ROW: One of the inmates of the dilapidated primary school in Orlando East which has been turned into a squatter camp.

caretakers by the Orlando East Superintendent.

She also said that as a result of thugs who roamed about the prem-

ises at night, life was often tough and unsafe. They eventually organised their friends and relatives who were also stranded, to come and

take shelter in the empty classrooms.

With the assistance of one local councillor, Mr J Moganani, the presence of many in-

mates was legalised and the running of the premises now rests entirely upon the residents.

The reasons Mrs Ivan advanced for their

neglect of the premises was that the place was already put up for sale and that they ought be forced to pull out if any

She also said that they had been promised to be housed somewhere as soon as the prospective buyer takes over the premises.

premise

Arson at three city schools

DAMAGE estimated at more than R20 000 was caused yesterday when fire destroyed the administration block and store-rooms at the Elwood Preparatory School in 26th Street, Elwood, Elsie's River.

Classrooms at two neighbouring schools, the Uder Park Primary School and the Elwood High School in Epping Road, were badly damaged by fires during the evening.

A police spokesman said today arson was suspected.

ARGUS 27/4/82 (51) (AL) (2/4/82)

"We suspect the same people, probably young children, are responsible for all three fires," he said.

The principal of the Elwood Preparatory School, Mrs A Kaplan, said this was the third fire at the school since 1979.

"However, this fire has caused more extensive damage. We were unable to salvage any of the office equipment or stocks including all our sporting equipment," she said.

None of the classrooms was damaged and teaching went ahead as usual except for 30 pupils, with spades and brooms, who helped clean up.

"Goodness knows when we will be back to normal," Mrs Kaplan said.

The principal of the Elwood High School, Mr J A Spangenberg, said there had been three fires at the school in recent years.

"Only a cupboard in a classroom on the first floor was damaged this

time. We were lucky," he said.

He was waiting for the police to take fingerprints.

"Hopefully they will be successful as whoever caused the fire broke in through the window of the locked classroom."

Police headquarters in Pretoria said the fires started between 8.45 and 10.10 pm. In each case, windows were broken and petrol bombs were believed to have been used.

CIETV

1971				
1972		..	..	13 654
1973		5 399	10 141	15 548
1974		..	..	13 654
1975		4 801	10 097	14 898
1976		..	..	16 577
1977		..	..	16 577
1978		..	..	16 577
1979		6 509	11 055	17 564
1980		6 900	11 500	18 400

Address: P.O. Box 9645
Johannesburg
2000

Telephone: (011) 838 3341

Officials: General Secretary: A.J. van der Watt

Area of Operation: National

Founded:

Registration: Yes

Industrial Council:

- 1) National Industrial Council for the Iron, Steel, Engineering and Metallurgical Industry
- 2) Industrial Council for the Pulp and Paper Manufacturing Industry
- 3) Industrial Council for the Sugar Manufacturing and Refining Industry

Membership: 1981 - 6 000 blacks
- 17 000 coloured
- 22 000 whites

1980 - Receives permission to open membership to all races.

The Union disaffiliated from TUCSA in 1977 but had rejoined by 1980.

School office on fire

POLICE are looking for arsonists who set fire to offices of Tlamatlama Lower Primary School in Tembisa causing damage estimated at thousands of rands yesterday.

A police spokesman yesterday confirmed the incident and said police went to the scene to help

extinguish the fire after receiving reports from residents

The offices — the principal's office and staff members' room — were apparently broken into and set on fire with what is believed to be a highly inflammable liquid. Police are investigating.

~~51~~ 51

Sowetan
30/4/82

51 ~~2~~ Hansard Q. 61.
Black pupils in White areas 763
5/5/82

496. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) How many Black pupils in the White areas of the Republic (a) entered for and (b) passed the Standard 5, Standard 8 and Standard 10 or equivalent examinations, respectively, at the end of 1981;
- (2) how many of those passed the Standard 10 or equivalent examination qualified for university entrance?

The MINISTER OF EDUCATION AND TRAINING:

	<i>Std. 5</i>	<i>Std. 8</i>	<i>Std. 10</i>
(1) (a)	*	42 617	14 420
(b)	*	26 894	8 154
(2)	2 056		

*Figures are not readily available as this is an internal examination.

School to open to all races

D. Thatcher
6/5/82

EAST LONDON — St Anne's Primary School in Southernwood will open its doors to all races next year.

Permission to do so was granted earlier this month by the Department of Education and Training.

The chairman of the school committee, Mr Peter Thatcher, said last night the move had been discussed in depth and welcomed at a meeting of the Parent Teachers' Association on Tuesday night.

"The meeting felt the move was a tremendous idea, particularly as St Anne's was the only private Catholic school in the Cape which did not cater for all races," Mr Thatcher said.

"We felt it was time things like this started to happen."

A letter was posted to parents this week informing them of the move. The letter, signed

by the school's principal, Sister Roberts, read:

"Dear Parents,
As a Christian school

it is our desire and our duty to serve all the people of God.

We hope therefore that you will rejoice with us in the knowledge that the Department of Education has granted permission for our school to be open to all pupils of all races as from 1983. As this is a major change, theoretically we are aware that there will be some of you who will perhaps be perturbed by this information.

Should you at any time wish to discuss the implications of this venture with us, your ideas and opinions will be greatly appreciated in writing.

Your faith and courage may be put to the test but we are certain that you will support St Anne's in the future as you have in the past."

Mr Thatcher said the school committee was expecting some adverse reaction but that this would be limited.

"Some parents might remove their children from the school but we are satisfied the major-

ity of parents agree to the move."

He emphasised that St Anne's was a Christian school and as such had a duty to cater for the academic needs of all God's people irrespective of race or colour.

There would no limit to the number of pupils from a specific race group but the school's total pupil population would be maintained at about 300, Mr Thatcher said.

"The only criterion governing pupils' admittance to the school will be their academic ability," he added. — DDR.

266276

Registered

Founded:

Area of Op

Officials: Secretary: S.E.

0001

Pretoria

P.O. Box 1647

Address:

Year	African	Asian	Coloured	White	Total
1980					6 770
1979					6 500
1978					6 300
1977			5 800		5 800
1976			6 200		6 200
1975			5 600		5 600
1974			5 400		5 400
1973			4 800		4 800
1972			4 691		4 691
1971		
1970		
					Total



Many black pupils left illiterate

51

Staw

20/5/82

90

All ans

Numt

Numt

Surname

First Name

Date

Degree/you are r

Subject.. (to be

Paper No (to be

By Carolyn Dempster
Education Reporter

More than half the 622 000 black pupils who left school last year dropped out before they had learnt to read and write properly.

A staggering 175 000 pupils, over a quarter of those leaving school last year, were totally illiterate and did not complete Grade 1 (Sub A).

A further 160 000 black children left semi-literate, the majority without completing Standard 2.

These figures emerge from the second report of the University of the Orange Free State's Research Unit for Education System Planning and illustrate the massive employment problem faced by the South African economy.

Issued this week, the report contains educational statistics and trends relating to black schoolchildren in

South Africa and the "independent" and dependent homelands, based on research carried out in 1981.

Aimed at South Africa's businessmen, the graphically illustrated statistics provide a clear indication of manpower outflow and contained in the report are details of educational organisations of potential use to the employer of the future.

The evil of unemployment should be borne in mind by the business sector if, as has been predicted in the report, more than 5 million "employees" will be moving from the educational to the economic sphere in the future, says the head of the research unit, Professor D Vermaak.

Over the past decade the number of black pupils has increased by 73 percent, to stand at just over 5 million.

By 1986 the figure is

To Page 3, Col 9

EVERY CANDIDATE MUST enter in column (1) the number of each question

Black pupils left illiterate

90

Staw 20/5/82

51

Non page 1

expected to have topped 6.5 million and will still be growing, with more than a third of all pupils situated in kwaZulu and the Transkei.

However, it is not so much the future that is cause for immediate concern but the present situation as highlighted in the statistics.

Despite increased government spending on education which jumped from R218 million in 1977/8 to R566 million in the 1981/2 financial year, fewer than six percent of pupils make it to matric.

The situation is shown to have been worsened by the homeland system.

Together kwaZulu, Transkei, Lebowa and Bophuthatswana rep-

resent 53 percent of the total pupil population, so although the South African Government may be pouring enormous amounts of money into the Department of Education and Training, it will only filter down to the dependent states and not the so-called "independent" governments.

They have to finance their own education departments and support the increasing demand for better facilities and more qualified teachers.

Another trend is that there are more pupils attending school in both the "independent" and dependent states. Whether this relates to the greater number of pupils in these areas has not been clarified.

A problem which is common to all areas is the high enrolment at primary school level and the chronic drop-out rate leaving a paltry few at the top of the school scale and in a reasonably qualified position.

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

WARNING

1. No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

X
 51 Hansard Q. 61, 888
 Asian children: Substandard A
 21/5/82
 690. Dr. A. L. BORAINÉ asked the Prime Minister:

How many Asian children were enrolled in Substandard A in (a) each province and (b) the Republic in 1980 and 1981, respectively?

The PRIME MINISTER:

(a) 1980	
Cape	386
Natal	18 791
Transvaal	2 965
Orange Free State	Nil
1981	
Cape	358
Natal	18 476
Transvaal	3 038
Orange Free State	Nil
(b) 1980	22 142
1981	21 872

Coloured children: Substandard A

691. Dr. A. L. BORAINÉ asked the Prime Minister:

How many Coloured children were enrolled in Substandard A in (a) each province and (b) the Republic in 1980 and 1981, respectively?

The PRIME MINISTER:

(a) 1980	
Cape	97 284
Natal	3 616
Transvaal	8 328
Orange Free State	2 156
1981	
Cape	94 617
Natal	3 349
Transvaal	7 984
Orange Free State	2 126
(b) 1980	111 384
1981	108 076

✓

X

are being combined and separate figures for farm, mine and hospital schools are no longer available.

Farm schools

658. Mr. R. W. HARDINGHAM asked the Minister of Education and Training

- (1) (a) How many applications for the subsidization of farm schools were received by his Department in each of the latest specified three years for which figures are available and (b) how many such applications (i) were (aa) granted and (bb) refused and (ii) are pending.
- (2) what estimated number of pupils benefited from the subsidization of farm schools in each such year?

The MINISTER OF EDUCATION AND TRAINING:

	1979-'80	1980-'81	1981-'82
(1) (a)	185	193	327
(b) (i) (aa)	185	193	326
(b) (i) (bb)	—	—	1
(b) (ii)	—	—	—
(2) 1979	439 443		
1980	449 791		
1981	459 201		

24/5/82
 Farm schools
 Hansard Q.61.892-893
 657. Mr. R. W. HARDINGHAM asked
 the Minister of Education and Training:

What amount was allocated by his Department for the subsidization of farm schools in each of the latest specified three years for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

1978-'79	R16 986 000
1979-'80	R18 681 000
1980-'81	R23 167 000

As from 1981-'82 all amounts which are allocated for the subsidization of schools

(d) Libraries: 2 (at Senior Secondary schools)
Library/Classroom: 9 (at Primary schools).

(6) Yes.

(a) (b)

Macassar Senior Secondary School—provision of a hall. It is expected that tenders will possibly be invited late in 1982.

Danie Ackerman Primary School—new school for 800 pupils. It is expected that tenders will possibly be invited during 1983.

Rusthof Primary School—extensions to the school to accommodate 1 000 pupils instead of 800. Already under construction.

Asian school pupils

692. Dr. A. L. BORRAINE asked the Minister of Internal Affairs:

(1) How many Asian children of school-going age were attending schools as at the latest specified date for which figures are available;

(2) how many schools for Asian children are there in the Republic;

(3) (a) how many Asian (i) pupils and (ii) schools are affected by compulsory education and (b) where are such schools situated?

The MINISTER OF INTERNAL AFFAIRS:

(1) The total number of pupils attending primary and secondary schools as at 2 March 1982 was 225 534. This figure, however, also includes children who are not subject to compulsory education.

(2) 430.

(3) (a) (i) As the Department only keeps statistics in respect of the total school enrolment, separate figures for those children subject to compulsory education are not available.
(ii) 430.

(b) At various centres in the Republic.

Coloured school pupils

693. Dr. A. L. BORRAINE asked the Minister of Internal Affairs:

(1) How many Coloured children of school-going age were attending schools as at the latest specified date for which figures are available;

(2) how many schools for Coloured children are there in the Republic;

(3) (a) how many Coloured (i) pupils and (ii) schools are affected by compulsory education and (b) where are such schools situated?

The MINISTER OF INTERNAL AFFAIRS:

(1) The total number of pupils attending schools as at 31 March 1982 was 760 607. This figure, however, also includes children who are not subject to compulsory education.

(2) 1 987.

(3) (a) (i) As the Department only keeps statistics in respect of the total school enrolment, separate figures for those children subject to compulsory education are not available.
(ii) 1 987.

(b) Throughout the Republic.

SCHEDULE

3.	(a)		(b) and (c)										(d)	(e)	
	Sub A	Sub B	1	2	3	4	5	6	7	8	9	10			
SOMERSET WEST															
Gordon Sen. Sec.	750									142	259	197	152	37	33
Macassar Sen. Sec.	883							309	224	181	113	56	42	42	
Danie Ackerman	961	96	104	87	104	88	96	147	239				30	14	
Macassar	1 116	259	171	198	196	120	114	108					38	32	
Oklohomia St.	1 009	164	129	158	181	129	141	107					38	32	
Marvin Park	1 153	163	187	201	136	202	152	112					37	32	
S.A.C.C.	460	95	96	67	70	62	39	31					15	17	
Jean Gant	239	55	39	47	45	31	22						8	8	
Lurens St.	163	53	30	23	29	28							6	5	
Marsh Alistoun	539	115	93	77	60	85	63	46					19	10	
Raithby	408	83	54	71	56	68	48	28					14	5	
St. Josephs	497	74	79	82	75	73	50	64					17	7	
Somerset West	402	67	65	67	53	61	52	37					15	11	
Tonko-Bosman	72	31	21	20									3	3	
Vergelegen	102	16	22	22	16	18	8						5	6	
STRAND															
C. R. Rhoda	402								114	288				14	12
Dr. G. J. Joubert	1 097	140	183	193	165	156	97						34	19	
Rusthof	1 104	155	114	165	184	107	134	122	123				35	27	
Temperance Town	195	42	27	24	28	25	25	24					7	4	
Strand	545	71	71	99	67	83	77	77					17	15	
TOTAL	12 147	1 679	1 485	1 601	1 465	1 343	1 177	1 000	785	654	440	310	208	431	334

- (1) (a) How many Coloured schools are there in the Somerset West and Strand magisterial districts and (b) which areas do such schools serve.
- (2) (a) how many Coloured children of school-going age live in these areas and (b) how many such children attend school;
- (3) how many (a) pupils, (b) standards, (c) pupils in each such standard, (d) teachers and (e) class-rooms are there in each such school.
- (4) how many such schools offer (a) one shift and (b) more than one shift per day;
- (5) how many such schools have a (a) school hall, (b) playing field, (c) teachers' common room and (d) library;
- (6) whether any improvements are planned in respect of any of these schools; if so, (a) what improvements and (b) when will they be effected?

The MINISTER OF INTERNAL AFFAIRS.

- (1) (a) Somerset West ... 2 Secondary
13 Primary
Strand 5 Primary

(b) The vicinities in which such schools are situated including the relevant towns and districts.

(2) (a) Unknown.

(b) In total an average of 12 147 children attend these schools daily.

(3) See Schedule in cols. 949 and 950.

(4) (a) 11.

(b) 9

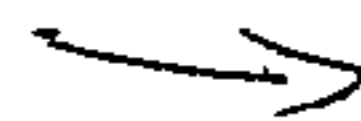
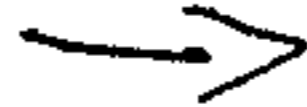
(5) (a) None

(b) 20.

(c) 11

51 52 Hansard Q. 61. 945-
Somerset West/Strand: Coloured schools
950

659. Dr. A. L. BORAINÉ asked the Minister of Internal Affairs:



Vista High School, Cape Town/Schotsche

(51) Kloof Primary School/St. Paul's E.C.

Primary School, Cape Town

~~719~~ Hansard Q. 61, 986

4/6/82

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

How many (a) pupils and (b) teachers were there as at 31 March 1981 at (i) Vista High School, Cape Town, (ii) Schotsche Kloof Primary School and (iii) St. Paul's E.C. Primary School, Cape Town?

The MINISTER OF INTERNAL AFFAIRS

	(a)	(b)
(i)	543	24
(ii)	428	16
(iii)	720	22.

Whether his Department plans to establish a Black township close to George; if not, why not; if so, (a) when will construction commence, (b) how many houses are planned, (c) how many persons will be accommodated there and (d) from where will they be moved?

The DEPUTY MINISTER OF CO-OPERATION:

Yes.

(a) The Administration Board is presently negotiating to purchase the land after which the township will be planned before construction can commence.

(b) 750

(c) 4 895

(d) Harveys, Blikkiesdorp and Urbansville squatter camps, George.

④ (51) Hansard Q. Col. 971-
Defence Force: visits to schools 973

2. Mr. K. M. ANDREW asked the Minister of Defence:

(1) Whether South African Defence Force personnel have visited any provincial (a) primary and (b) high schools in the Cape Peninsula this year; if so, (i) what was the purpose of these visits and (ii) (aa) which schools were visited and (bb) by whom;

(2) whether permission to visit such schools was obtained; if not, why not; if so, from whom?

†The MINISTER OF DEFENCE (Reply laid upon the Table with leave of House):

(1) (a) and (b) Yes.

(i) Activities in connection with the training of school cadets, youth preparedness, career guidance, information in respect of national service, and the selection of boys in Special Schools for national service.

(ii) (aa) Hoërskool Bellville
Hoërskool Durbanville
Hoërskool Tygerberg
J. J. du Preez High School
Ysterplaat High School
De Kuilen High School
Hoërskool D. F. Malan
Hoërskool J. G. Meiring
Eben Dönges High School
Hoërskool President Tygerberg Commercial High School
Settlers' High School
Bellville Technical High School
Fairbairn High School
Pinelands High School
S.A. College Schools
Wynberg Boys High School
Camps Bay High School
Simonstown High School
Hoërskool Voortrekker Muizenberg High School
Fish Hoek High School
Rhodes High School
Oude Molen Higher Technical School
Brackenfel High School

Batavia Special School
Milnerton High School
Sea Point Boys High School
Cape Town High School
Vredehoek Primary School
Kronendal Primary School
De Grendel Special Secondary School
Westcliff Special School.

(bb) Various officers, warrant-officers and non-commissioned officers.

(2) Yes, from the principals.

Kleinmond Police Station

*3. Mr. K. M. ANDREW asked the Minister of Law and Order:

(a) What area is served by the Kleinmond Police Station and (b) what is the estimated population of the area?

†The MINISTER OF LAW AND ORDER:

(a) The area covers approximately 446 square kilometres and extends from Kogelen Bay in the west to Sonesta in the south, and apart from Bot River and Houhoek Pass, includes the following coastal resorts: Rooi-Els, Pringle Bay, Hangklip, Betty's Bay, Kleinmond and the Bot River Lagoon.

(a) The estimated permanent population is approximately 4 605.

DET plans compulsory education

ABOUT 30 000 black Sub A pupils received textbooks and free stationery when the Department of Education and Training introduced compulsory education in some schools last year.

This practice will continue until the pupils reach Standard Five, according to the DET's 1981 annual report.

The report says compulsory education was introduced at more than 200 schools situated in 40 areas.

"The department is planning to expand this programme subject to the willingness of school committees to accept

By JOSHUA RABOROKO

the principle of compulsory education and to the availability of physical facilities."

Financial provision for educational services in South Africa is organised as follows:

- The white area — including universities — is budgeted for in the Education and Training Vote;

- each of the departments of education in the national states budgets for its own needs and the funds are provided in the Co-operation and Development Vote;

- white professional and teaching staff allocated to the national states are budgeted for in the Co-operation and Development Vote.

The report says the estimated expenditure for 1981/82 amounts to R369 748 000, excluding "homelands".

The following provision for capital is included in the 1981/82 budget: Primary education R32 050 000; secondary education R25 200 100; tertiary education R30 000 000; vocational and trade training R4 100 000;

training of handicapped children R1 383 200; teacher training R8 600 000; and Gankuwa Hospital R5 103 000.

The department plans to build, upgrade and repair primary and secondary State and community schools in urban black residential townships and extend four universities and the Gankuwa Hospital.

"It is envisaged that the majority of the projects will be completed before the end of the financial year."

The department is paying particular attention to the creation of opportunities for serving teachers to improve their professional and academic qualifications.

Other educational schemes include:

- continuing in-service training centres;

- providing bursaries;

- subsidising farm school buildings;

- the provision of R5 103 000 for the Gankuwa Hospital and

- the provision of trade, vocational and technical education.



New programme cuts schools dropout rate

(51) Mercury 8/6/82

Mercury Reporter

ABOUT half-a-million black pupils were participating in a 'school-readiness' programme introduced by the Department of National Education, and the programme had already cut the dropout rate in some schools from 28 percent to 3 percent.

According to a departmental report, it was obvious that while some children were ready for school at the age of six, others had 'some leeway to make up, which will place a considerable strain on the existing school programme'.

About 500 000 pupils were participating in the special programme, which ran for the first 12 to 15 weeks of the school year.

It had been implemented in virtually all urban primary schools and the department was planning to introduce it in farm schools as soon as possible.

As the department stretched to encompass the rapidly-increasing flow of young blacks into the education system, its building program was growing, according to the report.

At the beginning of this year 181 new black schools opened — to make provision for the 80 000 more pupils which had come into the system this year.

The department had also decided to become involved in preschool education and teachers were being trained as preprimary instructors, a programme for nursery schools was being compiled, and nursery schools were being subsidised at the rate of R25 a child a quarter.

The department was initially concentrating on five-year-olds in order to obtain maximum utilisation of teachers and facilities for this group, which needed them most, the report said.

I do not think the level of skilled labour amongst the black population will increase very fast. As all jobs can now be applied for by any race (except for the 5 job determinations that were in operation before the act was brought out) we find that to become an apprentice, the government has pushed the entrance qualification up to Std 4. As less than 10% of the Black workforce has this qualification there are few people entering the work force as skilled artisans. One will find that employees will only be taking workers from the accepted trade unions in order to train them as apprentices.

✓ ✓ ✓ ✓

a lot gained

62

Vredehoek Primary School/Kronendal

51 Hansard Primary School
Q. No. 1020 9/6/82

*18. Mr. K. M. ANDREW asked the Minister of Defence:

- (1) (a) What was the purpose of the visits by South African Defence Force personnel to (i) Vredehoek Primary School and (ii) Kronendal Primary School and (b) when did these visits take place;
- (2) whether any mock attacks have been (a) organized and (b) requested at any of the provincial schools visited by such personnel in the Cape Peninsula; if so, (i) at which schools, and (ii) when, in each case?

†The MINISTER OF DEFENCE:

- (1) (a) (i) and (ii) To acquaint senior pupils with the South African Defence Force, in particular the South African Army, during youth preparedness periods.

(b) 14 May 1982.

- ✓ (2) (a) and (b) No.

1 JUNE 1982

1051

~~310~~ 51 Langa: schools 11/6/82 X
Hansard Q. 6.1. 1054
Mr S. S. VAN DER MERWE asked
the Minister of Education and Training

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

The MINISTER OF EDUCATION AND TRAINING

- (1) (a) 6
- (b) 1
- (2) (a) (i) 3 487
- (ii) 579
- (b) (i) 83
- (ii) 22

Nyanga: schools

750 Mr. S. S. VAN DER MERWE asked
the Minister of Education and Training

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

The MINISTER OF EDUCATION AND TRAINING

- (1) (a) 7
- (b) 1
- (2) (a) (i) 3 384
- (ii) 702
- (b) (i) 86
- (ii) 25

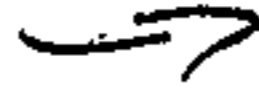
Y

X

(51) Hansard Q. Col. 1011-1012
Fredville Primary School/Siphesihle High
School/Imbaliyeswe 9/6/82

*7. Mr. P. C. CRONJÉ asked the Minister of Posts and Telecommunications:

Whether his Department has conducted an investigation into the provision of a telephone service to (a) Fredville Primary School, (b) Siphesihle High School and (c) Imbaliyeswe School in Cato Ridge/Inchanga; if so, what were the results of such investigation?



, 9 JUNE 1982

1012

The MINISTER OF POSTS AND TELECOMMUNICATIONS:

Yes, but not in respect of the Imbaliyeswe school as that school had not applied for telephone service.

The Fredville Primary School was provided with a telephone service on 26 May 1982, and it is expected that the service of the Siphesihle High School will be installed within the next ten days. The latter service will also be used by the Imbaliyeswe school as it is close to the Siphesihle school on the same campus.

X (51) Hansard Q. 61.1056
Guguletu: schools 11/6/82
759. Mr. S. S. VAN DER MERWE asked
the Minister of Education and Training:

- (1) How many (a) primary and (b) secondary schools are there in Guguletu:
- (2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 17
- (b) 2
- (2) (a) (i) 10 712
- (ii) 1 252
- (b) (i) 264
- (ii) 48

64/51 Hansard Q Col. 1057
Crossroads: schools 11/6/82

764. Mr S. S. VAN DER MERWE asked the Minister of Education and Training.

- (1) How many (a) primary and (b) secondary schools are there in Crossroads;
- (2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 4
(b) None
- (2) (a) (i) 2 738
(ii) None.
(b) (i) 61
(ii) None.

274 (51) ~~51~~ *Handwritten*
 Inanda: schools Q Col. 1041
 11/6/82 - 1042
 728 MR R A F SWARI asked the
 Minister of Education and Training

JUNE 1982 1042

- (1) How many (a) primary and (b) secondary schools are there in Inanda;
- (2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

The MINISTER OF EDUCATION AND TRAINING.

(1) and (2)	Pupils	Teachers
	812	16
3 Primary schools	795	16
	1 470	27
1 Secondary school	480	11

BOY SAID THERE WAS INDOCTRINATION AT VEELD SCHOOL

ACCUSATIONS have again been levelled at the Transvaal Education Department for using veeld schools to indoctrinate naive schoolchildren rather than for proper environmental education.

At veeld schools children undergo strenuous activity, are taught to 'shoot terrorists' with torches and understand the moral peril of pop songs such as 'Knock Three Times' and 'Yellow Submarine'.

These startling claims of political, religious and cultural indoctrination were made by Progressive Federal Party provincial representatives Mrs Irene Menell (Houghton) and Mr Peter Nixon (Johannesburg North). They also claimed environmental studies took a poor third place to other topics.

The veeld schools which are designed, in theory, to bring school children into closer contact with nature, have again been under the spotlight in the Transvaal Provincial Council.

"There can be absolutely no doubt that the primary objective of the programme is to instruct pupils on the evil influences of contemporary life, and to counteract those things which undermine 'approved morality'," said Mrs Menell.

"The judgment on what those evil influences are, how they are defined and explained, and what constitutes approved morality, are all highly sectional judgments."

In 1979, 52 178 Standard 5 and 8 pupils attended the TED's 10 veeld schools. More than 24 000 were from primary and 20 629 from secondary schools. The rest were from special schools, colleges of education, or were leadership course members.

This week the Sunday Express investigated the veeld school programme and found many who attended returned home feeling they

Pupils 'kill teachers' On Natal beaches

By ARLENE GETZ

been on a military preparedness course.

One father whose 12-year-old son attended a veeld school in January said, "He wanted to go because he knew his friends would call him a 'wet' if he didn't. I agreed to let him attend, but warned him there might be some form of indoctrination."

"His first words when he came home were, 'You were right, Dad.'"

The boy, who does not want to be named because he fears repercussions at school, described the week-long camp as "quite military".

Four days of hiking were interspersed with another four of lectures on subjects such as the threat from Russia and the World Council of Churches and the evils of modern music and advertisements.

"There was a pretty verk-ramp sort of attitude," he said.

"The South African Council of Churches—in particular Bishop Desmond Tutu—also came in for a lot of criticism."

A teacher who accompanied his Standard 8 pupils to a veeld school on the Natal coast described it as a "shocking" experience.

"The nature content of the programme was scant and very unimaginative. I certainly don't think it inspired the children to be ecological-

ly aware."

A typical day at a veeld school begins at 5.30am with either a 30-minute PT session or a jog on the beach.

Then, after dormitory inspection and breakfast, the South African flag was raised, followed by a Bible reading.

After this there were lectures on survival, obstacle courses, map reading and compass work.

Sometimes pupils were taken to the beach where one group had to entrench itself behind sandbanks while a 'terrorist' group tried to infiltrate the defences.

The pupils could 'shoot' by shining torches on each other.

In another activity, boys were taught to camouflage themselves with mud and dirt. Other games involved stalking a lantern-carrying teacher while avoiding being 'shot' with a torch.

Before supper the flag was lowered, followed by a sing-song and lecture on topics such as "communism in relation to race relations in the RSA."

Pupils at one veeld school were punished for offences like not singing with 90 minutes of 'Army-type' PT.

Lectures on the environment usually began "too late" at 8pm, a teacher said.

During the socio-political lectures, pupils were told songs such as 'Knock Three Times' encouraged sexual promiscuity while the popular Beatles' 'Yellow Submarine' was about a depressant drug.

And the pupils were told black Africa was in chaos because the countries were not ready for independence and cited examples of gruesome treatment of whites under new governments.

Lecturers emphasised that apartheid was the best policy for South Africa.

The teacher interviewed said: "The schools might be fine for the average school-boy, but a sensitive, intellectual type wouldn't enjoy them."



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AVOID DANGER

Farm schools have recently been in the news because the Department of Education and Training has improved its support for them. In such a large country, providing schooling for children living on farms has always been a problem.

Before World War 2 the Transvaal Education Department decided that, as small farm schools for whites provided a poorer education, even primary schooling should be centralised — and larger schools with hostels were built.

This has disadvantages too. Few people would like to see children under 10 compelled to attend school away from home, but it was felt better quality schooling justified the change.

It has been generally accepted, and white farm children now seem to get similar quality schooling to that of town children.

Provision for African farm children is less satisfactory than for pupils in other sectors of the African system. Admittedly it is not easy to provide schooling for almost a million children on thousands of farms.

The DET has long encouraged farmers to build schools for children of workers, offered subsidies for buildings, and will pay the teachers' salaries. (In the fifties, farm teachers were paid less than others.)

Statistics on farm schools tell much, but do not reveal the key problem: whether African children on farms get any schooling is decided not by the State or their parents. It is the farmer who can decide to build a

Improve these farm schools

51 Star 18/6/82

It should be the State's responsibility to provide schooling for black children on white-owned farms, says Franz Auerbach.

school or not, or to close an existing one.

It is laid down that a farm school should provide education for the children of workers "on the farm concerned." If farmers band together to provide a school on one farm, this requires prior approval.

A 1981 Departmental circular says that "wherever possible farmers are encouraged to apply for their own school. Pupils from neighbouring schools may only be admitted if there is accommodation available, but this is a privilege enjoyed by the children of neighbouring farms and not a right"

Commendably, within the existing system, the department is raising its subsidy per classroom from R2 000 to R5 000 when the estimated cost of building a classroom is now R10 000. It is also encouraging farmers to provide storerooms, drinking water and toilets for their schools.

Many farmers run good farm schools established for many years. I visited a fine one in East Griqualand last December.

But as with the white farm schools mentioned earlier — most are small, rarely attract



Auerbach . . . new deal required.

well-qualified teachers and have fewer facilities than bigger schools in country towns or cities.

We should know more about farm schools for African children growing up on white-owned farms: There are almost 5 000 (averaging 91 pupils to a school) and staffed by 9 500 teachers. The average for all other African schools is 474 pupils.

Of the 4 865 farm schools, only one is a high school; of their 450 000 pupils, exactly half are in the two sub-standards (1980). In the African system as a whole, the percentage in the grades is 33.8 — in the coloured system 27.5, the Indian

19.8 and the white 17.8.

This shows the high drop-out rates: just over 40 percent of African beginners reach Std 2, and one in seven gets to Std 5.

Some farm schools still have Std 6 attached to their higher primary section, so that 2 500 of all farm pupils are in Std 6.

There is little chance of farm children getting to high school; this would need hostel facilities in country towns, not a priority in the over-extended DET.

A guess is that half the African children on white-owned farms get no schooling. That position is unlikely to change significantly until the State decides to provide some schooling for all, no longer leaving it to individual farmers.

Surely neither the burden of building schools nor the decision whether to do so should be on the employers of the parents. The initiative and responsibility should be the State's, even though parents and employers can be involved. We need a completely new deal for farm children.

● Franz Auerbach is a Johannesburg educationist.

It's a silly rule — my son will stay at private school

FATHER WON'T BOW TO SACOS

w/e PAGES 19/6/82 (51) (HDP)

"THEY'RE silly. It's a multiracial school. Lots of coloured children attend it and there is no discrimination."

By DIRK VAN ZYL

This is the view of 13-year-old Nigel Freddy, caught, with his parents, in a Catch-22 situation because of his attendance at Christian Brothers' College in Green Point on a R6 000 five-year scholarship.

To the modest Freddy family of Belmore Park, Nigel's winning the scholarship last year came as a heaven-sent opportunity to help him realise an ambition to become a Roman Catholic priest by attending one of Cape Town's top private schools.

The family would not have been able to afford the schooling were it not for the scholarship.

CRICKET

But father, Mr George Freddy, 52, has had to end 35 years' devoted service to cricket and soccer bodies affiliated to the South African Council on Sport (SACOS) because of a ruling by that organisation banning both players and officials from membership if they have children at private schools.

SACOS's view given by its secretary-general, Mr M N Pather, is that the

decision as to where to send their children for schooling should be a right and not a privilege for (coloured/black) parents.

Allowing their children to attend private schools meant they were enjoying privileges at the expense of others, SACOS feels.

"THRILLED"

"I was thrilled when I heard by letter that I had won the scholarship. I did not think I would get it as there were lots of children who applied," Nigel in Standard 6 said when approached by Weekend Argus.



NIGEL Freddy, 13: "I was thrilled when I heard I had won the scholarship."



MR George Freddy: "All the years I have been involved in non-racial causes."

"I like everything about CBC."

The only difference between CBC and his previous school, Regina Coeli primary school in Belgravia, was more sports facilities.

Nigel, who leaves home at 6.30 am every school day, has made a number of white friends, although the distances between their homes and his makes reciprocal visits after school a difficulty.

DIE OFF

Favourite subjects are maths and science and, after matric, he wants to go to university to study to become a priest — a step he decided on in Standard 3.

Nigel says he has encountered no opposition from friends or family to attending a private school and he believes "all schools should be open to all races."

What makes him the happiest about attending CBC?

Mr George Freddy, head of a staunch Catholic family of a wife and two sons, feels the Sacos ruling is "a bit unfair."

"All the years I have been involved in non-racial causes but now I must abide by this ruling."

He still acts as ground manager of Rosmead and Hanover Park sports grounds which are not affiliated to Sacos "although their teams, among others, play there." He is also secretary of the Cape District Cricket Sports Board of Control and a trustee of Cape Town Spurs and Regina Coeli School.

Mr Freddy has been told to relinquish executive positions on the WP Football Board and Cricket Board, Sacos affiliates.

NEXT YEAR

"Nigel was originally set to go to St Columbus school in Athlone — also run by Christian Brothers — but gaining the CBC scholarship has taken his education off our hands," Mr Freddy said.

"After hearing of the Sacos decree however, I nevertheless inquired at St Columbus but was informed there would be room for Nigel only next year in Standard 7.

When Sacos would not even accept this, I decided that nothing will now change my mind. My son will stay at CBC, where he is quite happy," he added

"Getting good marks in tests. I'm generally happy and glad to be there and have had no really nasty experiences."

Nigel plays cricket and rugby and, when not picked for a rugby team, soccer at Rosmead sports grounds "of which my daddy is the manager."

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Cosas hits 'poor state' of schools for blacks

51 E. Post 21/6/82

By JIMMY MATYU

THE Port Elizabeth branch of the Congress of South African Students (Cosas) has criticised the poor state of schools in the black townships where "children work in chilly, windswept classrooms".

Cosas also objected to high fences around school buildings which gave the impression that the children were in "concentration camps".

After a meeting to review the situation after the schools boycott last year, Cosas said in a statement the state of schools affected the children's health.

"At some schools we found makeshift zinc doors, broken window panes and cardboard and rag pieces stuffed in the window frames to shelter pupils from the chilly

winter winds and rain," the statement said.

"We are also critical of classrooms that have cement floors, which contribute to diseases like tuberculosis and to pneumonia, severe colds and other ailments."

Among the schools which needed repair were Mvisiswano Lower Primary School, Phillip Nikiwe Higher Primary School, Masangwana Higher Primary School, Myezo Lower Primary School and the Henry Nyati Higher Primary School.

Cosas said it should be remembered that the boycott was "merely conditionally suspended and not called off".

The regional director of the Department of Education and Training in Port Elizabeth, Mr J P Engelbrecht, was not available for comment.

12 000 ⁵¹ *Star* education ^{30/6/82} vacancies

By Sheryl Raine
Pretoria Bureau

There are more than 12 000 posts in the Department of Education and Training which could be filled with suitably qualified staff, according to the new Director-General of the department.

In a recent interview in Pretoria Dr Abraham Fourie disclosed that if suitably qualified staff were available in the professional and administrative fields, his department would be able to place thousands in posts ranging from principal to administrative clerk.

"These posts are not all vacant. Some are filled by staff who are not properly qualified," said Dr Fourie.

If qualified personnel were available tomorrow Dr Fourie would be able to demand:

- 280 heads of departments in secondary schools.
- 1 120 highly qualified teachers for promotion posts in secondary schools.
- 2 000 suitably trained teachers for promotion posts in primary schools.
- 60 inspectors with graduate qualifications.
- 35 properly qualified administrative workers for regional offices.

- 150 circuit office clerks.

- 500 clerks for secondary schools.

- 2 000 clerks for primary schools.

These would meet only South Africa's demands, not the needs of its independent national states.

There were about 5.5 million black school-children in South Africa and the national states but by the end of the decade there would be an estimated 9.1 million, Dr Fourie said.

The Department of Education and Training (DET) and the National States are now training about 10 000 teachers a year and will have to produce 200 000 by the end of the century.

"Lending staff to the National States has placed an additional strain on DET's resources," said Dr Fourie.

"In addition to semi-permanent secondments the department sends professional staff to give lectures, advice and other much-needed aid to the National States when this is requested.

"The private sector also woos our staff. "Most recently we lost a significant number to the SABC with the launching of TV2 and TV3," said Dr Fourie.
(See Page 29)

Pre-schooling could cut the drop-out rate

51
Staw
1/7/82

Pre-school education for disadvantaged children could save South Africa millions of rands yearly and cut the drop-out rate in black schools by at least half.

These are the implications of research in the United States.

Although the Ypsilanti Perry Pre-School Project is not yet completed, it is regarded as the most significant long-term study of its kind yet, with worldwide possible application according to a review in the Transvaal Educational News by Mrs P Reilly, national president of the Association for Early Childhood Education.

Project directors David Weikart and Lawrence Schweinhart have over 18 years monitored the progress of 123 disadvantaged children.

When chosen the children all had IQs of 70 to 85. All were black from poor families and most parents had only elementary education. Almost half the fathers were absent from home. Of those at home, half were jobless and the family on welfare.

The results, comparing an experimental with a control group showed:

A research project in the United States could have vast implications for black education in South Africa. Carolyn Dempster outlines the findings.

- Children who had attended a quality pre-school scored higher in reading, arithmetic and language achievement tests.

- By age 15 the "pre-school" children were at least a grade, or eight percent, ahead of their control peers.

- Only 19 percent of those who attended pre-school were placed in special education classes, against 39 percent who had not.

- Pre-school children had less tendency to delinquency or anti-social behaviour.

- Indications, based on the incomplete findings, that children who had attended pre-school had a greater likelihood of attending college, gaining higher employment, less tendency to use welfare and less desire to turn to crime.

- The cost of instituting one year of pre-school — about R3 500

—was recouped by the school in savings on special education and social welfare.

The findings are seen as extremely important after controversial earlier studies all but discredited the benefits of pre-school programmes.

Explaining the long-term importance of the project's findings Weikart and Schweinhart believe the pre-school programme allowed the children to "extract a better education from the school system."

Children's curiosity and cognitive abilities were heightened, they initially achieved better success at school — promoting a commitment to schooling.

"Our prediction is that they will reap the rewards of greater school success in higher educational attainment, higher occupational status and higher income," wrote the directors.

These results support the De Lange report commitment to a pre-school bridging year for five-year-olds. School readiness was identified by the HSRC commission as being a major factor in a child's success — whether disadvantaged or not — in the formal system.

"Environmental deprivation is the main reason for children not being ready for school at the normal age," the commission reported.

A recent study among Johannesburg coloured schools show 32 percent of pupils not ready for formal schooling because of lack of language skills, little family support, a learning dependence on real life encounters rather than abstract ideas and skills, feelings of inadequacy based on learning difficulties.

Instead of countering these with greater assistance, the disad-

vantaged child in the socio-economically deprived area has to cope with an overcrowded, inadequately staffed and ill-equipped school.

Thousands of black and coloured primary school pupils drop out even before learning to read and write.

The De Lange report highlighted a 58 percent fall-out among black pupils who started school in 1975 and went through to Standard 2 and 48 percent among coloured pupils.

In May the Research Unit for Education Planning at the University of the Orange Free State released figures for 1981 showing that 175 000 pupils left before ending their first year of formal schooling, and another 160 000 before completing Standard 2.

In the Ypsilanti Perry Project the cost of "carrying" disadvantaged children is extremely high.

In South Africa, Professor J P de Lange, head of the HSRC commission has stated: "Over the past couple of years R300 million to R400 million has been misspent on black primary school education." The reason — the phenomenally high dropout and failure rate.

But Weikart and Schweinhart warn against implementing of just any pre-school programme. Theirs was a "quality" project. Children entered school at ages three or four in 12 member groups. For 12½ hours weekly they joined in problem solving, active learning and adult-child, child-child interaction.

Teachers spent 90 minutes a week with the mother and child at home.

Dr David Weikart and Professor B M Caldwell, also an authority in education for disadvantaged children, will be guest speakers at the biennial study conference of the Southern African Association for Early Childhood Education at the University of Bophuthatswana from July 13 to 16.

~~SECRET~~ (S)

Fire razes school

11/7/82

PRETORIA — The Laerskool General Andries Brink in Voortrekkerhoogte, Pretoria, was destroyed by a fire early yesterday.

The fire, which apparently broke out in the roof at the back part of the building, was discovered just after 5 am.

Firefighting teams from the army and the Pretoria fire brigade were called. Five fire engines were on the scene within minutes and firemen were helped by a squad of national servicemen armed with fire buckets.

The school and its contents, however, could not be saved.

The Pretoria fire chief, Mr Willem du Plessis, said it was impossible at this stage to establish the cause of the fire, but this was being investigated.

The possibility of arson was also being investigated by police. — SAPA.



MR Dempsey Noel conveys the parents' anger over the sudden closure of the Epsom Road School to Mr Tom Wood, circuit inspector of the coloured schools, yesterday.

Row over schools switch

Mercury Reporter

ANGRY coloured parents yesterday defied a Department of Coloured Affairs order that they send their children to a school in Sydenham following the sudden closure of the Epsom Road Primary School.

The parents, mainly mothers, assembled with their children in the Epsom Road School grounds yesterday morning and refused to allow them to be transported by bus to the Spearman Road School, nearly 12 km away.

They confronted Mr Tom Wood, Circuit Inspector of Schools, and demanded that their children remain at the Epsom Road School at least until

the end of the year, but Mr Wood refused, saying that the premises were urgently needed to accommodate the Department of Coloured Affairs.

He instructed the pupils to board a hired school bus, but they were stopped by angry parents. However, some pupils who were not accompanied by their parents, were ordered by Mr Wood to board the bus which left about an hour late with about 20 children

Undertaking

Mr Wood refused to speak to the Press and ordered photographers to leave the school grounds. Parents said they were not prepared to allow

their children to be transported unaccompanied by bus. The Department has refused to give us a written undertaking accepting full responsibility for our children being transported to another school.

'What happens if the bus overturns or gets involved in a collision?' asked one irate mother, who angrily declared that she would rather have her child admitted to an Indian school than risk the danger of busing.

A mother from Wentworth, Mrs P Williams, said she could not believe that a whole school could shut down in the middle of the year and the children transferred to a school in another area

without the prior consent of parents.

'It's time the authorities stopped pushing the coloured people around like a football. It is bad enough being told where we should live but we are definitely not going to accept being told to which school our children should go,' she said.

Disliked

Mr Dempsey Noel, who was also among the protesting parents, said they would seek legal opinion today in a bid to have the Epsom Road School reopened.

He said parents were alarmed that their children's education was being disrupted at a crucial

part of the year.

'And to make matters worse, the Spearman Road School, which has been chosen as an alternative, was generally disliked among coloured parents because of the notorious character of the area.

'This is demonstrated by the fact that many Sydenham parents preferred their children to go to school in other areas,' he added.

He said the parents would continue their protest at the Epsom Road School today.

Attempts by the Mercury yesterday to contact the Department of Coloured Affairs in Cape Town were unsuccessful.

Official 'makes Mercury offer' to squatters

Mercury Reporter

SQUATTERS who had their homes in Inanda demolished last month and the timber from their homes confiscated by the Department of Co-operation and Development claimed yesterday that an official from the department had offered to sell their wood back to them for R20.

More than 60 houses have been demolished in the Inanda area during the past month, and 36 tenants have been charged with illegal squatting. They will appear in court on July 13.

At the Gandhi Settlement in Inanda yesterday a group of more than 30 people told the Press that after their houses had been demolished trucks from the Department of Co-operation and Development and the Port Natal Administration Board had carted off their materials after an official had told them that it was to be confiscated.

Some women claimed that primus stoves and bags of maize meal had been confiscated as well.

Trust

Mr Jack Miefe, who

Mercury Reporter



Mercury Reporter

By Carolyn Dempster
Education Reporter

A quiet revolution started in South Africa this year. The rebels are all black five-year-olds and their weapons consist of coloured crayons, paints, building blocks and modelling clay.

They are the advance guard of the pre-school programme which was introduced by the Department of Education and Training in January for the first time.

There are now 50 registered pre-schools, 30 more in the process of being registered,

and 40 pre-school classes throughout the country.

Most of the schools are privately sponsored and started out as creches or day-care centres for busy black mothers with small children.

Now that the Department of Education and Training has initiated a pre-school programme, it is prepared to sponsor registered pre-

schools to the tune of R100 a pupil each year.

Mrs Joey van Wyk, head of the pre-school programme, spent three years researching the needs of black primary school children with the aid of qualified black primary and nursery school teachers.

"The reason hundreds of black children drop out of primary school is because they

are not ready for school

"We have attempted to develop a comprehensive learning readiness programme which will serve as a guideline for teachers at the pre-schools. They can improvise, recommend changes and introduce whatever else they feel is necessary to enrich this programme.

EXPERIMENTAL

"We are still very much in the experimental stage," Mrs van Wyk added.

At Soweto's Emma Brosius pre-school cum creche, named after the pioneer of pre-schooling in South Africa, the teachers are delighted with the programme.

"You can already see the progress which has been made," said the school principal Mrs Baile Motomapeso, who has been at the creche since it opened in 1972.

MOTIVATE

"We are still educating the parents on education itself, but the children really motivate their parents because of what they have learnt at school during the day.

"The other day after the children had had a short lesson on rain and where it came from and how it happened, two of them went home, saw the kettle boiling and told their mother 'Look, see where rain comes from'."

The programme has been divided up into language development creative and structural activities, concept formation (which will



A major project is under way — to find similar picture subjects and cut them out.



Explaining the concepts of big, bigger and biggest, using blocks.

help with the abstract concepts of mathematics later on), developmental play, music and biblical studies.

The teachers had also been provided with a guideline under the heading "observation" so that they would be able to pinpoint problem areas more quickly and help to solve them, said Mrs van Wyk.

Mrs Norah Manitshana, supervisor of the nine pre-schools in the Witwatersrand area, said she found the observation booklet invaluable.

"You know previously we would just notice how a child is good at drawing or singing, or particularly bad in linking shapes, but that is as far as it would go.

"Now we have a structured method which we can use to help them and ourselves," she said.

The children spend an hour in each activity area, and the teachers use singing and movement to break their concentration and relax them.

CREATIVITY

During the creative activity hour they split up into small groups and were not at all disturbed by the presence of a wandering photographer and totally absorbed in cutting out triangles and squares, drawing pictures of people, moulding shapes and dripping wax on to sheets to design colourful paintings.

"The African child used to be a silent spectator. In this environment he is an active participant, creative, stimulated and learning with the guidance of his qualified teacher," said Mrs van Wyk.

The parents become totally involved in the children's learning revolution — because they have no alternative.

SPONSORS

They provide the learning materials and pay for the running costs of the school. The West Rand Administration Board pays the salaries of the teachers and sponsors the school for structural alterations.

The school has its own kitchen, cook and nutritional programme. "We want to show the parents how to provide a nutritional low-cost meal maintaining high standards," explained Mrs Sutherland of WRAB.

"The children get three meals a day,

breakfast, tea and lunch. We don't give them fresh meat because it's too expensive but we make up the protein content with eggs, fish and high-protein sauce. They also get fruit and fresh vegetables as part of their daily diet."

TRIANGLES

"The children actually motivate their parents. They talk about what they have learnt or eaten at school. One little girl told her mother to 'cut the bread in triangles,'" said Mrs Manitshana.

The children are taught in their mother tongue. At this particular school it is Zulu, although the programme manuals are in English.

The education boards in the Ciskei and Transkei are translating the programmes for their own schools," explained Mrs van Wyk.

Unfortunately, money is the deciding factor in the expansion of the pre-school programme.

SUBSIDY

"The Department of Education and Training simply cannot afford to erect new schools on the scale that would be needed, so the more private enterprise gets involved the better. Then we will be able to offer them a subsidy."

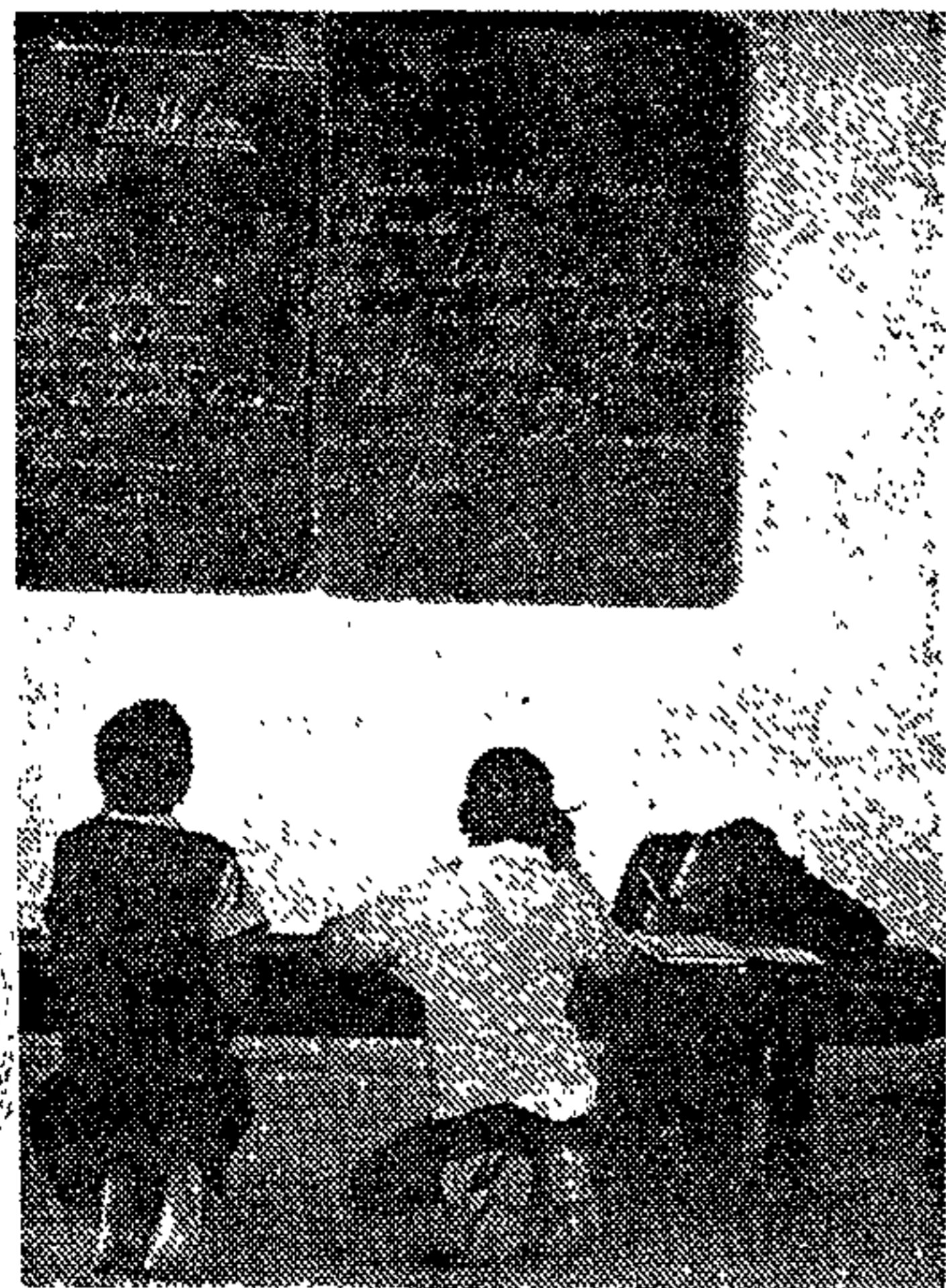
The pre-schools do not have to adopt the DET programme. If they have an original programme, as long as it is validated by Mrs van Wyk the school can register as a pre-school.

"Books are a real problem because they are so expensive and the parents simply cannot afford them," said Mrs van Wyk.

"If only we could encourage people or businesses to adopt a pre-school class and provide the money, I would go out and get the books for these children myself," she said.

But in the meantime the struggle continues as the revolution gains momentum.

Magical touch transforms cinderella school



Crown Reef School — before the financial windfall.

51 Star
22/7/82

It's gold — at R1 a year

By Carolyn Dempster

Education Reporter "It's a gold mine," says enthusiastic principal Mr Butler Mayeza about the school where children pay R1 a year for their tuition.

That is the face of Crown Reef Primary today.

Less than two years ago, 350 children crouched in constricted classrooms, attempting to write on the floor while their teachers' words were intermittently drowned by the roar of the Main Reef Road traffic.

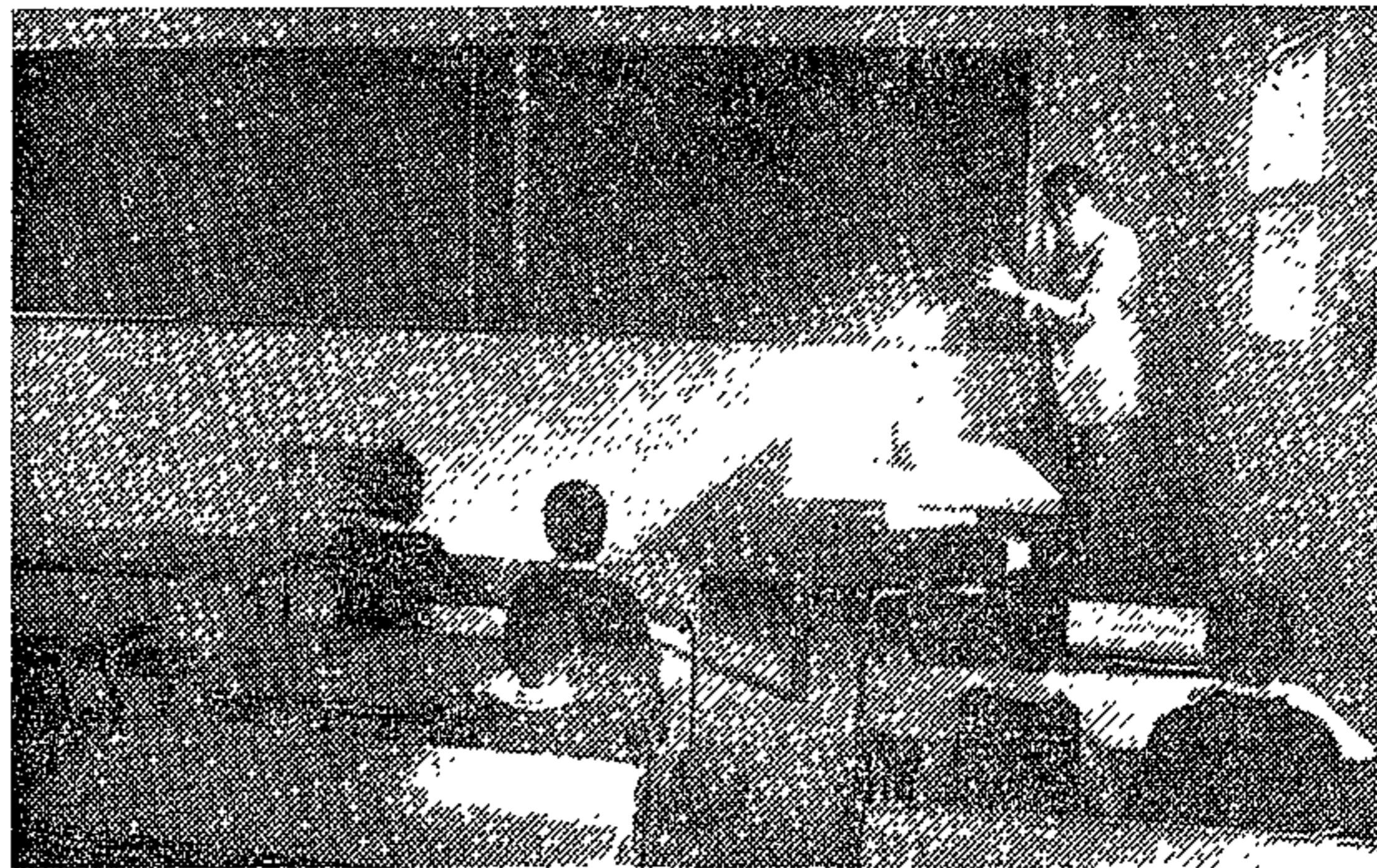
Now, the school is well removed from the busy road, the classrooms are spacious and the teachers better able to cope with their tidy attentive pupils.

In a classic story of a Cinderella school transformed by a touch of magical finance, the renaissance took a mere 18 months and R150 000 from the school's new sponsors, Rand Mines Properties.

Created in the shadow of the city's mine dumps, Crown Reef is a mine school with a protracted and poverty-stricken history.

Originally started in the chapel of the Fordsburg Methodist Church in 1925, the school drew 23 pupils from the surrounding suburbs of Mayfair, Vrededorp and Langlaagte.

Mrs E M Pilliso, the first principal of the makeshift school, had only one teacher to help her cope with the rapidly increasing numbers while more women took up positions as domestic workers in the neighbouring areas bringing their small children with them.



What the classrooms look like today (above) and Mr Butler Mayeza (right) with some of his 305 pupils.

The Star Thursday July 22 1982

51 Star
22/7/82

Advantage of pre-school programmes

By Carolyn Dempster

Education Reporter Pre-school educational programmes can effectively alter the course of a child's life, and will be of lasting benefits.

This was the message American psychologist and educationist Dr David Weikart conveyed to the 400 delegates who attended the biennial conference of the Southern African Association for Early Childhood Education in Bophuthatswana last week.

It was only after 20 years of intensive research in the field of pre-school education that such claims could be made, said Dr Weikart.

It has now been proved that:

● A high quality early childhood education programme can alter a person's life-course

world, and is seen as a partial solution to these problems.

According to Professor Bettye Caldwell, a guest speaker at the conference and director of the Centre for Child Development and Education at the University of Arkansas, America, early childhood education has become an international movement.

"In every country, developed and developing, increasing attention is being paid to the value of pre-school education," she said.

In India, where many of the construction workers are women with young children, mobile pre-schools have been established on the construction sites.

"The first five years of a child's life are the crucial years, educationally as well as nutritionally, and more recognition is being given this fact," she said.



● Society saves in the long term, if it invests in pre-school programmes. It has been estimated that for every rand invested in such a programme, society reaps R4 in savings on special schooling, crime prevention and social welfare.

● Children who took part in an early education programme at age five, showed less tendency to resort to crime, and a greater number continued their studies at university level; and,

● Disadvantaged children definitely profit from such a programme, and are less likely to drop out of formal school because of a lack of school readiness.

Dr Weikart based these findings largely on his own research project — an 18-year follow-up programme with black children from disadvantaged homes, in Ypsilanti, Michigan.

(Full report published in The Star).

Although the project is incomplete, the results are of crucial significance internationally.

In South Africa, thousands of black pupils drop out of school each year before they have learned to read and write. One of the major reasons for this is a lack of school readiness.

The South African government also "misspends" millions of rands, according to Professor J P de Lange rector of RAU because of the phenomenonally high drop out and failure rate in black schools.

Pre-school education — which extends to three, four and five-year-old children — is gathering momentum throughout the

● It was important to take note of a child's way of thinking and culture in the development of a pre-school curriculum. Early education should not become a simple extension of formal schooling;

● It was possible to run pre-school programmes which managed a child's development. Not every child needs a structured educational input at age three or five if the home environment is already providing it;

● Dedicated, trained staff were an essential component in a successful programme; and,

● parent involvement was just as important as child involvement.

"We must be prepared to concentrate these programmes around the children's strengths. Life is now for the child. When given the chance he will learn and does profit from an early education programme. It is up to the adults to deliver the goods," concluded Dr Weikart.

UNPAD Teachers often went unpaid at the private school — name for concerts, as attempts at fundraising for salaries. St Peter's Mission School, which was run by the Anglican Church, provided competition for sport and music events.

In 1940, the Fordsburg Methodist School changed site — to its present position adjacent to Rand Mines headquarters — and was inaugurated as the "Crown Reef Combined School" by the Rev J R Webb.

The 1955 Bantu Education Act resulted in the joining of the two primary schools and although the church still owned the property, it did not administer it.

"It was terrible, so few teachers, so many pupils, not enough space," said Mr Mayeza, who became principal in 1961.

When Rand Mines took over the property from the church, they determined to give the school a face-lift, and invested in another type of gold mine... that of education.

All though preference is given to the children of mining workers as an admission qualification, only a quarter of the 305 enrolled are from Rand Mines. The rest come from the neighbouring suburbs — as they did in the past.

But in the words of Mr Darnay, chairman of Hand Mines Properties: "We hope that one day these children will return and invest some of their energy and future in our company, our profession."

Granular Powders	50's
Vaseline Intensive Care Lotion	129 200 ml
Vaseline White Petroleum Jelly	60c 100 ml
Yellow Band Hand and Body Lotion	89c 450 ml
T.C.P. Antiseptic	99c 100 ml
Kimbies Large Disposable Nappies	199 10's
New Freedom Deodorant Sanitary Towels	89c 20's
Nivea Milk with Free 100 ml Skin Care	165 175 ml
Vicks Acta-Plus Cough and Chest Remedy	152 100 ml
Vaseline Intensive Care Lotion	199 400 ml
Gentle Care Conditioner Assorted	195 150 ml
Gentle Care Shampoo Assorted	185 200 ml
Gill Medicated Soap	349 750 ml
Amira Regular	179 30's
Brut Body Spray	259 125 g
Yellow Band Roller Towels	99c 2's
Yellow Band Toilet Rolls	21c each
Twin Saver Toilet Rolls	345 12's

Star
Hunger drives
 boy (11) from
 school to a job

27/7/82
 51

By Khulu Sibiya

A destitute 11-year-old schoolboy is employed as a cleaner in a middle-class suburb of Johannesburg because his parents are unable to send him to school.

Sello Mahlangu was in Standard 3 at the beginning of the year but says he had to leave school last month because his mother does not earn enough money as a domestic to send him to school.

The caretaker at a block of flats in Highlands North, Mr Angelo Koularmanis, said he employed Sello out of sympathy. The child was desperate and hungry. Mr Koularmanis runs a fruit shop next to the flats.

"The boy came to me begging for food and money. I thought the thing was to give him a job so that he must know how hard it is to earn a living when one is not educated," Mr Koularmanis said.

He said Sello was not the only boy who had come to him looking

for food and money. "I used to give them cents, but I have since realised that I'm spoiling them. The only solution is to give them jobs," he said.

Mr Koularmanis blames the Government and charity organisations for failing to keep young boys at school. He said there should be a law compelling children to stay in school until they are adults.

When asked how much he paid the boy, Mr Koularmanis said: "I give him free food and pay him a couple of rands, depending on how much work he has done that day."

Sello was scared when approached by reporters. He said he had been attending school in Pietersburg, but was now living with his mother. He refused to give the address.

The Department of Education and Training's regulations make attendance compulsory at lower primary schools.

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(51) C. Herald 31/7/82

33 new schools planned for Cape

THIRTY-THREE new school buildings are expected to be opened by the Department of Internal Affairs (Coloured Education) in the Western Cape in 1983.

This includes 10 schools in Mitchells Plain and new school buildings for existing schools in Hanover Park, the Morgenson and Hanover Park No. 4 primary schools.

Mr N Eales, public liaison officer for the department, said last

week that senior secondary schools in the Peninsula are planned for Manenberg, Grassy Park and Belhar, with more primary schools for Belhar, Ravensmead and Kalksteentfontein.

More secondary schools are expected to open in Atlantis, Paarl, Piketberg (complete with a hostel), Saldanha, Franschoek, Worcester, Touws River and Swellendam.

Mr Eales said the building programme of all State departments stretched over five years.

"However, the merits of all needs are reassessed yearly and priority determined in terms of the circumstances at the time. This is to see whether the needs of an area had changed from the time we made our assessment and the time we scheduled for the provision of the school."

51 D. Dispatch 27/8/82

Problem of repeaters in Ciskei schools

By LESLIE XINWA, Daily Dispatch staff reporter

Irregular attendance, a high pupil-teacher ratio, uninterested parents, poverty, lack of facilities, motivation, methods of teaching and inadequate academic qualifications of teachers are the main factors contributing to repetition of classes in Ciskei primary schools

These are the findings of an intensive study, conducted by the former Director General for Foreign Affairs and former Deputy Secretary for Education in Ciskei, Mr H K Nyikana

The study, which was accepted by the University of the Orange Free State for a Master of Education degree covered schools in all the circuits in Ciskei

The purpose of the study was to determine how efficiently the Ciskei education system functioned

Mr Nyikana points out that it was also the intention of the research to be of practical value to education authorities in Ciskei by ultimately presenting them with concrete ways and means (remedies) of improving the quality of education both in the short and in the long term

He gives theoretical perspectives to the phenomenon of wastage in general.

Then he takes samples from various circuits in Ciskei and analyses trends to find out how these fit in with generally accepted views on education in developing countries

Mr Nyikana goes further to suggest remedies by paying special atten-

tion to the in-service training of teachers

Then he looks at the value of educational system planning in Ciskei and shows the value of primary school education in a developing state.

On a broader front Mr Nyikana first deals with the incidence of repetition on an international level and compares UNESCO statistics for Africa, Asia and Latin America, proving that money spent by governments on drop-outs in primary schools is wasted because they leave before obtaining functional literacy.

In Ciskei where statistics were first collected and collated in 1977 he states that the percentage of repeaters is fairly constant in Sub Standards A to Standard 2.

"The percentage suddenly increases in Standard 3... probably due to problems of adjustment on the part of pupils from lower to higher primary schools," he writes.

He suggests that a comparison between the Standard 2 and Standard 3 syllabuses may be necessary to find out if the gap between the two classes is not caused by

the curriculum.

According to his findings the percentage drops again in Standard 4 but rises to above the Standard 3 level in Standard 5

He states that the high repeater percentage in Standard 5 might be due to a rigid examination system.

"It is interesting to note that in 1978 the percentage of Standard 5 repeaters was far lower than in 1977, 1979, 1980 and 1981"

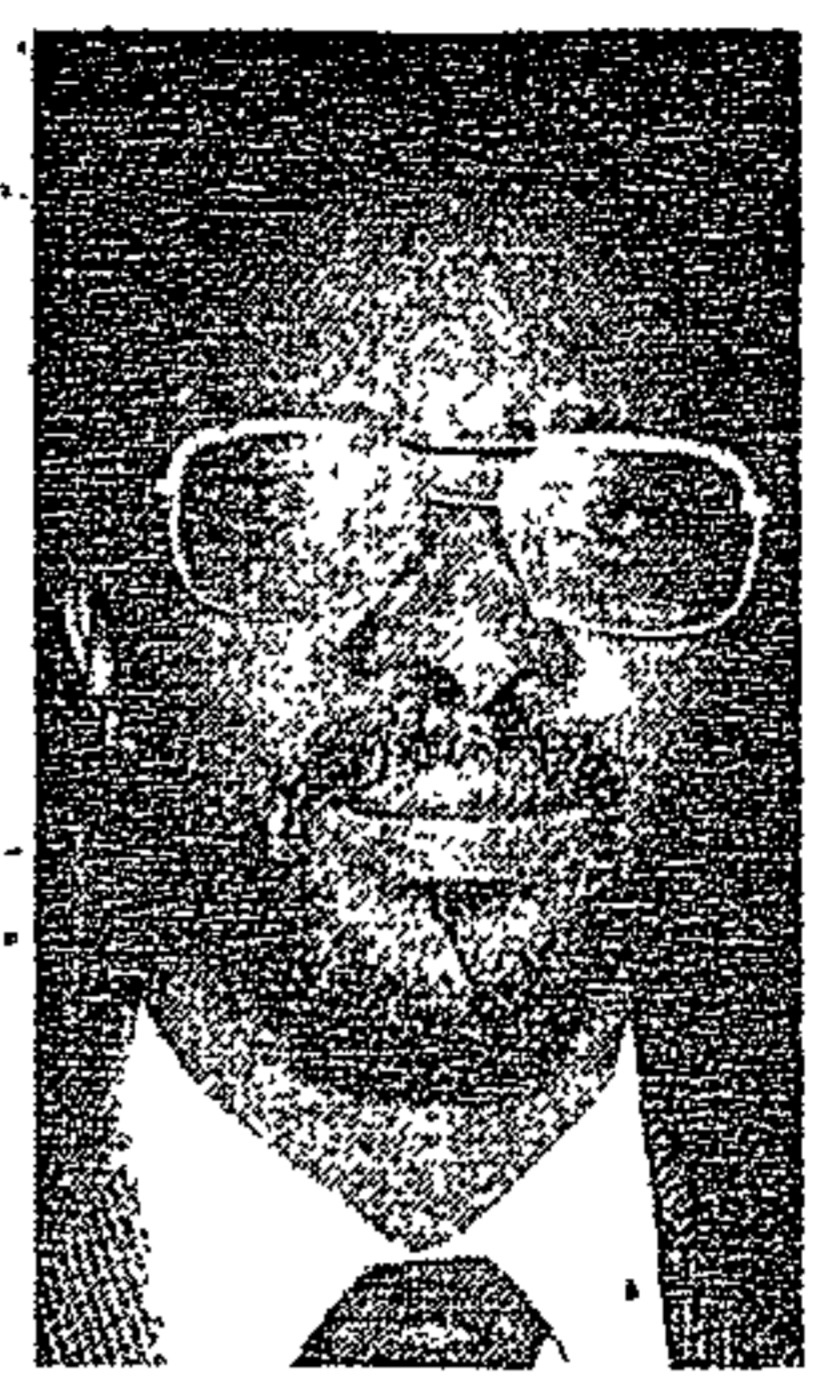
He also points out that figures of repeaters vary for boys and girls

In all the years under review more boys repeated classes.

Reasons for this could be the fact that Ciskei is essentially a rural community whose daily work centres around stock and arable land which require the services of boys.

"Probably this tendency for more boys than girls to repeat may be attributed to the fact that the living conditions do not motivate boys to learn.

"Moreover in a typical Xhosa home girls live under strict discipline and supervision of the mother: girls have



Mr H. K. Nyikana — study of Ciskei's education problems.

household chores to perform and must be home at sundown.

"In that way they may have better opportunities of doing homework, in contrast to boys who may not necessarily be reprimanded for late home-coming."

Mr Nyikana could have added the question of migrant labour here — something fairly common in Ciskei — where the men are working in urban areas and there is no strict fatherly control on the boys at home.

But he also found the trend to be different in some cases in Mdantsane and Hewu.

Mr Nyikana states it is difficult to say whether the size of the schools has any effect on the incidence of repetition.

On the pupil-teacher ratio he states that this places a heavy burden on the teacher and makes it impossible for him/her to give individual attention to pupils.

Mr Nyikana suggests the following as essential in remedying the problem:

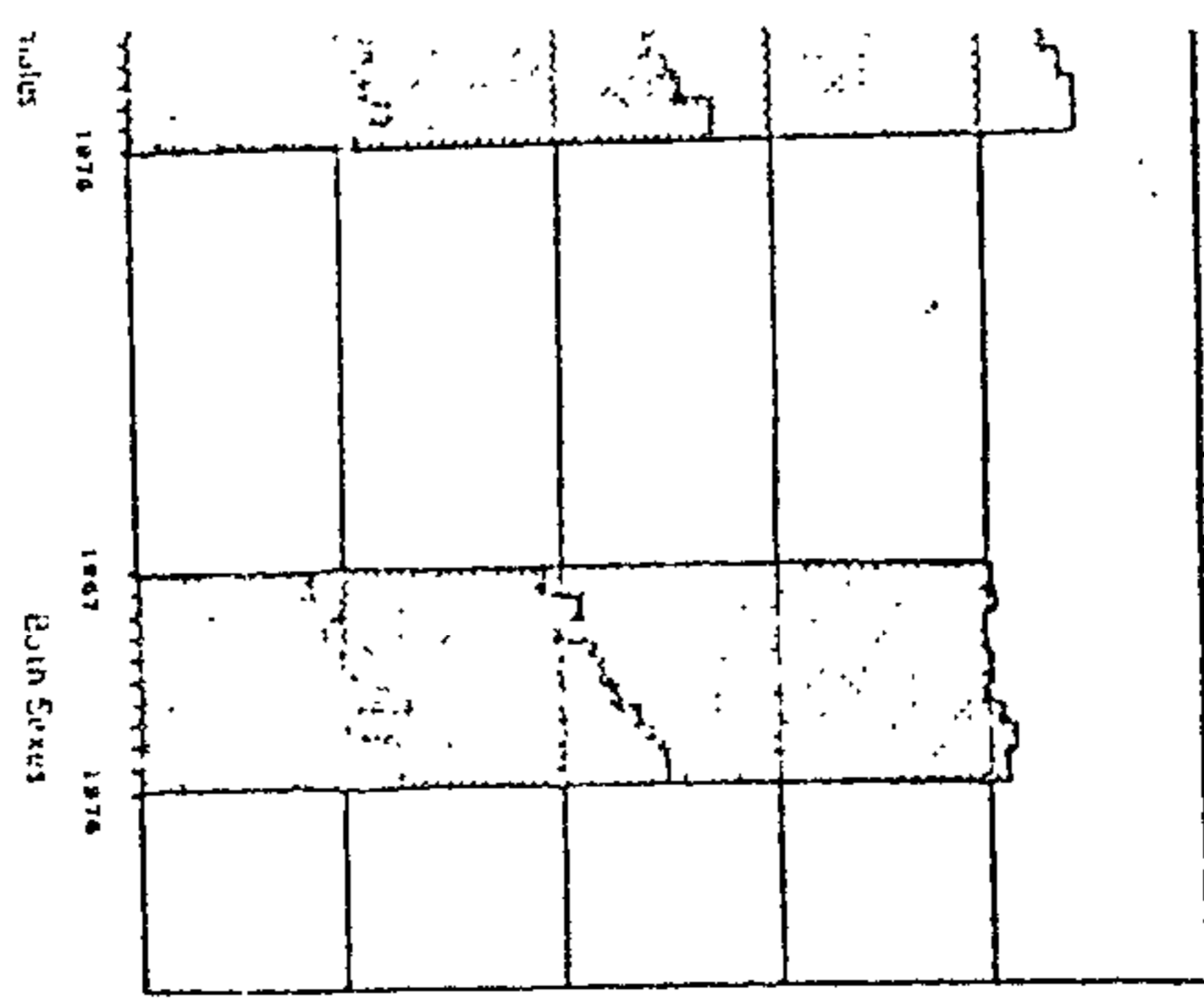
- Promotion of a positive parental attitude;
- Providing more educational facilities — classrooms, books, stationery, teaching aids, science laboratories, libraries, etc;
- Reducing the pupil-teacher ratio;
- Implementing a realistic system of automatic promotion;
- Introducing compulsory education;
- Improving the initial training of teachers and expanding their in-service training.

Outside the school what needs to be done is:

- Finding ways and means of changing the attitude of parents;
- Promoting adult education as a means to change the attitude of parents;
- An immediate assessment of the educational needs of Ciskei.

WHITE

BLACK



-14-
 CS OF PEARL - CAPE TOWN
 7 10 1976
 RING IN PERSONS AGED 55 YEARS OR MORE

Whites befriend black girl pupil

Star 3/9/82 (51) (BB)

East Rand Bureau

The father of a black girl who has caused a stir in Kempton Park by enrolling at the local primary school, said yesterday that he was unaware of any friction.

Mr Aubrey Mfabe, the new Transkeian consul, said arrangements for the schooling of his six-year-old daughter Bulelwa was made by the embassy, as was always the case with diplomats' children.

"It was organised through the normal channels," he said.

"Bulelwa hasn't mentioned any problem at school. In fact, she has made a lot of friends."

Though Bulelwa has been welcomed unreservedly by the child-

ren of Cresslawn Primary School, some parents do not like her presence. They say it will cause trouble.

The school was aware three weeks ago that the Transvaal Education Department had decided to admit a black girl. A circular sent to parents said: "Due to a change in the attitude of the Government, there is a possibility that the child of a Transkei diplomat — a black girl — may be enrolled in our school in the near future."

REACTION

A meeting of the Parent Teachers' Association discussed the circular. Yesterday the chairman, Mr Terry Curgenvin, refused to

comment on the reaction of parents.

The headmaster, Mr T A Tyson, sent out a newsletter in which he said he was not responsible for the decision to admit the girl to the school.

Some parents who favour her admittance have described the wording of the newsletter as "disgusting and blatant discrimination."

The director of the TED, Dr H J Jooste, said the enrolment of Bulelwa had been handled in accordance with policy and procedures for children of embassy staff. He added that she was not the first black child to be admitted to a white school.

How a tiny schoolgirl beat the barrier of apartheid

BY GORDON EDDY



● Six-year-old pupil Bulelwa Mfabe from Transkei mixes with her white schoolmates in conservative Kempton Park. Another 'first' for Bulelwa is that she catches a municipal bus to and from her Croydon home.

THIS is the first picture of Bulelwa Mfabe, the six-year-old Xhosa schoolgirl who has become the centre of a controversy after breaking down all-white school barriers in conservative Kempton Park.

Her presence at Cresslawn Primary School, a Government school, sparked the controversy when principal Mr Trevor Tyson sent out a circular headed 'Ivory and Ebony' announcing that Bulelwa, who is the daughter of Transkei Consul, Mr Aubrey Mfabe, was to be enrolled, and that this was not a decision of the school.

Meanwhile, Bulelwa has created another 'first': she travels in a Kempton Park municipal bus to her home suburb of Croydon, in the shadow of the Kelvin power station.

Bulelwa has many friends, according to fellow pupils at the school, and this was proved when she was seen leaving school on two different days.

On the first day she walked arm in arm with two other schoolgirls. On the second she hopped, skipped and jumped out of class and then walked to the bus with a group of schoolboys.

It's all old hat to her, as Bulelwa attended a convent in Transkei with pupils of all races.

And judging from the way the other children behave it is already old hat to them.

The circular from Mr Tyson which caused the furore among parents stated: "The black daughter of a diplomat will begin her SA education at our school on Wednesday September 1.

"Please note the following:

"a) I have superiors and I have to obey their instructions. This was not a Cresslawn Primary decision.

"b) This is an exception and not a rule — only one black child will be enrolled at our school.

"c) The child will not receive special or different treatment — she will in all respects be a pupil and will therefore be subject to discipline and rules. She will also be offered protection from anyone who would harm her.

"d) Please fight in the direction of Pretoria — not in mine or in the black parents' direction.

"e) Please note I only work here."

Mr Tyson has been told not to comment by the Transvaal Education Department.

A second circular issued in the wake of controversy created by the 'Ivory and Ebony' statement explained how Bulelwa came to be accepted at the school.

Mr Mfabe had applied to have his daughter admitted to the school in terms of Government guidelines for diplomats' children.

The school Parent-Teacher Association met and a recommendation to admit the girl was sent through the Inspector of Education to the TED.

Permission was granted and she began school on September 1.

"It is our responsibility to see that the children of Cresslawn Primary are happy, industrious and enthusiastic in their participation in the school's programme, both internally and extramurally," the circular stated.

"And I am sure that if we co-operate as we have in the past the success of the school is assured."

Mystery virus closes EL school

51 15/9/82

D. D. D. D. D.

EAST LONDON — A mystery stomach virus has forced the closure of a primary school here and left almost a third of its pupils bedridden.

A research worker from the University of Cape Town's medical school was flown in earlier this week to help

seems to be a highly infectious disease and we want to try to contain it." Health officials have started questioning the

"As far as we are aware there has been no trace of it at any other school in East London," Dr Cerff said.

An East London spokesman for the Medical Association of South Africa, Dr H. J. Kayser, said general practitioners in the city did not appear to be experiencing a viral outbreak.

"There is the normal incidence of flu but nothing else," he said last night. "I haven't heard anything about a virus spreading around."

The principal of Kuswag Primary School, Mr A. P. Opperman, could not be contacted for comment last night. His wife said he was attending a meeting.

By CHRIS VICK

The regional representative of the Department of Education, Dr S. M. Cerff, confirmed last night that his department had closed Kuswag Primary School in Sunnyside "as a preventive measure".

"We don't quite know what we're up against," he said. "This is a highly extraordinary virus."

East London's medical officer of health, Dr J. R. van Heerden, said about 70 pupils had been sent home since Thursday, when the first 15 pupils showed signs of the disease.

At least one teacher and several parents are also known to have contracted the virus, which results in nausea, headaches, vomiting and listlessness.

health authorities identify the virus.

"We're not quite sure what's causing it, but it may have something to do with the school's water supply," Dr Van Heerden said last night.

Dr Cerff said the virus was "peculiar" and the education department was treating the outbreak "very seriously".

"Our main aim now is to prevent it spreading," he said. "That is why we closed the school."

"Normally we wouldn't close down a school if 70 out of 230 pupils were sick. It's a serious step. But this

sick pupils and sent biological samples to UCT medical school for examination.

"We hope to have bacteriological results by Thursday, when we will consider whether to reopen the school."

Dr Cerff and Dr Van Heerden both stressed, however, that there was "no need to panic" and added that the disease was "definitely localised".

Industrial Conciliation

In the light of the 1979 amendments to the Industrial Conciliation Act, could you please indicate if you have any extensions in scope. If so, please indicate where.

Federation of Salaried Staff Associations of South Africa	
Pulp and Paper Industry's Joint Committee	
Rand Water Board Unions Joint Committee	
South African Council of Mining Unions	
South African Federation of Leather Trade Unions	
South African Council of Transport Workers	
South African Federation of Chemical and Allied Workers Union	

AFFILIATIONS TO INDUSTRIAL FEDERATIONS CONTINUED:

School hit by ^{D. Dispatch} virus ⁽⁵¹⁾ to re-open ^{16/9/82}

EAST LONDON — Kuswag Primary School, closed because of a mystery virus which infected 70 of the school's 230 pupils, is expected to be reopened tomorrow.

The virus, the symptoms of which are nausea, headaches, vomiting and listlessness, has still not been identified but it is not considered to be dangerous.

The city's medical officer of health, Dr J. R. van Heerden said yesterday that health officials were still questioning sick pupils and taking water and sewage samples.

The samples will be tested by the University of Cape Town's virology laboratory in an effort to identify the stomach virus.

The regional director

of health in Port Elizabeth, Dr J. Krynauw, said the viral outbreak did not seem to be serious.

A number of city medical doctors, interviewed at random, said viral stomach infections were common, particularly gastro-enteritis and gastritis, at this time of the year.

However, as the virus infecting the children at Kuswag had not been identified it was not possible to say if it was a common viral infection.

Dr Van Heerden said the infection appeared to be confined to the school.

"I must also stress that although the virus appears to be waterborne, East London's water supply is not affected," he said. —

DDR

money to produce it. Use. Phone her at 648-2508.

One firm 3 schools

Star 20/9/82 51

During the past five years, Colgate Palmolive in Boksburg has channelled almost R90 000 into the three East Rand schools it has adopted.

The schools are the Bafo-Shiko lower primary and Matiyotenga higher primary schools in Daveyton, and the Kutloanong higher primary in Vosloorus.

The bulk of the money which the firm has sponsored has gone towards improving physical facilities at the schools.

"We adopted our first school at Kutloanong, in 1977 and the schools in Daveyton in 1980," said Mr C H Magid, the personnel manager of Colgate Palmolive.

"Kutloanong was a bare shell when we adopted it. We have in-

stalled ceilings, electricity, burglar guards, and cement floors. A security fence has also been erected around the school."

Similar repairs have been done at the schools in Daveyton.

"In addition to the repairs we've sponsored, Colgate has provided a box library at each of the schools. We also intend providing audio-visual facilities for the schools," Mr Magid said.

He added that the company was considering sponsoring bursaries for teachers who wished to improve their qualifications.

"Once we've accomplished what we set out to do at these schools, we will adopt other schools where there is a need for upgrading," he said.

'Oom Sakkie' recalls the 'tent school'!

25/9/82 C. Herald

51

WHEN retired teacher Isaac "Oom Sakkie" Petersen tells of his early teaching days, it is like listening to a fairy tale. But fairy tales aren't true, and these tales are.

For instance, when this Stellenbosch-born and Paarl-educated man started his teaching career — and he was one of a rare breed in that he was a principal throughout his long career — the "school" at Buffels River, 35 km west of Springbok, had to move twice a year as the parents of the pupils moved to new grazing for their animals.

When he arrived at the school, he took over from some white women who had run the school for four years — in-between being barefoot shepherdesses. The school consisted of a rectangular structure marked out with wooden poles and with canvas walls, and with a roof of thatch and hessian. The doorways were two openings opposite each other.

Small wonder that the first school inspector



● Mr I S Petersen... his starting salary was R15 a month.

with which the young teacher had to tangle chose not to come into *die klas ding*, and said he'd come back when the young man had built a school.

BOY

The same inspector had, apparently, visited the women teachers in the same structure, but chose not to do any inspecting of the work of the *boy* — which is how the inspector addressed

the teacher when he arrived there.

The young Petersen got the parents together and they, and the pupils, all put their shoulders to the wheel making clay bricks. Then the church bought two wood and iron houses at Port Nolloth, and two donkey carts took two weeks to haul all the bits and pieces to Buffels River where two respectable classrooms were erected. The next year the inspector did, in fact, carry out an inspection.

Those were the days when the teacher was everything to the pupils — and to their parents. The parents respected them, and everybody looked forward to the visits by the inspector for that is when not only progress in the three Rs could be demonstrated, but singing and physical training, and art and handwork.

From being *boy* at their first meeting, matters later progressed to the stage when the principal was *ou maat*.

RETIRED

Mr Petersen moved southwards steadily, holding posts at many off-the-beaten-track schools, and ended up in Malmesbury where he retired from teaching at the end of last year. Not that he has given up teaching. He is back in harness now, helping out at Schoonspruit Senior Secondary School.

Quite apart from the job he was trained to do, he was also involved in teachers' organisations and, like others of his age and older, has been a member of the Teachers' League of South Africa, Teachers' Educational and Professional Association, Cape Teachers' Association and, finally, the Cape Teachers' Professional Association.

He dabbled in politics, too, and still plays a leading role in the local Relations Committee and Management Committee.

But, though he is a young-looking senior citizen, he might have to curtail some of these activities. His wife of 44 years died earlier this month, and a move to Paarl is now on the cards. But, if possible, he wants to continue teaching at Malmesbury.

UNWISE

Hopefully, though, the inspector WILL carry out inspections in his class. And, if he does, he will not be so unwise as to look into the teacher's satchel, as a certain inspector is reported to have done recently. For Oom Sakkie has promised to belt that inspector one.

Not bad for a senior citizen.

Inflation ^{20/8} ^{Soweto} strikes at 'Malebese' ^{1/10/82} ⁵¹

By LEN KALANE

THE popularly known "Malebese", the mobile African Children Feeding Scheme, will increase its prices due to rising costs of food.

The organising secretary, Ms Kay Glynn, said: "Because of the increase in the costs of bread, peanut butter and milk, we are going to increase our price for 'Malebese' from five cets to seven cents as from October 4."

COST

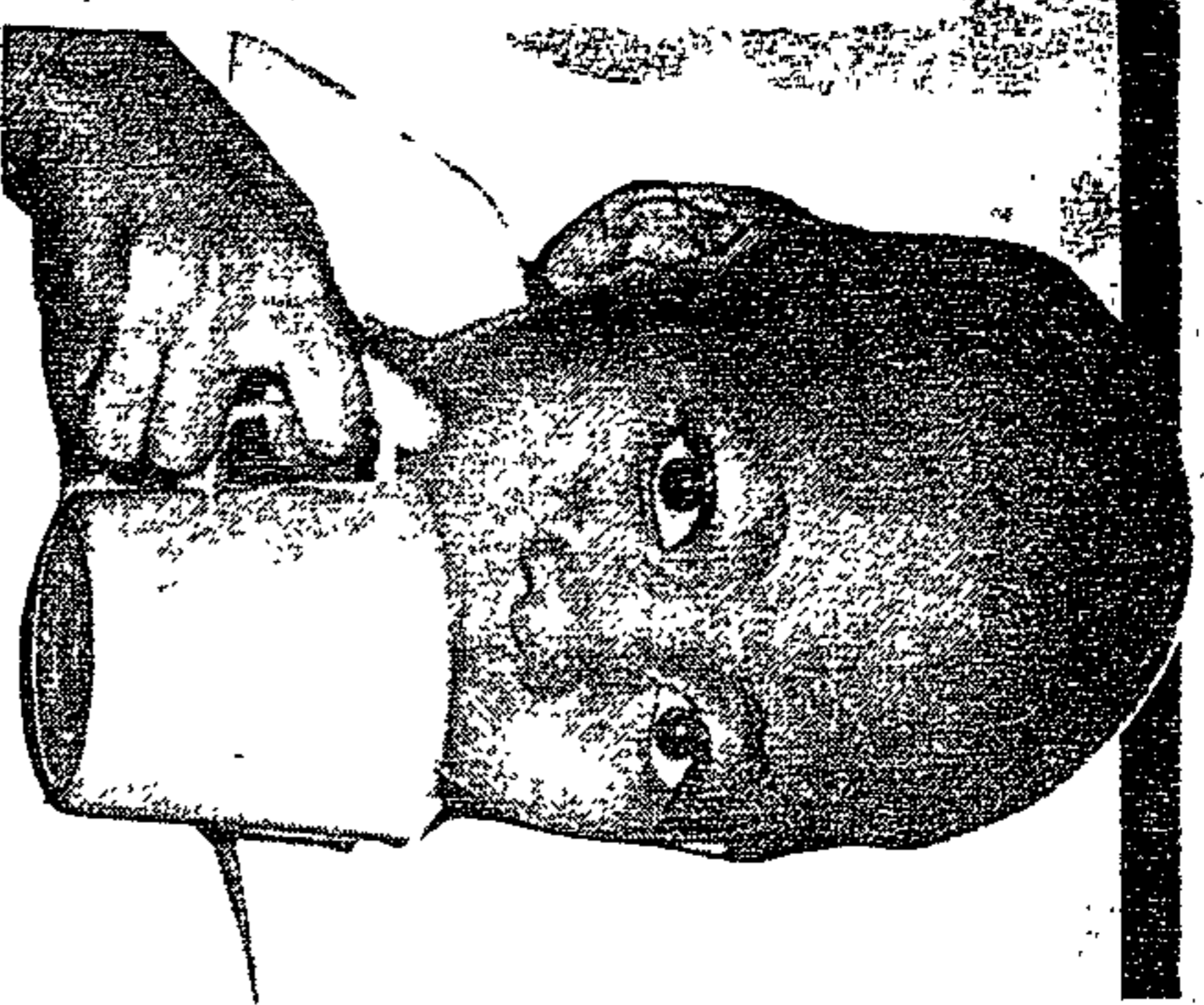
"Malebese" operates in most townships on the Reef, including Soweto, Krugersdorp, Alexandra, Tembisa, Daveyton and Tsakane.

Ms Glynn said in 1972 the cost of food for 34 000 children amounted to R217 700. In 1981 the cost for just over half that number was R276 400.

She added: "We hope parents will understand that we haven't been able to do anything else."

Two slices of bread with peanut butter and half a litre skim milk, she said, costs 18 cents. "We are only making them pay seven cents."

"Any child who cannot afford to pay his circumstances will be investigated by the scheme sisters and he will get a free ticket."



CONSTANT increases in the price of basic commodities could take food out of their mouths.

BY SYLVIA VOLLENHOVEN

CHILDREN at some schools in the Western Cape are so hungry they fight for sandwiches on their way to school, faint in class and beg for food during the lunch breaks.

At some schools voluntary feeding schemes provide relief from the dizziness and hunger pains, but the rock-eting bread price is jeopardising the future of this vital service.

Teachers, doctors, politicians and parents this week urged the Government to help feed the hungry children.

Letters to the Pen- While the row

Fighting for food

CHILDREN GO HUNGRY TO SCHOOL

Her reaction is almost echoed by Mrs Delia Buonzaier on a nearby farm.

"I only give the one in Sub A some of the bread I bake myself. The others (her three primary school children aged 12 to 16) say I mustn't worry," she says

PUPILS

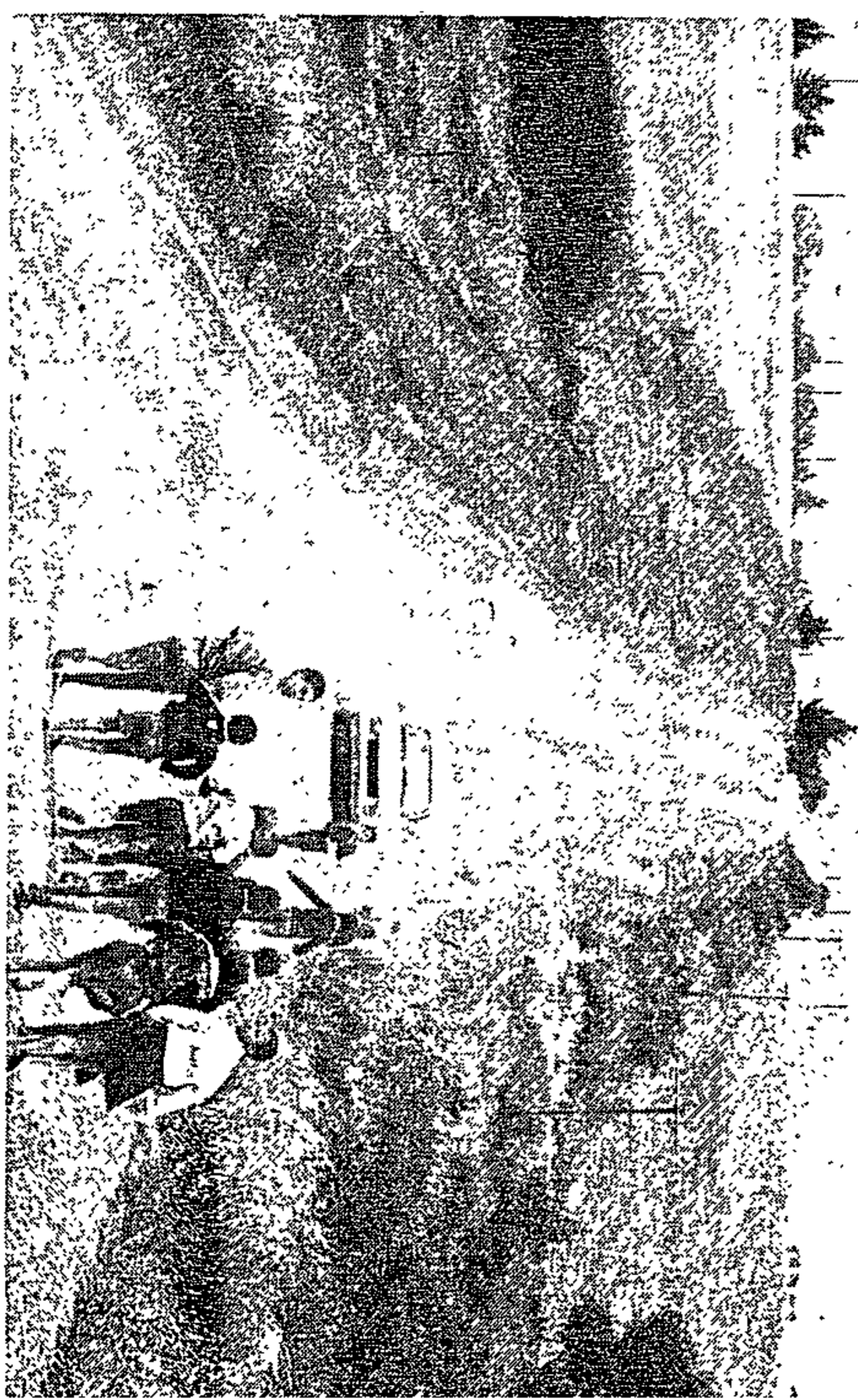
Their children are all pupils at the Kersboslaagte school

ly," says Professor Maurice Kibel of Red Cross hospital's Institute of Child Health

He referred to a study done in the Transkei recently in which one group of school children were fed well while another was not.

EXTRA FOOD

"Those who had extra food showed beneficial



FOR the children of the Kersboslaagte school in Paarl the long walk school on an empty stomach can end in a fight for a slice of bread.

Professor Kibel said this survey

incidence of malnutrition which is

burden on these organisations. Teach-

solve it," said Harry Schwarz.

W/E ARSUS
9/10/82
51

At some schools voluntary feeding schemes provide relief from the dizziness and hunger pains, but the rock-eting bread price is jeopardising the future of this vital service.

Teachers, doctors, politicians and parents this week urged the Government to help feed the hungry children.

Letters to the Peninsula School Feeding Association from school principals asking for assistance are heart-rending.

BY FORCE

"At our school things are so bad that pupils (who have no food) take bread from others by force, on their way to school," says a letter from the principal of the Kersboslaagte school in Noorder Paarl.

Another application for help, from Moorreesburg, says: "There are children who are coming to my school on empty stomachs and become sick during lessons as a result of hunger. Would it be possible for you to feed us?"

There are many hungry children in the Peninsula but it seems the problem is worse on the platteland.

Mr Tommy Davids, a principal at

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PUPILS

Their children are all pupils at the Kersboslaagte school where some children walk about 16 kilometres to school and back every day.

Invariably they have no shoes and breakfast is a luxury. In winter the cold bites through scant clothing and it is so much harder to walk the long farm roads on an empty stomach.

"There's a lot of evidence that hunger and malnutrition in young children has a profound and long lasting effect on their learning ability."

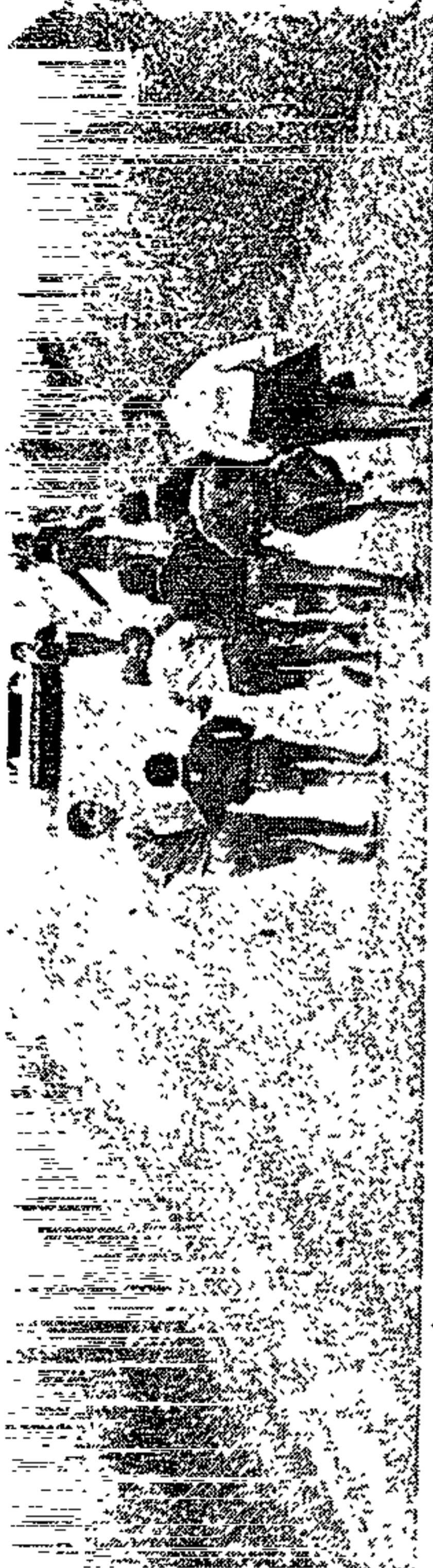
ty," says Professor Maurice Kibel of Red Cross hospital's Institute of Child Health.

He referred to a study done in the Transkei recently in which one group of school children were fed well while another was not.

EXTRA FOOD

"Those who had extra food showed beneficial effects. It's self-evident that a child with an empty stomach can't learn and concentrate," said Professor Kibel.

Another recent report — from the Department of Internal Affairs (coloured) psychological services — states: "In considering the many factors that can contribute to the social, emotional, intellectual and physical welfare of children... school feeding schemes play a significant role."



FOR the children of the Kersboslaagte school in Paarl the long walk school on an empty stomach can end in a fight for a slice of bread.

incidence of malnutrition which is worse in the rural areas. Bread is the staple diet of all the poor sections of the community, young and old," said Dr Coogan.

BURDEN

At its recent annual meeting, the Union of Teachers' Associations of South Africa (Utasa) passed a resolution calling on the Government to assist school feeding schemes.

"The price increase will place a well nigh impossible

burden on these organisations. Teachers see that this will adversely affect academic performance of children and increase the drop out rate among pupils," Utasa said.

The latest bread price hike will cost the Peninsula School Feeding Association — which feeds about 130 000 children daily — an extra R65 000 a year.

"I think the Government is responsible for this debacle and they should

solve it," said Harry Schwarz, spokesman on consumer affairs.

"We are in recessionary times people can't find money readily where. Not enough being done in regard to school feeding in South Africa."

Approached comment on possible Government assistance for schooling, the private secretary for Mr O. Horwood, Minister of Finance, referred the various education departments



MR F W de KLERK, the Minister of Internal Affairs said his department was "sympathetic towards the application of schemes by outside organisations" and it was made easy for them to operate the schemes in the schools.

... as to whether the State should get involved financially in such schemes... (it is) not in the domain of the education authorities, but of the Department of Health and Welfare," says Mr de Klerk's statement.

"To our knowledge they (Health and Welfare) are busy with an investigation into aspects of the matter," he said.

Mr de Klerk said the Minister of Education and Training, Mr D W Steyn, held the same view and identified himself with this statement.

Stes 11/10/82

Row over coloured teachers' transfers

By Carolyn Dempster, Education Reporter

By Carolyn Dempster, Education Reporter

Coloured teachers are incensed over an Education Department plan to transfer primary school principals and teachers to senior secondary schools in 1983.

The plan was conceived to counter the critical shortage of coloured high-school teachers. Some Transvaal senior schools are 10 teachers short and their pupil numbers are expanding yearly.

At least 117 teachers received letters from the Coloured Education Department in June this year informing them they should apply for teaching posts in

senior secondary schools.

They have until the end of the month to submit objections or comment.

Chief inspector of the Education Department in the Transvaal, Mr J Feldman, said the issue was being handled with extreme sensitivity.

"We will not go about placing teachers in a haphazard way. We would like to do everything in our power to accommodate the teacher.

The number of teachers affected by the move was unknown, but Mr Feldman said it was likely they would continue to get official letters from the depart-

ment until the end of November.

He admitted primary school principals who held university degrees and faced transfer would be the losers. "They will receive the same salary, even if they are appointed as senior schoolteachers, but they will lose status."

The Union of Coloured Teachers' Association has agreed to the plan, purely because it is in the interests of the pupils. Mr George Strauss, secretary of Utasa, said the organisation had agreed to the transfers on principle because of the critical shortage of high school teachers.

"In an interview with the department they gave us an undertaking

that the transfers would be handled with the utmost circumspection.

"If a principal is nearing retirement, he will obviously not have to change at this stage," he said.

However, in the Cape one school stands to lose its top echelon—principal, deputies and heads of department—and the Cape Professional Teachers' Association reports that one principal, with less than a year before retirement, was also sent the directive.

In the Transvaal there have been fewer notifications, but even these have met with an angry teacher response.

RDm 12/10/82

Fury over teacher, principal transfers

Education Reporter

SCORES of coloured teachers and several principals are furious at moves to transfer them from primary schools to high schools in an attempt to combat a severe shortage of staff

At least 117 primary school teachers and principals have received letters from the Coloured Education Department (CED) telling them to apply for posts at high schools, and more could be on the way before the end of the year

But the well-intentioned move — prompted by shortages of up to 10 teachers in individual schools — has backlashed.

The Union of Teachers' Associations of South Africa will take teachers' complaints up with the CED.

And yesterday the presi-

dent of the Transvaal Association of Teachers, representing 1 300 coloured teachers, warned that transferring principals to new schools where they would become rank-and-file teachers, was "psychological trauma"

Mr Stan Jacobs said "The department must be aware that it is a serious matter to suddenly transfer a principal to a school where he must take orders from an inferior"

"The department is trying to break a backlog for which the system is to blame the real problem is that there was never any proper planning for coloured teacher training"

Johannesburg's chief inspector for coloured education, Mr J Feldman, confirmed that some principals might lose their status, but said no-one would earn less.

'Parent' company helps rural schools

Stw 15/10/82

(S)
(P)

By Molra Levy

A company which has adopted 13 schools, has chosen to focus its attention on rural areas.

"These schools are in far greater need than those in urban townships such as Soweto and Alexandra" said Colonel G W Snelling, public relations manager for Caltex.

"In industrial areas workers usually hire reasonably close to schools and companies often contribute generously to schools in the area, for the benefit of their own employees.

"In addition the employees are well paid and are in a position to contribute to the school."

Colonel Snelling said children in rural areas had parents who were migrant labourers or were employed on farms and in small towns.

Their wages were lower than those of city workers, "so their contribution to their child's school is often nil or minimal."

The company believes the aim of any school adoption programme should be self-sufficiency.

"Ekujuleni School in Sebokeng is about to stand on its own feet. We have provided the basics, and the parents' association can take it from here," said Colonel Snelling.

Ekujuleni is one of the few urban schools Caltex has adopted,



Pupils using the library facilities at Witkoppen Farm School.

because its need was so great. Lessons used to be held, in double session, in wood and iron classrooms.

Caltex sets the establishment of gardens as a priority.

"It is vitally important for the well-being of the children, and if they grow vegetables the soup canteens may in time become self sufficient."

Together the company and the school committee decide on what must be done. Caltex believes that top of the list should be health and hygiene improvements.

The provision of functional toilets, safe drinking water, and a school feeding scheme take priority, and the company ensures that the classrooms have doors, window panes, floors and leak-proof ceilings.

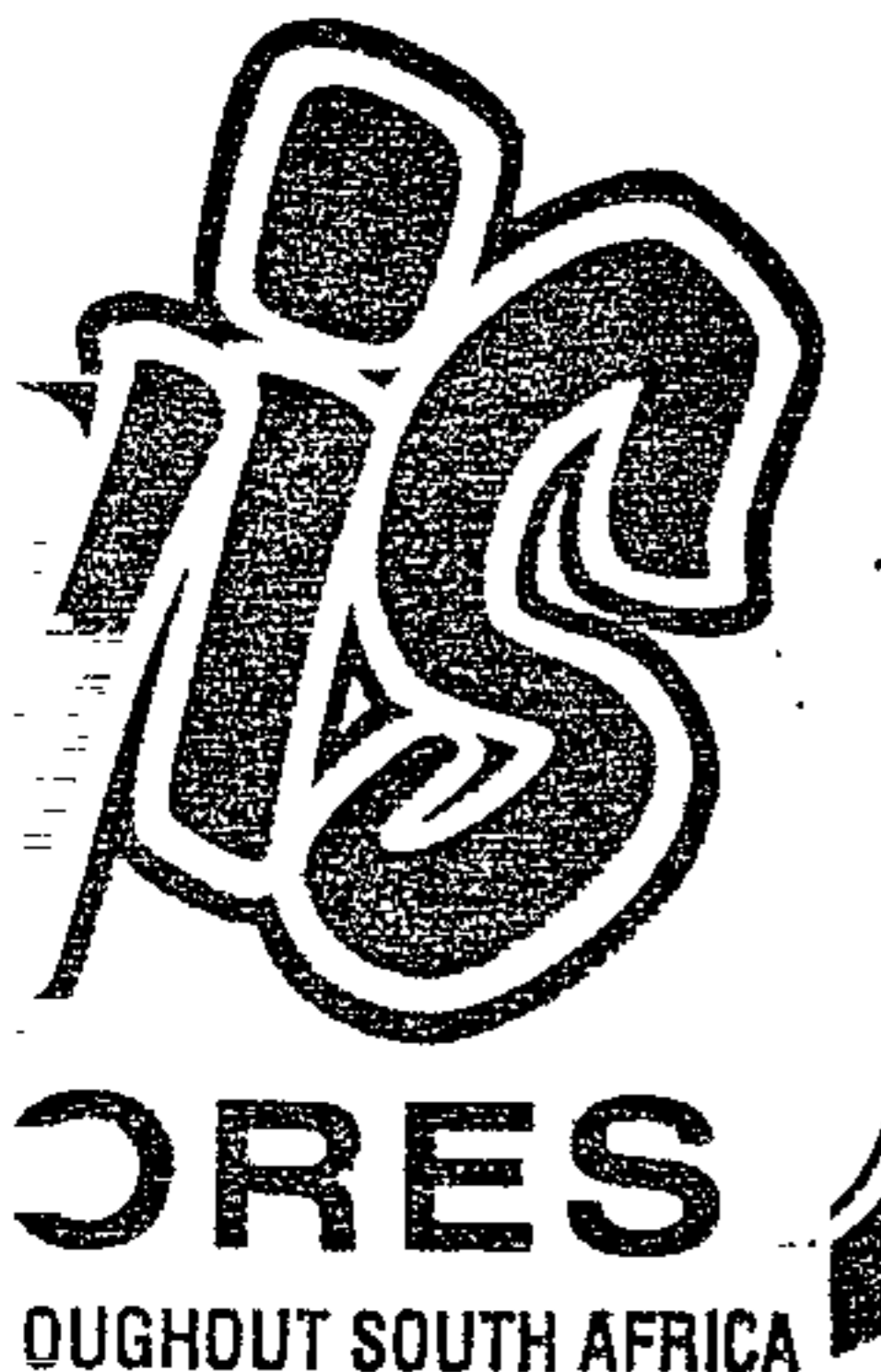
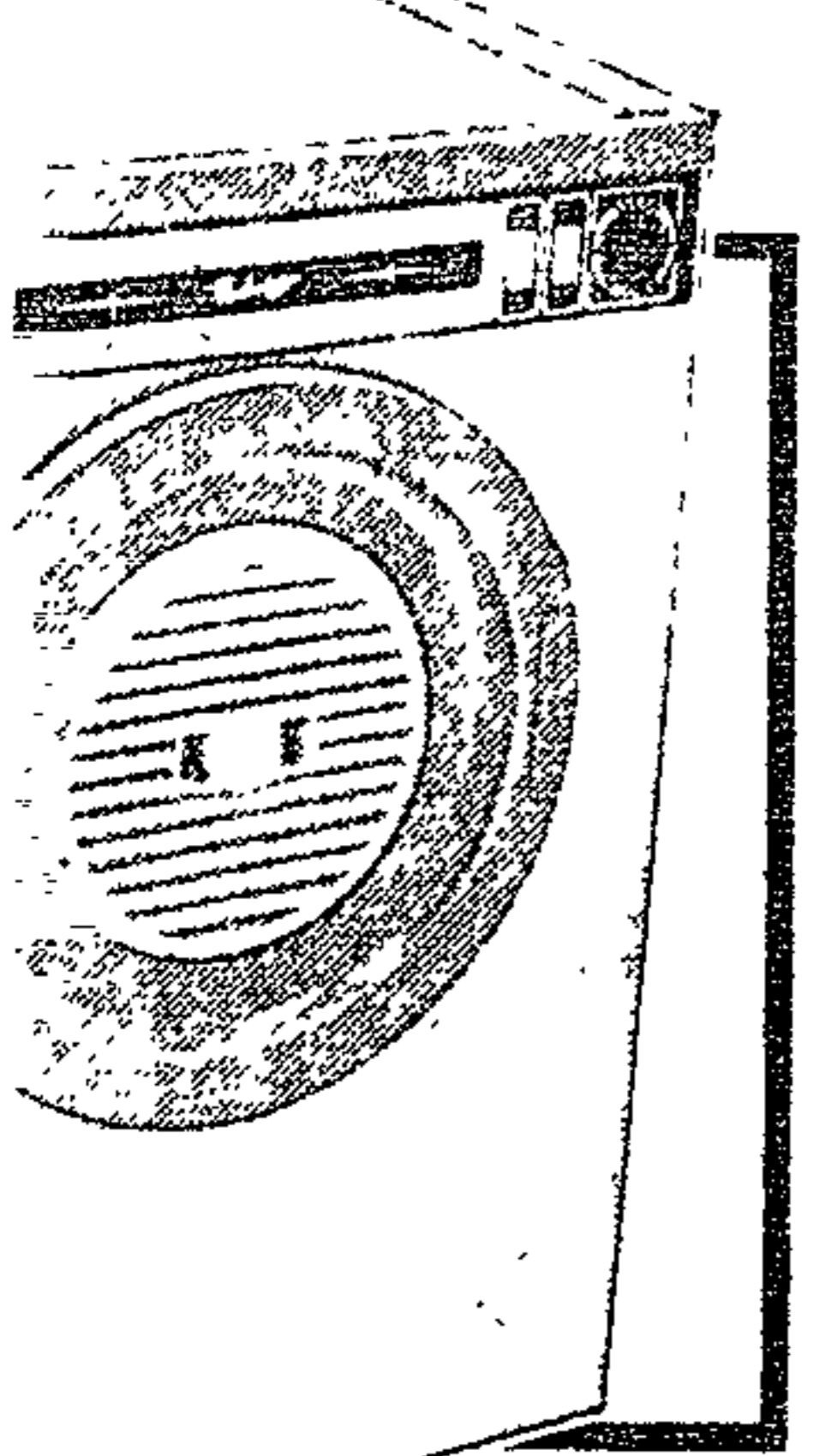
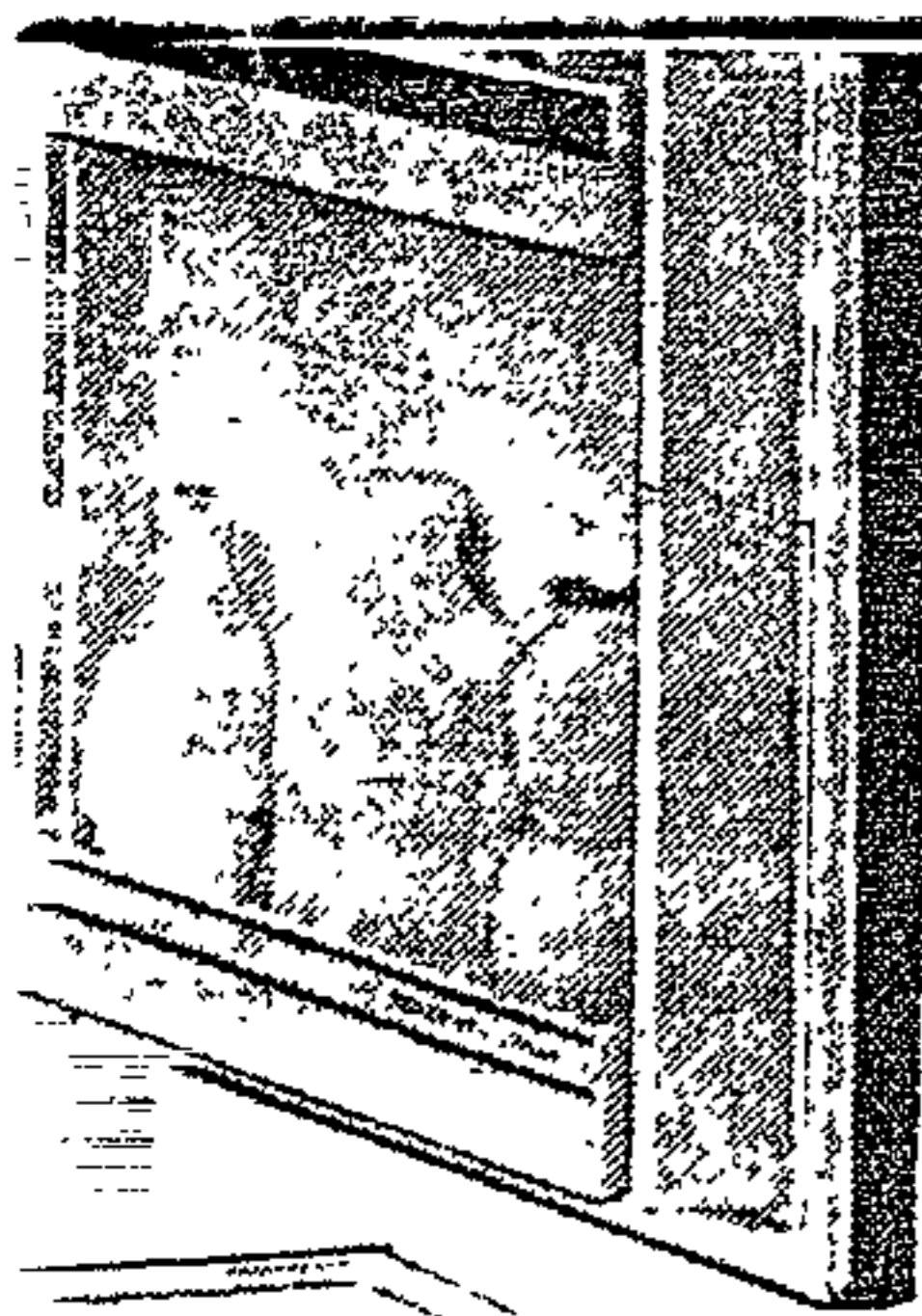
"We believe the community must be part of the project. If we provide the materials the community must build the classrooms," Colonel Snelling said.

"Most important, the schools must be used by the parents at night to further their own education.

"A variety of challenges faces South Africa. One is paramount — we must give to those who lack knowledge and skills the opportunity to obtain them."

The Star/READ Adopt-a-School programme was started to co-ordinate and promote private enterprise's contribution to upgrading black education.

Any company or group interested in adopting a school should contact the director, Mrs Cynthia Hugo, at



back space
club mix
Own Correspondent

statements made by political leaders to be published by government agencies irrespective of where the statement is made.

pected to pay the cost of printing a speech and for its distribution. However, the Department of Foreign Affairs and Information

a supplement to the publication Origis. Both totals include the run-on over and above the normal circulation of the two publi-

Political Staff
DURBAN — More than 270 000 copies of the National Party Transvaal Congress speech of

Taxpayers foot bill to distribute PM's speech

Stw 15/10/82

The Star adopts a Soweto school

By Moira Levy

Nine years ago The Star, through the TEACH fund, provided the money to build the Tshebetsano Higher Primary School in Soweto. Last month The Star adopted that school as part of its contribution to the TEACH-READ Adopt-a-School programme.

"We believed the time had come to practise what we preach," said the manager of The Star, Mr Jolyon Nuttall.

Last year the Editor of The Star, Mr Harvey Tyson, and Mr Nuttall visited the schools built by

TEACH. "We realised that these had been only chequebook assistance to schools and that there was a need to start upgrading the quality of the education," Mr Nuttall said.

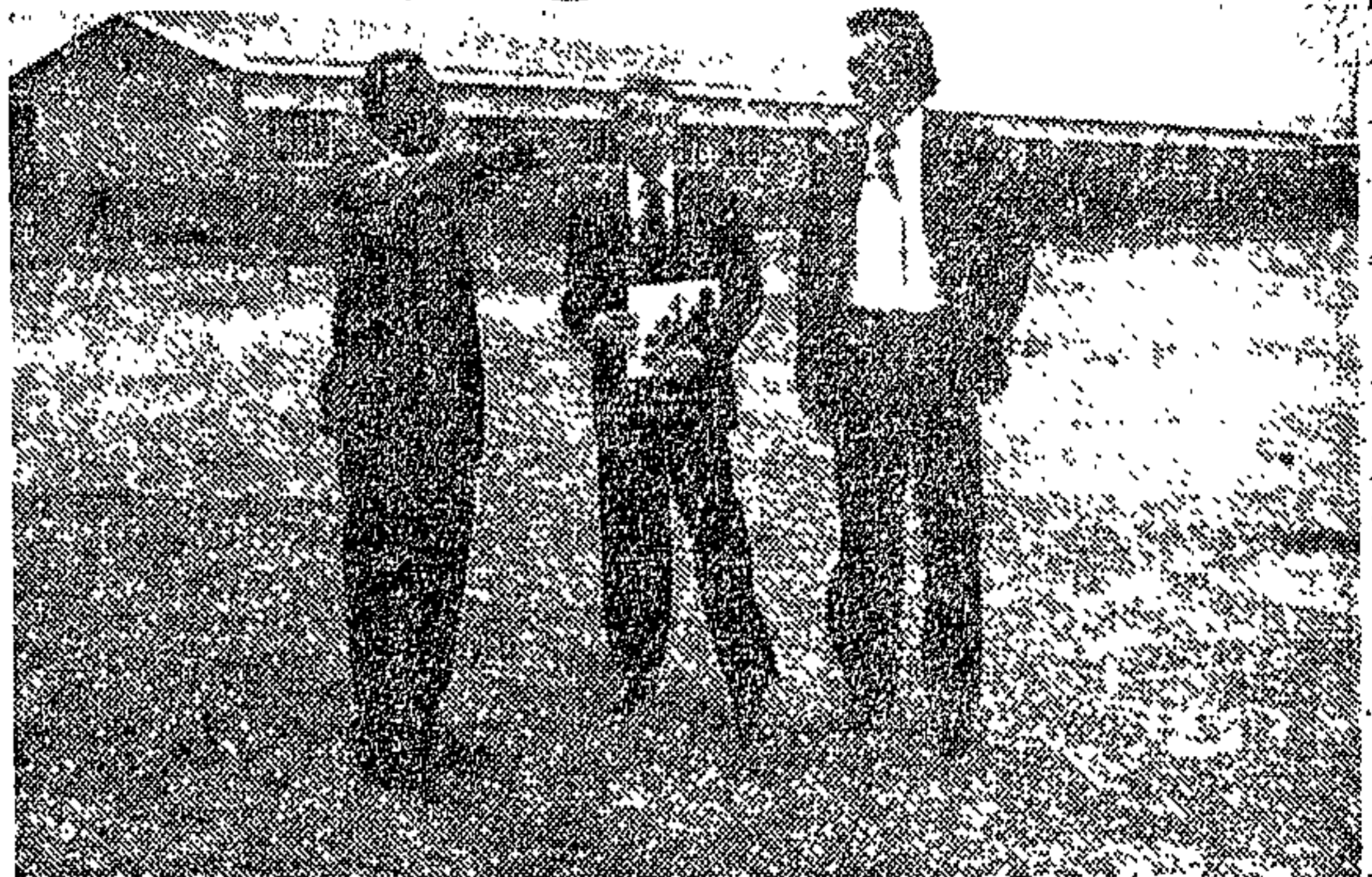
When Tshebetsano school was built for R25 000, it consisted of eight classrooms with no ceilings or proper floors. It had only the very basic requirements.

"Together with Mrs Cynthia Hugo and Mr Edward Tenza of READ, we met the headmaster, Mr Samuel Makhene, and told him we had come back to the school to enlarge our commitment. We made an offer to adopt the school.

"The next step is for us to meet the committee and together decide on what should be done to improve the school's facilities.

"The aim of the Adopt-a-School scheme is to harness the resources and goodwill of private enterprise and direct it towards raising the quality of life in the townships by improving the level of education," Mr Nuttall said.

Star 18/10/82



Headmaster Mr Samuel Makhene with the manager of The Star, Mr Jolyon Nuttall (centre), and assistant editor Mr Jon Hobday discussing possible improvements to the schoolgrounds.

**TEACH/
READ**



**ADOPT-A-
SCHOOL**



Making plans for a better future for the children (from left) Mrs Cynthia Hugo, the director of The TEACH/READ Adopt-a-School scheme and Mr Nuttall with the vice-chairman of READ, Mr Edward Tenza, and headmaster Mr Samuel Makhene.

● Pictures by David Sandison.

Steyn admits problem

By STAN MHLONGO

SCHOOL facilities are inadequate and the platoon system is still operating at certain primary schools to provide the necessary accommodation for the large number of pupils enrolled in the Vaal Triangle, says the new Minister of Education and Training, Mr Danie Steyn.

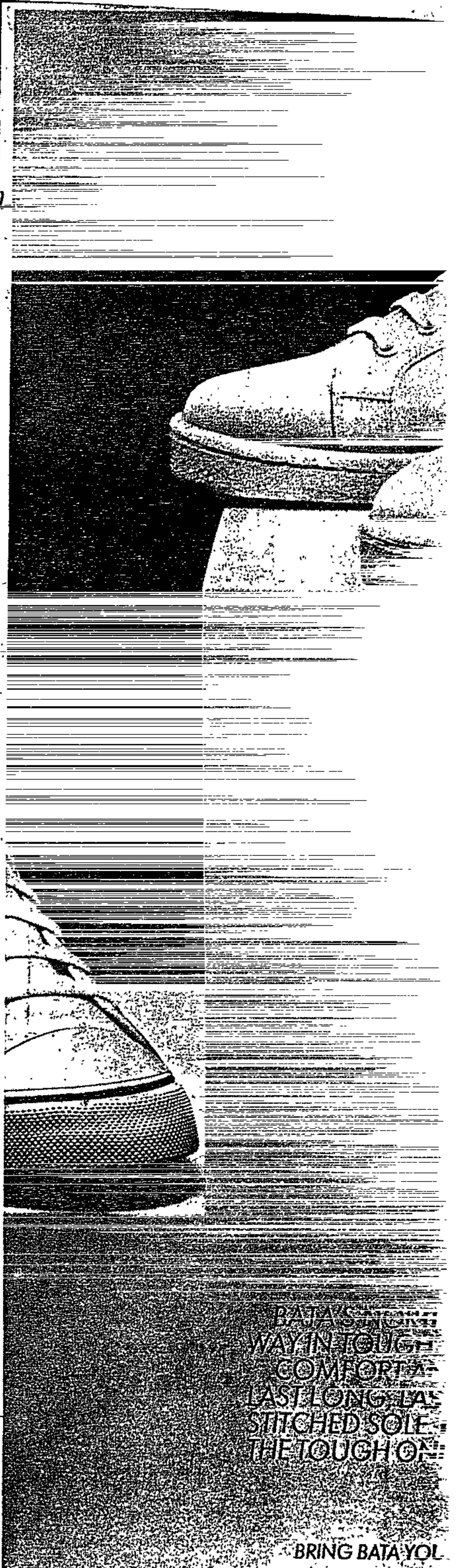
Officially opening 27 schools in the Sebokeng/Evaton area at the weekend, Mr Steyn said: "However, the pupil/teacher ratio of 44:1 at primary level and 36:1 at secondary level can be considered reasonable, although not yet ideal."

He said the DET intended setting up in the Sebokeng/Evaton area, and throughout the whole country, an effective education system which would not only satisfy the personal, social and economical aspirations of blacks, but which would also fulfill the potential of all students.

SCHOOLS

The schools that were officially opened are: Botebo-Tsebo (Junior Secondary), Buladitshaba (Higher Primary), Bula-Tsela (Lower Primary), Eku-juleni (LP).

Fadimeha (LP), Itokisetse (HP), Itsebeng (HP), Khutlo-Tharo (JS), Kitso (LP), Lekashu (LP), Lesabasaba (LP), Lindisa (LP), Maboelleng (LP), Makgethe (HP), Modula-Ohowa (HP), Mokgogodi (LP), Mofolo (LP), Montsosi (LP), Moqhaka (Secondary), Motlotlo (LP), Phehello (LP), Qhoweng (HP), Thoteng (LP), Tjhaba Tsatsi (LP), Tshediso (LP), Tshemedi (LP) and Tshitso (HP).



BATA'S
WAY INTOUGH
COMFORT
LAST LONG
LAST LONG
STITCHED SOLE
THE TOUGH ON

BRING BATA YOL

WOMAN

Learning with the

haves but sleeping

with the have-nots

WITH the silent advent of multi-racial schools, many predicted problems.

Today, SINNAH KUNENE speaks to parents of children who are studying at multi-racial schools, and finds out what problems the schools — and their parents — encounter at this meeting place of two different cultures.

All parents who decided to send their children to racially mixed schools did so to give their children the benefit of a "superior" education.

But do the advantages outweigh the disadvantages? Is black children's black pride being eroded by being in a minority situation at school? Are they taught that their education makes them superior over their neighbourhood playmates? Parents gave conflicting views, SOWETAN WOMAN discovered.

Multi-racial schools (most of them private institutions) have to adapt from culture to culture every day of their lives.

Coming from a different cultural and social background to their white schoolmates, their way of living as well as their traditional norms become vulnerable.

As predicted a few years ago when the controversial multi-racial schools opened doors for more black children, the latter are said to have had to face a drastic change in their lifestyle, though most of the parents maintain there have been no major changes, if any at all.

CULTURE

Mrs Mawa Masondo, mother of six-year-old Mbali who is a Grade One pupil in a private school, believes parents have a prominent role to play in moulding the lifestyle of their children.

She admits that the child is exposed to other cultures as well, but it all depends on the parent if the child is to stick to

her traditional background.

"There haven't been any significant changes in my daughter except for the learning progress which has proved to be advancing. Although it is her second year at the school, she has become so intelligent and very outgoing," says Mrs Masondo.

PROUD

Adding that she has no regrets at all, the proud mother says her child has learnt a lot. Among other things, she has since discovered that "there is nothing spec-

tacular about the whites — they are no rare specimen."

What about the traditional relationship between parent and child or child and society?

"Mbali's personality has changed a bit although I should admit that sometimes she becomes too demanding. She is very tactful when she is ordered around and, but for the fact that she is often pleading, she is a fine child," she continues.

early stage and have since learnt to use the library extensively.

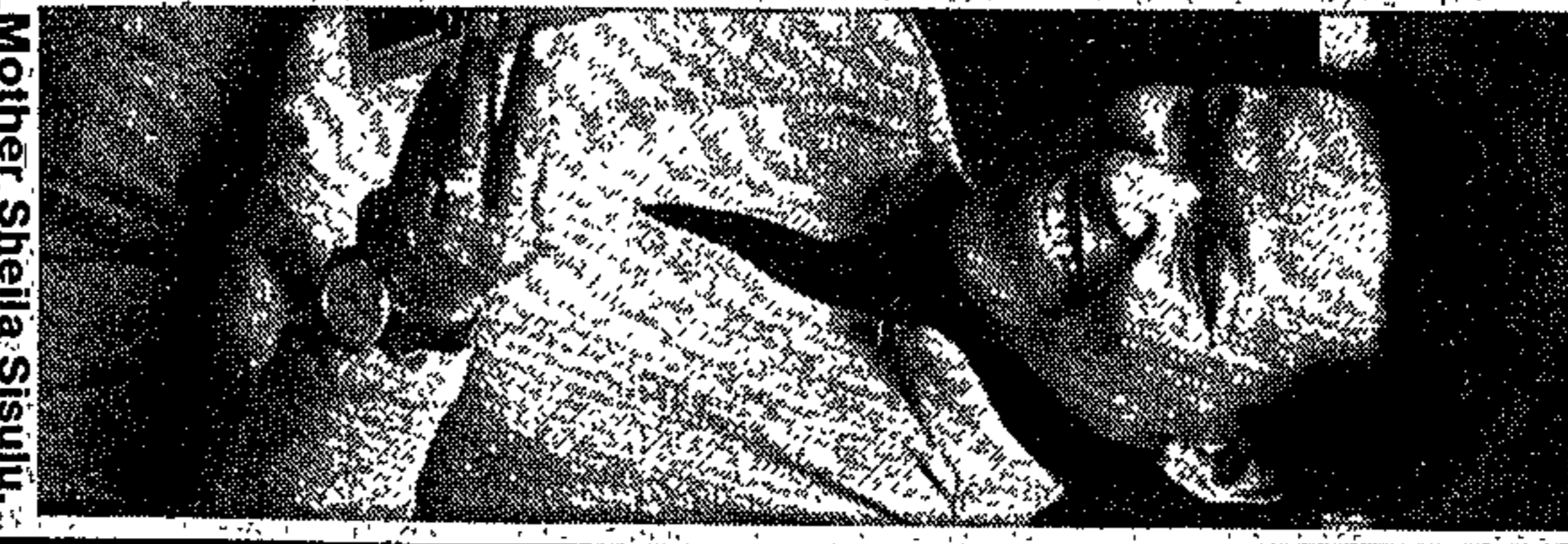
At home they still relate normally to their neighbourhood friends and, in fact, one would be lucky to find them in doors," says Mrs Sisulu.

A young mother of four sons, all at a multi-racial school, says although at first her children experienced problems of coping with both the language and the white classmates (who happen to be in the ma-

ter), they eventually sorted it out. She believes that children follow instructions of whatever habit from adults and would blame the parents should any of the black children in these schools behave in

an unrespectable manner. One Soweto father said: "Surely if these children don't behave like their mates who happen to be in the majority, they would be rewarded as 'funny' children. It is not surprising nowadays when many black children are busy plugging up hair that's not there," he says.

He stressed that black children should grow up knowing their values and their cultural background. He added that on the contrary, mixed schools instill some superiority in black schools, hence causing potential conflict. He maintains that the children cannot play a double standard — live with the haves during the day and sleep with the have-nots at night.



Mother Sheila Sisulu.

READING

Like any mother would do, Mrs Masondo says she sometimes asks her daughter to do something for her. If busy with any constructive work like reading, her daughter would ask why she has to do it because the mother is doing nothing.

DISTURBED

She adds that although traditionally a child may be sent around irrespective of whether the child is busy or not, reasonably, she should not be disturbed if need be.

Other children envy Mbali, whose company has since become very important in the neighbourhood.

Mrs Masondo says her daughter is willing to share her knowledge of the English language with other children and has since acted as "the mistress" (teacher) during their afterschool play.

MOTHER

Mrs Sheila Sisulu, mother of two, a ten year-old and eight year-old, pupils of a private school in Coronationville, also admits that the school environment can influence the child.

"Because we have been aware of this, we have tried to make it minimal. It shouldn't affect their day-to-day lifestyle," she says.

She says although her children have not been to any other school since they started, compared to her educational background, they are well advanced. They showed great curiosity at an

Handwritten signature or mark in the bottom left corner.

The school where they sit 60 to a classroom

S.F.S.S. 21/10/82 (51)

By Moira Levy

**TEACH/
READ**



ADOPT-A-SCHOOL

They sit 60 in a classroom, on benches that were designed for nursery school children, learning by rote because there are not enough textbooks to go round.

They are the 800 pupils of Barklile Higher Primary School in Senaone, Soweto, and their headmaster, Mr Albert Mngomezulu, has appealed to the TEACH/READ Adopt-A-School scheme for help.

"I am calling for someone to come to our rescue. My little babies are suffering," Mr Mngomezulu said.

Broken desks are piled high in the school yard. Many classroom windows are smashed, there is no library and there are few sporting facilities.

"We need general repairs and renovations to the buildings. We want to build a school hall and a proper staff-room. And first we need a library," said Mr Mngomezulu, who for 15 years as headmaster has battled to get more classrooms and better facilities for his "babies".

The staff-room doubles as a makeshift store-room. The actual storeroom is packed with discarded suitcases and battered textbooks that are years out of date.

After classes the children play netball and soccer on a rutted stretch of playground. For

matches and important practices they have to go to Elks Stadium, a 10-minute walk away.

Mr Mngomezulu said: "The Department of Education and Training said it did not have enough funds when we asked for more classrooms. And when there is money available the secondary schools get preference."

Each pupil is expected to contribute R4 a year to school funds. "Out of this we have to pay for our repairs, buy books and needlework or wood-work equipment. It is just too little."

"And anyway most of our pupils come from poor families. They cannot afford to pay," Mr Mngomezulu said.

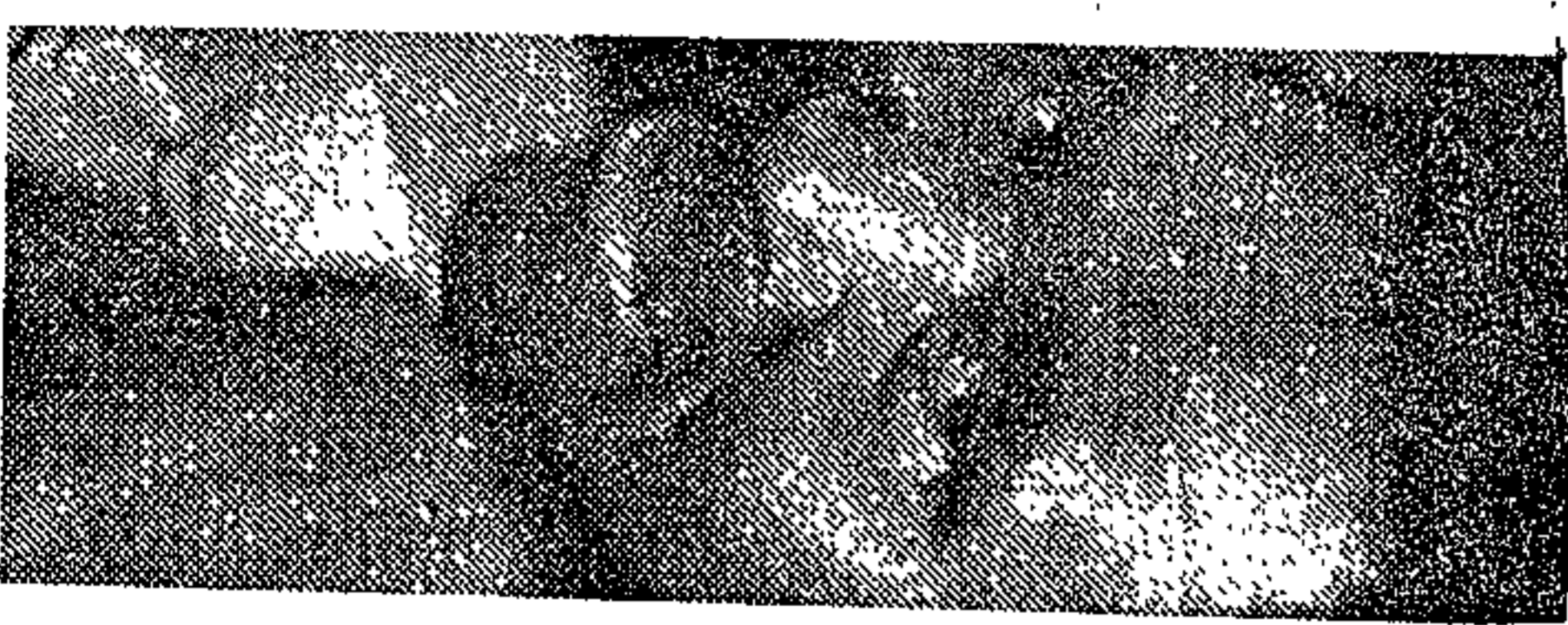
It was partly for this reason that some pupils dropped out, he said, and partly because of overcrowded classrooms.

Mrs M Nkumane, a teacher at the school for the past 12 years, said: "Our biggest problem in want to do dramatisation or group work, the slow learners. They should be in a class of their own, because they cannot get enough attention."

Any group or company interested in adopting Barklile School or any other school can contact the director of the TEACH/READ Adopt-A-School scheme, Mrs Cynthia Hugo, at 648-2508.



Barklile staff (from left) Mrs N Sgam, Miss Ellen Zim, Mrs Thelma Skosana and Mr Gordon Mkwanzazi in the staffroom. Many of the teachers are studying for their matric in their spare time. Pictures by Dale Yudelman.



Headmaster Mr Albert Mngomezulu "help my babies."



The school has only two taps to serve 800 pupils. From left Padlence Radebe (13), Christabella Dhlamini (13) and Talitha Nkosi (13) wash their eating utensils.

ADOPT-A-SCHOOL

Joint ^(S) efforts will benefit all

Companies that have adopted schools in Alexandra township have pooled their resources and formed an association.

MOIRA LEVY and COLLEEN RYAN report.

The Association of Adopted Schools in Alexandra Township was launched last week, and for the 11 schools it represents it means even bigger and better benefits.

Mr Roger Crawford, personnel manager of Ethnor, the company that adopted Minerva and Ithute high schools says, "We have created a forum where we can exchange ideas and information, and give each other advice on the experience we have had."

"The association is a pool of resources of all the companies involved. For example, if one group has training facilities these can be made available to the staff and principal of other companies' schools." The companies' involvement will vary



TEACH / READ

ADOPT-A-SCHOOL

Ethnor's sponsorship of Minerva High School, which is distinguished by the sense of pride and belonging that the children seem to feel.

And it is this sense of pride the principal, Mr O Phale, and Ethnor are trying to foster.

"Ethnor adopted Minerva High School three years ago and we have come a long way since then," Mr Crawford said.

He is closely involved with the running of the school and confers formally with the senior staff every month when they decide on new projects.

One of their schemes is to create a perfect system and Ethnor has agreed to provide the badges. Besides building extra classrooms, Ethnor has established a tuckshop, which will eventually become self sufficient.

Mr Moses Hadebe, personnel officer of Ethnor and the man behind the adoption of Ethnor's second school, Ithute, said "The pupils



Once a month the Minerva High School steering committee meets to discuss practical difficulties and new projects. The members are (from left) Mr Roger Crawford, personnel manager at Ethnor; Mr Q Phale, principal; Mr T M Ramokope, vice-principal; and Mr J Baloyi, senior staff member.

are able to develop a sense of pride in themselves. They can take themselves seriously which helps them to work harder."

Mr Tom Pierson, personnel manager of Hewlett Packard, which has

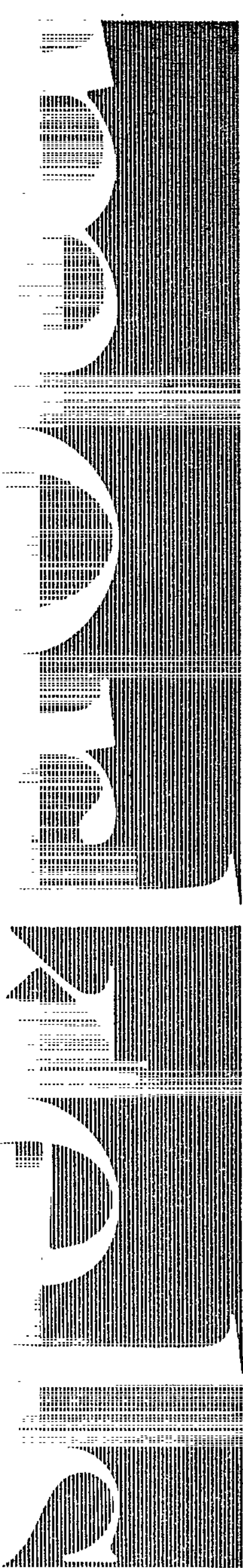
adopted the Pholosho Higher Primary, welcomed the formation of the Association of Adopted Schools.

"It is a great idea. This is the starting point. It provides our

initial organisation and from here the adopt-a-school programme will just snowball," he said.

The members of the Association of Adopted Schools in Alexandra Township are: Janssen

Pharmaceutica; Coty Cosmetics; Nashua SA; Mansanta; Burroughs Machines; Kodak; Ethnor; Hewlett Packard; Armco and the United Hebrew Congregation.



THE BRAINY

By KAY TURVEY

THEY are the children who are outstripping the school system, battling against the constraints of a set syllabus.

They are regarded as so bright their teachers in "normal" school see them as a threat because of the impossibly difficult questions they keep posing

Yet together at the Schmerenbeck Educational Centre for Gifted Children at the University of the Witwatersrand they can study subjects as diverse and difficult as geology, electronics and modern Afrikaans literature or delve into skills such as pottery and photography... all without frustration to themselves or irritation to "Miss"

Taught subjects which fall outside the school syllabus, to avoid accelerated learning in subjects that fall within the curriculum, the classes are designed around acting group participation and problem solving

The school, set up by the Schmerenbeck Trust in 1971, exists to serve the unmet needs of highly intelligent and creative children. It offers educational experiences that stimulate the growth of the total, unique personality

Interested lecturers, professionals and people proficient in a relevant area make up the staff of the school.

Yet the teachers are not busy cultivating a host of little geniuses. Rather, classes are flexibly structured to meet individual creative needs and develop skills.

In a classroom in the modest prefab building on campus, a group of children career around the room mounting imaginary horses and firing make believe guns. Immediately one is struck by their enthusiasm and total lack of inhibition. The teacher joins in the antics. Gone is her traditional authoritarian role.

The children, ranging from Standard Two to Five, are partaking in the drama of dreams class.

"We are getting in touch with our ideas. We

These whizz kids

study science,

geology and

electronics

at Wits centre

for gifted children

Handwritten notes: (S) 2/10/82



In the Drama of Dreams class the girls conclude

are looking at and examining the pictures in our head, except they can be dismissed, so what really counts is the physical reality which we give them, by translating them into energy." a small girl explains with astonishing eloquence

Further down the passage a group of children from Standards One to Three have just held conference and agreed on the colours to paint the monster they have constructed using a scale plan.

With great enterprise each is allocated a specific area to paint and they embark on the job. Music plays softly in the background and as the children chat one is again struck by their vocabulary and frequent allusions to literary figures.

They are involved in a "myth and masks" course and have just completed

a series of lessons in the arts of Africa.

In a science and science fiction class across the way a teenage boy confidently suggests to his lecturer that he reads from some book and one realises how far removed they are from the normal classroom situation

Just for example... a university law lecturer designed a practical course of law lectures for the kids — something similar to the material he would teach his first year students. His pupils at the school for bright sparks went through the entire course in only one lesson

The director of the school, Mrs Jill Eriksen, is adamant that the children are all very normal although they display a high level of conceptualisation, curiosity, initiative, observation, have good memories and high

originality.

She believes there are many misconceptions about giftedness and dismisses the traditional stereotype of the book-worm and what is socially accepted as clever.

In line with the expanding concept of intelligence as having many factors, including creative and divergent thought, she sees giftedness as multifaceted. "It is not a single entity but a distribution of ability and talents."

Children are usually brought to the school by their parents or referred by teachers. The school has a programme to make teachers more aware of the problems of a gifted child in a class situation.

Miss Eriksen explains that gifted children are not always achievers in the classroom. "They can become a nuisance and a

threat to the teacher as it is one of their characteristics to explore principles and concepts behind things, so they ask questions

An in-depth approach with an interactive teaching style is more appropriate for their learning style"

Miss Eriksen believes many gifted children also withdraw in the classroom situation due to frustration. "They become very introspective and realise they are being assessed by means of marks and not by their thoughts and seldom will their thoughts conform to the norms of the teacher."

"They are not under achievers but rather do adequately at school, yet they hold no value for marks"

There is also the danger that because of their intellectual advancement they might continuously



AINY BUNCH



In the Drama of Dreams class the group share their inner thoughts, conflicts and ideas in what concludes as an animated discussion

originality.

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"They are not under achievers but rather do adequately at school, yet they hold no value for marks."

There is also the danger that because of their intellectual advancement they might continuously

get 100 percent. And this is an unrealistic way of getting an assessment of their ability

There is the danger of them becoming perfectionists because of parent and teacher pressure to achieve, and they become distraught when they only get 99 per cent."

Before being accepted into the school, as much information as possible is gathered about the child from the parents and school and IQ tests are conducted.

Miss Eriksen is quick to point out the IQ test is controversial and that it is not used as a deciding factor, but that it is rather the child's distribution of abilities and talents that are observed.

Children who cannot cope at the school soon drop out on their own, free will, she says, because they find classes

intimidating and the whole thing a very negative experience.

Miss Eriksen believes their classes are geared at getting away from the teacher as the sole authority. "Teachers teach facts today which may be redundant tomorrow.

"We would rather teach them how to cope with a dilemma, solve problems and where to find the relevant information.

"We teach them these skills through creative means and scientific thinking as opposed to rote learning and drill recall

"The children are usually more socially aware, observant and perceptive, while their later life success is very much greater. They usually have tremendous professional success and become effective members of the community."

The school has 900 members with 700 attending classes and Miss Eriksen believes the classes are a very "normalising" experience for the children

"They are usually so singled out at school that it is good for them to come here and find there are other children of the same age that they can relate to.

"They do not like to be singled out or have to live up to expectations. They are very aware of what they can and can't do."

So it is that after school these lively, vibrant little characters — the future achievers of tomorrow — come to the centre to feel at ease. To study Shakespeare, astrology, medicine or osteology or to take part in television workshops or dance and drama classes.

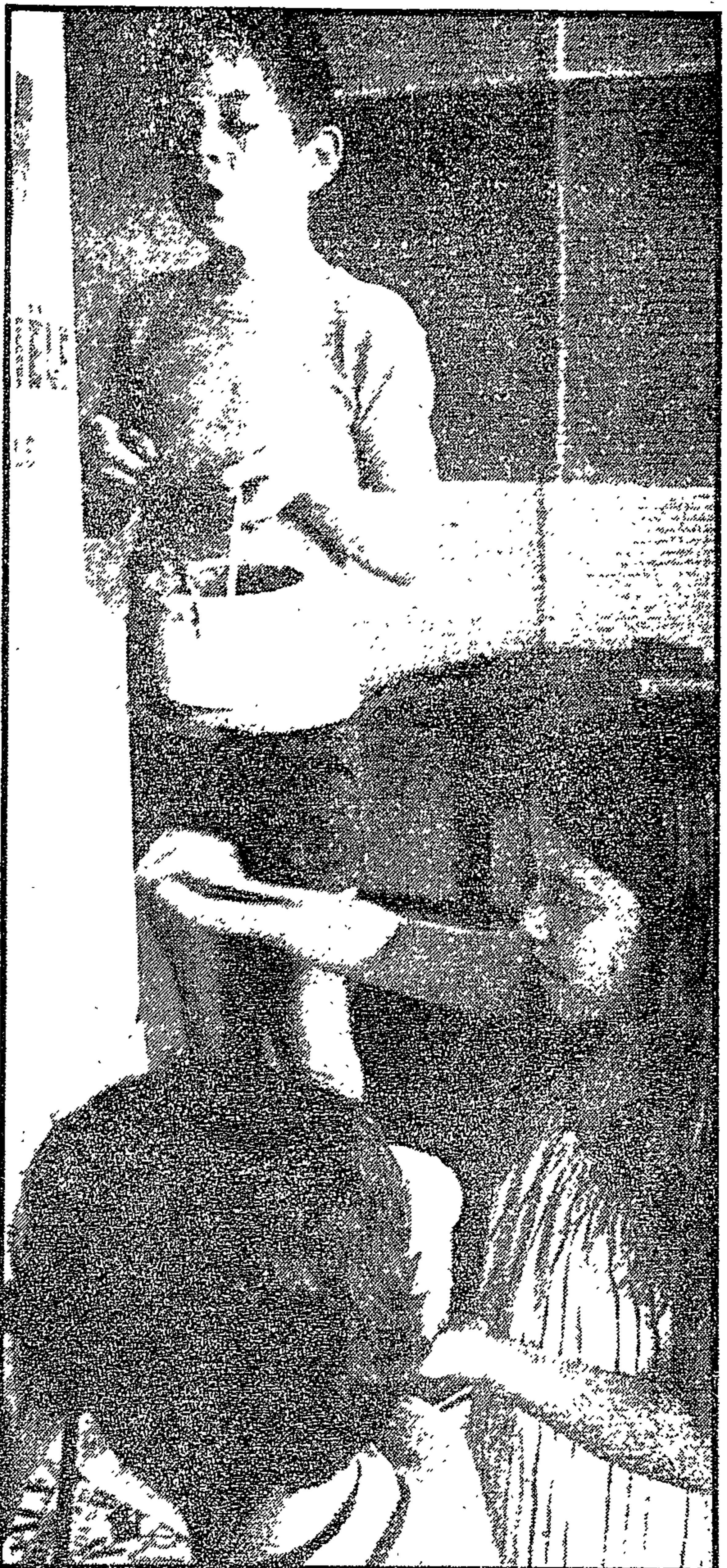
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CAES

TRADERS ONLY

PALMOLIVE SOAP

NCH



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Filled with a spirit of enterprise, an art class embarks on painting the monster they constructed to a scale plan

TRADERS ONLY

PALMOLIVE SOAP

NESTLÉ'S CREAM R18.66
24 x 310g

TOO MUCH AND TOO LITTLE — TWO TALES OF WOE IN JOBURG EDUCATION

A school where pupils cope with broken drains and windows and filthy loos

S. Express 3/1/082

WHILE the Transvaal Education Department spends R50-million on the Johannesburg College of Education, the Rosettenville Central Primary School is falling apart.

Mr Willie van Rensburg, the Johannesburg City Councillor for Mondeor-Kibler Park and the School Board representative for South Rand, said: "I wouldn't mind if some of that money was diverted into building a new primary school. "Rosettenville Central Primary

School is in dreadful condition and repairs are out. We want a new school," he said.

Though Mr van Rensburg believes it is important to train teachers, he thinks Rosettenville should be given a new primary school.

Mrs Jacoba Grammar and Mrs June O'Reilly, members of the school's parents' committee, took the Sunday Express on a tour of the school last week. They showed broken drain pipes, filthy lavator-

ies, broken windows and poorly equipped classrooms.

Mrs O'Reilly said: "A few months ago there was an invasion of mice in the tuckshop. Even fumigation didn't help clear them. Eventually we had to get down on our knees to try to get rid of them ourselves."

There are 521 children at the school — about 40 a class — and there are plans to merge it with the Rosettenville Junior Primary

School. About 50% of the central school pupils are of Portuguese extraction.

Mr van Rensburg and the school committee believe neither school is big enough to cope with the proposed merger.

"We have such small playing fields that we are forced to make the girls and boys play apart at break times. There is no sports equipment and a severe shortage of classroom equipment.

"The last time the department spent any money on the school was 16 years ago," said Mrs O'Reilly.

Mrs Grammar said the school had made "untold pleas" to the department to repair the school — or to build a new one.

The school faces on to one of the suburb's busiest roads. "Sometimes the teachers have to stop talking until the noise quietsens. Apart from that, the street is a major hazard for the young school-children wanting to cross it."

R50m JOBE is half empty



● Mrs Grammar and Mrs O'Reilly — an invasion of mice in the tuckshop.

WOMAN

THE teaching profession has been a target of the growing industrial labour shortage.

Though regarded as one of the lowest paid jobs, for Ms Mirriam Dakile, principal of Ekuthuleni Primary School in Diepkloof, the profession means more than her monthly earnings.

Ms Dakile has been principal of Ekuthuleni for 20 years. She was among the first women to break into the then male-dominated field in the education department.

Her sight is firmly set on the education of the black child, whom she believes will contribute profitably towards the betterment of the community.

Having taught for more than 40 years, Ms Dakile should have been the first (because of her experience in the system

of education) to look for greener pastures during the economic boom resulting from the introduction of black channels on television and other developing businesses.

Giving a wry but assuring smile, she speaks with confidence as she points out some of the main problems regarding teaching today. Urging for more parental and community involvement in the schools, she said:

"Parents nowadays seem to show little interest in their children's education. Before drastic changes in education were implemented, we used to enjoy the co-operation of parents and the quality of teaching

was of a high standard," Ms Dakile is worried about the deteriorating moral standards among both scholars and adults. As superintendent for the Diepkloof Wayfarers Association, she believes that much can be achieved through commitment in community work.

She says the parents of yesteryear showed concern about a child's schooling, unlike "today, where neighbours would never question the absence of a child from school. They would instead be happy to send the child on errands."

The chairperson of Early Childhood Education (a brainchild of Atasa), Ms Dakile also

does research in her school to improve the quality of education. She says although her staff conforms to the syllabus, she often insists that the school should be made a home for the children. There should be a harmonious relationship between teacher and pupil.

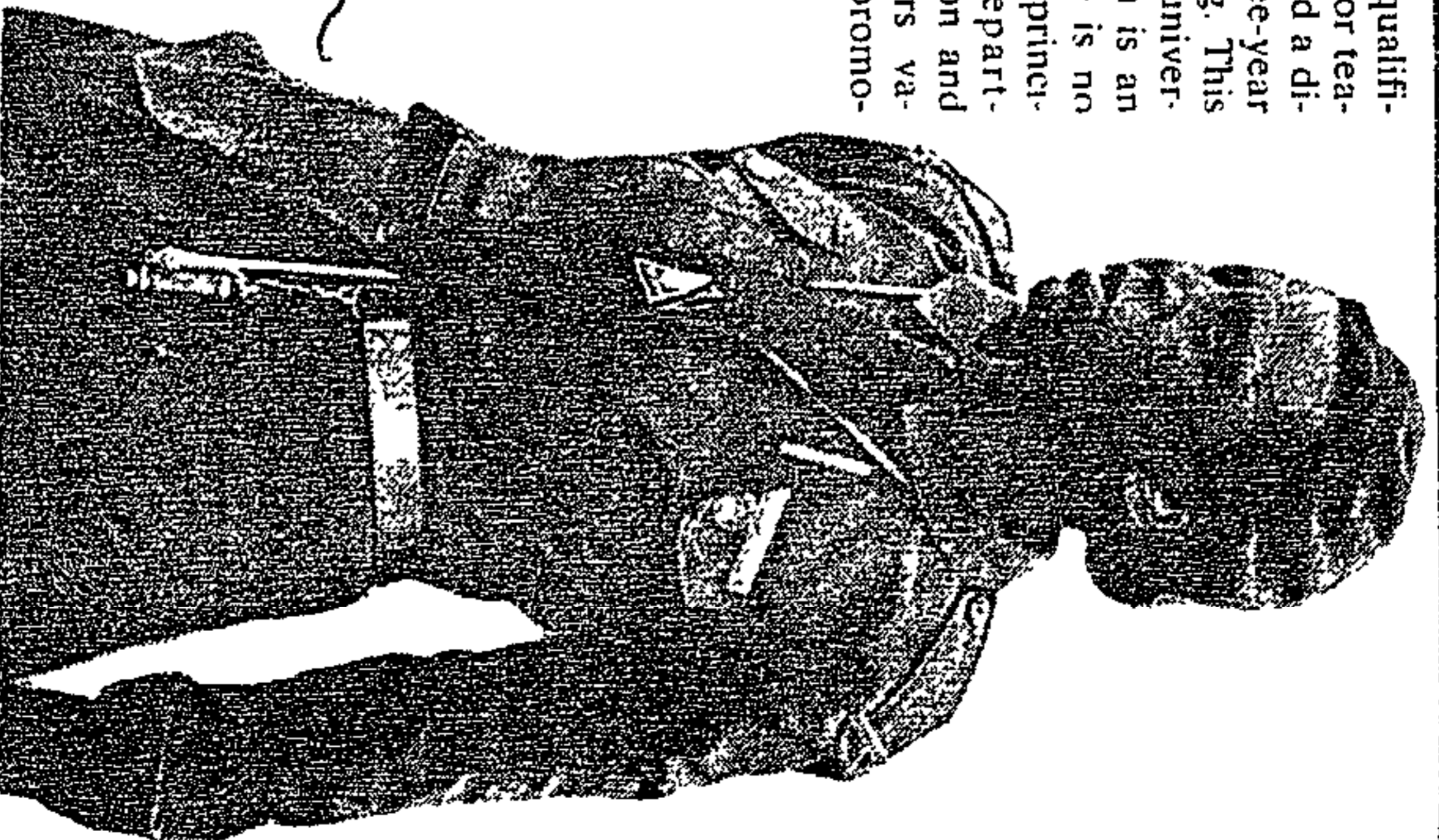
Ms Dakile obtained her teachers' diploma at the Kinerton Training Institute in 1943. She taught at Mzamo School in Sophiatown the following year and joined Mphumalanga Primary School in Meadowlands in 1957. Mother of three and grandmother of two, she was widowed in 1971.

Ms Dakile is also member of the Orlando Mothers' Welfare Organisation. Her home is at Orlando West (940-1123).

• The minimum qualifications required for teaching is matric and a diploma in the three-year course in teaching. This is equivalent to a university degree which is an advantage. There is no formal training in principalship. The Department of Education and Training considers various factors for promotion to the post.

SI
Sowetan
1/11/82

"Parents show little interest in their children's education . . ."



Gifts for children in Crossroads

ART Times 4/11/82

Staff Reporter
CHILDREN at the Mkhangel Primary School in Crossroads were yesterday treated to a gift of toys and art supplies from the United States Government.

The presentation was made to the school's principal, Mr Siphocweya, by Mr Art Lewis, African area director of the US Information Service, at the Nxolo community centre yesterday morning.

The gifts were to have been handed over by Mrs Mary Jane Wick, wife of the director of the US Information Agency, Mr Charles Wick. The couple, who are visiting Cape Town with their daughter, Kimberley, became ill after they arrived on Tuesday and have been unable to fulfill their engagements.

Mr Lewis, who accompanied the Wicks on a tour of South and East Africa, was welcomed by singing and traditional dancing performed by the school children.

"I am very pleased and touched to be here. I am touched to see the bright faces of the children as they look forward to education," he said.

"Education is part of the key that unlocks life for us. We hope to maintain a close and friendly relationship with the Crossroads school in the future."

Mr Cweya thanked Mr Lewis and the US Government, adding that the art supplies would be put to good use.

He said the school, which has over 100 pupils, faced an accommodation crisis and appealed for funds to build more classrooms.

The occasion was also attended by the US Consul-General, Mr Richard Scissors, the director of the American Centre in Cape Town, Mr Jordan Tanner, and the centre's programme adviser, Mr Frank Sassman.



Schoolgirls at the Mkhangel Primary School in Crossroads put on a display of traditional dancing for the African Area

Beauty helps open kids' minds

57
Star 4/11/82

As she lectures in educational psychology at the University of Fort Hare in Ciskei, Beauty Kota is consolidating the fine pioneering work in pre-school education which has already won her high praise.

She has been appointed to draw up a syllabus for a Bachelor of Education degree in pre-primary and primary school education, which will be offered in 1984 — the first time such a course will be offered at a black university.

This is an important breakthrough, even more remarkable when one considers that five years ago she started her first pre-school centre with her own funds, no salary, and a refusal from the Ciskei Education Department to become involved in the project.

She pushed ahead, however, because to her this was the root of black educational problems in South Africa. Her teaching experience had revealed that primary school children were often dull and unreceptive, and thus did not benefit fully from their early schooling.

It was a retardation from which they never really recovered, and within the already inferior context of black education, this meant they would never have a chance of realising their educational potential or of participating fully in society and the open job market.



BEAUTY KOTA — her pioneering work in pre-school education for blacks has significantly changed educational policy and opened new horizons for black pupils.

Victoria Hospital in Alice and by running workshops for pre-school teachers. But in 1980 she won a lecture-

ship at Fort Hare and believes her present task is of equal, if not greater, import.

"The special pre-

school syllabus I am designing is for the long term and will train inspectors who will preserve standards and establish new schools," she says.

Her research project towards a doctorate from Rhodes University will define the model for establishing indigenous pre-schools. No similar work is being done at post-graduate level at any other university, which lends academic distinction to her already courageous, humane and caring achievements.

School pioneers video lessons

By Melody McDougall,
Vereeniging Bureau

Tucked away in one of Vereeniging's smaller suburbs on the outskirts of the town is a school with a lot of drive and a pioneering spirit.

Laerskool Roodstuine is not satisfied with adhering to the normal guidelines of study laid down by the Department of Education. It has gone a step further, incorporating an audio-visual method of teaching which uses material produced by the school in its own small "television studio."

Video programmes to aid the pupil in subjects from arithmetic

to English were the brainchild of Mr Francois van Staden, who became headmaster in 1979.

Mr van Staden says his is the only primary school in the Transvaal which uses this method of instruction.

Although the school started producing its own video material a year ago, Mr van Staden insists that the project is still in the early stages.

The school's "TV studio" consists of a converted room attached to the school hall, where a lot of filming and most of the recording and dubbing work are done.

Equipment is valued

The Star is giving R200 to Laerskool Roodstuine so that it can buy a "Readmaster" for use in its programme to improve English.

5/1/82 (51)

at about R15 000 and includes two TV sets, two video recorders, one 8 mm and one 16 mm projector, lighting stands and video tapes.

The equipment was bought piecemeal with funds raised by the school's 450 pupils over 18 months.

Mr van Staden says there has been a lot of

outside interest in the project. Rand Afrikaans University and various South African companies producing audio-visual material have encouraged the school to increase its programmes output for distribution to other schools.

SABC-TV has also shown a keen interest as it plans a fourth chan-

nel for educational purposes.

SABC is particularly interested in the school's method of producing.

Mr van Staden recently attended "Instructa '82" at RAU, where he delivered a paper on video as an instructional medium in primary schools.

This on-the-go headmaster has no doubts about the positive results of this method of teaching. Experiments have been conducted, including one in which a history lesson was given to a class in the ordinary way from a text book. After the

lesson pupils were required to complete a worksheet.

Another class was given the same lesson and was shown a video — a tape on the lesson as revision. Those pupils' worksheets showed an improvement between 40 and 50 percent.

Similar results have been recorded in English, a subject to which this Afrikaans-medium attends closely. So keen are the teachers to make the language come alive for their pupils that they are hoping to build an English laboratory as soon as they can raise the funds.

At present the "English lab" consists of an ordinary classroom fitted with a tape recorder and an earphone-reading set for eight pupils.

While a story is told on tape, pupils follow the dialogue in a book, and are able to hear correct pronunciation and use of words in English.

The walls are lined with hundreds of educational articles from The Star.

The Star's work card system is also in use.

Mr Christo Lombaard, subject head of English at the school, said pupils were introduced to the newspaper at an early age. He feels that it not only helps them to improve their English, but brings them up to date with the news.

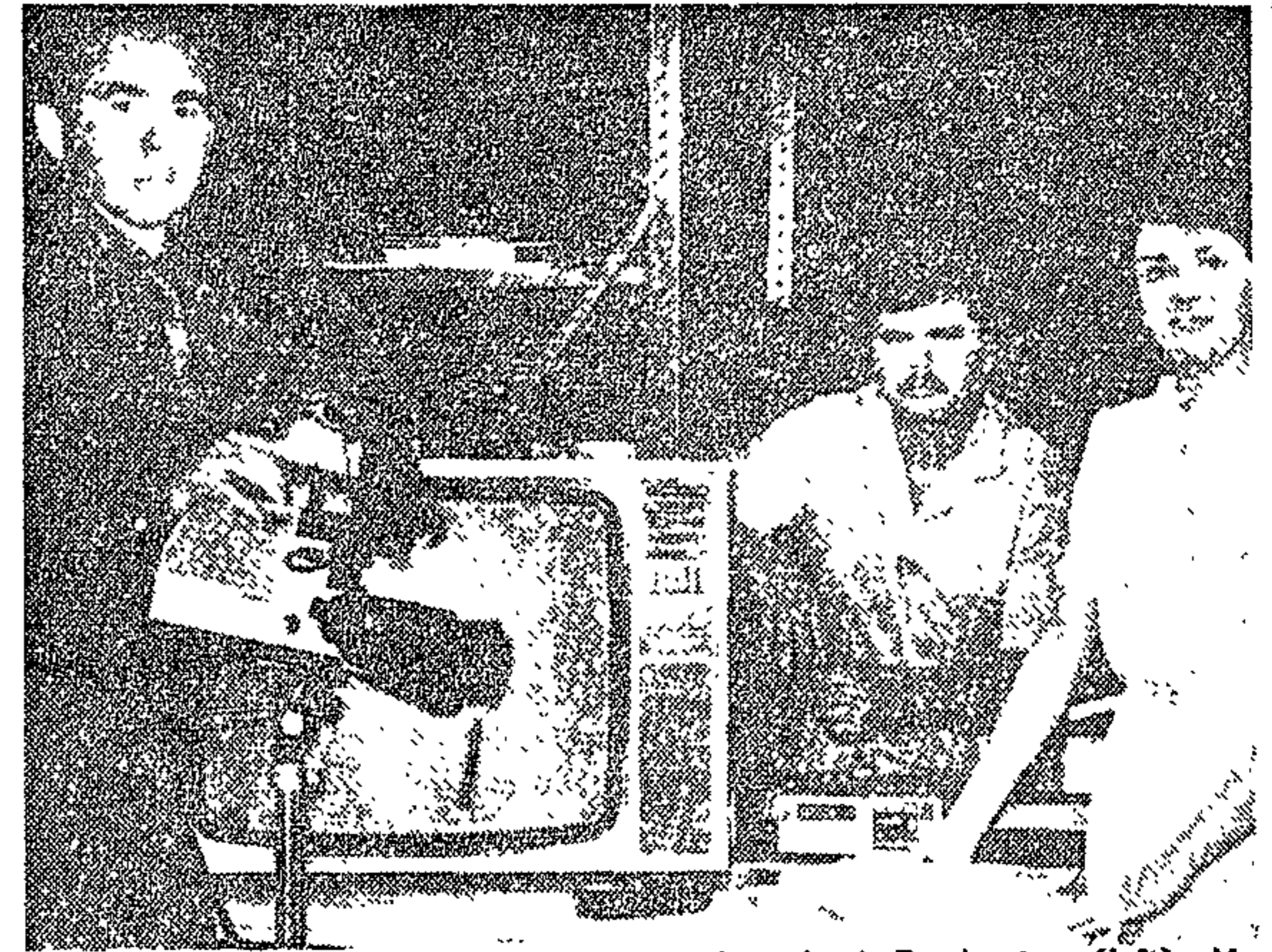
When The Star has served its function in the classroom, it has one more purpose for Laerskool Roodstuine. Copies are sold in bulk and the proceeds used to boost school funds.

Mr Christo Lombaard (subject head of English) with a group of pupils with earphones on in their "English lab." This earphone-reading set helps the children to master the language.



12

The Star Friday November 5 1982
LANGUAGE AID



Mr Francois van Staden, head of the Laerskool Roodstuine (left), Mr Lionel Fagan and Mrs Lorraine Verster, technical team at the school, are responsible for the production of the instructional video programmes in most subjects.

Men teachers shortage becoming more serious

By GERALD REILLY

THE shortage of men teachers, particularly in English medium schools, continues to become more serious, said educationists spoken to yesterday.

They were reacting to figures released by the Department of Education which show that of the province's 24 904 teachers, 18 151 or 72.9% are women, and only 6 747 or 27.1% are men.

Educationists say the shortage of English-speaking men teachers has been chronic for nearly a decade, and there are no signs of relief.

Some primary schools have no men teachers, so their pupils first come into contact with male educators as late as

Standard 5 — which many educationists believe does not encourage a balanced education.

The rector of the Johannesburg College of Education, Professor Napier Boyce, said of the 218 writing their final senior primary certificate examination at the college this year, only 16 were men.

In the secondary course only 14 out of 40 are men.

Prof Boyce said so far 526 applications had been received for admission to the college next year — and only 25 were men.

"It's even worse than last year. We are told we are in a recession, but it has made little difference to the numbers of men applying to enter the teaching

profession."

Prof Boyce said the shortage was critical, and the quality of education suffered as a result.

Male matriculants were being attracted to other, better paid occupations, he said.

The number of men writing their third-year exam in a four-year degree course in primary education was only six in a total of 47.

The secretary of the Transvaal Teachers' Association, Mr Jack Ballard, said the ideal situation was 40% men and 60% women — "but we are far from this ideal".

"We have been concerned for years about the problem. Our recruiting campaigns have met with very little success in the past few years."

Afrikaans parents form education body

Mail Reporter

THE Transvaal Afrikaans Parent Association for Christian Education was formed in Pretoria at a meeting attended by about 700 people at the weekend.

It will join similar associations in other provinces to become part of a national association by March next year.

This was confirmed by the chairman of the new association, Professor H J S Stone, a professor in education at the University of South Africa, in an interview last night.

"The association has two functions," he said. "Firstly to help parents in modern times with the education of their children, and secondly

it will be a mouthpiece for parents to express their views and wishes as far as the education of their children goes."

According to Prof Stone the association takes the word Christian to be "education according to the Bible".

"As far as the Afrikaner is concerned," he said, "Christian education is part and

parcel of their heritage and present way of life."

Prof Stone said that the role of the parent in education has been a point of discussion since 1917 when the Malherbe Commission said that "parent energy" was not being fully exploited.

"The association will not clash with other associations," Prof Stone added.

New hope for women teachers

By Carolyn Dempster
Education Reporter

In a breakthrough for teachers, a committee has been established to review the unpopular quota system of appointment.

The move comes after six years of mounting dissatisfaction among teachers.

Last year the Federal Council of Teachers' Associations, representing most of the country's white teachers, took up the cudgels on behalf of its members over the issue.

After an approach to the committee of heads of education, the senior policy-making body in the Department of National Education, it decided to review the system.

Mr F le Roux, secretary of the committee, confirmed that a sub-committee had been set up to study the quota system.

The system was met with dismay when it was introduced in all four provinces in 1977 because of its strict reservation of posts for men.

RE-APPLY

Even at that stage there was a dearth of men in the teaching profession. As a result of the quota system many women were deprived of permanent posts. Married women teachers were also discriminated against. In the Cape and the Free State they were not allowed to hold permanent posts.

A temporary teacher has little security, is on 24 hours' notice and has to reapply for her job at the end of every year.

The Transvaal pioneered a better deal for its married women teachers but scales are still weighted against them.

● See Page 19.

Women teachers: the inequities continue

SAW 12/17/82

By Carolyn Dempster,
Education Reporter

Women form the backbone of South Africa's white schooling system — they now constitute more than 70 percent of the teaching force — and yet they are still subject to blatant discrimination.

Mr Peter Mundell, president of the Transvaal Teachers Union, warned two years ago that were it not for women, education at school level would deteriorate to the point of collapse.

Since then the country's education crisis has, if anything, worsened. There has been an uninterrupted exodus of men from the teaching profession and women have filled the vacancies.

The most recent figures released by the Transvaal Education Department show that of the province's 24 904 teachers more than 18 000 are women — more than 72 percent.

In Natal male

teachers are outnumbered three to one by their women colleagues, who account for 75 percent of the teaching corps.

Even in the Orange Free State and the Cape, where the balance is more equitable, women hold 60 to 65 percent of the teaching positions.

The South African Teachers' Council has calculated that two thirds of the country's 67 067 white teachers are women.

But in spite of this, women continue to be discriminated against financially and in

terms of service. Little has changed over the past 25 years for most of these stalwarts of the education system.

Parity of salaries is a relatively new concept and so far has been applied only to inspectors of education, principals and deputy principals of large schools.

For the past 50 years women teachers have lagged a full notch behind their male counterparts in salary. Most still do.

According to Mr Jack Ballard, educationist and secretary of the ITA, the principle of parity was accepted in 1978. The problem

since then has been finance.

"The treasury slows the introduction of parity in salary. Teachers should blame the Minister of Finance, Mr Horwood, not the Minister of National Education," he said.

But while they wait for parity, women teachers continue to pay a bitter price. A Human Sciences Research Council investigation showed that during 1981 married women teachers earned 25.9 percent less than their male colleagues, middle-aged women 30 percent less and un-

filled and women teachers are placed in temporary capacities — subject to 24 hours' notice. They also have to re-apply for their posts at the end of every year.

Married women teachers are the hardest hit. In the Free State a female teacher who marries has to resign immediately if she holds a permanent post.

Last year the Federal Council of Teachers' Associations — representing all South Africa's white teacher associations — took up the cudgels on behalf of their women members and approached the Committee of Heads of Education.

However, for one more year at least, women can expect the same unequal deal. And their situation is mirrored in black, coloured and Indian education where women teachers are also propping up the system.

married women 20.4 percent less.

Women also suffer at the hands of the quota system. Introduced by the Committee of Heads of Education in 1977, and implemented by the four provinces, the quota system is designed to maintain the balance of men and women, permanent and temporary posts at every school.

One third of all permanent posts at a school are reserved for men and one third for women. Remaining posts are open to either sex.

As a result of the shortage of male teachers not all the permanent posts are

Uproar over coloured in openings night seats

ARBUS

16/11/82

~~16/11/82~~

(51)

A STELLENBOSCH headmaster's decision to allow coloured workers to attend a school concert has caused an uproar.

Parents of Eikestad Primary School pupils are divided over the issue, some calling for a departmental inquiry into the matter and others supporting the headmaster, Mr C A Skibbe.

The school committee, which met yesterday after receiving letters from both factions, gave Mr Skibbe its wholehearted approval and urged him to "act in the same responsible manner in future."

The furore was sparked by a branch chairman of the Conservative Party, Mr Christoffel Vermeulen, when he complained to Mr Skibbe at a school concert a week ago that "non-whites" in the audience were preventing parents from attending the concert.

Sell out

All tickets for the concert were sold before the opening of the play's run, Mr Vermeulen said. He added that many parents who had hoped to get seats had to leave before the show started because of the presence of the coloured people on opening night.

He said he was "shocked" to see coloured people in the audience, because it was against the Government's policy and because he personally was against "mixing".

The Rev T Smith, chairman of the school committee, said coloured women attending the concert were involved with the play in one way or another. Some were cleaners and some were maids of parents who had helped with the production.

Complaints

Mr Vermeulen, after he was told that the small group of coloured women would not be asked to leave, complained to the secretary of the school council; the school committee; the Director of the Department of Education; the Minister of Education and Mr W Boucher, MEC for education.

A group of "verligte" parents responded by writing a letter to the school committee complaining about Mr Vermeulen's actions "especially in such times where (people) strive for better race relations".

Involved

The school committee decided that "there was no question that the show was being held before a multiracial audience".

It said "the coloured in the audience were involved with the preparations for the show and for cleaning up afterwards. Their desire to attend the show was spontaneous and without ulterior motives".

TEACH/
READ



ADOPT-A-
SCHOOL

Soweto

school

gets

annual

R4 000

By Moira Levy

The Monis Michaels Trust, a charitable organisation, has decided to sponsor a school in response to The Star's TEACH/READ Adopt-a-School scheme.

Mrs Cynthia Hugo, director of the scheme, has advised the trust to adopt the A B Xuma Lower Primary School in Soweto.

One of the trustees, Dr F Schneir, said about R4 000 would be allocated to the school each year.

The money will be used to upgrade the school's facilities. Priority will be placed on augmenting the existing library, and teachers' library may be established.

The Monis Michaels Trust also hopes to provide facilities for soccer and netball, and jungle gyms, trees and benches for the playground.

Part of the contribution will be used to supplement the school's feeding scheme.

Heaters and overhead projectors may be supplied next year when electricity is connected at the school.

The headmistress, Ms Alice Nkhi, said she welcomed the private sector's involvement in black education.

"They can provide some of the things that the Department of Education and Training has not budgeted for, such as extra books for pupils who want to read further than the prescribed syllabus," she said.

"And there are pupils who have sacrificed a lot of their time to organise the scholar patrol to see children safely across the street."

"We would like to say more than just thank you to these pupils. Perhaps our sponsor could give small prizes."

The school also needs money to employ someone to run the soup kitchen.

"At present teachers have to leave their classrooms to make soup, and the teaching suffers," Mrs Nkhi said.

The school needs duplicating machines — the children have to share examination papers because there are not enough to go round.

"We would appreciate it if our donors could provide some playground equipment for the children in the pre-school unit to help them play in a constructive way and properly prepare them for a primary school education," Mrs Nkhi said.

There are many black schools as needy as the A B Xuma.

Any group, company or individual wishing to adopt a school should contact Mrs Cynthia Hugo, director of the Adopt-a-School scheme, at 648-2508.

Kbom 12/1/82

Some Natal schools are (5) overstaffed

MARITZBURG. — Nine per cent of temporary teachers in Natal will not be re-employed next year, according to the Director of Education, Mr Solly Levinsohn.

Mr Levinsohn said that most of the teachers affected would be in the primary schools. The province employs about 1 922 temporary teachers.

"Last-minute resignations make exact figures impossible but so far the services of 92 temporary and part-time primary school teachers are not being renewed.

"In the high schools 22 temporary teachers will be similarly affected next year," he said.

Last year the services of about 70 high school and primary school temporary teachers were not renewed.

A major reason for the reduction is the rationalisation of teaching posts in recent years, with resultant over-staffing in some schools. — Sapa.

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Trial run at school for the five-year-olds

Mercury Reporter

A SCHEME whereby five-year-olds can be admitted to certain schools will be given a trial from 1983, Natal's MEC for Education, Mr Ray Haslam, announced in the Provincial Council yesterday.

This would only be a bridging period before 'being thrown into the deep end' of Class One he said.

Attendance would be entirely voluntary but full fees would be payable by parents.

At present the scheme was planned only at Montclair Junior Primary, Eendrag Primary, Montclair, the Model Junior School, Pietermaritzburg and Piet Retief Primary, where empty classrooms allowed it.

It was expected to be phased in at other schools in the future.

Mr Haslam also confirmed an average 20-30 percent rise in Provincial school and hostel fees as well as book costs and bus transportation charges for school pupils from

January.

The Government would not allow teachers' training colleges to be opened to black students, he said in reply to a suggestion raised earlier.

However, he indicated that 'by biding our time on this one' these legal restrictions could change in the future.

Parents up in arms on camp

CAPE TIMES 24/11/82

Staff Reporter

CONCERNED parents in Mbekweni township near Paarl have demanded the immediate return of 23 primary school children who were driven away in army trucks to a Western Cape Administration Board (WCAB) youth camp on Monday.

Interviewed after a mass meeting, residents said they feared their children had been taken to an army indoctrination camp. The children were seen leaving in army trucks at 4pm on Monday.

'Worried'

They said most of the parents had not been consulted and they were "very worried". They had been told their children would not return till Friday.

One parent said: "The children were sent forms for us to sign granting them permission to go to the camps, but only two parents signed.

"We think they got their friends to sign for them. They were told they were going on a picnic and would get football jerseys if they went along.

"What makes them so interested in training our

kids? They say they are learning road safety but there are not even proper roads in Mbekweni."

The headmaster of Mbekweni Higher Primary School, Mr A Tsholoba, said the camp had been organized by the WCAB and run by social workers.

"They were merely using army transport," he said, "but the camps have got nothing to do with training children in army activities. They are there to teach children subjects such as blood transfusion, road safety and nature conservation."

Mr Tsholoba said that if the parents attended more school meetings, they would have known what the camps were all about. Forms had been sent on Sunday and no children had gone on camp without the forms being properly signed.

The chief liaison officer of the WCAB, Mr Gert du Preez, said the WCAB had had complaints but he could not understand the parents' problem.

No-one had been forced to attend the camps and if any parents wanted their children to return, they could contact the WCAB.

Star 26/1/82

Now we get on the ^(S) adoption bandwagon



The Star's manager, Mr Jolyon Nuttall, and assistant editor Jonathan Hobday (right) meet with the governing body of Tshebedisano Higher Primary School in Pimville, Soweto, to complete arrangements for adopting the school. Round the table with him (anti-clockwise) are the chairman, Mr B Mofokeng, vice-chairman, Mr S D Malebo, Mr P Mosala, Mr C Molefe (standing), Mrs L Sepayo and Mr S Makhene, headmaster, (with his back to camera).

Now it's official — The Star has adopted a school as part of the new TEACH/READ Adopt-a-School programme.

The school is the Tshebedisano Higher Primary School in Pimville, Soweto.

Its adoption was finalised at a meeting between the school's governing body and senior members of The Star's staff.

The school was built nearly 10 years ago by The Star, soon after the launch of the highly successful TEACH campaign to build schools for blacks.

The confirmation of the adoption came when the school's chairman Mr B Mofokeng, told Star representatives: "Please be assured of the full support of this committee and of the whole community in this venture."

Plans have been discussed for ways in which school facilities can be upgraded.

Early next year the school will be provided with a box R3 000 library system developed by Read, with 12 files.

The school will also get a gas stove to raffle to raise funds.

Long term plans include the provision of two tennis courts, the levelling and grassing of the playing fields, the re-painting and re-furbishing of

some of the older classrooms and the provision of heating for next winter.

Mr Mofokeng said: "We hope we are going to gain fruits from this adoption. We want to thank The Star on behalf of the community and the children of Pimville."

He said increasing costs and inflation had made it increasingly difficult to maintain standards in recent years. With this adoption we will be able to enhance the reputation and facilities here.

"This will help get children back into the classroom. We know that without education we have nothing."

The adoption was completed through the new Adopt-a-School scheme set up by The Star and Read. It has a full-time director, Mrs Cynthia Hugo, and has already arranged the adoption of several other schools by companies.

The scheme operates with the co-operation and approval of the Department of Education and Training and focuses on upgrading the quality of life and educational standards in schools in three of the department's regions, the Johannesburg area, the East and West Rand and the Vereeniging district.

Anyone interested in adopting a school should contact Mrs Hugo at St John's College on 648-1350.

**TEACH/
READ**

**ADOPT-A-
SCHOOL**

Alex families homeless - forced to live in classrooms

Soweto 26/1/82

SEVEN families in Alexandra township live in classrooms.

Mr Frederick Mbatha (28), who claims he is the caretaker of the school building in Sixth Avenue where only two of the remaining classes are still being used by the pupils of the M C Weiler Primary School, said the families spent their nights there and left in the early hours of the morning.

The SOWETAN found a pile of blankets in a corner of one of the classrooms which Mr Mbatha said was used by the families.

The locks and window panes of the school are broken and



HOMELESS: Mr Mbatha shows blankets of families who live in classrooms.

By ALINAH DUBE

The whole area stinks from the toilets which have been blocked for four months. Mr Mbatha said the whole area was smelly and they could not enjoy their meals. He had tried getting help from different authorities, but his plight seems to have fallen on deaf ears.

But the principal, Mrs Phahle, at the M C Weiler School, would not listen to reporters and said Mr

"None of us have been told of the problems at the school and we know everything is just right there. No-

one has the right to go to officials without bringing the matter to our attention," she said.

The principal concluded by saying: "After all, I do not even know who this Mbatha you're telling me about is."

But Mr Mbatha said he was concerned about the health of the children and the teachers at the school. He said he was surprised to see no one wanted to take responsibility

for the building which catered for black children.

The children drink water from the taps not far from contaminated water gushing through blocked pipes. Mr Mbatha said he was aware that the families who spent most nights at the school probably had nowhere to stay, but then "someone in authority has to offer them accommodation to stop them from destroying the building."

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Black schooling a sham?

The Star Bureau

NEW YORK — In a long and wide-ranging examination of black education in South Africa the New York Times told its readers today that "the system of segregated schooling known as Bantu education," had become the battleground of South Africa's racial politics.

In a front-page report by its Johannesburg correspondent, Joseph Lelyveld, the newspaper said the Government had doubled its spending on black education in only three years and had opened 31 new high schools for blacks last year as part of what had been presented as a drive to achieve "equal education for all population groups."

It also said officials of the Reagan Administration and South African business leaders who had been calling for improved black education to help overcome what they described as a desperate shortage of skilled manpower, regularly hailed the Government's efforts.

But the newspaper questions if this is merely "static change," and says black alienation from the strictly controlled system of segregated education seems hardly to have abated. Blacks, in and out of the system, say fundamental change is not even in sight, says the article.

It quotes white officials as denying that the student riots in Soweto in 1976 had provided the impetus for the expansion of black education.

The report quotes Mr. Wilkinson Kambile, a former black high school principal who quit in support of the student boycott that followed the Soweto riots and is now a lecturer at Wits University, as saying: "They aren't really schools. They are just places to accommodate children."

Another black educationist, Professor Eskia Mphahlele, who gave up a professorship at the University of Pennsylvania to return to South Africa, expressed dismay at the poor standards prevailing among black students.

The article quoted black teachers as saying their most painful moments came when bright students asked questions on potentially touchy subjects such as developments in Zimbabwe.

"That's explosive, very explosive," one teacher said.

5-year-old boy held by cops

A FIVE-YEAR-OLD BOY has been detained by police in connection with a fire which burnt down two classrooms of a school in Daveyton, Benoni, this week, says a police spokesman.

Damage, estimated at more than R5 000 was caused when small children, who were playing at the Melodi Lower Primary School premises in Sgodiphola section, set fire to two classrooms, destroying them completely.

A spokesman for the Daveyton police confirmed that two classrooms in Melodi were gutted by fire causing damage estimated at thousands of rands. The spokesman said that a five-year-old child had been detained by police for questioning.

Residents in the township told The SOWETAN that children were forced to play on the school premises during school holidays because they had no facilities to spend their leisure time.

Aggett - bi-finding on d

By NKOPANE MAKOBANE

TWO leading church bodies in the country yesterday joined many individuals and organisations that have expressed outrage at the Johannesburg magistrate finding that police were not to blame for Dr Neil Aggett's death.

The Southern African Catholic Bishops' Conference (SACBC) and the South African Council of Churches (SACC) blamed the doctor's death solely on the system of detention without trial.

Commenting on the verdict, Archbishop Denis Hurley, president

of the SABC, said it was shattering. He said it was an example of what happened when a judicial process was superimposed by the clandestine area of extra judicial detention and interrogation.

"The judicial process becomes a tragic charade — a house built on sand. By the nature of things, vital evidence cannot be easily

uncovered.

"Nevertheless has been revealed inquest leave with the unimpression that the detention androgation, Dr would be alive to

"The system him. It is the system is indispensable archbishop said.

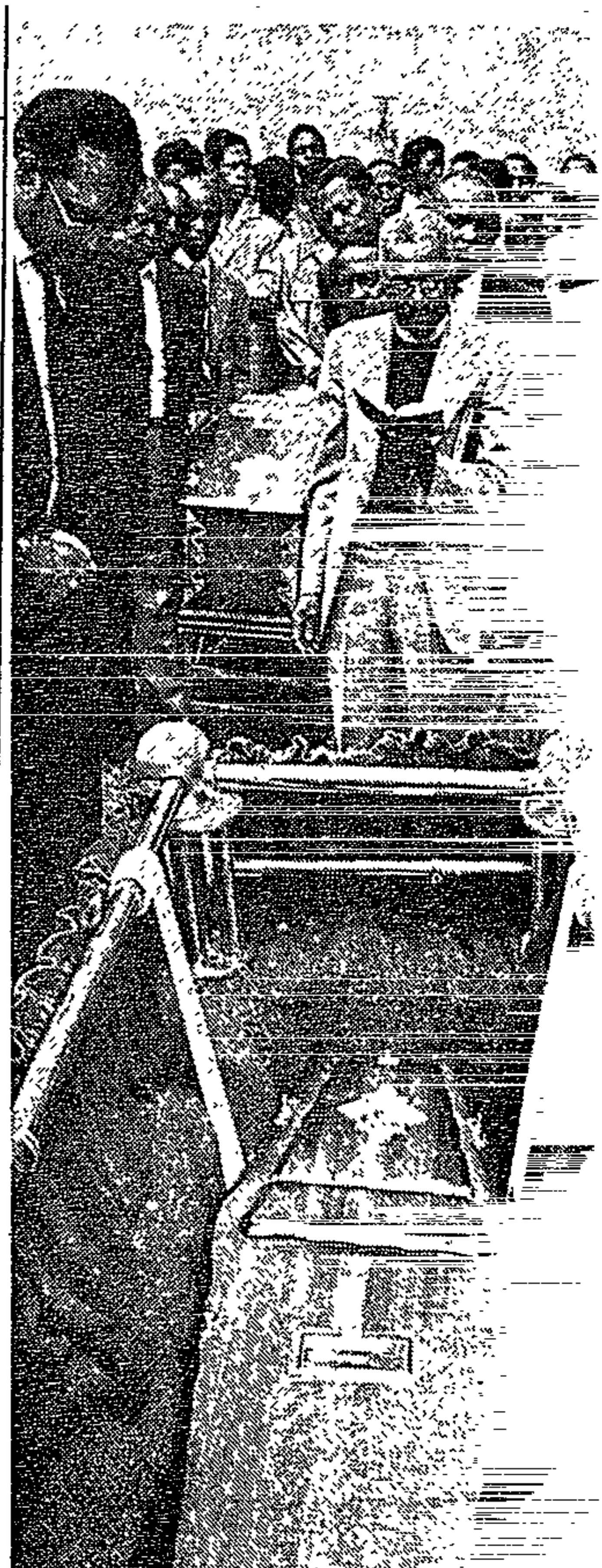
Adding his voice to the outcry, the

Some few
51
23/12/82

Break out

POLICE have launched a massive manhunt for two awaiting trialists who escaped from the Brixton police cells, Johannesburg yesterday morning, Major W J du Plessis, spokesman for the police directorate said yesterday.

They are Mr Solomon Thomo and Mr Cyril Smith, both described as dangerous.



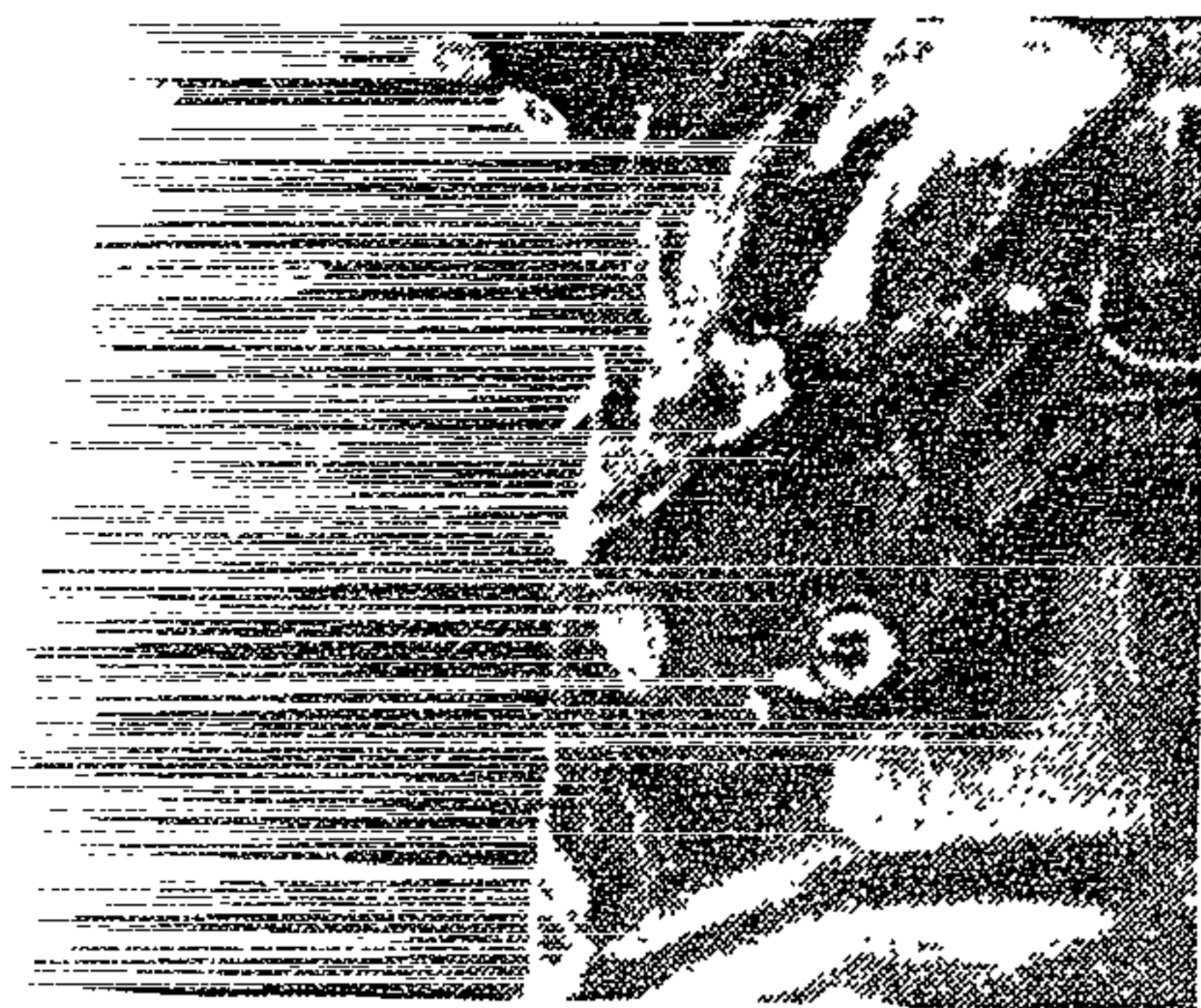
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- BIG 18 VOL 2 5.99
- BLACK IS BROWN AND BEAUTIFUL — Ruth Brown - Vocal ... 3.99
- WOMAN TO WOMAN — Shirley Brown 5.99
- UP UP — Donald Byrd 5.99
- MESSAGE FROM PEOPLE — Ray Charles 3.99



the Coldstream Guards doing a spell of light out on patrol yesterday in the border

vt rejects tish offer ry Somes

tried in a court where proceedings had already been initiated.

'It was suggested that an extradition could be facilitated, and which would meet with the relevant British requirements, should be concluded,' said Mr Coetsee.

'It was also suggested as an alternative solution that it was possible, in terms of the British Extradition Act of 1870, to conclude an arrangement whereby a certain category of persons — for example those with dual nationality (which Somes has) — could be extradited.

Aide memoire

'It is apposite to mention at this stage that the South African Government has for the past two decades repeatedly tried to persuade the British authorities that the conclusion of an extradition agreement would be in the best interests of justice,' the minister added.

Mr Coetsee said the South African Government had sent an aide memoire to the Foreign and Commonwealth Office on December 16 advancing reasons for its request for Somes's surrender.

The memoire, among other things, pointed out that the crimes were committed in South Africa and it was only logical Somes should be tried in the Republic.

It also pointed out that the victims of the crimes were South Africans and the South African Govern-

reasons, it would be impossible to allow Potgieter, who is serving his jail sentence in South Africa, to leave the country to testify at Somes's trial.

'Should Somes want to call him as a defence witness and it were not possible to meet such a request, the prospect of a successful prosecution of Somes will be diminished,' the memoire said.

'On the other hand, if Potgieter can indeed appear as a defence witness, the danger still exists that his evidence would not promote the successful prosecution of Somes, whereas if they are prosecuted jointly there would be a real prospect of them implicating each other.

'In any event, the probative value of their evidence in a joint prosecution in South Africa could be better determined,' the memoire said.

Potgieter was acquitted on three murder charges and another charge of murder, for which he might still be indicted, was withdrawn, Mr Coetsee said.

But Potgieter had been convicted on 'certain other charges' and sentenced to an effective five-and-a-half years' imprisonment.

Willingness

Mr Coetsee said the South African Government, through its London Embassy, had informed the Foreign and Commonwealth Office yesterday that it did not share its

the statement earlier this week by the minister on the four week-end explosions at Koeberg was 'inadequate'.

The PFP has called on the Government to stop the nuclear power station from going on stream until all construction work has been completed and the public assured that every safety and security precaution has been taken.

Reaction to Mr Hulley's statement, Mr du Plessis last night issued the following counter-statement 'In view of my statement when I gave the assurance on behalf of the Government that Koeberg I will not be commissioned at the cost of the safety of the public, and my appeal to the community not to over-react as a result of rumours presently in circulation, I am surprised that Mr Hulley, MP, intends launching a campaign which can only result in furthering unfounded anxiety among the general public and of breaking down faith in the responsible authorities.

Safety

'In doing this it would seem that Mr Hulley apparently does not understand my statement and now accuses the Government of acting in an irresponsible manner regarding public safety, in spite of my assurance in this regard.

'In my view matters like these, which are in the national interest, should be kept above party politics'.

Mr du Plessis reiterated an earlier assurance that a licence for the commissioning of Koeberg I would not be issued until all the investigations by specialist and responsible bodies, in so far as the safety of Koeberg was concerned, had been satisfactorily completed.

'I also wish to repeat my appeal to the community not to over-react. It serves no purpose to further feelings of anxiety among the public and Mr Hulley, as responsible representative of part of the community, should know better.'

Numbers

Mercury
down,
24/12/82
so Fosa

school

to close

Mercury Reporter

AFTER serving the community for 37 years, the State-aided Fosa school at the Fosa TB Settlement at Newlands in Durban is to close.

Since January 1946 thousands of children from the neighbourhood have received their formal education at the school.

But, in recent years families in the area have taken up residence elsewhere, particularly in the Phoenix area, and the number of children attending the school has gradually decreased, according to the latest newsletter of the Friends of the Sick Association (Fosa).

Close

It said a recent survey carried out by the Planning Division of the Department of Education had shown that over half of the 110 pupils at the school could be accommodated at the newly-built Newlands Primary School at Briar-dale which is expected to open in the New Year. About 20 were moving to other areas and the rest could be absorbed in neighbouring schools.

After discussions with the Department of Education it was decided to close the school on December 31.

However, the school buildings will not lie idle as the Natal Provincial Administration has requested Fosa to make available accommodation for a Community Health Centre and the association has decided to offer the school buildings for this purpose.

Leprosy finding may help victims

BOSTON—A group of medical researchers reported yesterday they had found that the body's immune system played an important role in deter-

EDUCATION - PRIMARY

1983

JAN. — DEC.

Huge battle looms between DET and school

6/1/83
Somerset
51

THE Department of Education and Training (DET) is heading for a confrontation with the Tshabalala Higher Primary School committee in Natalspruit when schools reopen next Wednesday.

By SELLO RABOTHATA

This follows a "directive" from DET in the form of circulars, advising the school that it will have to share the buildings of another school.

All pupils at the school are to use the Maitsibulo Higher Primary School premises as from Wednesday next week, says the circular, which states that Tshabalala will be exclusively for the use of the two school's standard seven pupils over the next two years.

According to Mr M J Khoali, chairman of the school committee, this is going to cause confusion at the re-opening and there is sure to be an upheaval because, "everybody who is connected to the school: pupils, parents, and teachers, do not agree to the move. We have been at this school for the past 25 years. A resolution was adopted at a meeting that we are not moving for anybody."

Mr Khoali said two meetings were held between the school committee and the regional director of the Highveld region, Mr Scholtz, and the Germiston circuit inspector, last year. At these meetings the school committee made it clear that it was not prepared to lend their premises to anybody. He said they were also not prepared to amalgamate with Maitsibulo Higher Primary School and use the platoon system.

said:

"These people were asked to make their premises available for this year's standard sevens because there are more than 1 000, and we still have to start with the building of their school. The building will start in February and

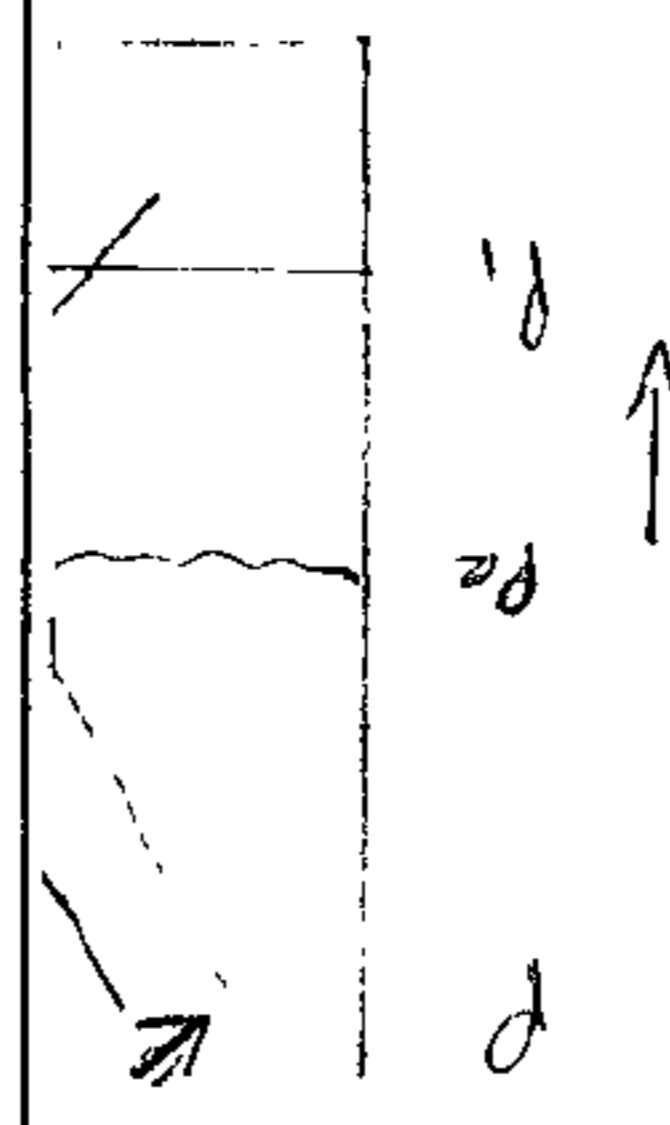
will be completed in the next 15 to 18 months. This is only a temporary arrangement and not permanent, but they are adamant they will not leave. We had asked the two schools to use the platoon system until the building was ready. Now we will have to wait and see. I would not like to

comment on what we will do if they persist in refusing."

"The Department is not going to alleviate the problem of accommodation in schools this way. The afternoon classes are not acceptable to us. We also do not know what they expect those children, who have to repeat standard three with us, to do, if we are told not to accept them next week. They tell us to move in order to make way for prospective standard seven pupils, how do they know how many students there will be?" he asked.

Mr Khoali said the DET told them that they would only return to their own school after two years.

The regional director of the Highveld region, Mr Scholtz, yesterday



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(51) ROM 71.1983

Eleven new schools for the Transvaal

Mail Reporter

ELEVEN new schools — six of them nursery schools — are to be opened this year in the Transvaal — and another four are to have new school buildings.

The following schools will open on January 12 for the new school year: Woodspruit Primary School in Nelspruit, Elarduspark Primary School in Pretoria East, Marlands Nursery School in Germiston

North, Tutela Nursery School in Pretoria North, Vanderbijlpark Hospital Nursery School, Breyten Nursery School in Ermelo and Standerfontein Hospital Nursery School.

During the course of the year another four schools in Vanderbijlpark, Duncanville, Vereeniging and Witbank will be opened. Schools in Benoni, Germiston, Witbank and the South Rand will get new buildings this year.

Black-education newspaper

S. Times
Business Times Reporter

THE Employment Bureau of Africa (Teba), a division of the Chamber of Mines, has launched a newspaper, Teba Topics, with the aim of promoting black education in KwaZulu.

The publication has the backing of several major business corporations (Barclays, Mobil, Lion Match, Elida Gibbs, Pep. Coke and the SA Sugar Association), which, by lending it advertising support, cover the printing costs of (at present) 45 000 issues.

Dennis Gordon emphasises that the cham-

ber is promoting the project purely in the interests of furthering black education. Teba Topics does not and will not contain any material relating to the mining industry.

Teba Topics is distributed free of charge (in English) on a quarterly basis to Std 5 children throughout KwaZulu.

In due course, Teba hopes to publish monthly and distribute to all South Africa's black homelands.

Teba is responsible for recruiting 500 000 mineworkers a year from all over Southern Africa.

School uproar over sharing

THE DEPARTMENT of Education and Training and the Tshabalala Higher Primary School Committee are to hold a meeting on Thursday to discuss the huge battle concerning accommodation looming at the school.

Chairman of the school committee Mr M J Khoali said the meeting was a sequel to one held at the weekend in an attempt to "cool the

situation". Mr Khoali said the weekend meeting resolved to call another because the regional director of schools, Mr D A Scholtz, was not available.

Trouble at the school started after a directive from DET advised the

school that it would have to share the building of another school's pupils.

All the pupils at the school are to use the Matsibulo Higher Primary School premises when lessons resume on Wednesday after the Christmas vacation.

Mr Khoali said during the weekend meeting the committee made it clear to the inspectorate that parents were not in favour of the decision.

However, the meeting resolved to call another meeting where the regional director would be present.

51 Sowetan 11/1/83

Registration: Yes

Founded:

Area of Operation: Transvaal

Officials: Secretary: D.J. Bredt

0001
Pretoria

Telephone: (012) 35934

Address: P.O. Box 890

Year	Membership				Total
	African	Asian	Coloured	White	
1980				300	\$ 300
1979				300	\$ 300
1978				350	\$ 350
1977				350	\$ 350
1976				350	\$ 350
1975				350	\$ 350
1974				..	\$..
1973				252	\$ 252
1972				264	\$ 264
1971				..	\$..
1970				..	\$..
				Total	\$..

Big rise in school figures

By RAYMOND HILL

IT was back to school for thousands of black pupils in the Cape today — and for thousands more it was their first experience of a classroom.

The Department of Education and Training expected an increase of between 4% and 5% in the enrolment of primary school pupils, and between 10% and 15% in the enrolment of secondary school pupils in the Port Elizabeth region, according to the circuit inspector, Mr D L Davel.

Last year there were a total of 32 000 pupils in the region.

Today, a quarter of a million black pupils were expected to turn up for classes at 1 030 primary schools, and 38 senior secondary schools in the Cape.

Mr Davel said 32 new teaching posts had been filled at primary schools in the Port Elizabeth region.

Some of the 12 vacancies for secondary school teachers had already been filled, he said.

Det faces problem of accommodation

School *Sowetan* squash

By MZIKAYISE EDOM

THE DEPARTMENT of Education and Training is faced with accommodation problems when the schools reopen today in the East Rand.

Mr D A Scholtz, Det's Highveld Regional Director, said yesterday that the department was expecting overcrowding at schools when they reopened. He said the department was working around the clock and making special arrangements to overcome the problem.

He said: "The department erected 240 new additional classrooms at existing higher primary schools and another 49 at secondary schools on the East Rand. We also built a few new schools but this has proved to be insufficient as more children will be moving

from higher primaries to secondary and high schools."

The department, he said, was planning to build more schools this year. The overcrowded school would have to resort to a "platoon" system to cope with the problem until such time that additional classrooms and new schools were built, Mr Scholtz said.

Tembisa, Katlehong, Vosloorus, Daveyton, Tsakane and Kwa-Thema are some of the townships expected to be faced with the problem of class accommodation.

51
12/1/83

Iscor gives ^{5/1/83} ^{Mercury} ⁽⁵¹⁾ ⁽²⁰⁾ helping hand

**African Affairs
Reporter**

THE congestion in schools in Madadeni township, Newcastle, had been reduced considerably following Iscor's agreement in allowing the community to use some of its hostels as schools. Mr S N Shabalala, the local circuit inspector, said yesterday.

He said the local school principals had protested that the schools could not accommodate the high number of pupils wanting to attend.

The joint school committees suggested that Iscor be approached because there were empty hostels.

Three members of the KwaZulu Legislative Assembly for the area. Dr F T Mdlalose, Mr P O Sikakane and Mr H Madonsela, made representations to the Isco management who agreed that the hostels could be used for school purposes.

The matter was then referred to Mr J E Ndlovu, KwaZulu's Secretary for Education, who inspected the buildings and found them suitable. He is also making arrangements to provide additional furniture.

Iscor was also renovating the hostels which consisted of five blocks and each block has been converted into 17 classrooms.

Newcastle

Star 24/11/83

Parents are set to defy DET directive

By Maud Motanyane

The Parents' Committee of the Tshabalala Community School in Katlehong has decided to defy a directive from the Department of Education and Training that their children should vacate the school from today.

The DET has asked the primary school pupils to leave the school to make room for Standard 8 pupils who cannot be accommodated in existing secondary schools in the area.

The director of the Highveld region, Mr. D.A. Scholtz, said his department had decided to "borrow" the primary school for 18 months while they built a secondary school for Standard 8 pupils.

DISTRIBUTE

"Because of overpopulation in Katlehong, with 18 000 houses and 21 000 shacks, accommodation problems in schools could not be avoided," he said.

The Tshabalala Primary School pupils, together with their teachers, will be distributed among five different schools while accommodation for the Standard 8 pupils is being found.

The school's parents' committee sees this as a ploy by the department to make Tshabalala a junior secondary school.

The chairman of the committee, Mr. M.J. Khoali, said he saw no reason why the DET had chosen Tshabalala school to solve its accommodation problems.

Ciskei to probe school book prices

^{27/1/82 D. Qishuto}
EAST LONDON — The Ciskei Director General of Education, Mr D. V. Tom, is to investigate the sale of stationery in Ciskei schools.

Mr Tom promised the inquiry after queries about the present system in which many schools arrange with booksellers to provide stationery in their schools.

In such cases the schools get a percentage of the gross sales.

A Daily Dispatch survey yesterday revealed that in some cases prices from the two major booksellers supplying books to schools in Mdantsane, for instance, were much higher than prices at the suppliers in East London.

Mr Tom said the general arrangement was that principals arranged with suppliers to deliver stationery to their schools on dates agreed on.

When books were delivered the cost of what the pupil took was deducted from the total amount paid in and in cases where there was a balance it was paid back to the pupil, Mr Tom said.

He was aware that in some cases schools got a certain percentage of the gross sales realised by the booksellers. Such money was normally added to the school fund.

A check in schools in Mdantsane yesterday revealed that some schools used the system referred to by Mr Tom while others issued lists of requirements to pupils to arrange with parents to buy them books where they liked.

It was found that prices in two suppliers in East London were much lower than those

of two booksellers supplying stationery in Ciskei.

The prices of the two booksellers ranged from 16 c to 18 cents for a 48-page exercise book, 25 to 28 cents for 80 pages, 52 to 68 cents for 128 pages, 78 to 92 cents for 192 pages and R1.51 to R1.81 for two-quire books.

Two suppliers who deal direct with the public in East London sell similar books at 13 cents for 48 pages, 19 cents for 80 pages, 49 cents for 128 pages, 58 cents for 192 pages and R1.19 for two-quire books.

One principal who

issues lists to pupils for parents to buy books, Mr Z. Mati, of Bulumko Higher Primary School, Mdantsane, said they had found many years ago that parents benefited from buying books from suppliers in East London.

"We agreed with parents that we issue pupils with lists," he said.

He was aware the two booksellers gave schools "about 7 per cent commission on gross sales" but he felt their prices were much higher and buying from them meant the parent had to pay more. — DDR

Moves to beat the logjam at black schools in PE

By SHIRLEY PRESSLY
CHILDREN who were refused admission at schools in Port Elizabeth's black townships because there was no room for them are being requested to put their names down on waiting lists at the schools they would have attended had there been place for them.

The chief executive officer of the Port Elizabeth Community Council, Mr Danie Bezuidenhout, said the executive committee of the council yesterday met the Cape regional director of the Department of Education and Training, Mr G W Merbold, to discuss the problem of children who had been turned away from schools because they were too full.

Mr Bezuidenhout said the Community Council did not have any statistics on how

many children had been turned away because of lack of accommodation.

But the shortage was at all educational levels ranging from lower primary

It was decided that all children who had been turned away should present themselves at the school where they had wanted to enrol to get their names on waiting lists.

These numbers would be forwarded to Cape Town with a request for more teachers and requests that the pupil-teacher ratio be increased where possible as a temporary measure.

Mr Bezuidenhout said Community Council employees would tour the townships with loudhailers appealing to parents to put their children's names down on waiting lists.

"Those who want to go back to school must please put their names on a waiting list so that we can ascertain how many pupils need accommodation," he said

Mr Merbold said in an interview that he could not give a figure yet of how many children had enrolled at Port Elizabeth schools.

He said last year 31 984 children enrolled at the two circuits in Port Elizabeth and the accommodation problem was mainly confined to Port Elizabeth. He had received no complaints of accommodation problems in country areas such as Grahamstown, King William's Town and Queenstown.

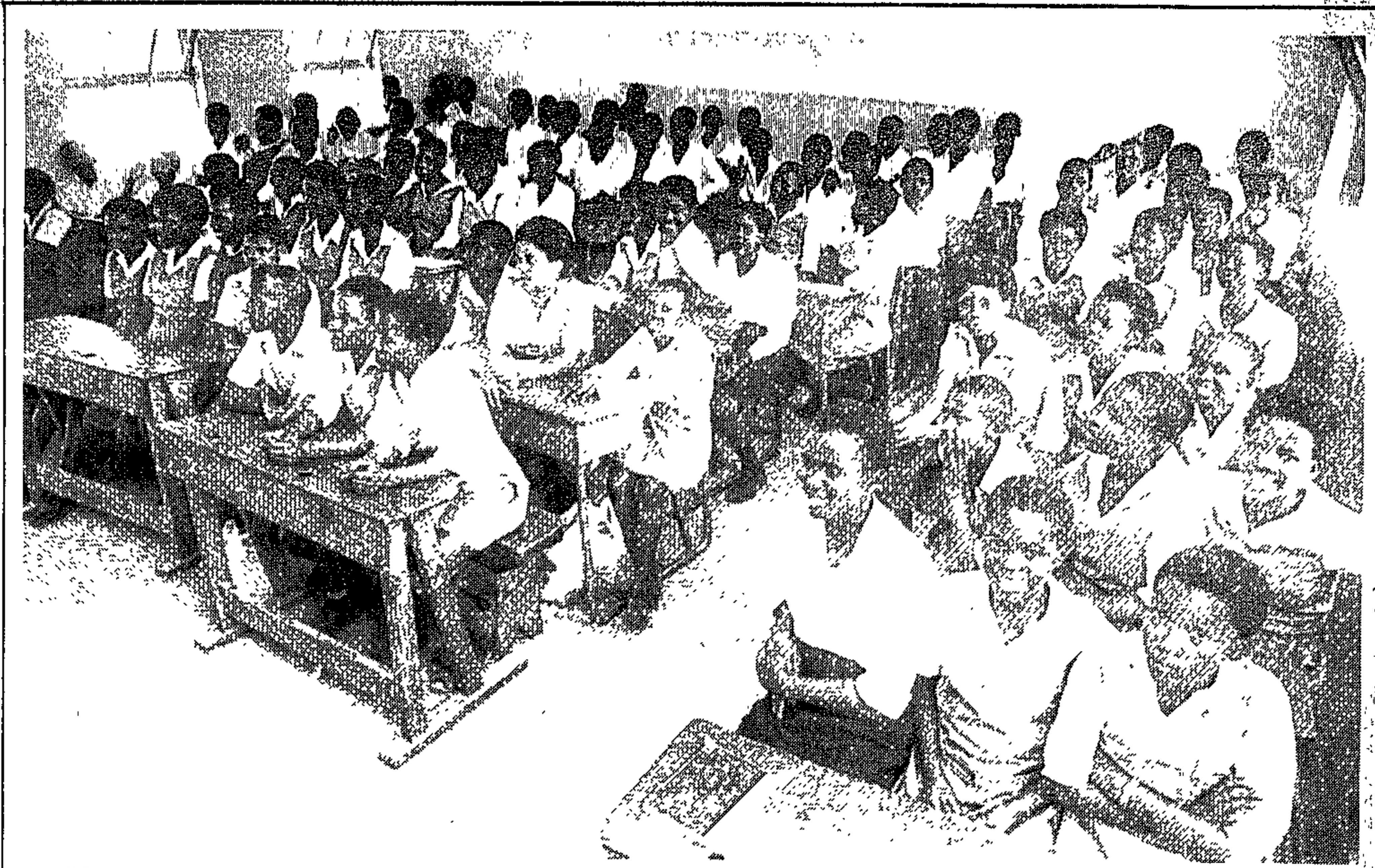
Claims had been made that thousands of children had been turned away in Port Elizabeth but he was

sure this was exaggerated. "We're trying our level best to get all these children into the classrooms and off the streets," said Mr Merbold.

Two school buildings were used for the platoon system whereby the same school building was used by two different schools with a different teaching staff in the morning and afternoon. This was only done in lower primary schools and could not work for higher primary schools with a longer schoolday.

The pupil-teacher ratio at secondary schools had decreased to 1:30 last year but would be increased to 1:40 this year.

The pupil teacher ratio at primary schools which was 1:40 and 1:45 last year would be increased to 1:50 this year.



It's not typical of every school in Mdantsane but this Form One class in Wongalethu High School has 90 pupils — some four to one desk.

Space problem in Ciskei schools

D. Dispatch . 2/2/83

EAST LONDON — A high demand for accommodation in Forms One and Four classes in Mdantsane schools had forced the Ciskei Department of Education to rule that such classes accommodate between 55 and 60 pupils each, the Director General for Education, Mr D. V. Tom, said.

Mr Tom added that following complaints that 259 pupils in Form 1 and

325 in Form Four had not been accommodated in Mdantsane schools he had gone there to sort the problem out.

"We have now upgraded two secondary schools — David Mama and Ulwazi — into senior secondary schools and they have taken their first group of Form Four pupils," he said.

A major problem had been that a high number

of pupils had graduated from primary school at the end of last year.

Mr Tom said that both David Mama and Ulwazi had had good results in junior certificate examinations in the past two years.

He hoped that there would be no further problems in Mdantsane and added that if the number of pupils still presented problems

they would open up one of the other schools that had been built but had not been allocated and use it until the end of the year.

"We are also trying to reduce numbers in rural areas where we are experiencing staffing problems because of limited facilities

"More teachers are now attracted to the urban areas where there are fewer problems of

accommodation and other facilities."

He said they were reducing numbers there to 40 a class in matric classes and to 50 in junior secondary school classes.

A visit to some schools in Mdantsane showed that the figure of between 50 and 60 was common but there was one Form One class with 90 pupils. — DDR

Handwritten mark

Ciskei plans to upgrade kindergartens

3/2/85
D. Dispatches
57

EAST LONDON — Ciskei had no teachers qualified to teach in nursery schools, the Director-General for Education, Mr D. V. Tom, said.

On realising this the department had sought the services of an East London teacher trained in nursery education in the United Kingdom to train 18 Ciskeian teachers — two from each of the nine circuits — in a special one-year course to be conducted in Mdantsane this year.

Mr Tom said all teachers selected for the course had at least five years' teaching experience and had been specially selected for their interest in kindergarten education.

He said they would be accommodated at the Hlaziya-in-service Training Centre but would attend classes in

theory and practice at the W. B. Rubusana Training College and the Mdantsane nursery school.

"This is the start of our plan to upgrade nursery schools throughout Ciskei," Mr Tom said.

The absence of any qualified Ciskeian teachers had meant that a new principal from an East London nursery school had been appointed to take over the principalship of the Mdantsane nursery school following the retirement of Mrs R. Zanie who was head of the school for many years.

Mr Tom said they had investigated the staffing of the Mdantsane nursery school and found that all teachers had no teaching qualifications, let alone not qualifying as nursery school teachers. — DDR

E. Post 3/2/83

Director's statement on platoon system questioned

By JIMMY MATYU

THE Domestic Workers Association of South Africa (Dwasa) claimed today that the regional director of the Department of Education and Training, Mr G W Merbold, was incorrect when he said this week that the platoon system in black schools only existed in lower primary schools.

Mrs Pat Maqina, secretary for Dwasa, added that nevertheless "we welcome the move by Mr Merbold to send details of the number of children turned away to Cape Town with a request for more teachers".

In a statement from Dwasa, Mrs Maqina said the association wished to make it quite clear to the

regional director that his statement on Tuesday that the platoon system was applied only in lower primary schools was incorrect.

Mr Merbold was quoted as saying the system could not work for higher primary schools because those children had a longer schoolday.

Mrs Maqina said: "Mothers from the Zwide area with children in higher primary schools have complained to us that because of the platoon system they were forced to give up their jobs through having to see that their children attended school in the afternoon and did not play truant."

She said on investigation

the association discovered that most higher primary schools in Zwide had this platoon system.

Mrs Maqina said: "The association and the Zwide mothers are appealing to the department to do away with this system in the higher primary schools in their area as it encourages truancy."

Farm school given a new home

Weekend Post Reporter

51 E. Post

5/2/83

THERE were shouts of joy today when pupils of the St Albans Farm School moved into their new school building, erected this week.

The school was built as part of the social action programme undertaken by General Motors in Port Elizabeth.

Exactly a year ago, to the day, the motor company decided to offer a helping hand to the school principal and pupils of the farm school at St Albans, about 20 kilometres outside Port Elizabeth.

General Motors managing director Mr Lou Wilking handed the keys of the new school to the principal, Miss Regina Sili, at the official opening on the farm of Mr Craig Mennie.

Miss Sili said that when she joined the school eight years ago it was "just a mud-walled building in which we at times had to contend with snakes slithering through the floorboards".

"Last year General Motors offered to assist in building a new school and now there it stands — we even have new toilets. We don't have to worry about snakes or a leaking roof anymore," Miss Sili said.

Mr Pieter Herbst, the motor company's manager of training and development, headed the social action programme. He said that apart from General Motors' involvement, various companies in Port Elizabeth and East London donated material for the school.

"Everybody helped to build the school — pupils included. We plan to build two more classrooms — there are already some 180 pupils — and assist with the layout of a rugby field and the relocation of the netball field.

He said the General Motors social action programme, aimed at the upliftment of living standards in the local community, is involved in 21 similar ventures involving 10 000 schoolchildren.



A happy moment for the St Albans Farm School at the official opening this week. From the left, Mr CRAIG MENNIE, owner of the farm; Mr LOU WILKING, General Motors managing director; Miss REGINA SILI, the school's principal; and Mr PIETER HERBST, manager of training and development at GM.



Growth in farm school education

51
11/2/83 D. Dispatch

EAST LONDON — Farm school education within a radius of 100 km from East London has grown from three pupils and one teacher in one class in 1967 to 3 500 pupils, 44 fully qualified teachers and 50 classrooms this year.

According to the co-ordinator of farm schools in the area, Mr J. H. Deaval, of Emmanuel Mission, the needs of the schools are growing everyday and even with the valued co-operation of the Department of Education and Training and the farming fraternity in the area, growth is outstripping provisions by a good margin.

"We control 16 farm schools in the area and 15 are up to Standard Five with one up to Standard Six," Mr Deaval said.

"We are now trying to get Standard Six status for two but of the others one has ten pupils in Standard Five although we have not received approval for the class."

All schools were accommodated in buildings built by Emmanuel Mission.

The first school was started at Thoboshana, near Macleantown in 1967 with three children and one teacher with hardly any qualifications, Mr Deaval recalled.

"At this time we are not encouraging growth because while we can cope in the classrooms we need to consolidate on what we have."

The other problem was that it was hard to find administrative staff to process the work of the schools.

"We do Christian work for which we have to pay and at the salaries we pay we cannot hope to

attract good staff for administration.

Teachers are paid by the Department of Education and Training and apart from the fact that some teachers have to teach pupils in three classes in one room, there are no serious problems there.

"What is a serious problem at present is the shortage of water throughout the area and we have to buy it from the Divisional Council.

"Were it not for the co-operation we get from farmers — in most instances the farmer's wife is on the schools committee — we would be worse off."

Organisers of the schools made provision for those children wishing to go beyond Standard Six.

"Five of our pupils have just been admitted to Thubulethu Secondary School, Fort Beaufort and we were able to organise scholarships for them."

Mr Deaval said Christian teaching was emphasised in the schools and an evangelist called on the schools regularly.

There had been a move away from the days when farm school children wore different clothes at schools.

"We have now organised uniforms for the schools and things are looking different."

Mr Deaval agreed the pupil-teacher-ratio was high — there were instances where one teacher was responsible for up to 90 pupils in four classes — but added that in a situation where one had schools spread over a wide area, with limited numbers this was inevitable. — DDR

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

	Internal	External
(1)	(2)	(3)
①	14 1/2	
⑨	13 1/2	
⑧	9	
⑥	10	
⑦	10 1/2	
	57 1/2	
Examiners' Initials		

All answer books

Number of
Number of

Surname.....

First Name(s)

Date.....

Degree/Diploma you are registered for

Subject.....
(to be copied)

Paper No.....
(to be copied)

NOTE CARE

1. Enter at the top of the first question.
2. Blue or answers are acceptable. Re-underline which page.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

Books, notes, pieces of paper or other materials may be brought into the examination room if candidates are so instructed.

Candidates are not to communicate with other candidates or with any person except the invigilator.

The top of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Wind wrecks classes

(51)

14/2/83
Natal

Mercury Reporter

SCHOOLCHILDREN at the Mtwazi Memorial Farm School at Mukze, looking forward to less cramped conditions on the completion of two new classrooms have had their hopes blown away.

A storm last week destroyed the new classroom walls and now the school manager, Mr L P Marrengane, is appealing for R2 000 so that building can start again.

All that was needed to complete the classrooms, before the storm broke, was the roof.

For Mr Marrengane, funds have always been a problem in financing the completion of the building. Now with the elements apparently against him his problems have increased.

*from summary
done with the
no to be rep 21*

Dispatch 14/7/23
Plans for
teachers

EAST LONDON — The Ciskei Education Department had revised its initial plans for the training of nursery school teachers, the Director-General of Education, Mr D. V. Tom, said.

Mr Tom said initial plans had been that 18 teachers would be trained in Mdantsane this year. This had been changed to 30 but teachers selected for the diploma in pre-school teaching for which a special lecturer had been appointed, would still be drawn from all nine circuits.

He said the 30 teachers would be accommodated at Hlaziya in-service training centre and would attend lectures at Rubusana Training College.

The two teachers appointed to help upgrade nursery school teaching — there is not one qualified nursery school teacher in Ciskei — were now working on the syllabuses and equipment for the training of the teachers and the running of the Mdantsane nursery school which would be used for practicals by the 30 teachers, Mr Tom said. — DDR

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... there
... coloured
... mans...

ORDS

**DAILY
SPECIALS
ON LATEST
HITS**

... this old township
of the 1930s will have to
make way for a white
residential project

Wraha's director of
public affairs, Mr Alex
Rabie said as soon as
the R11-million was
available Munsteville
would definitely "go".
He said the Krugersdorp
Town Council had asked
for the land in Munsteville
for them to develop
into a white residential
area

Munsteville is already

removal to Kagiso.
An application has
been made to the De-
partment of Community
Development and the
Department of Co-oper-
ation and Development
to raise the R11-million.

There are 500 houses
undergoing construction
in Kagiso and Mr Rabie
said the houses were in-
tended for the waiting
list in the area. The 500
houses are half of the
1 000 units intended for
construction in the area

Sapa
~~50~~ (51) Sapa

THE SITUATION at the
East Rand "trouble"
school, at which classes
have been disrupted for
the past four weeks, is
now back to normal —
at least for the present

About 700 Tshabalala
Higher Primary School
pupils and their teachers
who were divided
among three schools in
the township to make
way for Standard Seven
pupils, have now re-
turned to their school

Meanwhile, the stan-
dard seven pupils who
were to occupy the
Tshabalala school until
their school was built by
the department some
time during the course
of the year, have now
been temporarily ac-
commodated at the
Maitsoulo Higher Pri-
mary School until their
new school is ready for
occupation 16/2/83

THE FEUD between the
Lesley and KwaThema
taxi associations over
the use of the taxi rank
near Springs Railway
Station, which resulted
in the serious injury of
three men, has been
partially solved

It has been decided
that the Lesley taxi op-
erators can resume their
services at the Springs
Railway Station taxi
rank and that all the par-
ties should hold further
talks with senior officials
of the Road and Trans-
portation Board in the
near future in the hope
of bringing about peace
between the warring taxi
associations.

prohibiting his return to
the country. — Own
Correspondent

THE SOUTH African
Police had a staff short-
age of 5 229 whites and
1 645 non-whites be-
tween July 1981 and
June 1982, according to
the commissioner's an-
nual report, tabled in the
Assembly yesterday

"The authorised es-
tablishment of the SAP
is 23 531 white and
20 469 non-white posts,
after being enlarged by
227 and 247 posts re-
spectively, during the
year under review

"At the end of the
year the actual numeri-
cal strength of the force
was 18 302 white and
18 824 non-white mem-
bers. — Sapa

MBABANE — The Swa-
ziland Cabinet was re-
ported to be meeting in
Mbabane yesterday as
confusion veiled political
developments in the tiny
kingdom and conflicting
reports emerged about
the scheduled parlia-
mentary sitting.

One report in a
Johannesburg morning
newspaper said parlia-
ment, due to have con-
vened on Monday, had
been suspended, but
government sources
later reported the open-
ing had merely been
postponed — calling it
"a routine matter"

Reports of a planned
coup being foiled and of
a police cordon being
thrown around Mba-
bane have also been
denied — Sapa.

3 MINISTRIES PRESENTS RICHARD ROBERTS HEALING CRUSADE

ELDORADO PARK

Faith Temple Main Rd. THURS. 17 FEB 7-30 PM

SOWETO

Jabulani Stadium

SAT. 19 FEB 3-30 PM / SUN. 20 FEB 2-30 PM

ADMISSION FREE

been proclaimed in the Witbank municipal area; if so, when;

- (2) whether (a) his Department and (b) any other bodies provided any facilities and services in this group area during the past five years; if so,
- (3) (a) which other bodies were involved and (b) what amounts were spent by (i) his Department and (ii) such other bodies on (aa) housing, (bb) services, (cc) schools and (dd) shopping facilities?

The MINISTER OF COMMUNITY DEVELOPMENT:

- (1) Yes, two group areas for Indians were proclaimed at Witbank during 1977.
- (2) (a) and (b) The land within the two areas was acquired but it was later found that planning and development could not be undertaken due to undermining and other problems.

- (3) (a) No other bodies were involved.

(b) No funds have to date been spent on housing, services etc., due to the fact that the existing areas could not be developed. Alternative areas are at present being investigated.

Handwritten: 25. Mr. J. H. VAN DER MERWE asked the Minister of Defence:†

- (1) Whether any persons other than employees of his Department and those concerned with youth organizations and the rendering of assistance during emergencies are allowed to make use of military transport; if so, (a) what persons and (b) for what purposes;

- (2) whether any such persons made use of military transport in 1981 and 1982; if so, (a) who are they, (b) for what purposes, (c)(i) on how many

occasions and (ii) what was the nature of these occasions and (d) what was the cost in respect of each such use;

- (3) whether he will make a statement regarding the policy of the South African Defence Force in this connection.

The MINISTER OF DEFENCE:

- (1) Yes.

(a) and (b) A large variety of civilians and members of other forces are transported daily for various reasons in S.A. Defence Force aircraft, vessels and vehicles, e.g.—

(i) Members of other state departments and institutions for official purposes.

(ii) Performing artists for the entertainment of troops at Defence Force bases in the R.S.A. and the operational area.

(iii) Contractors to the S.A. Defence Force and their employees who have to perform duties in outlying places.

(iv) Parliamentary, press and civilian visiting groups to Defence Force bases, units and areas in the R.S.A. and the operational areas.

(v) The State President and Ministers in terms of Cabinet instructions.

(vi) Members of the families of civil servants performing Parliamentary duty in Cape Town or employed in operational areas served by regular Air Force flights.

(vii) Military veterans to attend their congresses.

(viii) Foreign guests of the S.A. Defence Force.

(ix) People on emergency and mercy missions.

- (2) Yes.

(a), (b) and (c) the details are not readily available as no central register is kept of civilians and members of other forces who make use of military transport and flight manifests are only retained for a short while.

(3) The S.A. Defence Force policy is based on Cabinet and Treasury instructions which are based on the following principles:

(a) The transport of such persons should be in the public interest.

(b) The needs and commitments of the S.A. Defence Force should not be jeopardized.

(c) Scheduled transport should be used as far as possible except where instructions stipulate the use of a specified type of transport for specific persons or groups of persons.

(d) As far as possible said transport should not be in competition with the private sector.

(e) Costs should be kept at a minimum by making use of the most economic means of transport to perform the task.

Handwritten: 58. Mr. R. W. HARDINGHAM asked the Minister of Environment Affairs and Fisheries:

- (1) Whether any (a) persons and (b) companies were prosecuted for exceeding their crayfish quotas during the latest specified period of twelve months for which figures are available;

if so, (i) how many, and (ii) in what areas, in each case.

- (2) whether any convictions were obtained against such persons and companies; if so, (a) how many, and (b) what were the sentences imposed, in each case?

The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

- (1) (a) No.

(b) No.

(i) and (ii) Fall away.

- (2) Falls away.

Handwritten: 61. Mr. E. K. MOORCROFT asked the Minister of Community Development:

- (1) How much money was spent in (a) Grahamstown on the provision of housing for the Coloured community in 1981 and 1982, respectively, and (b) the Coloured township of Grahamstown on the provision of improved school facilities in each such year;

- (2) whether a start has been made with the building of a new school in such township; if not, why not?

The MINISTER OF COMMUNITY DEVELOPMENT:

- | | | | |
|-----|-----|--------|----------|
| (1) | (a) | 1981 | 1982 |
| | (a) | R1 924 | R226 507 |

(b) nil

- (2) No, because priorities for the provision of school facilities are determined by the Department of Internal Affairs, and no provision has as yet been made for the erection of a new school.

Parents, inspectors in deadlock

School waits to hear fate

(P) Sowetan 17/2/83
THE Tshabalala Community School Committee has not yet been officially notified that the Department of Education and Training has abandoned its plans to accommodate standard seven pupils, according to the school chairman, Mr M J Khoali.

As a result, the school committee at its meeting held on Tuesday night decided to adopt "a wait-and-see attitude", Mr Khoali said.

"We only read from the newspapers that DET has abandoned its plans to accommodate 1 200 standard seven pupils at our school. We haven't been informed and the inspectors have not kept their promise to communicate with my

**By GOBA
NDLHOVU**

committee," he said.

At a meeting last week with the circuit inspector for Germiston, Mr D Theron, and the school inspector Mr W K Mbambela, no agreement was reached on the number of classrooms that were to be allocated to the standard seven pupils. The inspectorate wanted 11 classrooms while the

parents were prepared to release only three.

The meeting ended in a deadlock between parents and inspectorate.

According to Mr Khoali at a parents meeting last Sunday, it was learnt for the first time that children who had been accommodated at various schools in Katlehong, had been told to return to Tshabalala Community School on Monday. He said some parents had also told the meeting that the 11 teachers who had since been posted to various schools, were also to return to Tshabalala.

The MINISTER OF INDUSTRIES,
COMMERCE AND TOURISM:

- (a) 133 600 metric ton.
- (b) 81 000 metric ton.

The above-mentioned figures are estimates since figures for 1982 are not yet available.

For written reply:

Handwritten: ~~51~~ *51* *Handwritten:* *Handwritten* *Q. 61. 199-200*
Indians in Witbank *18/2/83*

8. Mr. G. B. D. McINTOSH asked the Minister of Internal Affairs:

- (a) How many Indian persons reside in the Witbank municipal area and (b) what schooling facilities have been provided for them?

The MINISTER OF INTERNAL AFFAIRS:



(a) According to the Town Clerk, Witbank, approximately 1 350.

(b) A six-classroom primary school.

(51) ~~52~~ Howard Q. 61. 197
Black children: admission to schools
18/2/83

*27. Mr. A. SAVAGE asked the Minister of Education and Training:

Whether his Department has conducted a census to establish the number of Black children who are unable to gain admission to schools; if so, what was the result of such census?

†The MINISTER OF EDUCATION AND TRAINING:

No.

Fate of 5 schools in the balance

51
DWH
19/2/83

Mall Reporter

THE fate of five nursery schools hangs in the balance as directors of the Department of National Education juggle with contingency plans for their future.

The department disclosed this week that the Witwatersrand Training College for Nursery School Teachers, to which the schools are attached, would be permanently closed by 1985.

Mr F R Schmidt, director of Post Schools in the department of National Education, said yesterday he was unable to tell parents what would become of the schools because "I don't know yet".

The schools are the Blue School for hard of hearing children; the Afrikaans-medium Orange School and the English-medium Green, Brown and Yellow Schools.

On Wednesday the college council held a meeting to discuss the closure of the college and the future of the schools.

The chairman of the college council, Major D J Opperman, said they had discussed the schools "at length". He would not comment on details but said the problem would be sorted out.

A spokesman for the college said that parents should continue applying to enrol their children, but suggested that they also apply elsewhere, in case their nursery schools were closed.

She said authorities at the school believed negotiations between the department and the Transvaal Education Department (TED) to transfer responsibility for the college and its schools were taking place.

If the schools were taken over by the TED, they would be run by qualified teachers instead of students.

Mr Schmidt said in the 1970s the DNE issued a directive which authorised universities to take over the training of all teachers.

The DNE had tried to have the college transferred to provincial authorities by seeking a Transvaal university to affiliate itself to the college, "but we were unable to find an interested party".

'No place for yes-men'

Sunday Times 26/2/83 304A

By BOETI ESHAK

YES-MEN were not needed in South Africa, the Prime Minister, Mr PW Botha, said in Piet Retief yesterday.

Mr Botha was officially opening the Piet Retief Indian Primary School in Kempville, the town's Indian township.

It was the first time that a Prime Minister had opened an Indian school.

Referring to the proposed constitutional developments, Mr Botha paid tribute to the people who were co-operating with the Government.

"By co-operation they do not necessarily tell the Government 'we agree,'" he said.

"They are not yes-men and we do not want yes-men in South Africa.

"We need people who are prepared to serve as a team and in the interests of South Africa as a whole.

"Only by discussing matters, by arguing with each other and through the exchange of ideas, can we pre-

pare for the future."

South Africa, he said, was essentially a country of minorities and could follow either of two paths.

"First, we can meet each other in a general spirit of discussion, to come to terms with each other, to understand each other and to have respect for each other's culture, religion and way of life.

"That way will lead to success, stability and a future for our children.

"The other is the way of

confrontation, the way of distrust, the way to say that you are not prepared to co-operate with the other minority groups in this country.

"We are all minority groups in this country — white, brown, Indian and black.

"If we follow the road to confrontation, distrust and suspicion, then we can prepare for the end of this country."

Mr Botha said South Africa was a middle-rank country and not a superpower, in line with the United States or Russia, who dominated the scene.

Parents' body seeks transfer of principal

By Yussuf Nazeer

A parents' education committee has handed a petition to three State bodies calling on them to have the headmaster of an Indian school removed from his post.

The education committee, headed by Dr A H Jeena, Dr A H Varachia, Mr E Varachia, Mr F Dindar, Mr S Bhayat and Mr R Limbada, has sent grievance letters, memorandums and a petition over the past months to the director, and the chief inspector of Indian education as well as to the South African Indian Council.

They are calling for the transfer of headmaster Mr Ibrahim Dasoo from the Azaadville Primary School, near Roodepoort-Krugersdorp.

COMPLAINTS

Since early last year, the education committee has built up a list of complaints against the headmaster. They accuse him of adopting "a tough, high-handed and arrogant attitude" towards his staff, pupils and parents.

A member of the SAIC, Mr I C Dasoo, in whose constituency the Azaadville school falls, called a meeting last April with the education committee in a bid to resolve the conflict between the headmaster — who coincidentally happens to be the brother of the SAIC member — and the education committee.

The meeting was not successful.

SIGNATURES

A month later the education committee resigned en bloc. They followed up their move with a protest petition containing 850 signatures from parents and residents calling for the immediate transfer of the headmaster.

Dr Jeena said that the committee's actions were motivated and mandated by the parents and residents of Azaadville who endorsed the petition's grievances.

No KWT^(S) school open to six Indian children^{E. Post 22/2/83}

Post Correspondent

CAPE TOWN — Six Indian primary school children living in King William's Town are not allowed admission to any school there — even after pleas involving the Cape Provincial Administration and various Government departments.

The town's New Republic Party MPC, Mr Ray Radue, told the Provincial Council yesterday the Government "will have to implement reform and accept local decisions in the interest of racial harmony".

The century-old Indian community in the town had about 60 children, 16 of whom attended the over-

crowded "coloured" school at Schornville.

Children in higher grades were scattered at schools throughout the country.

Six primary school children had attended the Catholic Hillcrescent School until it closed at the end of 1982.

Although the province's Kaffrarian Girls' High School had been prepared to accept these children it could not do so "until such time as Government policy may have changed", Mr Radue said.

An appeal had been made to the Minister of National Education, Dr Gerrit Viljoen, who consulted the Minister of Internal Affairs, Mr F W de

Klerk, who controls Indian education.

Dr Viljoen replied he was "unable to reverse the decision of the Cape Education Department", adding the Indian community's education needs in King William's Town were receiving attention but Mr De Klerk was "experiencing practical problems".

Mr Radue commented: "It is not the Minister who is experiencing practical problems — it is the Indian pupils and their parents".

To have their six children educated the parents had to travel the 120 kilometres daily to and from East London, where the children attended St Anne's.

Headmaster challenges transfer plea

Staw
22/2/83
51

By Yussuf Nazeer

A headmaster is challenging a petition calling for his transfer from the Azaadville Primary School, near Krugersdorp. The petition was drawn up by an education committee.

A counter-petition sent to the headmaster, Mr Ibrahim Dasoo, the Director of Indian Education, the chief inspector of Indian schools and a member of the South African Indian Council, rejects claims in the education committee's petition.

The counter-petition, signed by parents, claimed they had been misled and coerced into signing the petition drawn up by the education committee, led by Dr A H Jeena.

Several parents told the director and the chief inspector that they were retracting their signatures from the education committee's petition.

They said they were not against the headmaster.

According to the minutes of a meeting last year in which the SAIC instituted an investigation to "remove the headmaster forthwith if guilty of discrepancies", there was no record of complaints against Mr Dasoo. Four education committee members had spoken in favour of the principal.

Mr Dasoo rejected Dr Jeena's claims that the committee was acting on a mandate from parents. Dr Dasoo said: "Dr Jeena is orchestrating a personal vendetta against me." This was denied by Dr Jeena.

Reef companies can help black education

By Moira Levy
Black education on the East Rand, particularly in the townships of Katsheh, Vosloorus and Tokoza, will get a boost tomorrow with the official launching of the East Rand TEACH/READ Adopt-a-school scheme.

The regional director for the Department of Education and Training, Mr D A Scholtz, has welcomed the role the Adopt-a-school programme has played in promoting the contribution of local business to black education in the area.

"A tremendous amount

can be done. We need the local businesses and we are grateful for what they have done," Mr Scholtz said.

"We hope that, with the help of the Adopt-a-school programme, we will establish an on-going relationship with local firms and we will try to help them to get the best dividends on their investments."

Mr Scholtz said he expected increased support from firms in Wadeville/Alberton/Boksburg which recruited their labour from the surrounding townships.

Smaller firms could

Adopt-a-School moves eastward

The TEACH/READ Adopt-a-School programme is steadily growing. Less than six months since its inception the scheme has reached the East Rand.

The East Rand Adopt-a-School project will be launched tomorrow (Thursday) at a cocktail party to be attended by members of the local business community.

Mr Roger Crawford, a senior executive at Ethnor laboratories who has been closely involved with the Adopt-a-School scheme, will address the gathering.

The Adopt-a-School programme is a logical extension of The Star's TEACH fund, which is confined to providing school premises and buildings.

"We now perceive that the focus should be on elevating the quality of life at school," Mr Jolyon Nuttall, manager of The Star and chairman of TEACH, said at last year's launch of the Adopt-a-School scheme.

The East Rand project aims to improve the quality of education at schools in the Wadeville/Alberton/Alrode area.

The launching will be attended by members of the READ and TEACH committees, as well as the Regional Director for Education, Mr A D Scholtz, and 10 of his inspectors.

It will be held at 5 pm at the offices of Ingersoll Rand, Jurie Street, Alrode.

Anyone interested in attending, or wanting more information about the Adopt-a-School programme, should phone the director of the scheme, Mrs Cynthia Hugo, at 648-2508.



combine to adopt a school, Mr Scholtz suggested.

Already private enterprise has financed improvements to school facilities — security fences have been erected, roofs repaired, floors laid, and electricity installed.

Gillette SA has built four classrooms at a school in kwaThema — classroom overcrowding is particularly acute in these areas — and 3M has provided overhead projectors, fencing and video sets at Thembisa High School.

"Our main problem is that there are many firms interested in contributing to schools but this needs to be properly controlled. Often they find they can't see how their money is used — they see no results," Mr Scholtz said.

"That is where the Adopt-a-school programme comes in.

"When a firm adopts a school we arrange a meeting with the school committee, representatives from the circuit office and the technical section of the regional office."

Squatters use school as hideout

24/1/83
51
Sowetan
23/2/83

TEACHERS at an Alexandra primary school are up in arms against two homeless families who have taken refuge in two of the school's classrooms.

Teachers at Golden Lower Primary, where the families stay, said they always found the classrooms in a mess every morning, with blankets and clothing strewn about on the floor.

CLOTHING

A team from The SOWETAN visited the school yesterday and found heaps of clothing and blankets packed outside the classrooms. According to one teacher, the families only came to the school at night and "disappeared" early in the morning.

"Efforts to lock the classrooms after lessons

have been futile. Each time we lock them, we find doors and windows damaged. Sometimes we find desks and tables in a mess. We have reported this to the local West Rand Administration Board but nothing has been done," one teacher said.

RESIDENT

One resident, who stays near the school, told The SOWETAN that the families moved into the school two years ago.

"They only come at night and leave early in the morning before the pupils and teachers arrive," he said.



SHOES: A pupil shows some of the clothes at the school.

51 Rural areas: pupils
Hammond 0.601.289
24/2/83 - 290

105. Mr. P. R. C. ROGERS asked the Minister of Education and Training:

How many Black Standard 5 pupils are there in each of the rural areas of (a) each province and (b) each departmental region who require (i) secondary education and (ii) hostel accommodation?

The MINISTER OF EDUCATION AND TRAINING:

(a) and (b) The Department does not keep statistics according to rural areas or provinces. Approximately 75% of all Standard 5 pupils in Departmental schools find their way to secondary schools under the control of the Department. The number of pupils from Departmental primary schools

who go to the national states for secondary education, is not known. The requested information in respect of required hostel accommodation is not readily available.

Education: stopping the gaps

White, Indian and army teachers have stepped into Transvaal's coloured education crisis to be the stop-gaps in a disintegrating system.

"Without them we would really be in trouble," the Chief Inspector of Coloured Education, Mr A Feldman said.

The chronic shortage of coloured teachers had led to the recruitment of more than 120 white teachers; about 13 servicemen training at the Witwatersrand Command; and about 10 Indian teachers.

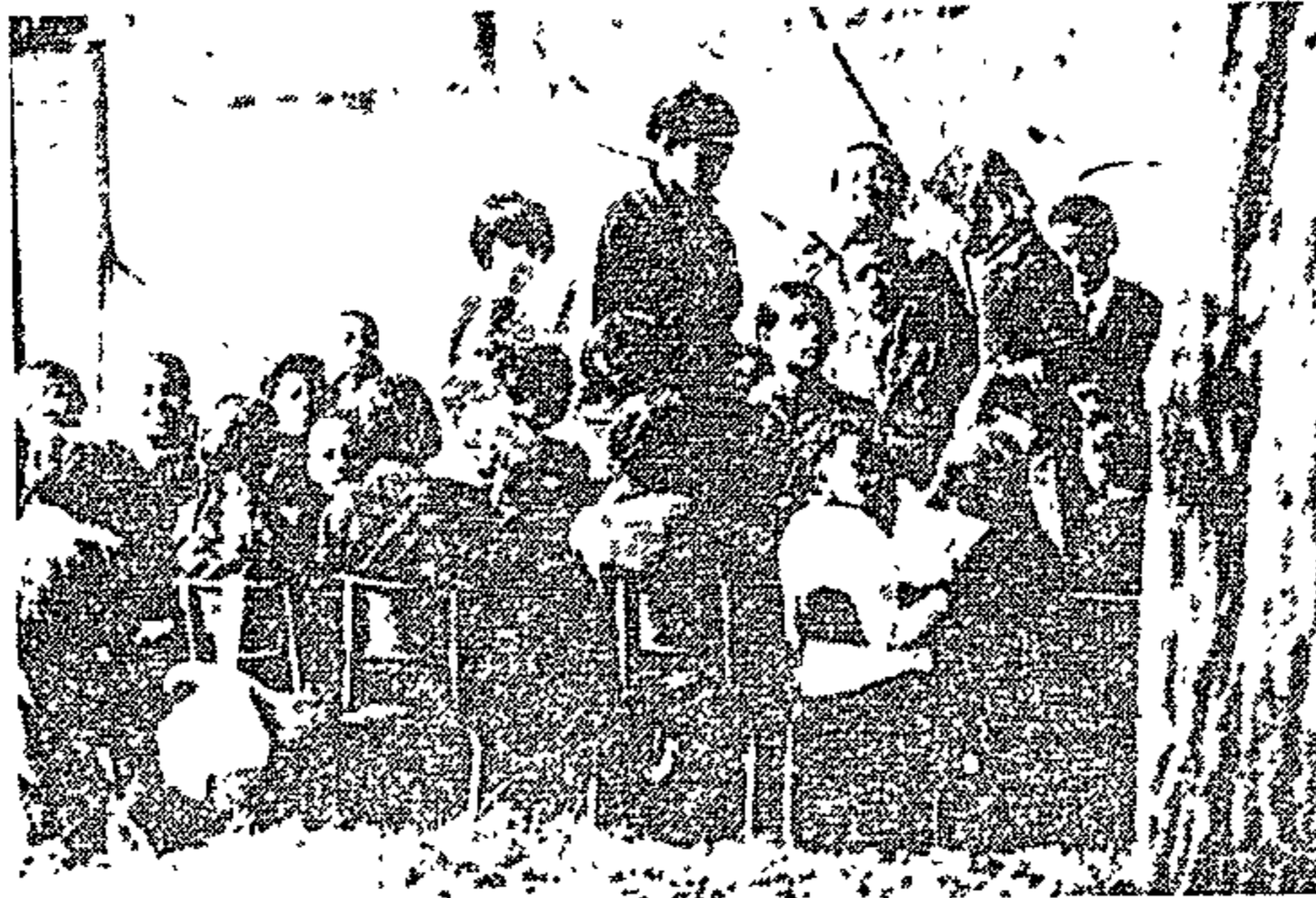
Even so, some senior secondary schools were still short of up to seven teachers in science and languages. At the start of 1983, Chris Jan Botha High principal Mr R Feldman was still scrabbling to find 11 teachers, at Willow Crescent, the principal Mr E H Noble faced a 16 teacher shortage. He managed to fill only nine of the vacancies.

The latest measure to help matric students get professional tuition is a teacher-sharing scheme. The only drawback being that teachers "on loan" can only give lessons at other schools after hours.

A parent said: "It is better than no lessons at all and almost certain failure in those subjects."

The majority of coloured high school teachers are either unqualified or underqualified for the positions they hold. At least 66,6 percent still earn between R280 and R340 a month despite the introduction of parity down to the B category (matric plus two years teacher training) and the new salary deal of 1981.

51 (32) Star
25/2/83
Coloured education in the Transvaal has been steadily deteriorating over the past three to five years with a worsening teacher crisis and plummeting matric pass rates. Emergency measures are all that is staving off collapse reports
Carolyn Dempster.



Learning under the trees... special measures have to be taken to prevent coloured schooling from collapsing completely.

Some principals regard the situation as "catastrophic". One Johannesburg head said: "I may be fully staffed but I lack expertise in my staff because about half are under-qualified. Those are teachers who have to cope with classes of 60 or more when they are ill-equipped to cope with half that number."

"Then there is the dilemma all senior school principals face — how to distribute the teachers. Everything is geared towards passing matric, so naturally the Standard 10 students have priority. The Standard 6's and 7's are left with the less qualified teachers."

The teacher loss situation has reached crisis proportions in the Transvaal because of the options commerce and industry offer. Teachers can command three or four times their salary in commerce.

In 1980 the shortage of teachers was ascribed to that exodus but now there is simply none around.

The student boycotts of 1980 and upheavals during 1981 coupled with the shortage crisis have taken their cumulative toll on the education system. The results are apparent. In 1981 the matric pass rate

dropped to an alarming 56 percent and last year it was scarcely better at 67 percent.

A Catch 22 situation has developed to add to the headache. The steady growth of the school population and increase in primary school enrolment, brings the demand for extra accommodation and more schools — but there are not the teachers to staff them.

The result of this was seen at the start of 1982 when Eden Park School in Alberton opened without any teachers and was forced to rely on temporary help from army servicemen.

Mr Feldman with Transvaal Association of Teachers president Mr Stan Jacobs agree this year is better than 1982. The irony being it is almost certainly the recession that is keeping teachers in their posts and driving school-leavers into the profession.

Against a backdrop of such problems, the average teacher also has to cope with the bureaucracy of the Department of Coloured Education, frequent late payment of salaries and is all too often caught between the demands of politically conscious pupils and the demands of the Government.

This was shown in 1981 when a number of teachers who sympathised with pupil boycotters later lost their jobs. Some have never been re-employed.

A large majority of parents, pupils and teachers feel that at the heart of the crisis lies the political inadequacies and inferiorities of a separate education system. Until that is changed the crisis is almost certain to continue.

Call for school inquiry

(51) C. Herald
26/2/83

THE school committee of Surrey Primary School has asked for an official inquiry into the alleged mismanagement of the school's affairs by the principal, Mr B A Dietrich.

The seven-member committee of parents sent a letter to the Department of Internal Affairs (Coloured Education) three weeks ago and said this week that they had not yet received a reply.

"If we don't get a reply by the end of this month, we will be forced to take further steps," members of the committee said.

In their letter, copies of which were sent to the Wynberg and Cape Town offices of the Department, the committee said that at times their efforts to work with the principal had led to humiliation.

LEGAL ADVICE

They said they had sought legal advice on their complaints which are:

- The present state of the school's finances. The committee said they had received no financial statement for the year up to March 1982.

"We have been kept in the dark, and the principal has been evasive on other urgent matters," they said.

The committee said they had withdrawn their support for all other fundraising efforts until they knew the school's financial position.

- The principal's "lack of attention to urgent duties". The committee said they had tried to hold meetings with the principal to discuss "sensitive issues requiring urgent attention" without success.

By
**Ryland
Fisher**

"The principal's personal extra-mural activities appear to have been more important," they said.

- The principal's "lack of counselling in respect of our duties as committee members".

The committee said their responsibilities as committee members had not been clearly outlined and they were left ignorant of official departmental regulations.

- The relationship between the principal and the committee was "not at a sound level".

They claimed that their recommendations to the principal were "simply thrown by the wayside".

GOODWILL

"We believe that under the present circumstances, much goodwill ultimately suffers in an institute of learning," they said.

Mr N Eales, public liaison officer for the Department, said that the letter was being investigated by the regional representative at Wynberg.

"It would appear there is a clash of personalities," he said.

The principal, Mr Dietrich, who is on leave at the moment, said he was not aware of the letter and could not comment.

OBLEMS

!!

50 ml

ES
VETS

Schoolchildren

transferred but parents not told

51 C. Herald 26/2/83

HUNDREDS of primary school children from Tafelsig and Eastridge have been transferred, in some cases more than once, without their parents being informed and many others are forced to stay at home because of the lack of accommodation at schools in Mitchells Plain.

By **Ryland Fisher**

After two years, there are no schools in the two home-rent areas, and daily, hundreds of children are bussed to and from schools in other areas of Mitchells Plain.

However, parents claim many children who went to school for the first time this year, sometimes got lost because they could not identify their schools.

"All the schools look the same," said a parent, one of many who last week told Cape Herald that they had had "endless problems" in getting their children to school.

Mrs Lorraine Solomon

of Eastridge said her daughter, Cheryl, nine, a Standard One pupil, was transferred twice without her being informed.

LATER

"We had enrolled her at the Number 26 Primary School in Lentegeur

"One day I noticed that she came home later than usual. She told me she had been transferred to the Number 19 school in Portland. She had hardly settled down there

when she was transferred to the Number 14 school, also in Portland"

Mrs Patricia Rule of Tafelsig said she had had to "fight" to get her three children all enrolled at one school, Number 18 in Portland

ONE WEEK

"I especially wanted six-year-old Julian to be with the others so he would not have to travel alone," she said.

However, after three

days, Julian was transferred to Number 14.

Six-year-old Fatiema Jones, of Tafelsig, was at school for one week this year. She was first enrolled at Number 19, but was transferred to Number 18 on the first day of school.

After one week she was sent home because there was no place at school, according to her mother, Mrs Nadeema Jones, who had already bought a uniform for her child.

"I have been forced to send her to relatives in Steenberg so she can get into a school. Now I can only see her at weekends. One can't have family unity if one's family is broken up like this," she said.

Two primary schools are presently being built in Tafelsig and will be opened later this year.

UNIFORMS

Although these schools were welcomed by parents, they foresee extra expenditure on new uniforms.

Mrs Amiena Martin of Tafelsig said "My children are at primary school number 22 at the moment. One of them started school this year. If they are transferred to a school in Tafelsig in the middle of the year, those uniforms will be wasted."

Shootout after robbers strike

A POLICEMAN was injured, a good samaritan had his car fired upon, and an alleged robber was shot in the back in a shootout in Netreg last week after Mr Sibosololo Bokolo, 28, a dairy employee, was robbed of R300 by four men.

Mr Bokolo was delivering milk in Netreg Road when the men, one with a firearm held him up.

One shot was fired at him but it missed and the men ran away.

Mr Donald Moses, 34, of Bonteheuwel, who witnessed the incident, gave chase and fired three

shots at the robbers. His fire was returned, one bullet penetrating his car.

WOUND

Four policemen from the Bishop Lavis mobile unit arrived on the scene to give chase, and five shots were fired

Although police don't know how many men were hit one man with a wound in his back was detained while the others continued their flight.

The robbers returned fire once again and Sergeant J R Petersen was hit in the right leg.

Handed A. 61. 427 -
 King William's Town: Indian children
 2/3/83 428
 Mr. K. M. ANDREW asked the
 Minister of Internal Affairs:

- (1) Whether there are any Indian children of (a) primary and (b) senior school age living in the King William's Town area; if so, how many are there in each category;
- (2) whether any requests have been received regarding their education, if so (a) what requests, (b) from whom and (c) what was his response to such requests;
- (3) whether provision has been made for the school education of these children if so, what provision?

The MINISTER OF INTERNAL AFFAIRS

(1) Yes.

- (a) and (b) No accurate figures are available but according to information obtained locally there are less than 50 children of primary and secondary school age in King William's Town

(2) Yes

- (a) and (b) Requests from two hon. members of this House were received. The request from one hon. member was that a number of Indian pupils be allowed to attend the Kaffrarian Girls High School. The other request was for the needs of Indian school-going children to be catered for without deviating from existing policies.

(c) The request that the pupils attend the Kaffrarian Girls High School is a matter which falls under the jurisdiction of my colleague the Minister of National Education, who has already conveyed his decision to the hon. member concerned. Inasmuch as I am involved I will reply to both hon. members in due course.

- (3) The King William's Town area is served by the school for Indians in East London and they can also attend the school for Coloureds in King William's Town. The number of school-going children and the projected growth rate of the community does not justify a school for the town at this moment.

Mr. K. M. ANDREW: Mr. Speaker, arising out of the reply of the hon. the Minister, may I ask him three questions: Firstly, what was the response of the hon. the Minister of National Education; secondly, is the Coloured school in King William's Town full or not full, and, thirdly, is it true that there are Taiwanese children at the White Government school in King William's Town?

The MINISTER: Mr. Speaker, I suggest that the hon. member Table those questions, because he requires a long list of additional information. I think that would be the proper way in terms of the procedures of Parliament.

Mr. K. M. ANDREW: Mr. Speaker, further arising out of the reply given by the hon. the Minister, may I ask him whether he does not consider these facts relevant to the question which has been asked and whether his department is not considering . . . [Interjections.]

Mr. SPEAKER: Order! I want to point out to the hon. member that the hon. the Minister has indicated that he will reply to the question if it is Tabled.

Coloured and (ii) Indian areas of Port Elizabeth;	(1) (a) (i) 36.
	(ii) 1.
(2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?	(b) (i) 9.
	(ii) 1.
The MINISTER OF INTERNAL AFFAIRS:	(2) (a), (b) (i) and (ii) See annexure.

ANNEXURE

	(i)	(ii)
(2) (a) Abraham Levy	585	18
Adolph Schauder	423	15
Alpha	797	28
Arcadia	1 818	35
Astra	962	34
Bayview	1 076	37
Bethvale	1 071	35
Bertramweg	822	26
De Vos Malan	965	31
Die Heuwel	1 527	55
Dietrich	606	20
Dr. A. W. Habelgaarn	1 012	34
Fontein	616	25
Frank Joubert	658	24
Gelvandale	574	20
Gelvan Park	317	22
G. J. Louw	633	21
Greenville	1 034	34
Helenvale	988	33
Hillcrest	970	35
Livingstone Hospital	22	1
Machiu	694	29
Nerina	30	1
Papenkuil	706	23
Parkside	822	20
Republiek	745	24
Reyndersstraat	910	32
Rufane Donkin	1 075	36
Sanctor	1 005	35
Soutpan	1 037	36
Triomf	1 045	35
Van der Kemp	987	33
West End	1 004	35
Willowdene	417	15
Georg Schmidt	272	12
St. Theresa's	727	25
Malabar (Indian Primary School)	605	20
(b) Arcadia	1 087	51
Bethelsdorp	1 054	52

311 (327) 324 2/3/83
 51 (52) Port Elizabeth: schools
 Hansard Q. Col. 464 - 465
 272. Mr A. SAVAGE asked the Minister
 of Internal Affairs:

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

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

3/3/83

(2) (i) Primary schools	(a)	(b)
Ezikweni	632	15
Ilungelo	550	14
Inqubela	672	16
J. Qamlana	651	17
J. Marwanqa	932	21
Kama	658	15
Ngxwana	712	16
Kwaford	651	16
Lamani	618	16
Masangwa	614	15
Matodlana	695	17
Molefe	530	16
New Brighton	840	24
Pendla	526	15
P. Nikiwe	520	15
S. Nongogo	461	13
Seyise	706	18
S. Masungela	700	18
Daniels	730	19
Emfundweni	960	16
Emsengeni	1 029	20
Emzomcane	955	21
Esitiyeni	929	16
Funimfundo	700	13
Garret	576	13
A. Gqadu	772	17
Ilitha	986	21
Kleinskool	886	16
Masakhane	695	15
J. Masiza	422	13
Mnqophiso	589	13
Mvisiswano	783	16
Myezo	713	14
Mzimhlope	934	19
Mzontsha	665	15
K. K. Ncwana	645	15
H. Nginza	869	21
Nkuthalo	557	13
Phakama	932	19
Sithembile	561	15
W. B. Tshume	755	18
Veeplaas	504	13
Walmer	682	18
Zamakukhanya	593	13
J. K. Zondi	624	15
Total	36 945	864

(ii) Secondary schools	(a)	(b)
Cowan	1 441	49
Itembelihle	885	31
Mzontsundu	816	26

(b) 29. 51 ~~50~~ ~~51~~ ~~52~~
 Port Elizabeth schools/pupils/teachers
 Hansard Q. Col. 477-479
 70. Mr. A. SAVAGE asked the Minister
 Education and Training:

- (1) How many (a) primary and (b) secondary schools are there in the Black townships of Port Elizabeth;
- (2) how many (a) pupils and (b) teachers are there in each such (i) primary and (ii) secondary school?

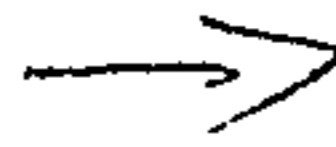
The MINISTER OF EDUCATION AND TRAINING:

(1) (a) 53.	(b) 12.
(i) Primary schools	(a) (b)
A. Nyobo	597 14
B. Nyati	540 13
B. Sinuka	525 13
B. J. Mnyanda	536 16
C. Duna	835 20
D. Vuku	602 16
Ebongweni	670 17
E Skosana	926 23

(ii) Secondary schools	(a)	(b)
Newell	1 518	45
Tamsanqa	829	26
Kwazakhele	1 286	37
Loyiso	1 451	37
Kwezi Lomzo	487	20
Iqhayiya	936	16
Masibambane	635	22
Ndzondelelo	935	24
Phakamisa	705	22
Total	11 924	355

51
Hansard Q Col. 498-
Oudtshoorn: school building 500
4/3/83
*23. Mr. S. S. VAN DER MERWE asked
the Minister of Internal Affairs:†

(1) Whether officials of his Department
have approached any bodies or per-



sons in Oudtshoorn in connection with the use by Coloured persons of a vacant school building for Whites, if so, which bodies or persons,

(2) Whether negotiations have been conducted in regard to this matter, if so, what was the (a) nature and (b) outcome of such negotiations?

The MINISTER OF INTERNAL AFFAIRS.

(1) and (2) When it appeared at the commencement of the current school year that more pupils as were expected (especially pupils from neighbouring towns and surrounding areas of Oudtshoorn) reported at the Bridgeton Junior Secondary School in Oudtshoorn, the accommodation of the increased number of pupils had to be arranged. In the process the hon member for Oudtshoorn also contacted the Town Clerk of that town for possible alternative accommodation. The accommodation which the Town Clerk offered in an effort to be helpful was on inspection found to be unsuitable. There were no negotiations with any person or body for the utilization of a school for Whites. The immediate accommodation problem could be solved by a re-arrangement of the existing education accommodation in Oudtshoorn. For the information of the hon member I may mention that an extensive building program for schools at Oudtshoorn has already started or will commence soon. Presently in the course of construction are:

a new hostel at the Bridgeton Junior Secondary School;

10 class rooms at the Morester Senior Secondary School; and

a new primary school at the nearby Dysselsdorp, which when completed will reduce the pressure on the Oudtshoorn schools

Building projects which will commence in the foreseeable future are:

two new additional primary schools in Oudtshoorn

-- a school hall for the Morester Senior Secondary School (Oudtshoorn)

-- a new senior secondary school at Dysselsdorp which will cause pupils of Dysselsdorp who presently attend secondary schools at Oudtshoorn to be accommodated locally

-- a hostel and sport facilities at the Southern Cape Education College in Oudtshoorn.

I am satisfied that the situation in Oudtshoorn is under control, and that with the additional accommodation which will become available this year and later on, the position will be very favourable

It is regretted that subversive political activists in this case, as they have done so frequently in the past, exploited a problem situation by trying to incite parents and children to action with a view to causing an escalation in tension and which in the immediate past led to tragic consequences for especially the children and their education.

†Mr. S. S. VAN DER MERWE. Mr Speaker, arising out of the reply of the hon the Minister—in actual fact he left a part of the question unanswered—can he tell the House whether his Department has approached the Town Clerk of Oudtshoorn in regard to a specific school with the request that that specific building could be used? That is what I should like to know

†The MINISTER. Mr Speaker, in the first part of my reply I said clearly that no negotiations with any person or body had been conducted for the use of a White school

Principal sues his committee

(51)

S. Times

6/3/83

~~72~~

By NORMAN WEST

IN AN unprecedented move, a school principal this week instituted action against his own school committee for R5 000 damages.

This week, seven members of the Surrey Primary School in Surrey Estate, Athlone, received letters from the attorneys of school principal Mr B A Dietrich, who also acts as secretary of the committee.

Mr Dietrich is demanding from his committee and its seven members "jointly and severally" a total of R5 000, a written apology and retraction "to be signed by all mem-

bers of the committee".

The action stems from a statement made by the committee about alleged difficulties they encountered in obtaining the principal's co-operation on certain matters.

The seven committee members this week served with the letters of demand are: Mrs Maria Adams, the chairperson, Mrs S Joseph, Mrs N Jappie, Mr S Harris, Mr A Kamish, Mr M Momoath and Mr A Jacobs.

The demand from the principal was sparked off by alle-

gations made by the committee about the running of the affairs of the school.

Mr Dietrich's attorney wrote: "Such allegations are libellous, defamatory and malicious and, as a result, our client has suffered damages to his good name, character and reputation to the extent of R5 000."

The school committee has until noon tomorrow to conform with the principal's demands or "appropriate legal action will be instituted against you without

delay".

A spokesman for the committee said: "We have discussed the matter, obtained our own legal advice and decided not to pay up or apologise.

"In fact, we are thinking of "appropriate action" against Mr Dietrich ourselves.

First time

The Directorate of Education in the Department of Internal Affairs informed the committee this week that the matter was being investigated. Meanwhile, teacher sources say they can-

not recall a precedent for the action of Mr Dietrich, in which a school principal threatens to sue his own school committee.

"The irony is that if the principal should succeed with his action for damages against his school committee, he'll have to help the school committee to raise funds to pay his own award, plus legal costs incurred by the committee.

"This is because the school committee, as a body, is at all times acting on behalf of the school itself."

(51) *Hansard*
Farm schools
Q. Col. 536 8/3/83
205. Mr. R. W. HARDINGHAM asked
the Minister of Education and Training:

- (1) (a) How many applications for the subsidization of farm schools were received by his Department in 1982 and (b) how many applications (i) were granted, (ii) were refused and (iii) are pending;
- (2) what estimated number of pupils benefited from the subsidization of farm schools in that year?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 312 applications for building subsidies which purport 548 classrooms
(b) (i) 312;
(ii) and (iii) Fall away.
- (2) 24 660 pupils in respect of classrooms referred to above.

51

Hansend

Farm schools

Q.61. 543

8/3/83

223. Mr. R. W. HARDINGHAM asked
the Minister of Education and Training:

What was the cost to his Department of
the subsidization of farm schools in 1982?

The MINISTER OF EDUCATION AND
TRAINING:

Subsidies for the erection of farm school
buildings amounted to R1 435 124,00 in
1982.

51 ~~52~~ ~~53~~ ~~54~~ ~~55~~ ~~56~~ ~~57~~ ~~58~~ ~~59~~ ~~60~~ ~~61~~ ~~62~~ ~~63~~ ~~64~~ ~~65~~ ~~66~~ ~~67~~ ~~68~~ ~~69~~ ~~70~~ ~~71~~ ~~72~~ ~~73~~ ~~74~~ ~~75~~ ~~76~~ ~~77~~ ~~78~~ ~~79~~ ~~80~~ ~~81~~ ~~82~~ ~~83~~ ~~84~~ ~~85~~ ~~86~~ ~~87~~ ~~88~~ ~~89~~ ~~90~~ ~~91~~ ~~92~~ ~~93~~ ~~94~~ ~~95~~ ~~96~~ ~~97~~ ~~98~~ ~~99~~ ~~100~~
Handed 0.61.647-
Sports facilities
14/3/83 648
415. Mr. A. SAVAGE asked the Minister
of Education and Training:

- (1) (a) (i) How many and (ii) which (aa) primary and (bb) secondary schools in the Black townships in Port Elizabeth have sports facilities and (b) for which kinds of sport does each such school have facilities;
- (2) how many (a) primary and (b) secondary schools have qualified physical education teachers on their staff?

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) (i) (aa) 11.
(bb) 5.

(ii) (aa)	(b)
Ernest Skosana	Rugby
Charles Duna	Tenniquoits
Ebongweni	Rugby and netball
Johnson Marqanqa	Rugby and netball
Kama	Netball
Kayser Ngxwana	Netball
Matodlana	Rugby and netball
New Brighton	Netball
Philip Nikiwe	Rugby and netball
Seyisi	Netball
Molefe	Netball
(bb)	
Kwesi Lomzo	Netball
Loyiso	Cricket
Itembelihle	Rugby and netball
Mzontsundi	Netball and soft ball
Newell	Rugby

(2) (a) 2.
(b) 3.

Handcard 15/3/83
 Sub-standard A
 Q. 677 - 880
 459 Mr H. E. J. VAN RENSBURG asked
 the Minister of Constitutional Development
 and Planning:

How many Black children were enrolled
 in Substandard A in (a) each province
 and (b) the Republic in 1980, 1981 and
 1982, respectively?

The MINISTER OF CONSTITUTIONAL
 DEVELOPMENT AND PLANNING:

(a) Statistics not available on a Provincial
 basis. Particulars on regional basis
 are as follows:

	1980	1981	1982
<i>White area:</i>			
Northern Transvaal	51 659	54 619	56 767
High Veld	48 876	48 348	46 833
Johannesburg	30 807	30 731	29 255
Orange Vaal	44 552	46 524	44 645
O.F.S.	40 685	44 555	41 256
Natal	39 252	40 680	40 209
Cape	47 361	50 468	49 785
<i>National States:</i>			
Ciskei	41 814	44 547	—
QwaQwa	9 113	10 136	9 865

He
off
7

679

TUESDAY, 15 MARCH 1983

680

<i>White area:</i>	1980	1981	1982
Lebowa	90 432	89 864	93 077
Gazankulu	29 183	31 383	35 271
Kwazulu	162 900	185 605	204 460
Kangwane	17 146	18 581	21 050
Kwandebele	9 411	13 285	14 394
(b)	663 191	709 326	686 867

Source: Department of Education and Training

off
7
B

Sub-standard A

460. Mr. H. E. J. van RENSBURG to ask
 the Minister of Constitutional Development
 and Planning:

How many White children were enroll-
 ed in Substandard A in (a) each province
 and (b) the Republic in 1982?

The MINISTER OF CONSTITUTIONAL
 DEVELOPMENT AND PLANNING:

(a) Cape	20 157
Natal	9 409
Transvaal	48 921
O.F.S.	6 482
(b)	84 969.

Sub-standard A

461. Mr. H. E. J. van RENSBURG asked
 the Minister of Constitutional Development
 and Planning:

How many Coloured children were en-
 rolled in Substandard A in (a) each prov-
 ince and (b) the Republic in 1982?

The MINISTER OF CONSTITUTIONAL
 DEVELOPMENT AND PLANNING:

(a) Cape	91 975
Natal	3 406
Transvaal	7 637
O.F.S.	2 128
(b)	105 146.

Substandard A

462. Mr. H. E. J. VAN RENSBURG ask-
 ed the Minister of Constitutional Develop-
 ment and Planning:

How many Asian children were enroll-
 ed in substandard A in (a) each province
 and (b) the Republic in 1982?

The MINISTER OF CONSTITUTIONAL
 DEVELOPMENT AND PLANNING:

(a) Cape	411
Natal	17 720
Transvaal	3 067
O.F.S.	Nil
(b)	21 198.

off
7
B

Birthday tinged with sadness

AK&S 18/3/83
Education Reporter

51

ZONNEBLOEM Boys' Primary School, one of District Six's oldest landmarks left standing, celebrates its 125th birthday this month. But the celebrations, while marked with optimism for the future, are tinged with sadness.

Sadness because much of the community it served has been moved many kilometres away under the Group Areas Act, and optimism as it strives towards its ideals of non-racial education.

The school is housed in the oldest buildings in the grounds of Zonnebloem College, which this year was renamed Zonnebloem Training College and now accommodates the old Roggebaai Training College

The founders

While the training college now falls under the direct control of the Department of Internal Affairs (Coloured Education), the boys' school and the neighbouring girls' primary still fall under Diocese of the Church of the Province of South Africa, but are State-aided

The school was founded by Sir George Grey when he was Governor of the Cape and by Dr Robert Gray, the first Anglican Bishop of Cape Town.

'They believed the spread of Christianity and education would bring about a permanent peace between black and white people far more easily than armed force.

Suspicious

They thought that a practical way to achieve this would be to influence the sons of African chiefs by bringing them to school in Cape Town

The chiefs were naturally suspicious and reluctant, but many of the tribes were almost destitute as a result of wars and especially after the tragic killing of cattle and destruction of crops early in 1857

But when the doors opened for the first time on March 11 1858 it was to 39 children -- 36 boys and three girls -- all children of African chiefs

Included in this enrolment was Jeremiah Moshoeshe, the son of the Basuto king.

WIKI HE IS GIVE ME

Top names

They would be followed by many famous South Africans, among whom were Emile Blume, the first black man in South Africa to become a medical doctor. Harold Cressy, a leading local figure in education, and H C Hull, the first Minister of Finance in the Union

Yet another "ou boontjie" (the nickname adopted by the pupils because of the predominantly bean diet eaten in the hostels) was Bernard Mizeki, the African martyr after whom a college near Harare, Zimbabwe is named

At the beginning of 1860 the school moved from its original premises in Claremont to Zonnebloem Farm in order to accommodate its rapidly expanding numbers.

Slow change

The second stage of Zonnebloem's history, when children of all race groups in South Africa were schooled there, lasted from 1860 up to the early years of this century.

The school's non-racial character slowly changed with legislation and with the number of African pupils dwindling as more inland institutions were established.

Initially the school provided for all levels of school education as well as the training of teachers, but in 1913 the number of boys had increased to 300 and a separate teachers' training school was built alongside it.

"Traumatic"

Women students were now admitted, almost half a century after the departure of the chiefs' daughters in 1869. Later a separate school was built for them.

Mr C E Wynne, principal of the boys' school since 1978, said the rezoning of District Six had been "very traumatic".

"There were tears, so many tears. People were uprooted from their community and told they had to move miles away.

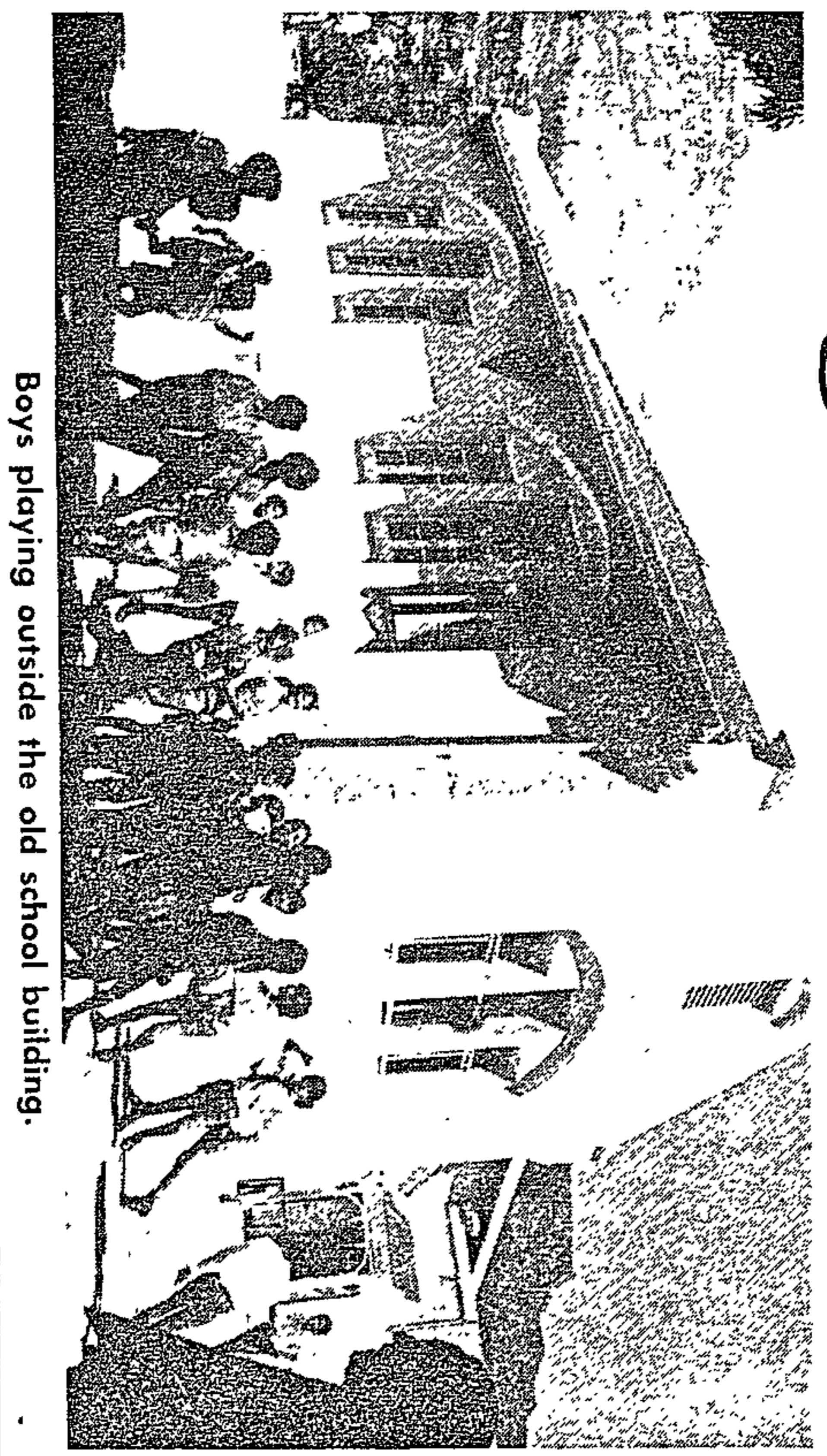
"Most of the pupils' parents, grandparents, great-grandparents and even great-great-grandparents were schooled here, and the families wanted to maintain that proud tradition.

Maintained

"That is why our enrolment has not dropped. They travel miles every day so they can come to the school of their forefathers."

He said the school had this year admitted the first African pupils for many years.

Mr Wynne said the school buildings were ravaged with age. A fire at the school last month caused damage estimated at R5 000. Walls need to be replastered and new floors laid.



Boys playing outside the old school building.

UNIVERSITY OF CAPE TOWN
EXAMINATION ANSWER BOOK

9/3/83 (5) 2/2

New plan for Soweto schools

By SOPHIE TEMA

THE Johannesburg region of the Department of Education and Training is working on plans to divide Soweto into specific centres to enable children to attend schools nearest to their homes.

Public relations officer Mr Job Schoeman said the scheme would improve the availability of accommodation in schools.

He said the regional department had also promised to investigate the number of books used in schools with a view to minimising the number of books and scripts which pupils are required to purchase.

These announcements emerged from a meeting held between Mr Schoeman, regional director Mr Phillip Engelbrecht, schools inspector Mr F. van Vuuren, Mr

Siegfried Manthata, leader of the Soweto Makgotla, and the Rev Charles Matloporo.

Mr Manthata and Rev Matloporo were delegated by parents at a meeting held in Soweto on March 6 to discuss the question of age limits in black schools.

Mr Schoeman told the Mail that age limits affected pupils who failed a year and were over age.

He said: "The age limit regulation will not affect pupils who progress normally and satisfactorily, even if they are above the age limit.

"In cases where accommodation is available, pupils who have been refused readmission will have their cases treated on merit."

Mr Schoeman explained that the regulation was introduced to improve the quality of education in black schools and keep in line with other education departments.

For written reply:

51 ~~50~~ Hausard

Soweto: pupils/schools

Q 61. 776 - 777 23/3/83
388. Mr. H. E. J. VAN RENSBURG asked the Minister of Education and Training:

- (1) Whether any pupils have been refused admission to schools in Soweto in 1983; if so, (a) how many and (b) why;
- (2) whether there is a waiting list for admission to schools in Soweto; if so, how many pupils are on such list;
- (3) how many schools (a) were built in Soweto in the 1980-'81 and 1981-'82 financial years, respectively, and (b) are planned to be built in Soweto in the current financial year?

177

WEDNESDAY.

The MINISTER OF EDUCATION AND TRAINING:

- (1) Yes
 - (a) 101
 - (b) 63 pupils due to their age and 38 because of falsification of documents.
- (2) No.
- (3) (a) 1980-'81: 14 new schools and 120 classrooms at existing schools
1981-'82: 280 classrooms at existing schools.
 - (b) 1 new school and 143 classrooms at existing schools were erected during the present financial year.

Pre-school classes held in garage

Post Reporter

A RETIRED New Brighton school principal, Miss Minah Tsotsobe, is faced with a space problem to accommodate her overflowing pre-school class, which at present uses the garage at her home.

She has had to turn away many mothers who have brought their children to her with the promise of entering the names of the aspirant pupils on a waiting list.

Miss Tsotsobe opened her pre-school after obtaining her intermediate diploma in early child education at the University of Port Elizabeth Continuation Centre in Bird Street.

She is now taking the advanced course.

Miss Tsotsobe said: "I was away on holiday when parents read in the Evening Post that I and other teachers had passed the course and saw a picture of us.

"They immediately came to my house and inquired from

people there if I was not going to open a pre-school on my return."

On her return she was inundated with requests from parents to start the school and finally "I bowed to their requests as I love young children and teaching is in my blood".

Miss Tsotsobe said she thought parents were apparently impressed by what was being done for children in Soweto pre-schools, which were regularly featured in programmes on TV3 before the two channels separated last year.

Miss Tsotsobe said since there were no pre-school buildings in the townships she decided to use her diningroom, which soon proved too small for her intake of pupils.

"I then decided to move into my garage. But still it is too small," she said.

The school starts at 8am and closes at 2pm.

5) ^{Mercury} Indian school
to remain open,
^{25/3/83} another to close

Mercury Reporter

ONE of the two Clare Estate State-aided Indian schools which had been threatened with closure will remain open following a takeover by the Department of Community Development, Mr R P Moodley, chairman of the Clare Estate Indian Education Board, owners of the schools, said yesterday.

He said Clareville Primary has been leased to the department at a monthly rental of R1 246 and that the P P Chetty school will be shut down next week.

Its pupils and teachers will be accommodated at the Clareville and Sea Cow Lake Primary schools.

The two schools, accommodating more than 500 pupils, were to close down because the State yearly grant-in-aid of R9 for each child was insufficient.

Parents, and education committees representing schools in the area are opposed to the closure of one of the schools which had been in existence for more than 30 years.

At a meeting of the committees yesterday it was decided to approach Mr Gabriel Krog, Director of Indian Education, and the Department of Community Development not to close the school.

'I warned the Department of Education of the closure,' said Mr Moodley, adding that after negotiations it was agreed to lease the Clareville school and shut down the other.

Mr Krog said yesterday that younger children from the Chetty school would be accommodated at Clareville while those in standards 111, 1V and V, from both schools, will be bused to Sea Cow Lake — seven kilometres away.

Act, No 44 of 1957; if not, why not, if so.

The MINISTER OF DEFENCE:

No, it has been decided not to implement the recommendations of the first Steyn Commission of Inquiry with regard to section 118 because the section has not created any problems that could not be satisfactorily resolved through the liaison committee concerned in terms of the agreement between the Press Union of South Africa and myself. The recommendations have also not been essentially influenced by the second Steyn Commission's report to which I referred in a reply to a question by the hon. member for Yeoville on 12 February 1982.

If the section should cause problems in the future that cannot be handled by the liaison committee the matter will be re-considered.

54 *(S1)* *Handwritten*
Students training as senior primary teachers
 *9. Mr. S. S. VAN DER MERWE asked the Minister of Internal Affairs:

(1) Whether it is the policy of his Department to limit the number of students training as senior primary teachers at institutions for Coloured teacher training; if so, (a) why, (b) what is the quota in respect of students training for senior primary diplomas and (c) what criteria are applied in determining who will fill such quota;

(2) whether any limit has been set in respect of students training for (a) junior primary and (b) pre-primary diplomas; if so, what is the quota in each case?

+The DEPUTY MINISTER OF INTERNAL AFFAIRS:

(1) Yes.

(a) All education authorities plan their teacher training programmes so that a balance is maintained in respect of the ulti-

mate availability of teachers for the various courses conducted at schools. In this regard the Department is also obliged to prevent the training of too many senior primary teachers at the expense of, for example, the junior primary and junior secondary courses

(b) 330 places were allocated in 1983 to students for the senior primary course

(c) Students are selected on the basis of their achievements in the first year of the basic course also taking into account their aptitude for senior primary education.

(2) Yes

(a) Junior primary students were limited in 1983 to 300 places as from the second year of the diploma in education courses. The junior primary course is for women students only

(b) The Department has as yet no facilities for the training of teachers for pre-primary education. At present a private institution with an annual intake of 20 students, conducts a pre-primary course recognised by the Department.

Handwritten *Q. 61. 800 - 801*
 Teachers; salaries 801
 *10. Mr. K. M. ANDREW asked the Minister of Education and Training:

(1) How many Black teachers holding permanent posts in his Department (a) had received and (b) had not received their January 1983 salaries as at 31 January 1983 and February 1983 salaries as at 28 February 1983, respectively;

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

+The DEPUTY MINISTER OF INTERNAL AFFAIRS (for the Minister of Education and Training):

(1) The requested information is not readily available. No distinction is made on the computer pay sheet between pay groups, with the effect that a distinction between White, Black, permanent and temporary cannot be made. The gathering of such information is also hampered by the fact that supplementary payments are continuously made which cannot be distinguished from payments made for salary adjustments. Warrant vouchers shown as payments for the months concerned and returned are also not reflected. Teachers on leave without pay are also not separately shown on the computer pay sheet. Apart from this there are numerous vacancies which must be taken into account.

According to the Department's records payments have been made to all teachers whose appointment documents are complete. The position is, however, that there are teachers whose appointment documents have for some reason or other not been received or are not complete. This matter is receiving the Department's conscientious and continuous attention

(2) No.
Handwritten
 Land on Southern Cape coast: infrastructure
 Q. 61. 801 - 803 25/3/83
 *11. Mr. R. R. HULLEY asked the Minister of Defence.

Whether infrastructural developments are proposed to be established within or in the vicinity of the tract of land referred to in his reply to Question No. 26 on 18 March 1983; if so, what is the nature and location of the proposed developments?

+The MINISTER OF DEFENCE:

Existing infrastructure in the adjacent towns, such as housing, schools, shops, etc will be utilized to the full. Services such as power supply, communications and roads will, if necessary, be established or ex-

panded in consultation with the departments concerned

Land on Southern Cape coast: tests

*12. Mr. R. R. HULLEY asked the Minister of Defence:

(1) Whether the advanced experimental tests referred to in his reply to Question No. 26 on 18 March 1983, will involve the testing of explosive devices; if so,

(2) whether any explosions will take place (a) at sea and (b) within the said tract of land; if so, (i) approximately how close to (aa) Infanta, (bb) Witsand, (cc) Malgas and (dd) Skripskop will such explosions take place and (ii) what will be the approximate extent of the zone or zones within which such explosions will take place?

The MINISTER OF DEFENCE:

(1) Yes

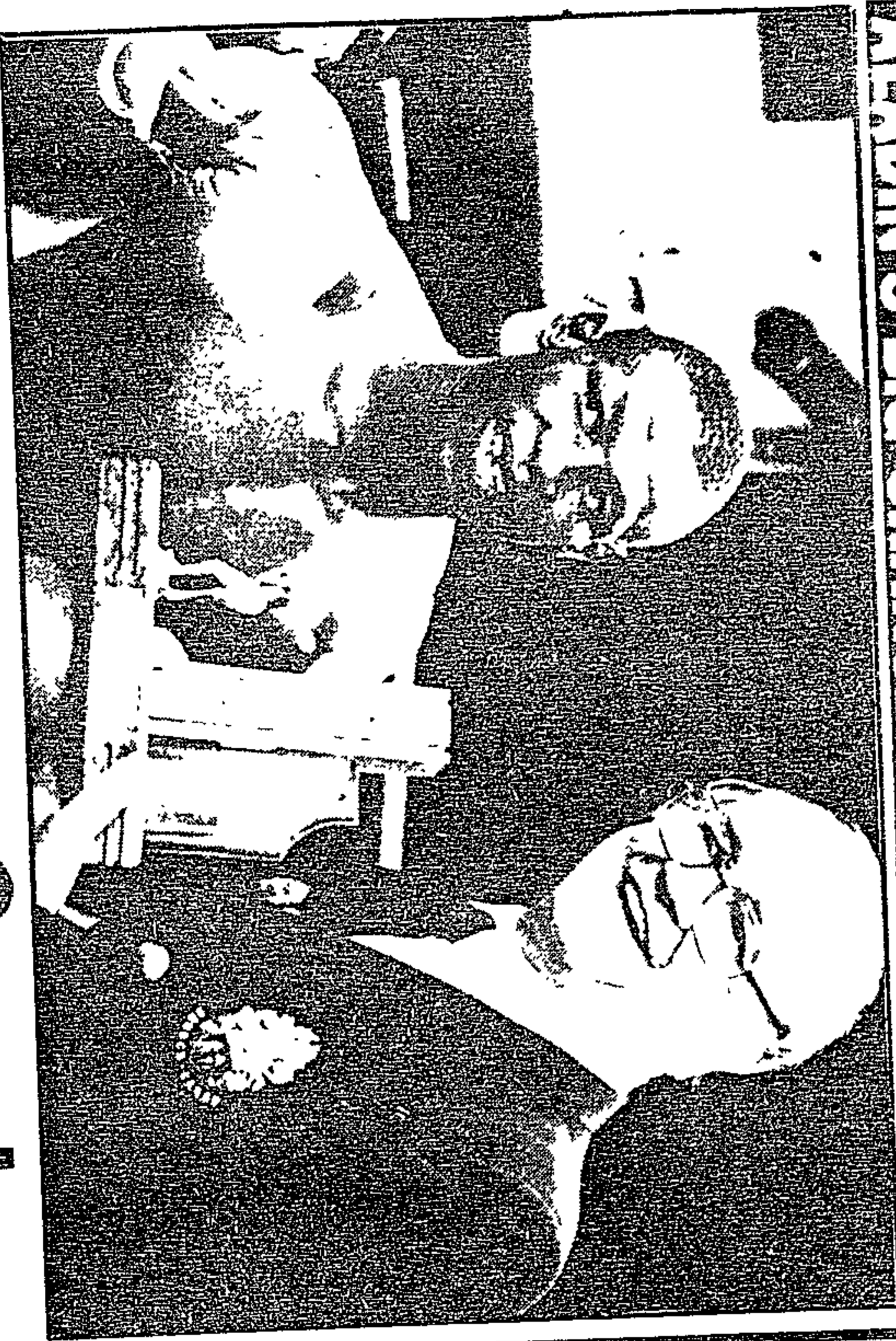
(2) (a) and (b) Yes.
 (i) and (ii) This will depend on the result of the environmental impact study and the restrictions it places on the tests.

+Mr. H. E. J. VAN RENSBURG: Mr. Speaker, arising out of the hon. the Minister's replies to the previous two questions, can the hon. the Minister give us an explanation? According to Press reports the hon. the Minister made an appeal to all bodies and persons not to comment on this matter, because no final decision has been taken in this regard. The purport of the replies furnished by the hon. the Minister, however, indicates that the decision has already been taken and that these services are in fact going to be provided. What is the position?

+The MINISTER: Mr. Speaker, if the hon. member for Bryanston made fewer interjections and listened more carefully to the replies I gave, he would have known that I said that the decision had not yet been taken and that it would depend on the study which

IT'S A FLOP

ALADIN'S BIG CHANCE TO...



Show what a sports star is made of!

CAPE TOWN. — Compulsory education for blacks has flopped.

Two years after the Government introduced the scheme with much fanfare, a mere six percent of those pupils eligible are taking part.

And despite the compulsory nature of their education, there was a massive 23 per cent drop-out rate last year.

These figures were released in Parliament this week when the Department of Education and Training (DET) filed its annual report.

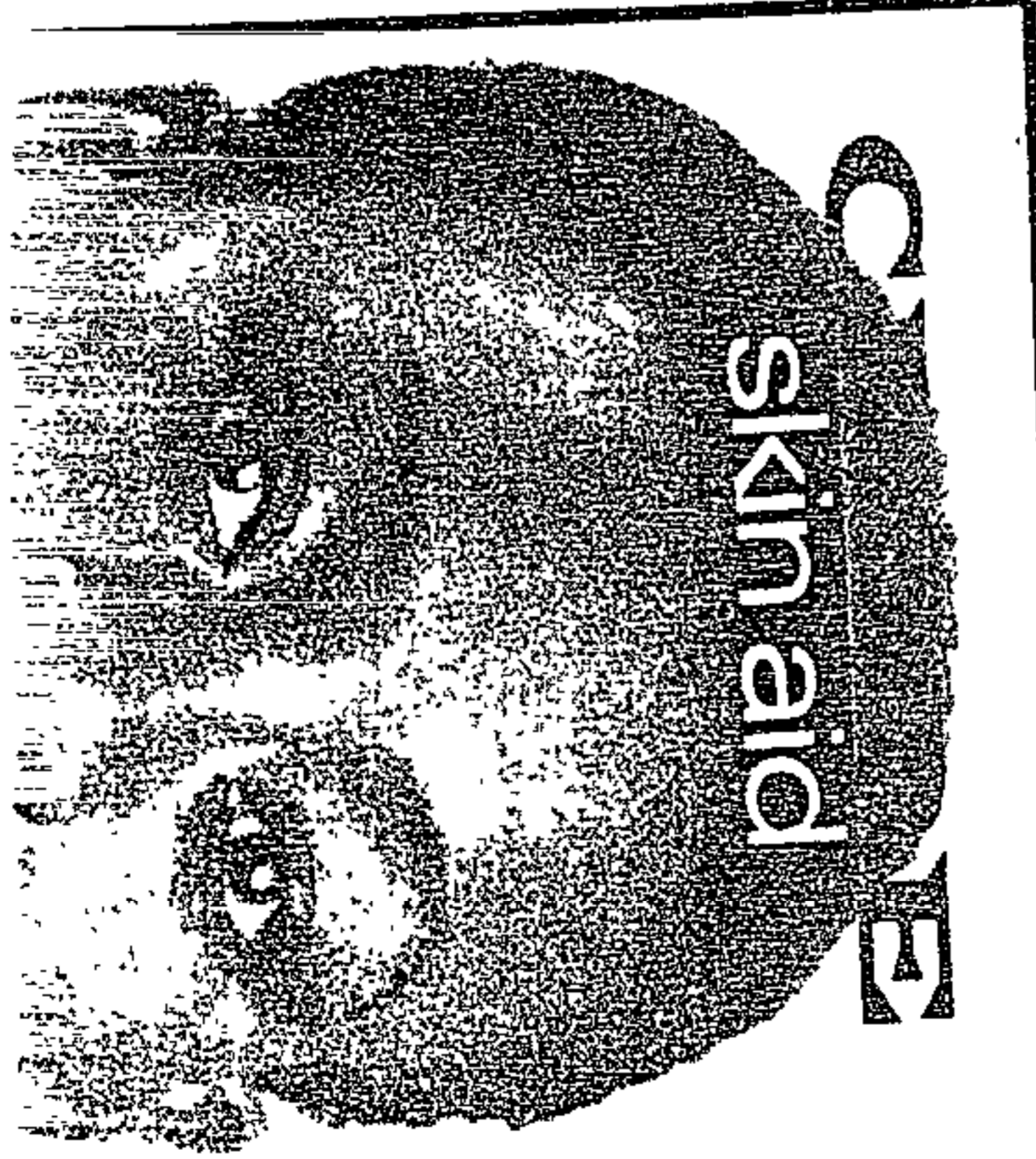
It revealed that only 75 000 out of a total of more than one million Sub A and Sub B pupils were involved in compulsory education.

And the figures show that of the 45 000 pupils who started compulsory education in Sub A in 1981, only 34 500 were attending Sub B classes in 1982 — a drop-out figure of more than 16 000.

Top educationalists say the failure of the scheme — which is only implemented in

51
94% of
eligible
pupils
'absent'

27/3/83
City Press



COMPULSORY EDUCATION

A FLOP



orts

on February 4, Aladin
ints defeat. Tomorrow
ns into Riani's rugged

the Year is made off
the Krugersdorp Killer
lion in Johannesburg as
us Nkosi's VIP Sports

weatherweight champion

n. DON'T MISS IT ...
between the struggling

S

CAPE TOWN. — Compulsory education for blacks has flopped. *City Press*

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And the figures show that of the 45 000 pupils who started compulsory education in Sub A in 1981, only 34 500 were attending Sub B classes in 1982 — a drop-out figure of more than 16 000.

Top educationalists say the failure of the scheme — which is only implemented in areas where school committees opt for it — is caused by parents' "distrust of the system".

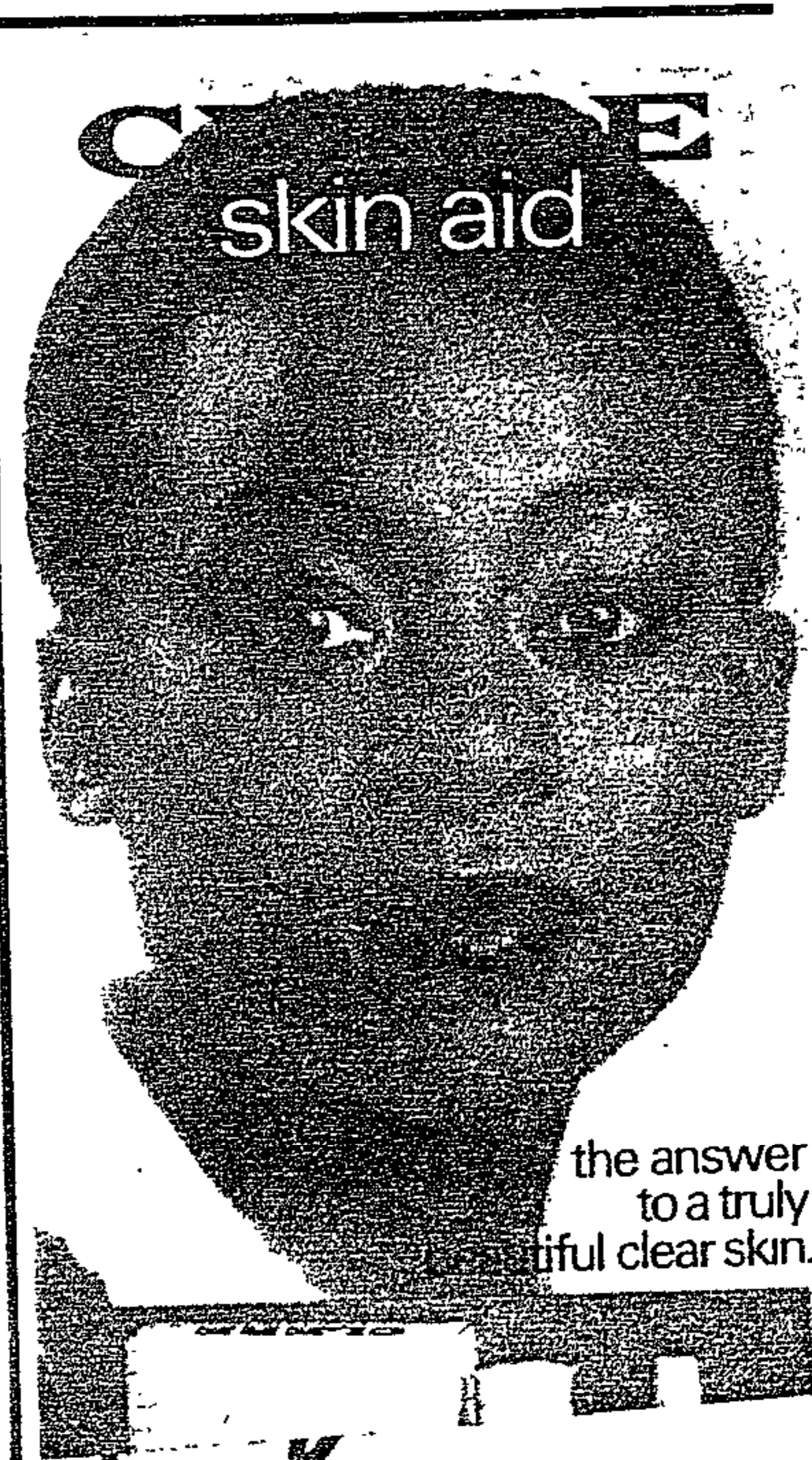
Educationalist and university lecturer Mr Thamsanqa Kambule said the feeling of distrust was the result of parents' experiences with the education authorities during the '76 riots.

"After the upheavals, the Government, instead of giving genuine education re-

71

94% of eligible pupils 'absent'

27/3/83



skin aid

the answer to a truly beautiful clear skin.

BLACK SCHOOLS SHOCK Afrikaners rejected

THE unpopularity of Afrikaners in black schools the issue that sparked the 1976 disturbances was underlined in the report.

It shows that only 59 of the 10 152 black primary schools use Afrikaners as a medium of instruction.

None of these schools are in the non-independent homelands. Forty of the 59 are in the ORS.

The Afrikaners-only schools have an average of 32 pupils compared to the national average of 298 pupils in every primary school. 5 841 primary schools opted for English.

These figures were given in Parliament this week by the Department of Education and Training.

White' universities

THE four black universities in SA are dotted by white staff, with white lecturers outnumbering their black counterparts by 551 to 240.

Last year, the first 14 lecturers appointed to the new Vista University were all white.

At Fort Hare, 131 of the 188 staff are white; at Turfloop, 140 out of 228; at University of Zululand, 111 out of 187; and at Medunsa 155 out of 174.

A record number of students enrolled at the universities last year - 11 010, an increase of 38 percent on 1981.

DET to scrap JC

PRETORIA - The Department of Education and Training will scrap the Junior Certificate as an external examination from next year.

Mr Job Schoeman, chief public relations officer, told CP that matric examinations will be the only external exams under the supervision of the department.

He said the move will bring DET in line with other education departments.

forms, dragged its feet," said Mr Kam-bule.

"So when compulsory education was introduced in 1981, parents were suspicious.

His views were echoed by Professor Es'kia Mphahlele of the Council for Black Education and Research, who added: "Compulsory education is impossible with the overcrowding in our schools, and in any event there is no-one to ensure the children attend classes."

The DET's deputy chief public relations officer, Mr Edgar Posself, admitted the department was not enforcing the scheme.

He said the drop-out rate was a matter for grave concern. "The DET is working on school readiness and remedial education programmes to arrest the problem."

He said the department had also started an advisory panel to deal with the problems of Sub A and Sub B "compulsory pupils."

114

(51)

Indian

schools

endangered

Mercury

28/3/83

Mercury Reporter

THE Natal School Grantees' Association, at its conference in Durban yesterday, urged the Government to start a five-year financial aid programme to prevent 114 schools built and run by Natal's Indian community from closing down.

Current money crises facing State-aided Indian schools dominated discussions at the conference which decided to ask the Government for fixed minimum grants-in-aid of R3 000 for each of the 109 primary and five secondary schools and a subsidy of R12 a pupil this year for the 30 000 pupils enrolled in these schools.

The conference wants the subsidy to be increased annually by R2 a child for the next five years to reach R20 a pupil in 1987.

Delegates said the envisaged total grant in 1987, under the suggested plan, would still be less than the R2 269 800 spent in 1981 contracts for cleaning and maintaining Indian State schools.

The conference also expressed concern that many Indians with matriculation passes were this year unable to gain admission to colleges of education for training as teachers.

(51) ~~894~~ Hansard
School pupils: per capita expenditure
Q. Col. 894 - 895 30/3/83
295. Mr. H. E. J. VAN RENSBURG ask-
ed the Minister of Education and Training:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on Black school pupils in (i) each province and (ii) the Republic in the 1981-'82 financial year?

The MINISTER OF EDUCATION AND TRAINING:

(a)(i) and (b)(i) Statistics according to provinces are not available.

Handwritten notes: "166" and "agapom" with a large vertical line.

895

WEDNESDAY,

(a)(ii) and (b)(ii) According to a revised approach now applied for the first time, the *per capita* expenditure including and excluding expenditure of a capital nature were R165,23 and R118,25 respectively.

510
E. Post
4/4/83

Plans for African schools

Political Correspondent
CAPE TOWN — The Department of Education and Training will build additional classrooms for nearly 100 000 new African pupils in 1983-84, and the training of new teachers will be speeded up.

In an explanatory memorandum issued with the Minister of Finance's new Budget, the department says it will spend R40 million to build 28 new primary schools with 650 classrooms in the coming year.

A further 480 classrooms will be added to existing primary schools, so that 50 000 new primary school

pupils will be accommodated in the 1130 new classrooms.

An additional R8 million has been included for renovating, fencing and electrification of primary community schools, and R1,4 million for subsidising, "on a much improved basis", the building of farm schools.

A total of R202 million will be spent on all facets of primary and pre-primary education — an increase of 16% over last year.

Secondary education receives R122 million, 17% more than last year.

The memorandum says there is a marked annual

acceleration in the number of pupils trying to get into secondary schools, which has "serious financial implications" for future provision of education at this (more expensive) level.

The secondary school population now comprises about 17% of the total school population.

Thirty new secondary schools and 130 additional classrooms will be built in the coming year — costing R53 million — to accommodate 42 000 new pupils.

Twenty-five million rands will be spent on teacher training — 24% up on 1982-83.

The budget for vocational and trade training jumps 146% from R7 million to R16 million. Of this R11 million will be spent on new training centres at Tembisa, Mamelodi, Sebokeng and Soshanguve.

The budget includes R6 million for building projects at Fort Hare University, including additional hostel accommodation, a dining hall/cafeteria and a biological sciences building.

Similar sums will be spent at Zululand — "buildings for physical sciences, education, and hostels" — and the University of the North.

Cape Herald 9/4/83 (51)

New series to help set up and run preschools

A SERIES of handbooks, which provide an A to Z to the establishing and running of preschool centres, will be launched next month by the Grassroots Educational Trust.

When viewed against the background of a serious lack of such facilities in black areas and the difficulties and red tape associated with communities providing these facilities, the launching is quite significant, says Grassroots director Ms Jinny Richard.

She said many well-meaning community groups often launched preschool projects, but many difficulties "more often than not" saw these efforts come to nought.

"What will happen now is that communities can refer to the handbooks and successfully complete each stage on their own. Very little assistance from agencies or other sources would be required," Ms Richard said.

Topics covered include setting up a steering committee to see to the establishment of the "educare centres", electing an executive committee, fund raising, financial control, running and registering the centres and applying for a State subsidy. *

In future, the equipment would be supplied in the form of a loan, which would be repaid by the the management of the centres. Interest rates would be very low, Ms Richard said.

This would apply to coloured centres only.

"The situation in African areas is far more critical and the subsidies received much less. Therefore we will continue supplying free equipment there," Ms Richard said.

* DOCUMENTS *

Copies of all the official documents and forms required are also supplied.

Grassroots assists several educare centres, some of which are "well-established" and others still in the formative stage.

It acts as a service and resource agency aimed at helping to get "educare centres" to be controlled by the communities in which they are established.

In the past, Grassroots entered into contracts with prospective "educare centres", in terms of which they supplied equipment free, subject to strict controls in the form of contracts.

from * to * *

(51) Witwatersrand Teachers College: nursery schools
Hansard Q. 61.951 13/4/83
*19. Mr. A. B. WIDMAN asked the Minister of National Education:

- (1) Whether, with reference to his reply to Question No. 11 on 9 March 1983, it is the intention of his Department to close down nursery schools attached to the Witwatersrand Teachers College; if so, what alternative facilities are available to the pupils; if not,
- (2) whether he will initiate negotiations with the Transvaal Provincial Administration with a view to taking over such nursery schools?

The MINISTER OF NATIONAL EDUCATION:

- (1) No.
- (2) The Department of National Education has already entered into negotiations with the Transvaal Education Department.

(S1) Hansard Q. 61.955 -
Lochvaal area: schools
13/4/83 956
*23. Mr. P. G. SOAL asked the Minister
of Education and Training:

Whether any sites have been set aside
for Black (a) primary and (b) secondary
schools in the Lochvaal area near Vander-
bijlpark; if not, why not; if so, (i) how



13 APRIL 1983

956

many and (ii) where are they situated in
each case?

†The DEPUTY MINISTER OF WEL-
FARE AND OF COMMUNITY DEVEL-
OPMENT (for the MINISTER OF EDU-
CATION AND TRAINING):

No. Sites for schools are set aside in
Black residential areas.

Poor education more dangerous than oppression — 'Mayor'

BACK YOUR KIDS' ^{city} SCHOOL PROTESTS



● Council Chairman Joe Tshabalala . . . warned parents.

PRETORIA — Atteridgeville - Saulsville Community Council Chairman Joe Tshabalala has told

parents: Back your kids' complaints about schooling —

By MALOSE MATSEMELA

poor education is more dangerous than oppression.

"Students are our future leaders and deserve the sound education offered to their white counterparts," he told 100 educationists and parents at the 21st anniversary celebration of Seaparankwe Primary School here.

"Black education has been designed to doom the entire future of the black people. "It is a great sin that we should be held

inferior in our own land," he said.

And principal C M Motau backed him up. "Black people are aware of the education they want," she said.

"Since the school was started in 1962, ex-students have been doing community work to uplift our living standards."

The school was started with only nine teachers — and all had to travel 90 km daily from Lady Selborne to Atteridgeville.

The staff, under the leadership of Mrs Motau, has increased to 16. The present student roll is 554.

5. Express
1/2/83

Telling tales — it's the SA way of life

(28) (31)

THE Johannesburg school head who urged parents of his scholars to inform on "non-whites" living in white flatland defended his controversial action this week.

Mr F O Gouws, principal of Laerskool Joubertpark, in Twist Street, Joubert Park, was at the centre of a major row this week when a circular to parents of his 380 scholars was publicised.

In it, he "strongly" advised the parents to "contact the Group Areas police if they knew of any "non-whites" living in the Joubert Park/Hillbrow area.

Mr Gouws said: "I was just doing something within the law within the South African way of life.

"It was a private circular which was not meant for public distribution. I just wanted to get an idea of the extent of illegal people in the areas.

"I have the democratic right to live within the law of the South African way of life and as a school principal I did not act on a political basis."

Mr Gouws would not say whether he was a National Party supporter or a member of the Broederbond.

But several people have accused Mr Gouws of acting

"beyond the call of duty".

Professor John Dugard, head of Applied Legal Studies at the University of the Witwatersrand, said it was "very unfortunate that the principal of a school was behaving in the same way as members of the fascist British National Front which set up an organisation here in the Seventies".

Mrs Irene Menell, PFP MPC for Houghton, said she had seldom "witnessed such an appalling and distasteful abuse of office as this".

Mrs Menell said she would raise the issue in the Provincial Council this week and would ask what the Transvaal Education Department policy on abuse of office was and what action it would take in this case.

Mr J D V Terblanche, deputy director of the TED, refused to say whether the department had taken or intended taking any action on the matter.

Mr Cassim Saloojee, chairman of Actstop — an organisation which fights the removal of people living illegally in 'white' areas — said: "I am horrified that a school principal has used his position to indoctrinate children into racial hatred and used them to spy on the homeless."

Daylight robberies

Staff Reporter

TWO armed robbers held up a teller at the Emmarentia branch of the Allied Building Society at 9.30am on Friday and escaped with about R700.

The men threatened Mrs Marie Viljoen, 32, with knives.

Barely two hours later, two men threatened a domestic servant, Mina Karelse, 22, with firearms and locked her in the bathroom of her employer's house in Swartberg Street, Glenvista.

They escaped with a video machine and jewellery worth R2 000.



Disco
real smoking
PAUL R
Rich in flavor —
The pride of

51 Q. Pupils: unit cost *thousand*
 61, 1171 - 31/5/83
 752. Mr. H. H. SCHWARZ asked the
 Minister of Finance:

(a) What unit cost per pupil is used as a basis in determining the amount to be paid by the Central Government to the Province of the Transvaal in respect of (i) primary and (ii) secondary education and (b) how may (i) primary and (ii) secondary pupils were taken into account in calculating the respective unit costs for the latest specified financial year for which figures are available?

The MINISTER OF FINANCE:

(a) The unit costs used in determining the subsidy paid to the Transvaal Provincial Administration for education for the 1982/83 financial year were:

- (i) primary education—R839,24 per "standard pupil",
- (ii) secondary education—R1 314,10 per "standard pupil".

The abovementioned figures are the calculated standard cost per pupil and are applicable to all four provinces.

(b) Because of factors such as small country schools where the unit cost per pupil is much higher than in more densely populated areas with larger schools, the actual number of pupils is adjusted to "standard pupils" in each province. In the case of Transvaal the following number of "standard pupils" was used for the 1982/83 financial year:

- (i) primary schools—377 406 "standard Pupils",
- (ii) secondary schools — 222 419 "standard pupils".

4/5/83
Vista High School/Schotsche Kloof Primary
School/St. Paul's E.C. Primary School
5177- Hansard Q Col. 1204
Mr. K. M. ANDREW asked the
Minister of Internal Affairs:

What was the (a) potential capacity, (b) pupil enrolment and (c) number of teachers during the first quarter of (i) 1982 and (ii) 1983 at (aa) Vista High School, Cape Town, (bb) Schotsche Kloof Primary School and (cc) St. Paul's E.C. Primary School, Cape Town?

The MINISTER OF INTERNAL AFFAIRS:

	(a)	(b)	(c)
(i) (aa)	550	454	24
(bb)	400	432	16
(cc)	566	709	24
(ii) (aa)	550	454	25
(bb)	400	424	16
(cc)	566	732	25

(a) primary and (b) secondary school in the Black townships of Port Elizabeth, as referred to in his reply to Question No 270 on 3 March 1983.

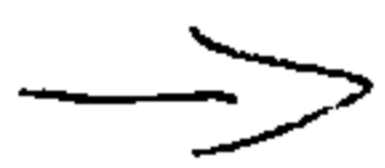
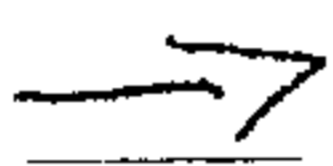
The MINISTER OF EDUCATION AND TRAINING:

(a) Primary schools

A Nyobo	864
B Nyati	648
B Sinuka	648
B. J. Mvanda	864
C. Duna	864
D. Vuku	864
Ebongweni	864
E Skosana	1 080
Fzikweni	864
Hungelo	864
Inqubela	864
J. Qamlana	864
J. Marwanqa	1 026
Kama	864
Nexwana	864
Kwaford	864
Lamani	864
Masangwa	864
Matodlana	864
Molefe	810
New Brighton	1 026
Pendla	864
P Nikiwe	864
S. Nongogo	648
Seyise	864
S. Masungela	864
Daniels	927
Emfundweni	927
Emsengeni	927
Emzoncane	1 080
Estiyeni	1 080

For written reply:
 51 Hansard
 Port Elizabeth: pupil capacity
 4/5/83 Q. 61. 1197-1199
 676. Mr. A. SAVAGE asked the Minister of Education and Training:

What is the actual pupil capacity of each



1199

WEDNESDAY

Funimfundo	648
Garret	864
A. Gqadu	864
Iitha	1 080
Kleinskool	864
Masakhane	864
J. Masiza	648
Mngophiso	648
Mvisiswano	864
Myezo	1 080
Mzimhlope	1 188
Mzontsha	756
K. K. Ncwana	864
H. Nginza	864
Nkuthalo	1 080
Phakama	1 188
Sihembile	864
W. B. Tshume	972
Veeplaas	648
Walmer	648
Zamakuhanya	702
J. K. Zondi	864

(b) Secondary Schools:

Cowan	1 560
Itembelhle	1 560
Mzontsundu	832
Newell	1 560
Tamsamga	988
Kwazakhele	1 560
Loyiso	1 560
Kwezi Lomzo	2 080
Masibambane	832
Ndzondelelo	1 144
Phakamisa	1 040

Maximum pupil capacity based on 54 primary pupils and 52 secondary pupils per classroom.

Kleinskool to get school building

E. Post Post Reporter *6/5/83* (51)

A NEW school building is to be erected in Kleinskool where churches are being used as classrooms because of a lack of accommodation at the local primary school.

The regional Chief Inspector of Education for the Department of Internal Affairs (Coloured Affairs), Mr D J A Crafford, said it was hoped to start work on the building before the end of the year.

Meanwhile many of the 820 pupils at the Kleinskool Primary School are be accommodated at churches.

The acting principal, Mr G Saptoe, said seven different venues, including the Methodist Church and Catholic Church halls, were being used by the pupils.

The school has two daily sessions — 170 pupils attend classes in the afternoon — because of the accommodation shortage.

A parent, who did not want to be named, said it was like the "Great Trek" every Friday afternoon when pupils moved from the different venues to attend the weekly assembly at the main school building.

(51) School buildings *Hansard*
Q. Col. 1229 6/5/83
*21. Mr. K. M. ANDREW asked the
Minister of National Education:

Whether any school buildings previously used by White school children falling under his Department were taken over for use by (a) Coloured, (b) Black and (c) Indian school children in 1982 and 1983, respectively; if so, where are these school buildings situated in each case?

†The MINISTER OF TRANSPORT AFFAIRS (for the Minister of National Education):

No school buildings of my Department were taken over during 1982 and 1983 for use by Coloured, Black or Indian school children.

Aid for learning disabled is 'in a shambles'

By Carolyn Dempster,
Education Reporter

Remedial services for children with learning problems are in a shambles in the Transvaal, say parents of pupils who fall within this broad category.

"The problem should really be seen in terms of awareness, attitude, facilities and teacher training," said Mr Robin Carlisle, spokesman for the Parents Action Group for Learning Disabled Children (Pagold) and the parents' representative on the South African Association for Learning and Educational Disabilities (Saaled).

The learning disabled child is the pupil with average or above average IQ and potential who develops an inability to read, write, spell, com-

municate, understand, remember or complete maths problems. He may also have co-ordination problems, or be hyperactive.

It is essential that the child be helped in the first couple of school years, because there is little that can be done for him in high school.

Parents and teachers are in the best position to pick up the signs of trouble, but they are not always able to do so.

In the field of teacher training, it is only recently that colleges have incorporated specialised courses in remedial education.

The Transvaal Education Department has long been regarded by parents

as a major bureaucratic stumbling block. Accusations are of a lack of interest in the child's welfare, months of waiting for testing, unnecessary administration procedures and an obstructive, unhelpful attitude.

This is not altogether true but Dr Andries Olivier, head of the TED's Psychological Services, admits the department is struggling to cope.

On the face of it, the process is relatively simple: the child has a learning problem, the parents alert the teacher or vice versa, who confirms and refers the matter to the principal. The child is referred to one of the 42 child guidance clinics for a thorough evaluation

and is then placed in one of three categories. (See report below.)

But it is never that simple. The first stumbling block in the process can be either the parent, the teacher, or the principal.

If the child is referred for testing, he may have to wait up to eight weeks at the longest, says Dr Olivier, although some parents make it as long as eight months. Every clinic has to handle upwards of 2 000 children a year.

Dr Mervyn Skuy, president of Saaled and head of the Wits Centre for Specialised Education, stated recently: "How many times do parents, in desperation, turn to the private sector, involving huge sums of money that they can often ill afford, to get their children private remedial education, because of the lack of public facilities."

And here the situation is not particularly rosy either.

In the black and coloured sectors, the situation is exacerbated by the absence of any significant remedial facilities.

Children can also be wrongly labelled and categorised.

In some areas, it is necessary for learning disabled pupils to take medication on a regular basis — usually in the case of the hyperactive child.

The answer to the problem, says Dr Skuy, lies in a concerted effort by the State, TED, universities, parent and professional bodies to co-ordinate knowledge and facilities.

New remedial service will help schoolchildren

Education Reporter

The Transvaal Education Department has embarked on an ambitious scheme to streamline remedial services for pupils with learning disabilities.

The plan, which includes the formation of six child guidance units with a full medical staff complement, was approved and set in motion at the beginning of 1983.

However, because of the difficulty in organising and co-ordinating these teams of professionals, the units will come into operation only over the next couple of months, said Dr Andries Olivier, head of the TED Psychological Services Division.

The units are based in part on guidelines set down by the De Lange report — handed in to Parliament in September 1981.

"Against the background of De Lange, we decided to restructure the whole remedial service to schools as from January 1983. There are two aims

in this: One is to provide a better and more specialised service to the schools, and the other is to try to prevent the child from developing a learning problem, or any kind of problem," said Dr Olivier.

Until last year, there were 42 child guidance clinics in the Transvaal, each embracing these disciplines: behavioural, learning, parent counselling, vocational guidance and speech therapy.

With the new structure there will be six child guidance clinics with a medical team consisting of medical doctor, social worker, two nursing sisters and optometrist, and 24 educational aid centres. Children, if they experience problems in any area, will first be referred to the educational aid centres. Then, if the problem is more serious or complex, to the child guidance unit.

"Of course, it is the responsibility of the school in the first place to identify the problem and supply the necessary aid as far as possible," he added.

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(51) Schools: capital expenditure 12/5/83
11 thousand C 61.1266
Mr S S VAN DER MERWE asked
the Minister of Community Development

What was the capital expenditure on schools for Coloured pupils in the Republic in the 1981-82 financial year?

The MINISTER OF COMMUNITY DEVELOPMENT

R47 567 117,81

13 MAY 1985 SOWETAN

Teacher (51) boosts ER education

By MZIKAYISE EDM

THE Teach Every African Child on the East Rand (Teacher) has spent over R10 000 on education projects in an attempt to improve the standard of education on the East Rand.

In his chairman report, Mr J R Walton said that R4 727 was spent in equipment on cost sharing basis in 12 schools in Daveyton and six in Wattville.

"The largest amount was spent on a copying machine and duplicators for the new high school in Daveyton, Hulwazi. This school also received a donation of ten heaters from the Australian Embassy," the report reads.

The organisation has also agreed to help schools to buy 16 projectors and donated R300 towards the first four.

Expenditure over the financial year on bursaries has amounted to R1 543 and has benefited ten students, five of these at training colleges or universities and five from schools.

Four box libraries have been installed in primary schools — three in Daveyton and one in Wattville, at an estimated cost of R1 112.

He said that teachers spent R492 towards the improvement of the Phelang Centre in KwaThema, a school for retarded children. The organisation also spent R479 for six-senior students from the Ulwazi high school in Daveyton and a teacher to tour the Natal Reserve last month.

Teachers also spent R334 on some schools by distributing books, teaching aids and educational toys. The organisation also spent R567 on art in two later primary schools in Wattville and one in Daveyton.

Mr Walton said: "We spent more than R4 700 by buying teaching aids, stationery, educational toys, duplicators, type writers, 16 projectors, lawn mowers, and heaters for twelve schools in Daveyton and six in Wattville."

51 ~~128~~ *Hansard* 19/5/83
School buildings
Q. Col. 1323 - 1324
857 Mr K. M. ANDREW asked the
Minister of National Education:

- (1) Whether he or his Department (a) received any requests and (b) held any discussions relating to the use by (i) Coloureds, (ii) Black and (iii) Indian school children of school buildings

19 MAY 1983

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previously used by White pupils; if so,

- (2) (a) from whom were these requests received, (b) with whom were discussions held and (c)(i) what school buildings were involved and (ii) where are they situated;
- (3) whether any decisions were taken on the matter; if so, (a) what decisions and (b) by whom?

The MINISTER OF NATIONAL EDUCATION:

- (1) (a) and (b) No.
- (2) Falls away
- (3) No.

1347

Hansard

FRIDAY, 20 MAY 1983

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58 Pollution of the sea by oil
 825. Mr. R. A. F. SWART asked the
 Minister of Transport Affairs:

- (1) How many cases of pollution of the sea by oil occurred in 1982;
- (2) (a) what was the cost of combating such pollution and (b) what amount was recovered from the owners of the vessels concerned?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) 27.
- (2) (a) R214 552,98.
 (b) R63 725,47.

South African citizens

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

- (1) What was the estimated number of (a) White, (b) Coloured and (c) Indian South African citizens living in (i) the Cape, (ii) the Transvaal, (iii) the Orange Free State and (iv) Natal as at the latest specified date for which figures are available;

- (2) how many such persons in each category were over the age of 18 years at that date?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

(1)	(i)	(ii)	(iii)	(iv)
(a)	1 183 980	2 140 760	319 800	496 560
(b)	2 222 120	226 520	55 560	90 180
(c)	31 420	112 160	-	664 360
(2)	(i)	(ii)	(iii)	(iv)
(a)	809 780	1 378 620	204 960	333 600
(b)	1 184 380	128 440	29 940	47 620
(c)	18 880	66 620	-	372 040

The data are the results of the Population Census of 6 May 1980.

51 *Hansard* Schools: libraries
 876. Mr. S. S. VAN DER MERWE asked the Minister of Internal Affairs:

- Whether any Coloured schools in the (a) Cape Peninsula, (b) Port Elizabeth-Uitenhage area and (c) East London area have libraries of their own; if so, (a) how many and (b) which schools in each such area?

The MINISTER OF INTERNAL AFFAIRS:

- Yes.
- (a) (b) (c)
- (i) Primary schools 146 29 5
 Secondary schools 68 10 1
- (ii) In view of the number of schools involved I suggest that I provide the honourable member with a list should he still be interested in where the schools are situated.

QUESTIONS UNDER NAME OF MEMBER

- Andrew, Mr. K. M.—
 Community Development, 379, 768, 777, 781.
- Constitutional Development and Planning, 1348.
- Co-operation and Development, 96, 105, 203, 273, 274, 488, 578, 579, 602, 603, 643, 688, 690, 691, 725, 729, 731, 773, 803, 823, 833, 834, 835, 854, 855, 886, 888, 956, 959, 983, 984, 1026, 1121, 1194, 1255, 1269, 1270, 1296.
- Defence, 602, 1258.
- Education and Training, 101, 155, 156, 195, 196, 479, 772, 800, 925, 1267, 1344.
- Foreign Affairs and Information, 63, 890, 957, 1066, 1067.
- Health and Welfare, 575.
- Industries, Commerce and Tourism, 995.
- Internal Affairs, 276, 427, 512, 513, 951, 1202, 1204.
- Law and Order, 496, 798, 1025, 1027, 1193, 1194, 1256, 1258, 1333.
- Manpower, 649.
- National Education, 1167, 1206, 1211, 1229, 1322, 1323, 1324.
- Posts and Telecommunications, 623, 624.
- Aronson, Mr. T.—
 Agriculture, 790.
 Community Development, 1303.
 Constitutional Development and Planning, 1000, 1100.
 Co-operation and Development, 1085.
 Finance, 828, 1102.
 Industries, Commerce and Tourism, 997, 1132.
 Manpower, 926.
 Mineral and Energy Affairs, 927.
 Posts and Telecommunications, 1134.
 Transport Affairs, 791, 907, 920.
- Barnard, Dr. M. S.—
 Constitutional Development and Planning, 999.
- Co-operation and Development, 535, 797, 1006, 1036, 1092, 1093, 1103, 1234, 1235.
- Defence, 829, 1102, 1203.
- Education and Training, 480, 968, 1345.
- Finance, 945.
- Foreign Affairs and Information, 189.
- Health and Welfare, 28, 87, 99, 100, 109, 138, 139, 231, 249, 250, 274, 304, 393, 400, 473, 474, 500, 589, 590, 626, 704, 727, 817, 852, 1006, 1009, 1011, 1051, 1052, 1090, 1101, 1102, 1225, 1230, 1235, 1236, 1297.
- Internal Affairs, 425, 910, 1037, 1038, 1039, 1049.
- Justice, 924, 1094.
- Law and Order, 704, 867.
- National Education, 190, 868, 1010, 1167.
- Barnard, Mr. S. P.—
 Community Development, 55, 311, 409.
 Co-operation and Development, 87.
 Finance, 312, 408, 495, 557.
 Foreign Affairs and Information, 116.
 Industries, Commerce and Tourism, 312.
 Law and Order, 4, 97, 517
 Transport Affairs, 408.
- Bartlett, Mr. G. S.—
 Transport Affairs, 49, 50, 56, 77, 78, 79, 125, 212, 214, 306, 307, 331, 333, 339, 340, 341, 343, 344, 345, 346, 361, 362, 363, 365, 369, 554.
- Boraine, Dr. A. L.—
 Co-operation and Development, 287, 493, 718, 854, 896.
 Education and Training, 708.
 Foreign Affairs and Information, 492, 574.
 Internal Affairs, 621, 884.
 Justice, 830.
 Law and Order, 431, 520, 693, 700, 725, 726, 735, 989, 990, 991, 1224, 1261, 1262.

(51) *Hansard 27/5/83*
 Port Elizabeth: schools
 R. Col. 1342-1344
 737 Mr D. J. N. MALCOMBESS asked
 the Minister of Education and Training:

- (1) How many schools are there in the Black townships of Port Elizabeth;
- (2) what amount has been spent on maintenance in respect of each school in the latest specified year for which figures are available;
- (3) whether all such schools have security fences, if not, (a) why not, (b) which schools (i) have been provided and (ii) have not been provided with such fences and (c) when is it anticipated that all such schools will have them;
- (4) whether these schools have taps with running water other than those forming part of toilet facilities; if so, how many are there at each school;
- (5) whether the classrooms at these schools have electricity; if not, why not;
- (6) whether any windows in these schools are in need of repair; if so, (a) how many windows in each school require new panes of glass and (b) when is it anticipated that these panes will be replaced?

The MINISTER OF EDUCATION AND TRAINING.

	(1)	(2)	(3)	(4)	(5)	(6)
Primary schools						
A Nyobo	R 1 446	1	1			12
B Nyati	R 2 675	1	1			

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B Sinuka	R 2 706	1	1			50
B I Mnyanda			1			70
C Duna	R 1 668	1				43
D Vuku	R 289	1	1			120
Ehongweni	R 248	1	1			26
F Skosana		1	1			65
Ezikweni	R 1 089	1	1			45
Ilungelo	R 1 087	1	1			64
Inqubela	R 488	1	1			2
I Qamlana	R 569	1				23
J Marwanqa	R 113	1	2			
Kama	R 138	1	1			26
Ngxwana	R 2 066	11	1			39
Kwaford	R 516	1	1			26
Lamani	R 702	1	1			61
Masangwa	R 6 737	1	2			300
Matodlana	R 1 305	1	1			14
Molefe	R 1 627	1	1	1		62
New Brighton	R 724	1	1			26
Pendla	R 76	1	1			
P Nikiwe	R 1 590	1	1			204
S Nongogo	R 3 729	1	1			141
Seyise	R 517	1	1			4
S Masungela		1				53
Daniels	R 506	1	1			77
Emfundweni	R 321		1			30
Emsengeni	R 632	1	1			16
Emzomcane	R 1 004	1	1			
Esitiyeni		1	2			114
Funimfundo	R 1 375	1	1			3
*Garret	R 846		1			23
A Gqadu		1				110
Iitha						
*Klemskool	R 1 215	1	1			25
Masakhane						
*J Masiza	R 916	1				42
Minqophiso						682
Mvisiswano	R 2 711	1				642
Mvezo	R 216	1	1			61
Mzumhlope	R 878	1	1			48
Mzontsha	R 1 628	1	1			
K K Newana	R 16 562					28
H Nginza	R 797					33
Nkuthalo	R 527	1	1			16
Phakama						

Sithembile			1	1		5
W B Tshume	R 382	1				
*Veeplaas						13
Walmer						
Zamakukhanya	R 1 204	1	1			
J K Zondi	R 600	1	1			
Secondary schools						
Cowan	R 342	1	1	1		209
Itembelihle	R 688	1	1	1		
Mzontsundu	R 673	1	1			46
Newell	R 360	1	1	1		148
Tamsanqa	R 984	1	1	1		89
Kwazakhele	R 515	1	3	1		
Loviso			1	3	1	
Kwezi Lomzo						
Masibambane	R 1 324	1	1	1		86
Ndzondelelo	R 46	1	1	1		4
Phakamisa			1	1		2

Notes:

- (1) In columns (3) and (5) "1" means yes and "..." no
- (2) The erection of security fences and the provision of electricity in classrooms are receiving attention and the services will be undertaken as soon as the necessary funds can be provided.
- (3) The replacement of panes receive the attention of the Department.
- (4) Schools marked * share school buildings with other schools.

By JOHANN POTGIETER
Political Correspondent

CAPE TOWN — The Minister of Education and Training, Mr Danie Steyn, has been asked to personally investigate the problem of school buildings in Port Elizabeth's black townships.

The department has also been urged to launch a pre-winter crash programme to replace the nearly 3 500 broken window panes at the city's 53 black primary schools, and to commit itself to a long-term project to supply electricity to all schools and also water points "so that lawns and playing fields can become more than stone-cluttered dust bowls".

In reply yesterday to a question from Mr John Malcomess (PFP, Port Elizabeth Central), Mr Steyn said only one of the primary schools — Molefe — had electricity, and 3 444 window panes at the primary schools were broken.

In a Press statement last night, Mr Malcomess said: "Picture, for example, the children at Mvisiswano this winter. They have 682 panes broken and no electricity. What happens on an overcast, cold, wet and windy day?"

"I am told that in these conditions black teachers put as many children into one classroom as possible so that they can keep warm.

Govt ⁽⁹¹⁾ urged ^S to look ^{E. Post} at PE ^{21/5/83} schools

"It is then, of course, impossible to teach and the chance of contracting disease such as measles is enhanced," Mr Malcomess said.

His question to the Minister, he added, had produced "shattering figures".

At eight schools in the area no money was spent on maintenance last year and at several others as little as R76, R113, R248 and similar sums had been spent.

The vast majority of primary schools, the Minister said, had only one tap and at 11 there were no taps. Mr Steyn said the erection of security fences and provision of electricity in classrooms was receiving attention and would be undertaken "as soon as funds can be provided".

The replacement of window panes was also receiving attention.

D. Dispatch 21/5/83

School for blind opens 51

EAST LONDON — A new primary school for blind black children has opened in Port Elizabeth and its intake will include children from East London and Mdantsane

Mrs N. Venter, who is on the school's management board, said that up till now no facilities for blind children from this area were available.

"The school is called Khanyisa, which means 'a small light', and it is being subsidised by the South African Government and the NG Kerk," Mrs Venter said.

"A 15 seater bus is available to take children from their homes or lodgings to the school," she said.

"It is essential that these children are given an education and the ability to earn a living. At the moment, they are usually kept at home as there are no schools that can take them, and so they become more and more withdrawn.

"What we are trying to do is to give them independence so they can retain their self-respect and are not reduced to living off charity.

"We now have two fully equipped classrooms and the bus available for these children but we do need people to help sponsor their education. The government will pay R180 a year towards this but another R280 a year plus their board is needed before they can start at the school," Mrs Venter said.

"We would have to have this money on hand before we can offer children places as we obviously would hate to raise false hopes.

"Even if people could give a small amount it would make such a difference to these children's futures," she said.

— DDR

MPC: Schools undermining race relations

CAPE TOWN — Textbooks were subtly conditioning white schoolchildren to view blacks not as fellow-citizens but as a "physical danger that the white child must be trained to meet", Mrs Di Bishop, PFP MPC for Gardens, said yesterday.

Speaking in the provincial council during the budget debate, Mrs Bishop said that real security lay in the unity of South Africans. Schools had the greatest potential for bringing people together and generating understanding.

She referred to a study by an MA student at Unisa, J M du Preez, which concluded that school textbooks used symbols and stereotypes which showed blacks as a danger to whites.

She quoted the study as saying that "all attempts to maintain the status quo inevitably strengthen stereotypes".

She quoted a passage from a textbook mentioned in the study which stated that whites "possessed initiative and tackled new projects", while blacks provided labour and a market for goods.

This state of affairs was untenable and needed urgent attention, she said.

"If we are serious about the need for building a common loyalty in our country, we must draw on the often controversial views that have been expressed about our society," she said. "What we do not need is the gathering of a boring

panel of yes-men regurgitating platitudes, as is so often the case on SABC-TV."

The recent by-elections were covered by SABC-TV with the same — if not worse — bias as the 1981 election, she said.

"During the two weeks preceding May 10, the percentage of time allowed the National Party was 57 percent, while the HNP and Conservative Party were each allowed 12 percent and the PFP no coverage," she said.

"These figures prove the blatant abuse of our country's most powerful political medium by the National Party," she said.

This, and the "nightly biased news reporting", was clear evidence of propaganda — and this was what South African children were exposed to. — Sapa.

d

of funds. Due to limited funds the Department has high appreciation for contributions by donors. Reference works to the value of plus minus R12 000 were, for example, recently received for 4 secondary schools in the Western Cape by mediation of READ

Purchase of water

*11. Mr. F. J. LE ROUX asked the Minister of Environment Affairs and Fisheries:

- (1) Whether it is the policy of his Department to grant permission to irrigators under State water schemes in the Republic to purchase additional water when dams overflow; if so, what procedure is followed in this connection;
- (2) whether any exceptions to this procedure are permitted; if so, (a) in respect of which State water schemes do these exceptions apply and (b) who authorized them in each case?

†The MINISTER OF ENVIRONMENT AFFAIRS AND FISHERIES:

- (1) It is the standing policy of the Department of Environment Affairs to grant permission to irrigators under Government Water Schemes in the Republic to purchase additional water when surplus conditions occur in the river system concerned. Applications are submitted to the Department's Head Office where they are considered under powers delegated by the Minister.
- (2) Yes
 - (a) The Douglas, the Njelele and the Olifants River (Van Rhynsdorp) Government Water Schemes
 - (b) The Minister has approved that additional water can be purchased on short notification when the particular dams spill, as the water is then considered to be surplus in the systems con-

51 ~~50~~ Hansard 1/6/83
Schools: libraries
Q. Col. 1439-1440

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

Whether any Black (a) primary and (b) secondary schools in the Western Cape have libraries; if not, why not; if so, (i) which schools have libraries, (ii) which of these libraries are provided by (aa) his Department and (bb) other specified persons or organizations and (iii) what is the nature of the library facility in each case?

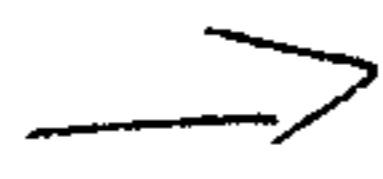
The MINISTER OF EDUCATION AND TRAINING:

(a) and (b) Yes. There are 42 primary schools and 7 secondary schools in Black urban areas in the Western Cape

Primary schools are being provided with class libraries (book collections) and all secondary schools have separate library rooms.

In primary schools 30 books (fiction) per classroom from substandard 1 up to and including standard 2 are being provided by the Department. These books are in the vernacular and have the object of cultivating a love for reading in young children. The scheme has been launched this year and will be extended from year to year to include the other standards as well.

The library books of secondary schools consist of reading books and reference works. The schools receive books from various donors by the mediation of the organization READ (Read, Educate and Develop) and purchase books out of school funds. The Department also purchases books depending on the availability



Coloured primary schools — new move

Community Affairs
Reporter

TEACHERS with university degrees will no longer be appointed to positions or promoted to posts in coloured primary schools, says an announcement in the Education Bulletin of the Department of Internal Affairs.

According to Professor Owen van den Berg, a

AGUS 3/6/83
professor of education at the University of the Western Cape, the new policy forms part of a strategy by the Department of Internal Affairs to move primary school graduate teachers to posts in secondary schools.

There was a similar trend towards "upgrading" primary teachers to take up secondary posts

by the Department of Education and Training.

"A unilateral decision of this kind must be viewed with great concern by teachers' organisations for it constitutes a major threat to the right of teachers to compete for a teaching post at whatever level they decide," he said.

"Several primary school teachers have al-

ready decided to suspend their part-time degree studies for fear of being moved to secondary schools — a tragic situation given the high percentage of under-qualified teachers and the gross inequalities between the various educational sub-systems.

"The status of the profession is being dealt a severe blow."

(51) *Hansard*
City areas: schools
7/6/83 Q. 61. 1478
956 Mr S S VAN DER MERWE asked
the Minister of Internal Affairs:

How many Coloured schools are there
in the (a) Cape Peninsula, (b) Port Elizabeth
Uitenhage and (c) East London areas
at present?

The MINISTER OF INTERNAL AFFAIRS

(a) 326 (includes schools in the Cape
Flats, Mitchell's Plain and Lygerberg
Bellville areas)

(b) 83

(c) 7

Relief on way for Tafelsig pupils

C. Herald
11/6/83

51

SOME relief is on the way for pupils in Mitchells Plain's subeconomic suburb, Tafelsig. The three-year-old area's first primary and senior secondary schools are to open next month.

Mr N Eales, public liaison officer for the Department of Internal Affairs (Coloured Education), confirmed that the two schools were being built in Tafelsig and would open at the start of the third term in July

"At the moment, most pupils from Tafelsig are

at schools in other areas of Mitchells Plain where they are accommodated through double shifts where necessary.

"These pupils would be switched automatically to the new schools in Tafelsig and unnecessary travelling will be done away with," he said.

MOVING

But what about Eastridge and Beacon Valley, the other subeconomic areas that have also been without schools since residents started moving in three years ago?

"A primary school is being constructed in Eastridge. We hope this will be completed by October this year. A senior secondary school is scheduled to open in May next year and three more primary schools are planned for the second half of next year," Mr Eales said.

He said these schools would also cater for Beacon Valley, but two primary schools, which will be started on next year, are expected to open in 1985.

The lack of schools has been a burning issue in the three areas and many protests have been held to demand that the authorities provide schools.

PLANNED

In last year, residents expressed dissatisfaction when it was announced that most of the 10 schools planned for Mitchells Plain this year would be in areas other than the three subeconomic ones.

During their protests, the residents were promised the school crisis would be solved this year.

A final total of seven schools (including the one senior secondary school) are planned for Tafelsig and five (including one senior secondary school) for Eastridge.

At the moment about 1 000 Tafelsig and slightly fewer Eastridge and Beacon Valley pupils, are being bussed to school daily.

Undivided education a high priority

MR 645
16/6/83
651

Education Reporter

IMPLEMENTATION of an undivided education system is a high priority and a pre-requisite for a non-racist South African society, the conference of the Cape Teachers Professional Association has been told.

Mr D A Piedt, of Oudtshoorn, told the conference in Worcester yesterday that the "fanatical" emphasis placed on ethnicity in the education system made the task of education incredibly difficult.

"This kind of political approach to an education system leads to endless problems."

The need for building schools in coloured areas would not be as desperate if half-empty white schools could accommodate black and coloured pupils.

As long as the "hated" Group Areas Act was implemented, the serious accommodation problem in black schools would remain unsolved.

NO CHOICE

On May 4, the Minister of National Education told a meeting of the Urban Foundation that the Government did not recognise the principle of free association because it was in conflict with the white electorate.

"Furthermore, the Minister believes an open education system would not solve the problem.

"These statements by politicians in the educational set-up go completely against the grain of all the long-term goals of the CTPA, and leave us with no other choice than to reject it completely."

Mr Piedt said teachers should strongly recommend to the Government that they had a vital role to play in helping to solve some of the fundamental political problems that threatened peaceful change.

"It is a great pity that the Government made the recommendations of the De Lange commission subsidiary to party political goals."

'Better farm schools needed'

Education Reporter

FARM schools are in drastic need of improvement, delegates to the Cape Teachers Professional Association conference in Worcester have been told.

Speakers at the conference suggested yesterday that groups of schools be combined so that teachers, facilities and accommodation could be centralised to improve the standard of education

Boarding schools should be set up at the centralised schools and pupils should be bussed from nearby farms, Mr C J Scholtz, principal of Walvis Bay Senior Secondary School, said.

HANDICAP

Mr D A Piedt, a member of the Oudtshoorn delegation, said about 90 percent of farm school pupils progressed only to the final standard offered by the farm school.

"As a result of the bad socio-economic circumstances in which the farm school child lives and grows up, it is possible that many of these students have a handicap with regard to their knowledge, language ability and general intellectual development.

"They are possibly not as enthusiastic and motivated as they could be. But that does not mean that the damage that is done to them daily cannot be repaired."

He said the potential of a great number of children was lost through the farm school system.

Open education needed for 'non-racist' society

By MARTINE BARKER

AN undivided education system was a matter of high priority and was a prerequisite for a non-racist South African society, delegates to the Cape Teachers Professional Association in Worcester were told yesterday.

In a paper presented to the congress, Mr D A Piedt of Oudtshoorn said the fanatical emphasis on ethnicity in South Africa frustrated growth in the country.

The government should realize that teachers could play a vital role in helping to solve some of the fundamental political problems threatening peaceful change.

Only last month the Minister of National Education had indicated to the Urban Foundation that the

principle of free association (among teachers of different races) could not be recognized since it was in conflict with the white electorate to which the government was responsible.

The minister had indicated that he believed education would not benefit from an open education system. Such a system would only lead to confrontation, he had said.

'Against the grain'

The minister's statements went completely against the grain of the aims of the CTPA and had to be rejected.

Turning to the problems facing farm schools, Mr Piedt called for centralization of essential facilities as a means of solving some of them.

Another delegate to the congress, Mr C B Scholtz of Walvis Bay, said country church schools had outlived their purpose and farm schools no longer met required standards.

Mr Scholtz called for drastic changes to the system to enable children who were handicapped in their knowledge as a result of growing up in a poor socio-economic climate to overcome this.

It was time to take immediate steps to rectify the situation, he said.

Mr Scholtz also proposed centralizing such schools as this would bring children to better-equipped schools with properly qualified teachers who would be more inclined to take up country posts if their service conditions were improved.

modate and (iii) what arrangements have been made for the schooling of these children in the interim?

The MINISTER OF EDUCATION AND TRAINING:

Yes

(i) January 1984

(ii) 1 000.

(iii) The provision of temporary classrooms is receiving attention.

Khayelitsha

*15 Mr. K. M ANDREW asked the Minister of Transport Affairs:

(1) Whether he or his Department plans to build a railway line to serve the residents of Khayelitsha; if not, why not; if so, (a) what facilities are to be provided and (b) when will they be in operation;

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

†The MINISTER OF POSTS AND TELECOMMUNICATIONS (for the Minister of Transport Affairs):

(1) and (2) Before finality can be reached in the matter the local Metropolitan Transport Advisory Council must determine the most economic and suitable mode of transport, i.e. bus or rail

(51) Hansard 17/6/83
Khayelitsha
Q Col. 1597-1598
14. Mr K M ANDREW asked the Minister of Education and Training:

Whether provision is to be made for a primary school at Khayelitsha; if not, (a) why not and (b) what arrangements have been or are being made for the schooling of children from Khayelitsha; if so, (i) when will it be able to admit pupils, (ii) how many pupils will it be able to accom-



PE black schools to get sports facilities

By SIMON BLOCH

ALMOST every black secondary school in Port Elizabeth is to get a sports field — after Weekend Post's exposé this year on the paucity of sports facilities in the city's townships.

The mammoth task of providing these fields — about 60 in all — has been formulated by the Department of Education and Training in conjunction with the East Cape Administration Board, industry and commerce.

Mr Bob Swiegelaar, inspector in control of works for the Department of Education and Training in the Cape region, said the project was a great boost for black sport and has thrilled the black community.

"Every high school that has land available for a field will be provided with a properly grassed field with all the facilities for maintaining it in decent order," he said.

"The department is going the whole hog in its effort to provide the fields, which we hope will all be complete by the end of next year."

Four fields, at the Loyiso, Newell, Cowan and Kwazakele high schools, had already been completed.

About 30 fields would be prepared before the end of this year.

"We want to attack the project thoroughly and properly," said Mr Swiegelaar. "Each field will be provided with security fencing, water sprinkling systems and ongoing maintenance."

"We don't want a recurrence of what happened at other grounds where the Eastern Province Cricket Union spent R20 000."

The fields eventually became wastelands after fencing was damaged and stolen, water pipes removed, and pupils and the

public wore footpaths across the fields.

He said the department was awaiting the arrival of rugby posts for the fields which would be played on in about two weeks.

It is believed the provision of fields was regarded as a top priority by the Minister of Education and Training, Mr D W Steyn, who authorised the funding of the fields.

A key figure is Mr Stan Anderson, former chairman of the Midland Chamber of Industries and a former member of the Eastern Province Cricket Union, who was approached by the department to draw the private business sector into the fold to generate funds.

Mr Anderson said the East Cape Administration Board, which has supplied the initial money for the project from levied school funds, would have the responsibility of laying on water and levelling and grassing the fields. The department of Education and Training had agreed to provide security fencing.

Mr Anderson said: "I went through a list of schools with Mr Swiegelaar and agreed to write to members of the private sector to get their co-operation. The ideal situation would be for private businesses and industries to adopt schools and sponsor the maintenance of fields at the respective schools."

"Companies will be allowed to place advertising boards at the schools they sponsor, or have their names on the scoreboards."

"The Department of Education and Training will then undertake to approach the school committees and parent teacher organisations to take over this maintenance after the initial two-year period."

SI
E Post
18/1/83

Whether officials of his Department or an Administration Board removed any (a) medicines, (b) blankets, (c) clothing, (d) baby food and (e) other food items from the KTC squatter camp; if so, (i) in terms of what statutory provision, (ii) on what dates, (iii) what quantities of each were removed, (iv) where are these items being kept and (v) what is to be done with them in each case?

The MINISTER OF CO-OPERATION AND DEVELOPMENT:

- (a) No.
- (b) Yes.
- (c) Yes.
- (d) No.
- (e) Yes

(i) In terms of the Prevention of Illegal Squatting Act, 1951 (Act 52 of 1951).

(ii) 9 and 17 May 1983.

(iii) 94 Bundles of clothing, 248 blankets and 78 bundles containing mats, pots, pans, mattresses, boxes, trunks, radios, axes, spades, chairs, buckets, etc.

(iv) At the Administration Board's office at Langa.

(v) The items may be claimed on identification by the owners.

X
Western Cape: schools Q 61. 1694
Handwritten 27/6/83
Mr. K. M. ANDREW asked the
926 Minister of Education and Training:

(1) Whether any new Black (a) pre-primary, (b) primary and (c) secondary schools are to be built in the Western Cape in 1983 and 1984, respectively; if not, why not; if so, (i) how many in each category, (ii) where are they to be built, (iii) how many class-rooms will there be at each school and (iv)

how many pupils will be accommodated in each school;

(2) whether any new class-rooms are to be added to existing Black (a) pre-primary, (b) primary and (c) secondary schools in the Western Cape in each of the above-mentioned years; if not, why not; if so, (i) how many in each category and (ii) at which schools?

The MINISTER OF EDUCATION AND TRAINING:

(1) (a) No, the Department does not erect buildings for pre-primary schools.

(b) 1983—Yes.
 1984—Yes.

(i) 2.

(ii) 1 in Worcester and 1 in Kayelitsha.

(iii) 24.

(iv) 1 000.

(c) 1983—No, due to higher priorities in other areas.
 1984—Yes.

(i) 1.

(ii) Kayelitsha.

(iii) 20.

(iv) 750.

(2) (a) No. See (1)(a).

(b) 1983—Yes.

1984—No, due to higher priorities in other areas.

(i) 8.

(ii) Ashton.

(c) No, due to higher priorities in other areas.

51 ~~51~~ *Howland*
 Port Alfred 30/6/83
 Q. 61. 1782
 1003 Mr. E. K. MOORCROFT asked the
 Minister of Education and Training:

- (1) How many children of school-going age are there in the Black township of Port Alfred:
- (2) whether there are any schools in this township; if so, (a) how many, (b) what is the highest standard in each of these schools and (c)(i) how many classrooms and (ii) teachers are there in each;
- (3) whether he intends to increase the number of classrooms in these schools; if so, (a) when and (b) by how many classrooms in each case?

The MINISTER OF EDUCATION AND TRAINING:

(1) 2 332.

(2) Yes (a) 3

Dambuza Primary School	(b)	(i)	(c)	(ii)
Mtyobo Primary School	Std 2	21		26
Nomzamo Secondary School	Std 5	13		13
	Std 10	15		11

(3) No, not in the near future, due to higher priorities in other areas

School blazes trails into the future

By ANTHEA TASKER
A PRIMARY school is blazing a trail into the future of education.

It is setting an example of self-sufficiency which will have to be followed by other schools when the State starts turning off of the tap through which money has hitherto flowed so freely to white schools.

Jan Celliers Primary, in the well-off suburb of Parkview in Johannesburg, is preparing for the day when the Government limits its support of white schooling to provision of buildings and payment of teachers' salaries.

When the recommendations of the De Lange Commission on Education are implemented the days of free schooling for whites will be over and it will become the responsibility of parents to provide the frills.

The parents of children at Jan Celliers got cracking this week by establishing a trust to finance technological advances in teaching.

The headmaster of the school, Mr Jan Senekal, said the cost of outlay for a school by the Department of National Education was "tremendous".

Plans

Parents could not expect the Government to provide the extra equipment needed to keep South African children in touch with education advances in other parts of the world.

Plans for the Jan Celliers school include:

- A media centre with reference material a child can use to study alone.
- A language or reading laboratory with electronic equipment for learning languages, improving fluency and bettering reading ability.
- A science laboratory where each child will have his own equipment for experiments.
- A mathematics laboratory.
- An accounting centre.
- A music centre for individual tuition and group lessons.
- An art centre.
- A gymnasium and physical training centre.
- Professional training in the various sports played at the school.

Each of these facilities is to be controlled by trained staff.

Basic

Married do

Sunday Times Reporter

A MIDDLE-AGED mother of three told this week of her affair with a married dominee which has left a country village reeling.

The scandal has led to the suspension by the church hierarchy of Dominee Chris Putter from his congregation in the sleepy hamlet of Stoffberg in the Eastern Transvaal, while townsfolk have turned their backs on the adulterous lovers.

Mr Putter, 42, of the 70-member Gereformeerde Kerk —

whose wife is expecting the couple's sixth child — was removed from his post on Monday by the church's Middelburg presbytery after it had heard charges of adultery against him.

The scandal has rocked the picturesque settlement nestling on hillsides 62km from Middelburg.

The woman — a mother of three teenagers — has left her husband's farm in the district.

Karate



salaries.

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- An art centre.

- A gymnasium and physical training centre.

- Professional training in the various sports played at the school.

Each of these facilities is to be controlled by trained staff.

Basic

The first goal is to raise R250 000 to make these ventures possible.

The Transvaal Education Department pays teachers salaries and provides school buildings, complete with the basic equipment needed to teach.

"With the levelling of salaries for teachers of various races the Department of National Education is heavily burdened financially.

"We cannot expect the department to provide additional things like a language laboratory or a computer," Mr Senekal said.

The approximately 300 children of the Jan Celliers skool come from wealthy Afrikaans families who live in the northern suburbs.

They are children who are highly stimulated and very demanding of their teachers, and for this reason they should be kept in touch with the latest developments in education, Mr Senekal said.

He is also concerned that his pupils' school environment should be compatible with the home environment they share with motivated parents.

The trust, only just in its beginning stages, will grow as parents, teachers, the governing body and friends of the school undertake to raise funds in various ventures.



Fal
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Jeffrey Tshivula's picture was not printed after white parents...

By RUTH GOLEMBO

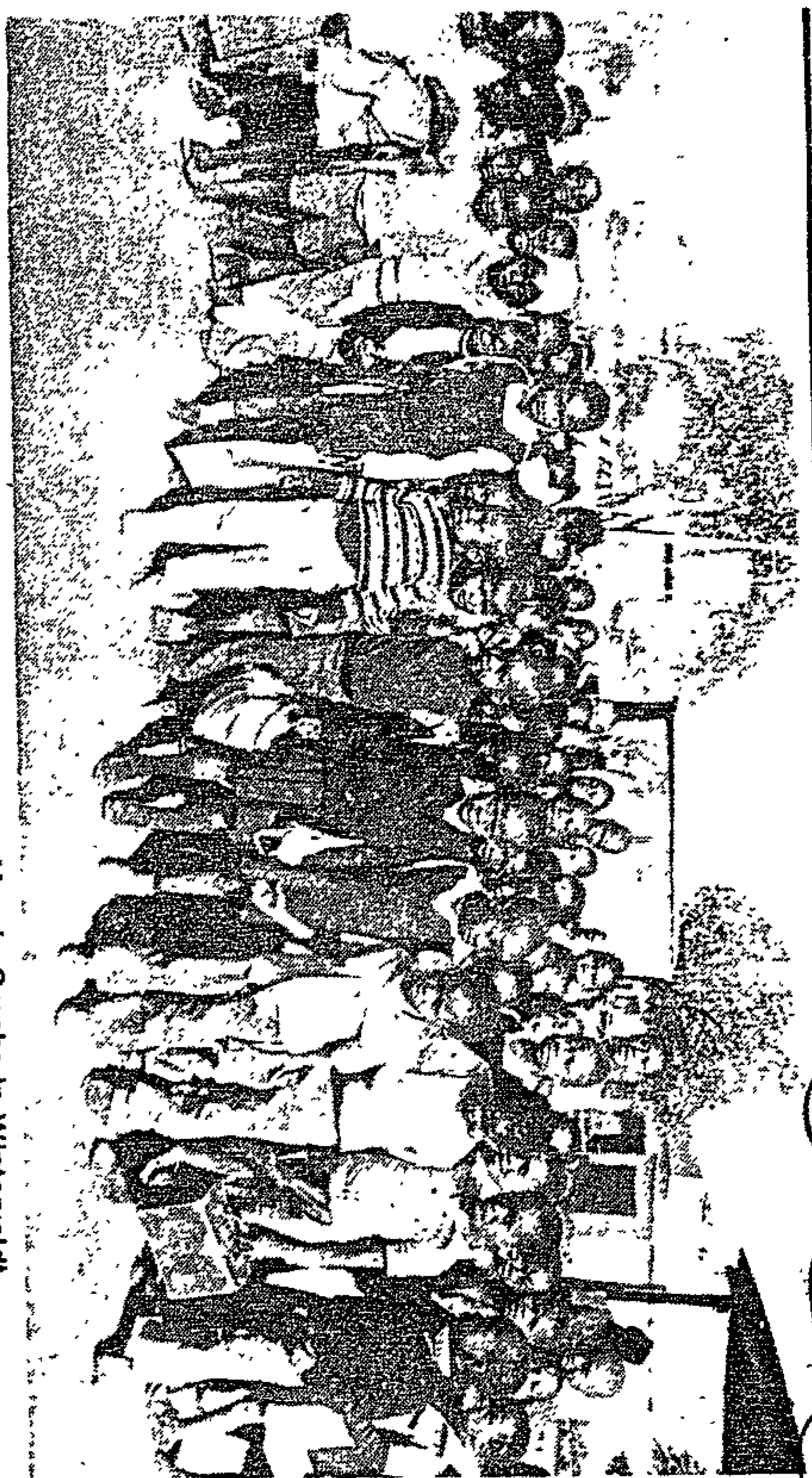
A SMALL town newspaper's baby competition has been cancelled because of a roaring racial rumpus over the entry of two black children.

The editor of the weekly Soutpansburg Herald, Mr Henry van Blerk, said the competition had been called off because it had erupted into a political issue.

And the hundred entries for the baby beauty stakes

Paper calls off contest after racial rumpu

The whole feud started when the local Louis Tri...



HOME TIME: The pupils of the Thusanang Merafe Creche in Winterveldt.

Working together to help the youngs

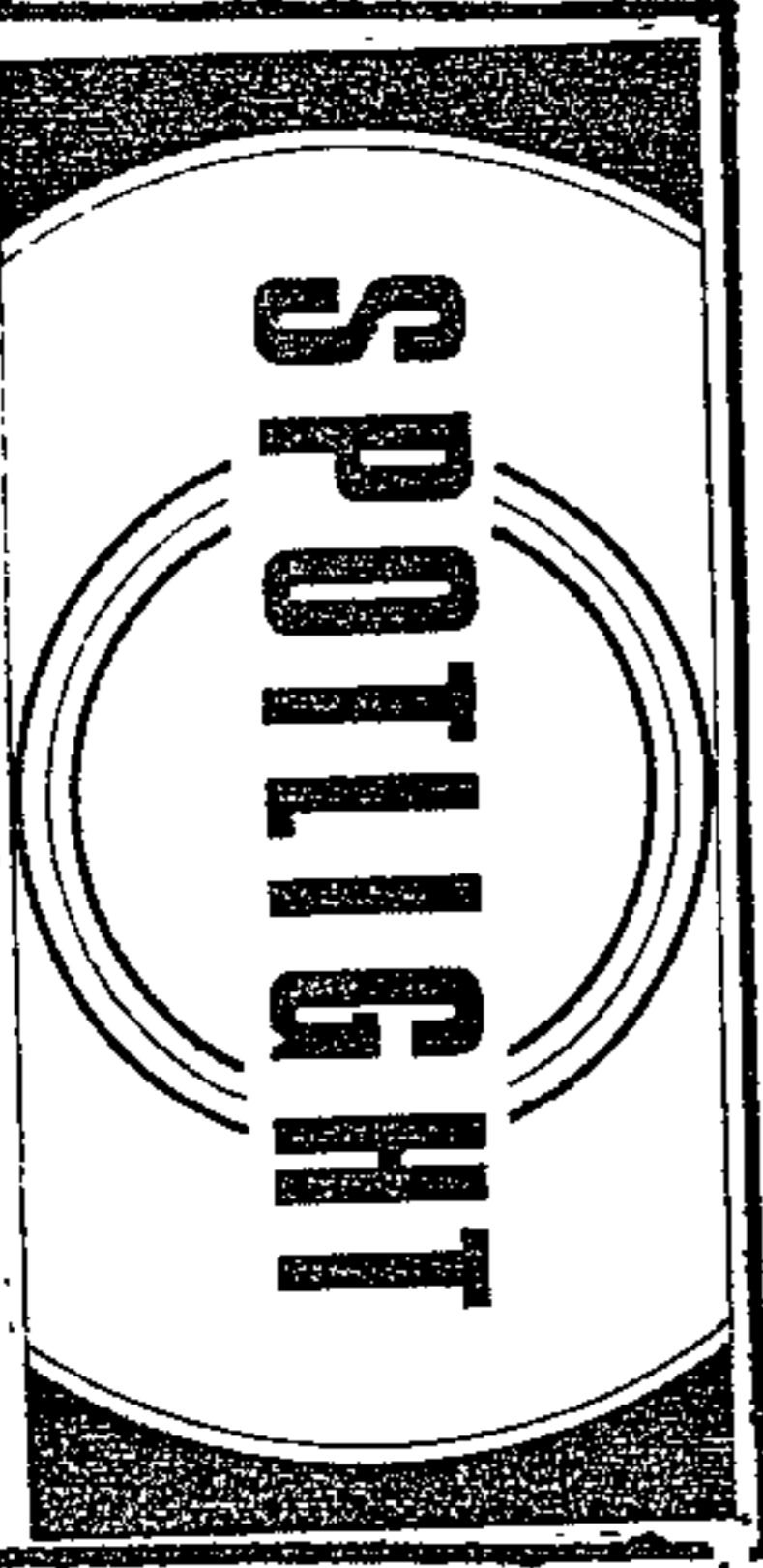
By NORMAN NGALE

THUSANANG Merafe is the name of a creche in Winterveldt. The name itself means working together, and this aim is being fulfilled by those involved in the project.

The creche is situated along the main Winterveldt road on a five morgen area. The building has one classroom, equal in size to a large bedroom in a township

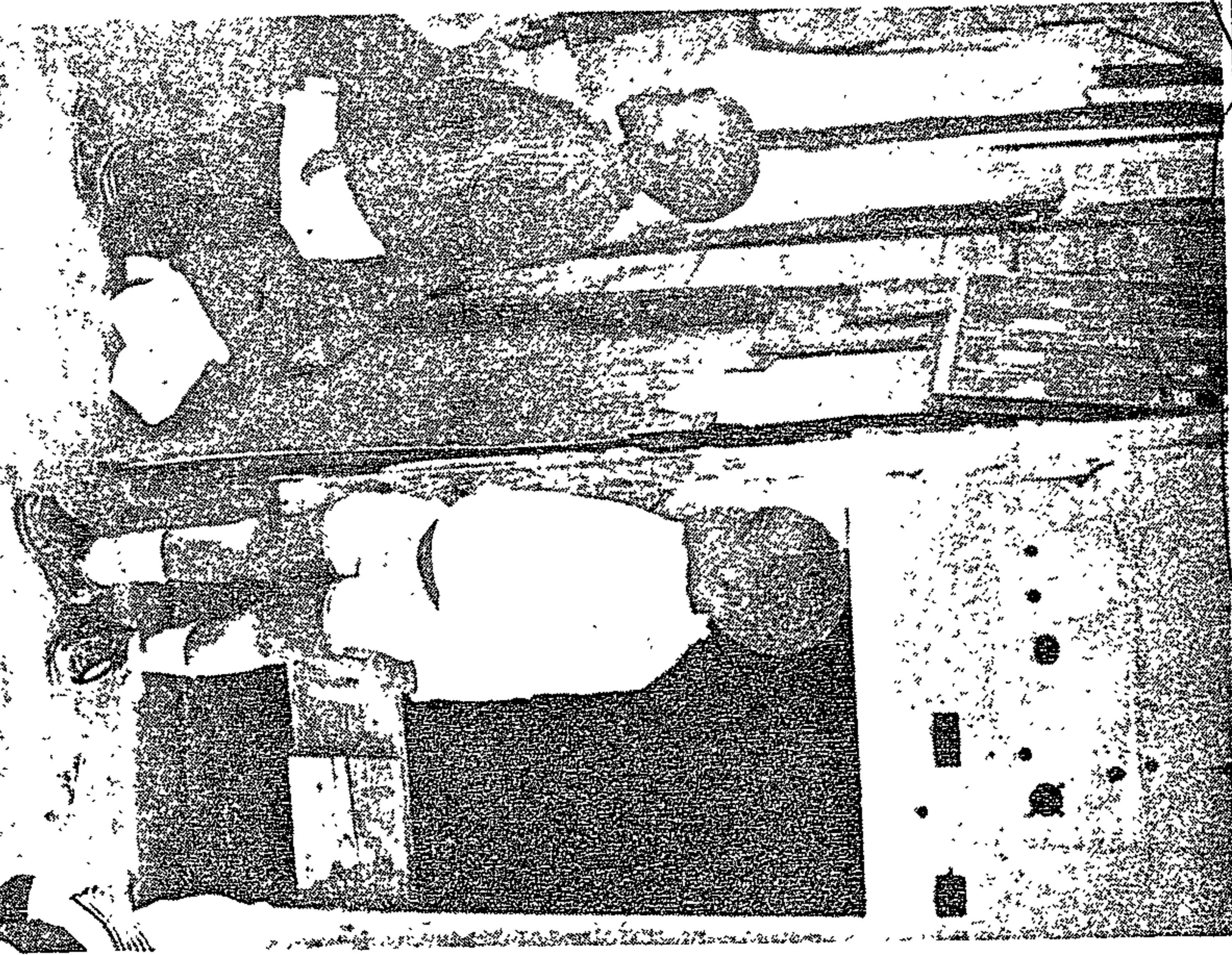
the creche, said there were 65 children there from various parts of the slum area.

When the Spotlight team arrived at the school, the kids were about to go home and a lousy sound of "Good-bye teacher" rang out lustily from youthful throats. Like children everywhere they are a



ON WINTERVELDT

flowers in a pile of rub-



PLAY TIME: You could think the kid is playing in some run-down building. It is in fact part of Thusanang creche in Winterveldt an eye sore and make-shift child centre which is cared for only by love and sympathy.

along the main Winter-
veldt road on a five floor-
gen area. The building
has one classroom,
equal in size to a large
bedroom in a township
home.

The neat and attrac-
tive pictures arranged
along the walls of the
room contrast sharply
with the entire building
which is made of hard-
board and pieces of cor-
rugated iron sheets-
something of an eyesore
to the passerby.

Mrs Violet Math-
ebula, the principal of

about to go home and a
lusty sound of "Good-
bye teacher" rang out
lustily from youthful
throats. Like children
everywhere they are a
delight to watch and
deal with.

Even the squalid na-
ture of the building and
its uninspiring surround-
ings could not mask
their natural joy and vi-
tality. They seemed
completely unbothered
about the terrible condi-
tions they were living in
and seemed to blossom
out like healthy little

ON WINTERVELDT

flowers in a pile of rub-
ble.

Mrs Mathebula said
the creche was the
brainchild of a friend of
hers and herself. Parents
were roped in to build
the structure which was
done with love and
sweat by the people
themselves.

"In the absence of
nursery schools for the
children of parents who
stay away from their
homes the whole day, it
was imperative that
something of this nature
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Efforts are in the
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symbol in an otherwise
totally depressed area.
Help would always be
welcome, she said.

The new creche will
have two class-rooms, a
hall, an office and a
storeroom. Children
would be fully prepared
for school, while their
parents would be able to

PLAY TIME: You could think the kid is playing in some run-down building. It is in
fact part of Thusanang creche in Winterveldt an eye sore and make-shift child
centre which is cared for only by love and sympathy.



YOUNG PHILOSOPHER: Sometimes the wind is
and a man has to be well prepared for

to help the young

By NORMAN NGALE

THUSANANG Merafe is the name of a creche in Winterveldt. The name itself means working together, and this aim is being fulfilled by those involved in the project.

The creche is situated along the main Winterveldt road on a five morgen area. The building has one classroom, equal in size to a large bedroom in a township home.

The neat and attractive pictures arranged along the walls of the room contrast sharply with the entire building which is made of hard-board and pieces of corrugated iron sheets—something of an eyesore to the passerby.

Mrs Violet Mathebula, the principal of

the creche, said there were 65 children there from various parts of the slum area.

When the Spotlight team arrived at the school, the kids were about to go home and a lusty sound of "Good-bye teacher" rang out lustily from youthful throats. Like children everywhere they are a delight to watch and deal with.

Even the squalid nature of the building and its uninspiring surroundings could not mask their natural joy and vitality. They seemed completely unbothered about the terrible conditions they were living in and seemed to blossom out like healthy little



PLAY TIME: Y:
fact part of: T:

flowers in a pile of rubble.

Mrs Mathebula said the creche was the brainchild of a friend of hers and herself. Parents were roped in to build the structure which was done with love and sweat by the people themselves.

"In the absence of nursery schools for the children of parents who stay away from their homes the whole day, it was imperative that something of this nature was started". She said the fees were not high and the creche encouraged as many parents as could afford to send their children.

"It is both a creche and a pre-school centre. We try and develop five to six-year-olds who cannot be accepted into schools.

Efforts are in the pipeline to build a brand new creche alongside the old one through help from parents. The structure is already taking shape but much more needs to be done.

Mrs Mathebula believes that there is a need for the kind of creche that will stand out as something of a symbol in an otherwise totally depressed area. Help would always be welcome, she said.

The new creche will have two class-rooms, a hall, an office and a storeroom. Children would be fully prepared for school, while their parents would be able to go to work with the comforting thought that their children are being well looked after.



YOUNG PHILOSOPHER: Sometimes the wind is biting cold and a man has to be well prepared for that especially in the type of creche that only offers cracked, plywood boards for protection. The youngster here seems to be contemplating this unfairness at Thusanang creche in Winterveldt.

8/1/83
2001

Farm schools may be forced to close

By SOPHIE TEMA 51

ABOUT 1 000 black children attending farm schools may be forced to leave school at the end of this year following the decision by some white farmers to close the schools down.

Farm-owners in the Magaliesburg district have al-

ready told three schools — two in the Magaliesburg district and one near Tarlton — to close at the end of the year.

Two of the schools — the Koesterfontein and the Sello-Moreneng combined schools — have sought legal advice on the threatened closures of the schools, which were built from funds raised and donat-

ed by the black community.

Negotiations to transfer the third school — the Tarlton Combined School, on the farm 'Morningside' — to another area in Vlakplaas, are under way.

A site for the Sello-Moreneng School has also been found, but building has not started.

R65m is to
be spent ~~RM~~
on schools
11/7/83

Pretoria Bureau

THE Department of Internal Affairs is to spend R65-million on building new coloured primary and high schools and on extensions to existing schools throughout the country in the current financial year.

The acting liaison officer of the Department of Coloured Education, Mr A J Greyvenstein, said a number of schools would be completed before the end of this year.

He could not say exactly how many schools would be built in each province.

Mr Greyvenstein revealed that 18 new primary schools and 13 new high schools would be built in the 1983/84 financial year throughout the country.

Part of the R65-million would be spent on extensions to nine existing primary schools and to five high schools.

Field's ceremonial start



To inaugurate the new playing field at Loyisa Secondary School, Zwide, a ceremonial match was played on the fresh turf yesterday. Only six other schools in Port Elizabeth's African townships have playing fields. Seen before play were Mr G MERBOLDT, regional director of Education and Training, and school principal Mr D D VINGQI.

51 (E) E. Post 23/7/83

Grass for black schools plan

Weekend Post Reporter
 THE first of nine new playing fields laid at black schools in Port Elizabeth was used for the first time yesterday.
 The crash programme to provide more playing fields was inspired by a Weekend Post report which was brought to the attention of Parliament, following which the Department of Education and Training contacted city industrialist

Mr Stan Anderson, who had shown concern about the situation.
 "Because of the Post stories a considerable amount of money is being spent on these fields," Mr Anderson said today.
 "It is the first time action like this has been taken in the Eastern Cape, possibly in South Africa, where in a few weeks players have been running out on turf.
 "The speed with which

this has been done has saved a whole season."
 Mr Anderson asked 15 industrialists to help and won everyone's support.
 Thirteen responded immediately. The other two were already committed to projects this year and will be helping in 1984.
 The pitch used yesterday is at Loyisa Secondary School, Zwide, and the work there had been sponsored by Maybaker.

ce.

Now for as little as 37c a litre*



MR645 25/7/83 (51) St Joseph's opens arms to little girls of all races

Education Reporter ST JOSEPH'S College (Marist Brothers) in Rondebosch is to open its doors to girls of all races and religious groups from pre-primary classes up to and including Standard 1 next year.

This was announced today by the principal, Mr Ron Taylor, who said the school would begin pre-primary classes in January.

The opening of the traditional all-male school to girls follows a similar announcement by Christian Brothers' College in Green Point, who will admit girls to all standards next year.

Mr Taylor said the decision to open a pre-primary school for four and five-year-olds was taken after other pre-primary

schools in the area noted the need for another school.

"For similar reasons we decided to open the school to girls until the end of Standard 1. It will also help parents who have boys at the school," Mr Taylor said

The possibility of opening higher standards to girls would be "considered at a much later date, depending on the needs of the community".

The school has facilities for two pre-primary classes of 20 pupils each and a third class could be created if the number of applications warranted it.

An after-hours care centre for pre-primary pupils was also being considered.

Mr Taylor stressed

that while the school was open to all religious groups, it was a Roman Catholic school and Catholics would get preference.

"Children attending the pre-primary school will not automatically be accepted in the kindergarten classes," he added.

The enrolment at the school, threatened with closure before R500 000 was raised by parents in a national campaign last year, picked up this year.

"However, we're hoping for an even better enrolment next year," said Mr Taylor.

Application forms are available from the school and applications for the pre-primary school should reach the principal before the end of October.

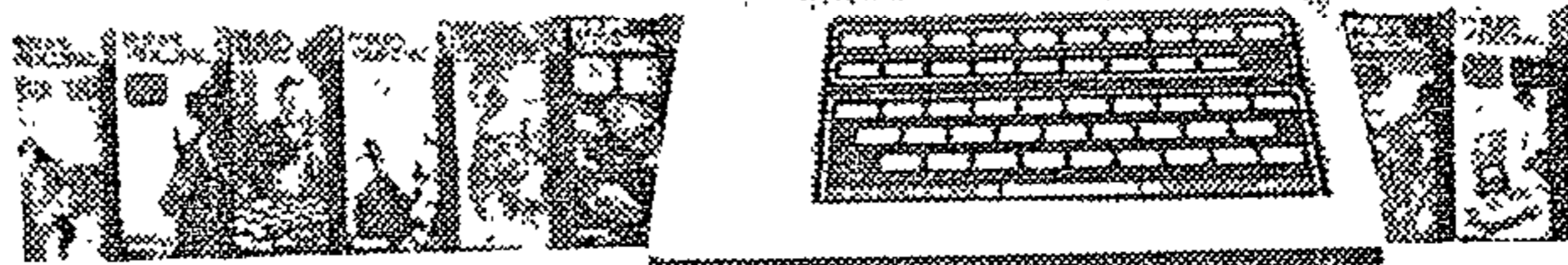
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Don't sit around with nothing to do. Battle the Munchkin Monsters, jump about with the Jumping Acrobats, and test your skills against another mystery game. The Philips G7000 is the video game for the whole family and you can play it right in your living room.



As seen on TV. Special limited offer. 31st August. Philips Video Games.



PHILIPS G7000 VIDEO GAMES

OFFERS school gives the food for Bibi

BY CHRISTINA PRITCHARD

AN 11-year-old Chinese girl has won the fight to go to school in Hartismith, despite an archaic law that forbids Chinese to live in the Free State. But the decision by the Hartismith Primary School Board to allow Bibi Koo to attend the school may have come too late.

Bibi's mother, Mrs Kiki Koo-Fang, has already enrolled her daughter at St Mary's — a private school in Johannesburg — although she may reconsider her decision.

Friends of the family are encouraging Mrs Koo-Fang to send Bibi to the Hartismith school in the light of the decision — taken on Friday — to allow her to attend the school board had at first refused to allow her to enrol because of an archaic provincial ordinance barring "Arabs, Chinese, Indian (Coolie) or other Asian Coloureds" from the Free State.

Bibi and her mother, who is a widow, moved to Phuthaditjhaba, the capital of Qwaqwa, two months ago. They decided to leave Lesotho after the Lesotho government informed the Taiwanese embassy that it would have to close down and that Taiwanese passports would not be recognised.

This followed the Jonathan government's decision to forge diplomatic ties with



...happy in Johannesburg
 ● Bibi Koo
 Picture: DOUG LEE

So Mrs Koo-Fang and Bibi moved to Phuthaditjhaba, 50km from Hartismith.

Mrs Koo-Fang left a thriving distillery and a weaving and porcelain factory when she moved to Qwaqwa. Her family also own a weaving and porcelain factory, Afro Weavers, in Phuthaditjhaba.

Commenting yesterday, the soft-spoken Mrs Koo-Fang told me: "I am very concerned that Bibi should have friends.

"I don't want her to go to a school where she will be seen as being different." There are 700 children at the Hartismith Primary School.

Mrs Koo-Fang said she was upset that Bibi should have to leave home so soon. "I had always planned that Bibi should go to boarding school when she was about 13 as I believed it would be good for her.

"I never expected and would be good for her.

Mr Louwrie du Toit, manager of the Qwaqwa Development Corporation and a close friend of Mrs Koo-Fang, told her of the school board decision on Friday evening.

He and other friends suggest that Bibi should go to Hartismith Primary School. The head of school board, Dominee A J Scherrer, denied suggestions that the decision to admit Bibi was taken after pressure "from high up sources".

"We have no problem in allowing the Taiwanese child into our school now," he said.

Mr Scherrer told me that when Mrs Koo-Fang had originally applied to enrol her daughter at the school, her application had been turned down because the school board was "confused" about the 19th century provincial ordinance which bars Indians and Chinese people from the Free State.

Bibi, a bright talkative girl with an American accent "picked up at school in Maseru", said she was happy to go to St Mary's.

Mrs Koo-Fang enlisted the help of Mr du Toit to make her application to enrol Bibi at Hartismith Primary School.

Mr du Toit told the Sunday Express he was "thoroughly embarrassed by the whole business".

Mr S J van Wyk, headmaster of Hartismith Primary School, refused to comment. "It has nothing to do with me," he said.

th

Taiwanese girl gets go-ahead for school

Mall Correspondent

DURBAN. — The Government and the Harrismith Primary School Board have given the go-ahead for an 11-year-old Taiwanese girl, Hweiming 'Bibi' Koo, to attend classes in the small Free State town.

But it may have been too late, because her mother is considering sending her to a Johannesburg private school.

The Minister of Health and leader of the National Party in the Free State, Dr Nak van der Merwe, said this week the Government was "happy" with the school board's decision to admit Bibi.

The board had initially re-

fused to allow Bibi to enrol because of a provincial ordinance barring "Arabs, Chinese, Indian (Coolie) or other Asian coloureds" from staying in the Free State for more than 72 hours.

But, according to Dominee A J Scherrer, head of the school board, the board was unanimous in its decision to allow Bibi to attend the school.

"We've got no objections at all to her coming to our school," he said.

The Taiwanese girl and her family settled in Phuthaditjhaba, QwaQwa — 50km from Harrismith — two months ago after they were forced to leave Lesotho following the Lesotho Government's decision to cut ties

with Taiwan.

Dr Van der Merwe said that under the present laws Taiwanese citizens could only be granted permanent residence in South Africa for five years. They then had to re-apply.

He also said the Government would never allow many Taiwanese into South Africa.

"The whole idea behind this policy is not to create another permanent population group here.

"I think the whole affair has been amicably settled," he said.

But the settlement might have come too late.

Reports that Bibi's mother, Mrs Ywan-Mann Koo Fang, had already enrolled her

daughter at St Mary's — a private school in Johannesburg — could not be confirmed.

The director-general of the QwaQwa Development Corporation, Mr Louwtjie du Toit, said he believed Mrs Koo Fang had made an application to St Mary's but he was not sure how far the arrangements had progressed.

"I could understand her being a bit reluctant to send Bibi to the Harrismith school now after all the fuss, but I'm not sure what her decision is or whether she will change it," he said.

Mrs Koo Fang, a widow who owns a weaving and pottery factory in Phuthaditjhaba, was not available for comment.

Cape Times 12/18/83

Arson at two Ciskei schools

Own Correspondent
PORT ELIZABETH. — The bus boycott unrest in Ciskei, which has already resulted in eight deaths and an estimated 1 000 arrests, continued yesterday and several cases of arson have been reported.

According to Ciskeian police, about R4 000 damage was caused when arsonists set fire to the Shwele Higher Primary School at Chalumna and "several hundred rands" damages to the Mfundo Higher Primary School in Mdantsane.

The liaison officer of the Ciskeian police, Major Avery Ngaki, said police were investigating the fires at the two schools, but had not yet made any arrests.

The fires at the two schools follow a fire which gutted the library of the Zwelindile Junior Secondary School at Chalumna last week.

It was also reported that arsonists tried to burn down two houses in Mdantsane at the weekend — both being the homes of prominent members of the ruling

Ciskei National Independence Party.

● Meanwhile reports from East London that President Lennox Sebe had been admitted to the Mater Dei hospital were denied by a spokesman for the hospital.

All attempts to track down President Sebe in Bisho last night were unsuccessful. According to a spokesman for his office, the president was in meetings the whole day.

their statements of policy to him to enable him to distribute them at the Government's expense?

†The MINISTER: I have books of the department in my possession from the time when Dr. Connie Mulder was Minister. Only Government papers were distributed at Government expense. Placards were printed which were meant to be put up in post offices and other public places throughout the country, placards of approximately 0,5 metres by 30 centimetres, which only set out the Government's proposals of 1977. The hon. member who has just put the question to me, got up in this House and said that the Information Service should publicize more aspects of Government policy and should publish more such brochures. On occasion, he also said that the SABC should devote much more time to publicizing Government policy. [Interjections.]

†Mr. J. H. HOON: Mr. Speaker, further arising out of the Minister's reply, will he convey the thanks of the CP to his Information Service for the distribution of this booklet, because it is the best information about the CP. . . [Interjections.]

†The MINISTER: Yes, with pleasure, thank you but I must say that in that case I do not understand why questions are being put to me.

†Mr. H. E. J. VAN RENSBURG: Mr. Speaker, further arising out of the reply of the hon. the Minister, the hon. the Minister said that it is the function of his department to make government decisions known to the public. My question is: What is a Government decision? Is it a decision of this Parliament or a decision of the NP congresses?

†The MINISTER: Mr. Speaker, that is very clear. The Cabinet usually meets once a week. At that meeting, decisions on many disciplines and over a wide spectrum of our life from water to the supply of oil to dwellings, on every aspect of life in South Africa, are taken, some which are more important and some which are less important. As regards the more important decisions, my Department sees to it that they are made known as far as possible. I do not think that

there is any doubt in this regard among hon. members opposite. They are only trying to have some fun.

N3 freeway: Fields Hill

*16. Mr. R. A. F. SWART asked the Minister of Transport Affairs:

- (1) Whether he has received any representations regarding the section of the N3 freeway in Natal known as Fields Hill; if so, what was (a) the nature of the representations and (b) his response thereto;

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

†The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes.

- (a) To accelerate work on the project under construction which will provide an alternate route to the existing Fields Hill route.

- (b) That this project is regarded by the National Transport Commission as one of its most urgent priorities and that plans are available to complete the work. Shortage of funds has, however, led to the situation where work on the final contract to complete the project will only commence during the 1984/85 financial year.

- (2) No.

Mr. B. W. B. PAGE: Mr. Speaker, arising out of the hon. the Minister's reply, can he tell us whether or not consideration has been given to financing this proposed new road by a toll-collection method that could be utilized as a result of legislation passed by this Parliament earlier this session; and, if not, why?

The MINISTER: Mr. Speaker, up to the present we have not given consideration to making this a toll road. There are various

reasons for this one of which is that the cost of the road is being borne by the National Roads Fund. However, we can investigate the matter. If it is preferred to make this road a toll road, then the additional funds collected can be utilized to complete the road in a shorter period. However, we shall consider the whole matter.

South African Defence Force Fund

*17. Mr. P. A. MYBURGH asked the Minister of Defence:

- (1) Whether an investigation has been held into alleged administrative irregularities in the South African Defence Force Fund; if so, (a) by whom and (b) what is the nature of the irregularities;

- (2) whether the investigation has been completed; if not, (a) why not and (b) when is it anticipated that it will be completed; if so, what were the findings;

- (3) whether any action is to be taken as a result; if not, why not; if so, what action;

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

The MINISTER OF DEFENCE:

- (1) Yes.

- (a) The Chairman of the Fund.

- (b) Allegations concerning the activities and of negligence of certain members of the personnel of the Fund.

- (2) No.

- (a) In consequence of the extent of the investigation.

- (b) By the end of October 1983.

- (3) This will depend on the outcome of the investigation.

- (4) Yes, when the investigation has been concluded.

Handwritten: **9.6.1.1866**
 Defence Force: visits to schools
 *18. Mr. P. A. MYBURGH asked the Minister of Defence:

- (1) Whether any members of the South African Defence Force visited any (a) Coloured and (b) Indian schools in July 1983; if so, (i) on what date or dates, (ii) which schools and (iii) what was the purpose of the visit in each case;

- (2) whether any complaints were received in connection with these visits; if so, (a) how many, (b) from whom and (c) what was the response of the South African Defence Force to these complaints;

- (3) whether any further visits to Coloured and Indian schools are planned by the South African Defence Force; if so, (a) why and (b) to which (i) Coloured and (ii) Indian schools?

The MINISTER OF DEFENCE: (Reply laid upon the Table with leave of House):

- (1) (a) and (b) Yes.

- (a) *Coloured Schools*
 (i) and (ii)

1 July 1983

Dundee Secondary

11 July 1983

The Glebe Primér (E.K.)

Grootvlei Primér

(N.G.K.)

12 July 1983

Riversonderend Primér

(N.G.K.)

13 July 1983

Matjieskloof Primér

(N.G.K.)

Rietpoelstasie Primér

(N.G.K.)

→

14 July 1983
 Elina De Kock Primêr
 (N.G.K.)
 Speelmansrivier Primêr
 (N.G.K.)
 15 July 1983
 Protea Primêr
 19 July 1983
 Stormvlei Primêr
 (N.G.K.)
 Victoria Park Primêr
 Riverview Primêr
 (N.G.K.)
 20 July 1983
 Klipdale Primêr (E.K.)
 Proteem Primêr (N.G.K.)
 21 July 1983
 Grassy Park Secondary
 Lotus Secondary
 Parkwood No 2
 Secondary
 Seekoevlei Secondary
 Uithood Primêr
 (N.G.K.)
 Panorama Primêr
 (N.G.K.)
 Blaaukhip Primêr
 (N.G.K.)
 Buffelskloof Primêr
 (S.S.K.V.)
 Sishen Primêr (N.G.K.)
 22 July 1983
 Doornkraal Primêr
 (N.G.K.)
 25 July 1983
 Parkview Primêr
 Vaajtjie Primêr (Mor.)
 Worcester Sekondêr
 26 July 1983
 Nuwerust Primêr
 Paarlzicht Primêr
 Maxonia Primêr
 (N.G.K.)
 Orleansvale Primêr
 Ebenezer Primêr
 New Orleans Primêr
 Paulus Jorbert Primêr
 Windmeul Primêr
 (N.G.K.)
 Amstelhof Primêr
 Meadow Ridge Primary
 Atlantis Sekondêr

Avondale Primêr
 Westleur Primêr
 Mammé Primêr (Mor.)
 Willem Bucholz Primêr
 (N.G.K.)
 Idasvallei Primêr
 27 July 1983
 Nederburg Primêr
 Klein Nederburg
 Sekondêr
 Newtown Primêr
 Bergrivier Sekondêr
 Weltevrede Primêr
 (N.G.K.)
 Merrydale Primary
 Atlantis Nywerheidskool
 Atlantis Primêr No 4
 Atlantis Sekondêr No 3
 St. Ida's Primêr (R.K.)
 28 July 1983
 Westville Primary
 Atlantis Primêr No 6
 Atlantis Primêr No 7
 29 July 1983
 Berzeliastaat Primêr

(iii) In Western Province Com-
 mand written permission
 was obtained from the Di-
 rector of Education, De-
 partment of Internal Affairs
 (Coloured Affairs) to visit
 schools outside of school
 hours, or if the principal
 would approve during
 school hours with the pur-
 pose of;

(aa) introducing the school-
 ars to the SA Defence
 force by means of a
 talk a film show and;

(bb) assessing the interest in
 proposed youth camps
 and participation in
 rugby clinics that
 have been planned in
 conjunction with the
 South African Rugby
 Board.

Schools were visited with-
 out prior appointment and

a number of the principals
 granted permission for the
 scholars to be addressed.
 Some of the principals who
 did not wish to grant per-
 mission explained that they
 were not empowered to do
 so without the approval of
 their School-board.

— In North Western Com-
 mand a school was visited
 to confirm good relations
 with the SA Defence Force,
 to coach sport and to screen
 a film on Nature and Wild-
 life Conservation.

— In Natal Command scholars
 were transported from a
 school to a prearranged
 youth camp.

(b) *Indian Schools*
 (i) and (ii)

5 July 1983
 Ganges Secondary
 Clairwood Secondary

(iii) Scholars were transported
 from these schools to prear-
 ranged youth camps.

(2) As far as can be ascertained no com-
 plaints were lodged with anybody in
 the SA Defence Force. According to
 press reports certain persons and
 bodies expressed themselves against
 the visits.

(3) Yes.

(a) To introduce the SA Defence
 Force to Coloured and Indian
 youth and to present career
 guidance on the initiative of the
 SA Defence Force or at the re-
 quest of school authorities.

(b) (i) and (ii).
 As many as for which permission
 can be obtained.

Children arrested while playing

Mercury Reporter

TWENTY-TWO Indian schoolchildren and four adults were arrested and charged with trespassing for playing soccer at a Government school ground at Isipingo.

This was confirmed yesterday by Capt Piet Meiring, a police spokesman in Durban, who said the police had been forced to take action after receiving a complaint from Supervision Services.

Mr J Ananth, principal of the Isipingo No 7 School, where the children were playing, said Supervision Services were in charge of school property after school hours.

Parents were angry yesterday, saying that police action had been unwarranted. Their children had been playing a game of soccer with pupils from the school.

Director of Indian Education Gabriel Krog last week told the President's Council: 'South Africa can no longer afford to provide community facilities such as halls, classrooms and playing fields unless they are used from early morning until late at night all year round.'

Mr Krog was not available for comment yesterday, but his deputy, Mr D H Botha, said control over the use of school sports grounds was left to principals. Parents should take up the matter with the principal and not 'run to the Press'.

- (2) whether any of these pupils have impaired hearing; if so, how many;
- (3) whether special classes are available for these pupils; if not,
- (4) whether such classes are to be established; if not, (a) why not and (b) where will these pupils receive their education; if so, when is it anticipated that such classes will start operating?

†The DEPUTY MINISTER OF INTERNAL AFFAIRS:

- (1) and (2) Hearing tests are not conducted by schools. When a child with impaired hearing comes to attention, that child is referred by the school, the School Psychological Service or the School Medical Service which are managed by the Department of Health and Welfare, to a clinic, hospital or school for the hearing impaired where the necessary testing is conducted. In some cases the parents themselves arrange for the testing. As the tests are not conducted by the schools, particulars of the number of children involved are not readily available.
- (3) and (4) No special classes in ordinary schools are presently being offered to pupils with impaired hearing, as there are a number of factors such as difference in abilities and different school standards, which make their education under present circumstances extremely difficult. State assistance is available to private organisations who wish to establish such schools. There are in fact already in existence two schools for the deaf, namely the Nuwe Hoop Centre, Worcester and the Dominican School for the Deaf, Wittebome, each with room for 300 children and which are subsidized by the State. At the Nuwe Hoop Centre a separate division for 150 children with impaired hearing is being erected and it is expected that classes will commence towards June 1984. The estab-

248 (51) Howard (29)
 Port Elizabeth: hearing of pupils
 Q. Col. 1953 24/8/83
 *24. Mr. A. SAVAGE asked the Minister of Internal Affairs:

- (1) Whether tests are done on the hearing of pupils at Coloured primary schools in Port Elizabeth; if not, why not; if so, how many pupils have been tested in 1983;

lishment by the State of further schools for the deaf is also receiving the necessary attention.

Mr. D. J. N. MALCOMESS: Mr. Speaker, arising out of the reply of the hon. the Minister, may I ask whether he or his Department is aware of the fact that audiograms were conducted on Coloured children by the Port Elizabeth Deaf Association, details of which were given to his Department, and that from those audiograms the need was definitely established for classes for Coloured children with hearing defects in the Port Elizabeth vicinity?

Arson suspected in school blaze

Post Reporter

25/8/83

EAST LONDON — A school in Mdantsane was badly damaged by fire last night and arson is suspected.

The fire in the Zamani Lower Primary School was reported to the Mdantsane Fire Brigade at 6pm. The brigade put out the blaze but three classrooms were destroyed.

People living near the school reported to the police that they could smell petrol when they first arrived at the scene.

The police Press liaison officer for Ciskei, Major G Ngaki, said that no sign of a petrol bomb could be found in the remains of the classrooms.

Major Ngaki said there had been no other serious incidents in Ciskei during the past 24 hours. There had been no arrests recently in terms of Ciskei's state of emergency regulations.

kondigde beleid van desentralisasie en streeksontwikkeling en die voortgesette aandag aan die posisie van die Swartman in die Blanke gebied. Voorts beskou die Buro sy navorsing ten opsigte van die grondwetlike bedeling as afgehandel en dat dié aangeleentheid nou in die politieke veld van oorweging en beredenering is. Die werksaamhede van die Buro en die Vereniging van Oranjewerkers is finaal geskei en die Buro is van voorneme om voorlopig sy programme van jeugkognesse terug te hou. Ek verwelkom die geleentheid van gereelde samesprekings met verteenwoordigers van die Regering met die oog op 'n goeie verstandhouding en die mededeling van bevindinge van Sabra. Ek vertrou dat ons hiermee 'n basis het waarop u met vrymoedigheid u steun aan Sabra sal verleen.

Prof. Boshoff subsequently wrote a long letter to Dr. Viljoen, which I do not want to read in full because of the time it would take, except for the following sentence:

... daar ook dadelik gereël moet word om met die Minister van Nasionale Opvoeding te skakel met die oog op die oorkoms wat op 22 September 1982 met hom gemaak is.

That is the agreement I have just read out to you.

†Mr. H. D. K. VAN DER MERWE: Mr. Speaker, arising out of the hon. the Minister's reply, I should like to know whether he would be prepared to place all the correspondence between the Government and Sabra at the disposal of this House.

†The MINISTER: Mr. Speaker, naturally I shall convey this to my colleague. In the light of the facts at his disposal, he can then decide whether he wants to do so or not.

†Mr. A. E. NOTHNAGEL: Mr. Speaker, arising out of the hon. the Minister's reply, is the Government satisfied that Sabra, which is a so-called scientific organization, conducted a proper scientific inquiry into the question of a Coloured homeland, on the

one hand, and, secondly, is the Government not of the opinion that some of the money voted for Sabra was used by the Oranjewerkers to conduct an inquiry into the establishment of a homeland for Whites?

†The MINISTER: Mr. Speaker, according to the information at my disposal, Prof. C. W. H. Boshoff himself admitted and stated in a communication that Sabra had not undertaken such research in respect of a Coloured homeland.

†Mr. H. D. K. VAN DER MERWE: Mr. Speaker, arising out of the hon. Minister's reply, is the Government recommending to its members to terminate their membership of Sabra?

†The MINISTER: Mr. Speaker, as far as I know, the Government does not make recommendations in regard to matters of this kind.

†Mr. SPEAKER: Order! I shall only allow two more questions on this point.

†Mr. H. D. K. VAN DER MERWE: Mr. Speaker, arising out of the hon. the Minister's reply, will the Government be prepared to appoint a commission of inquiry into the activities of Sabra since its inception?

†The MINISTER: Mr. Speaker, I am not the Minister responsible in regard to this matter, but if I may speak on behalf of my colleague, my reply is that it is not necessary.

†Mr. J. H. VAN DER MERWE: Mr. Speaker, arising out of the hon. the Minister's reply, if the HRC brought out a report that they supported the new constitution plan, would he also withdraw the financial contribution that is made to them?

†The MINISTER: Mr. Speaker, the original question does not deal with the HRC at all; it only deals with Sabra. The issue here is whether an organization purporting to be a scientific organization should involve itself actively in politics. The evidence here is that after an agreement had been concluded, this

organization, firstly, did not keep to its agreement, and secondly, while purporting to do research on scientific grounds, it in this case ventured fully into the political field, for the whole Republic of South Africa to see. It ventured into the political field without doing any research.

*17. Mr. P. A. MYBURGH.—Defence—
[Withdrawn.]

Q. 61. 1981
Hausand
Khayelitsha 26/8/83

*18. Mr. K. M. ANDREW asked the Minister of Education and Training:

(1) Whether, with reference to his reply to Question No. 14 on 17 June 1983, temporary class-rooms have been provided at Khayelitsha; if not, why not; if so, how many;

(2) whether the planned primary school for Khayelitsha will be completed by the date mentioned in the reply referred to above; if not, (a) why not and (b) when is it anticipated that it will be completed?

†The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM (for the Minister of Education and Training):

(1) Yes, four classrooms.

(2) Yes, provided everything goes according to planning.

Drivers' licensing system

*19. Mr. P. G. SOAL asked the Minister of Transport Affairs:

(1) Whether he or any member of his Department has received any representations concerning the revision of the drivers' licensing system; if so, (a) from whom and (b) what was (i) the nature of the representations and (ii) his response thereto;

(2) whether any action (a) is being contemplated or (b) has been taken in

this regard; if so, (i) what action and (ii) when?

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

(1) and (2) Yes, representations have been received from various instances. The Department of Transport has been busy for a considerable time to investigate the feasibility of separating the driver's licence from the identity document. The matter will be submitted to the Cabinet for consideration shortly.

Mr. H. H. SCHWARZ: Mr. Speaker, arising out of the reply given by the hon. the Minister, could he indicate to us whether any steps are being taken to retest the hon. the Minister of Transport Affairs in respect of his driver's licence in view of the remarks he made in connection with the ladies of South Africa?

†The MINISTER: As the hon. member knows, the hon. the Minister is one of the best drivers in the country.

Drivers' licences: retesting

*20. Mr. P. G. SOAL asked the Minister of Transport Affairs:

Whether he intends to introduce legislation concerning the retesting of the eyesight of persons holding drivers' licences; if not, why not; if so, when?

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

No. Legislation concerning the retesting of vision of drivers falls to be dealt with by the provinces. The National Road Safety Council is, however, giving attention to this matter and has requested the Council for Scientific and Industrial Research to do research on the role played by eyesight in causation of road accidents.

No mixing as parents turn the toddlers away

COLOURED and Indian toddlers have been barred from a private nursery school at Modderfontein.

Although the school is on AECI's Modderfontein property, it is not run by the company. It was set up by white parents to cater for their 67 toddlers.

The controversy now dividing the small Modderfontein community flared when members of the parent-teacher committee of the school canvassed support to admit coloured and Indian children, who live alongside whites on the property.

A spokesman for the committee said parents had voted 'No' on the question of whether to admit coloured children.

The school could lose its subsidy if it goes multiracial without government consent.

But it was not possible to establish this week whether the 'no' vote was a result of parent's fears that the school would lose its government subsidy if opened to other races, or whether they objected to their children mixing with Indian and coloured children.

Mr J R Dick, Chairman of the Johannesburg Society for Early Childhood Education, said although private schools with government subsidies might forfeit them if they became multiracial, it was possible in special cases to apply for removal of the colour bar.

Officials of the Modderfontein school's committee have been reluctant to discuss the issue.

Meanwhile, parents of the barred coloured and Indian toddlers are unhappy that their children have to stay at home, only one block away from the school.

One mother, who would not disclose her name, said: "It is a problem at the moment, but what can we say or do?"

She said there were rumours the school would be open to the coloured and Indian children from next year.

The mother said she had worked in a white nursery school in Johannesburg while her son was still a young baby.

"But it was quite a bitter experience because I could not take him to school with me. He had to stay at home while I went to work."

Another mother of a young baby said all the Indian and coloured children played at home. She said that when her baby was a little older she wanted him to attend the nursery school.

"There are no other schools anywhere near

By LAUREN GOWER

here. This one would be so convenient," she said.

A white mother whose son is still too young to attend the nursery school said she had no objection to opening it to children of other races.

But, she said, her neighbours had moved off the Modderfontein site because of the "invasion" of coloureds and Indians.

Mr Jim Fairhurst, treasurer of the school, said he was in favour of admitting child-

ren of other races.

He said that because the school was privately run, it was not possible to go against the wishes of the parents who had rejected moves to open the school.

"We are so short of funds that if parents remove their children from the school, we will be forced to close down," he said.

The school committee's chairman, Mr John Sawers,

said the issue was being re-considered and that "talks were going on elsewhere".

Mr Sawers said his committee was "quietly pursuing the matter" since the parents had rejected the request for a multiracial school.

"We hope things will develop down the line and we do not want to prejudice the procedures at the moment."

An AECI spokesman said the company was unable to comment.

Soweto gets pre-school project

A PRE-SCHOOL programme that will help prepare thousands of children for school was launched in Soweto this week.

The programme, named Project Prepare, will be run by the Soweto Council with the help of the Centre for Social Development of the Witwatersrand University.

The function of the project, in addition to preparing the child for school, is to make parents actively participate

in the educational development of their children.

Announcing the three-month programme, Professor Cecil Muller, director of Wits Centre for Social Development, said the project would only involve five-year-old children preparing to enter school next year.

"If this project is a success, we will continue taking in more five-year-olds," she added.

The programmes will take place at the following

ing parks: 2549 Zone 2, Pimville; 997 Mofolo North; 448 Phiri; 760 Mapetla; 2572 Zola; 1053 Dube; Klipspruit Farmhouse (formerly senior township manager Piet Fouche's home). Mothers interested in the project are advised to contact the staff at their nearest playground.

Soweto Council chairman Mr David Thebali said: "The magnitude of the demand for the preparation of children before entering

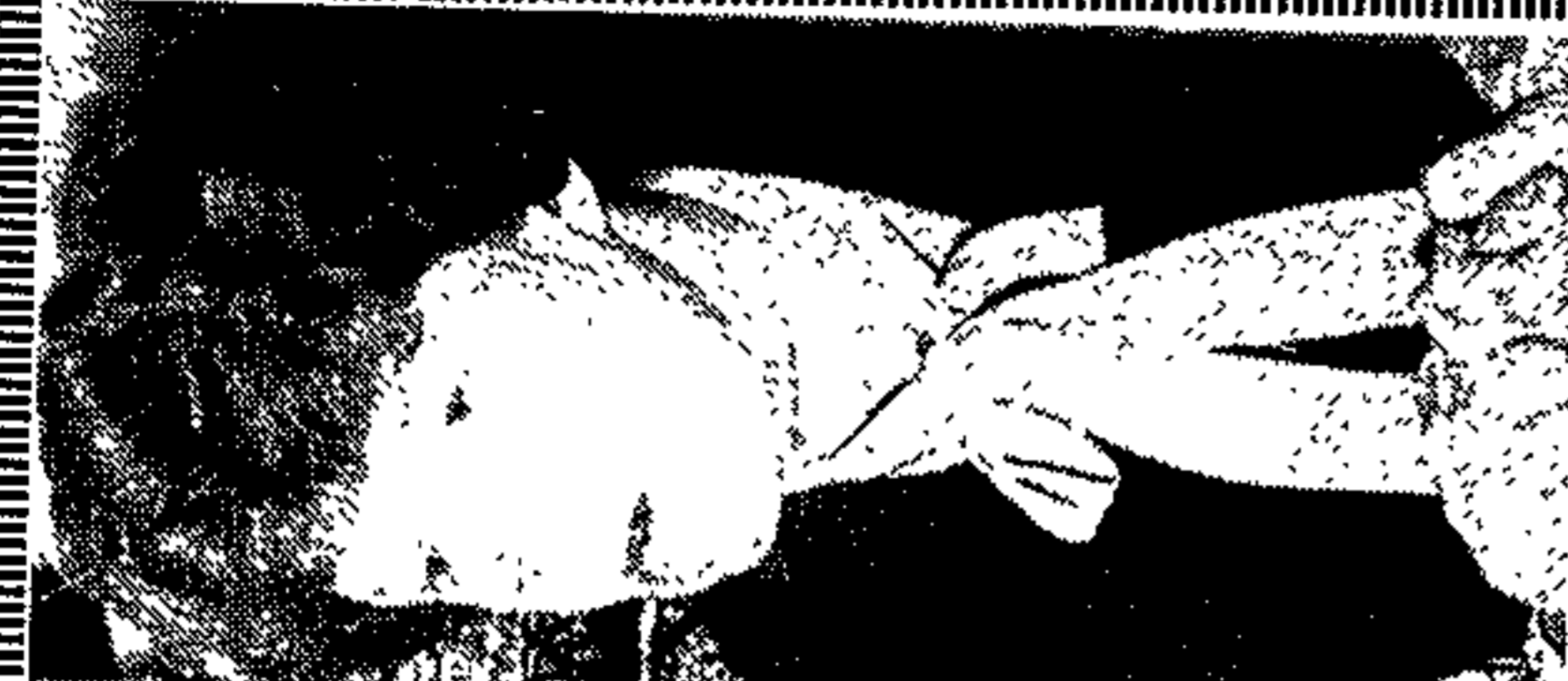
school is such that in terms of capital outlay for building or the use of highly trained manpower, it is a non-starter to attempt to meet it in a formal manner. Education authorities say it will cost R55-million to meet this need. The option then is to adopt an informal approach".

He said children would be taught activities like music and movement; basic mathematics; learning through senses of taste, smell and feeling. These

activities will start from September 12.

Meanwhile organisers of the project have announced that they would be recruiting 20 matriculated persons to be trained as social development workers. On completion of a 20-week course, 14 trainees will be selected to join the programme full-time.

For more details those interested in the training are asked to contact Ms Elizabeth Sithole at 930-7616/7/8/9, before next Wednesday.



IMPORTANT: Muller.

DISCRIMINATION									
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0340	0911	0182	0613			0346			
0350	1081	0222	0723			0636			
0370		0882	1103			0876			
0470		0962	1133						
1108		1102							
		1112							

DOMESTIC WORKERS									
0	1	2	3	4	5	6	7	8	9
0370	1031	0882	0593	0784					
0410		0892		1044					
		0992							

ECONOMICS - LABOUR									
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0660	0081	0942	0013	0555					
0990	0561	1082	0893						
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ECONOMICS - THEORY									
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	0331		0713	0714		0716	0707	0318	
	0711					1126	1127	0558	
	0931							1128	

EAST LONDON									
0	1	2	3	4	5	6	7	8	9
	0951					0966			

51 S. Swetlan

By Zenaide Vendeiro
Rising out of the dust
in the Kwa Thema
township in Springs
is the new Laban
Motlhabi Secondary
School.

When completed it will
have two double-
storey buildings of
classrooms, industri-
al workshops, a
large administration
block, a library, ten-
nis and netball
courts and a soccer
field.

It will be the fifth
and one of the best-
equipped high
schools in the town-
ship.

"Laban" was estab-
lished three years
ago as a community
school with Standard
Six classes only. It
now has 968 children,
27 teachers and has
applied to become a
Government school.

Industry *51* adopts a *87w* black school *28/9/83*

The school has been
temporarily housed
in the Qedusizi
Lower Primary
School building, but
teachers and pupils
alike are looking
forward to moving
to their new prem-
ises.

Mr Edward Masina,
the young principal,
said the school had
been adopted by Car-
borundum-Universal,
which has two fac-

ories in Springs.
Earlier this year the
company's managing
director, Mr P L van
der Merwe, present-
ed the school with
equipment worth
about R4 000. This
included a 16mm
film projector, two
overhead projectors,
three tape recorders,
three microscopes,
two typewriters and
filing cabinets.
In making the presen-

TEACH/
READ



ADOPT-A-
SCHOOL

tation, Mr van der
Merwe confirmed
the company's com-
mitment to provide
support to the school
in the future.
Carborundum, he said,
was proud to be as-
sociated with the
school and had found
the principal and his
staff most co-oper-
ative and enthusiastic.

(51) A HELPING HAND

Fm 2/10/87

Crossroads Primary School in Victory Park, Johannesburg, has a formula for helping students with learning difficulties. From an early age, they are given the chance to overcome their problems — and so go back into ordinary schools.

Top of the list in the building-up process is restoring confidence. "Kids come here scared and rejected from their previous schools and sometimes their parents," says the headmaster, John Perks. To help make them feel part of society and not neglected, the school has a ratio of five pupils to one teacher, speech and clinical therapist.

The school, in Victory Park, Johannesburg, is the only multiracial school of its kind in SA. It's been going for 17 years, and many ex-students have gone on to university and entered various trades and professions. Clearly, learning problems among schoolchildren can be satisfactorily overcome — provided they can be correctly assessed in time, and treated accordingly.

The majority of the speech and writing disabilities which affect the pupils at Crossroads stem from psychological problems. So the school provides techniques for them to employ when they find themselves faced with tasks they cannot cope with.

"If a child has a problem with writing we tell him to visualise what he wants to say — to give the story a beginning, a middle, and an end, and above all to keep it simple," explains one of the staff.

While the child is given personal tuition to help him cope with a particular problem, he is also encouraged to exploit what he does best. Often a child with a learning problem will excel in another field. The headmaster points to sports, art, and computer whiz-kids at Crossroads.

Children are normally referred to the school by doctors, and they are then tested at Crossroads. The idea is not to take the brightest children, but the ones who would benefit most from what the school has to offer.

Financially, the school is less of a success story. It subsidises those parents unable to pay full school fees; and receives no government grants. Crossroads is waiting to be registered in terms of legislation which will make future contributions from the private sector tax-deductable.

Black schools overflow as white ones stand empty

By GARTH KING

LEADING Government educationists said this week it was a good idea to allow overcrowded black schools to move into empty white school premises in the plateland.

The number of pupils at black school populations is constantly increasing, but white schools in the Cape have been closing down at the rate of 20 a year since 1971.

There is a continuing shift of the province's 230 000 white pupils from the plateland to the big towns and cities. But influx control and a burgeoning black population continue to exert considerable pressure of already inadequate school facilities for the Cape's 300 000 black pupils.

The Director of Education for the Cape Provincial Administration, Mr H A Lamprecht, said this week it sounded like a good idea to let hard-pressed black schools use empty white school buildings.

Mr Lamprecht said that when a school building was vacated the administration notified various State departments and asked them if they were interested in the building.

He described the acquisition of former white school premises in white areas for "non-white" children as a

"political matter", but agreed that "if a school is on the periphery of a town then that's different".

The Regional Director of the Department of Education and Training, Mr G W Merbold, said that more black schools were being established in the country areas. "But, in fact, we're not keeping pace with demand," he said. "We're battling to cope with a tremendous backlog — in the cities and plateland — which we hope to rectify in five to 10 years, depending on funds available."

Mr Merbold said building costs were high. They averaged R1 million for a primary school and R3 million for a secondary school.

"We're making use of a lot of church buildings to cope in the meantime."

Mr D J A Crafford, Chief Inspector of Eastern Cape (Coloured) Schools, which are attached to the Department of Internal Affairs, said there were enough schools in the area but many were overcrowded.

"There are 300 coloured schools in the Eastern Cape, catering for more than 97 000 children."

He said that in the past, a few empty white schools had been used for coloured education. These included the old

Waterford Primary school in the white area of Jansenville.

Mr Crafford said he felt the use of vacant white school buildings was a good thing. "But as a rule they're not situated in the right areas and are normally too far away from the communities they should serve."

Mr Crafford said that strictly speaking the law precluded the use of white schools by coloureds.

But the acquisition of white schools by his department was done on an *ad hoc* basis and there was no definitive policy on the matter.

The mechanics of the situation are illustrated by a case in Somerset East — first reported on in the Weekend Post in 1981.

The Coloured Community Council there approached the municipality for support in its application to use an empty white school building — Bellevue — situated on the outskirts of the town and close to the coloured area.

Somerset East has 2 000 whites and 3 500 coloureds. The whites have a high school but the coloureds do not. Consequently their children are sent to hostels in Cradock and Graaff-Reinet, both about 100 kilometres away, at consid-

erable expense.

The municipality failed to give its blessing to the former white school building being used by coloureds and a help-less CMC gave up the idea.

The use of the St Ninian's Anglican church as a temporary measure to accommodate the overflow in the coloured primary schools has now become a permanent arrangement and today the old Bellevue school is used as headquarters for the Somerset East commandos.

The secretary of the Somerset East Coloured Management Committee, Mr D M Groepe, said this week: "Obviously we were terribly disappointed. Coloured parents who send their kids to high school hostels sacrifice a lot. Those who can't afford it just don't send their kids to high school at all," he said.

The Town Clerk of Somerset East, Mr Pieter Esterhuizen, said the Department of Internal Affairs had no land on which to build a coloured school.

"Bellevue was next to a white girls hostel and it was just not feasible to allow the coloureds to have the premises. But we continue to support the CMC's plea to erect a high

school and I have pleaded the case at provincial level," he said.

White schools in the Cape that have closed down in the last decade include:

Graaff-Reinet: W E Piennar Primary; Humansdorp: Goede Hoop Primary, Rietfontein Primary, Rietveld Primary, Storms River Primary, Klipdrift Primary, Uys Primary, Oudebos Primary and Longmore Primary; George: Isak Barnard Primary and Dutton's Cove Primary; Knysna: Kruis Rivier Primary, Redlands Primary, Kraabos Primary and Leeuw Bosch Primary.

Others were:

Oudshoorn: Baai Kraal Primary; Albany: Manley's Flat Primary and Murray Gant Primary; Bathurst: Martindale Primary, Coombs Vale Primary and Klumber Primary; East London: Marist Stella Primary; King William's Town: Keiskamma Hoek Primary; Steytlerville: Uitsig Primary; Bedford: Smoovdrift Primary; Cradock: Mortimer Primary; Steynsburg: Tebus Primary; Stutterheim: Bolo Primary; Willowmore: Du Preez Kraal Primary; Mossel Bay: Kleinbrak Rivier Primary and Terreblanche Primary; Port Elizabeth: Southdene; Uitenhage: Eamus Primary.

Cape Times
Crossroads children to lose classrooms

Education Reporter
AT LEAST 500 primary schoolchildren in Old Crossroads will be without educational facilities from next year when they will have to give up classrooms they occupy at present to make way for new Std 6 and 7 pupils.

This figure does not take into account the hundreds of children who are on waiting lists for the three primary schools in the area.

A spokesman for the Department of Education and Training yesterday confirmed that the children would be forced out and that no new classrooms would be built for them "because the Western Cape Administration Board has informed us there is no site available".

Plans to build the 12 classrooms that would be needed immediately to accommodate the primary schoolchildren had been under consideration since January but, without a site, no requests would be put to Pretoria to approve the construction of classrooms, he said.

Mr Albert Napakade, chairman of the Crossroads School Committee, said yesterday he was "extremely disappointed and annoyed" by the way in which he had been told of the decision not to build.

He claimed a site was available and that a department inspector had told him approval from Pretoria had been received for the 12 classrooms to be built.

Confirmation that no site was available could not be obtained from the WCAB yesterday.

...there are so many old people and single young men and women staying in the City in little rooms or flats who hire or buy TV sets and live for a Saturday night."

Mr O Henbos of Milnerton just wanted to make the observation that "JR in Dallas hasn't got a patch on Lucy Pringle in Town Guard".
 Mr Tom Beddy of 38 Rosmead Avenue, Clare-

After watching the short of Misdaad for Friday night, Brian Albert of Vreuehoek said: "It's a repeat. I think the SABC gets sufficient money from the public's TV licence fees to enable them to buy new programmes for us."

● If you would like to comment on television programmes or on any television issues ☎ 24-2233 Ext 216 tonight.

Producer denies 'racist' terms

Own Correspondent
PAARL. — Filming is taking place at Paarl for a television series "Stories van Bergplaas" in Klein Drakenstein, where dozens of historic farms are situated.

A controversy raged when it was alleged that the film was riddled with racial terms such as "kleinnooi" and "kleinbaas".

The producer, Dr Hermien Dommissie, has categorically denied that such terms were being used in the film. The film depicts life on a farm in Klein Drakenstein during the 1930s.

An Afrikaans Sunday newspaper in its "Extra" issue alleged that racist terms such as "baas" were being used.

SONIC SILENCERS

59 1541
 94 1175
 71 7063
 55 9992/3

Goodwood
 Bellville
 Wynberg
 Salt River
 Cape Town: 24 5370/1
 Buitengracht St 419 1072/4 19 1761
 Long St

SNAPPY SERVICE!

VISA
 CREDIT CARDS WELCOME

OWN Correspondent
MARTZBURG. — Murder accused Mr Pieter Grundlingh told the court here yesterday that he was not guilty.



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Girlsweat Dept

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The do-it-ourselves school

English parents, weary of waiting for the TED, now want to build their own school

Tired of being stalled by the Transvaal Education Department, English speakers in the Hartbeespoort Dam area have looked to private enterprise to build a school for their children.

The English parents warned the TED 10 years ago that an education crisis was looming in the area, and now 308 children cannot wait any longer.

Report by ANGELA GILCHRIST

But the Brits Industrialists' Association (BIA) has agreed to build a prefabricated school for R350 000 — and the TED has gratefully accepted its offer.

A local granite supplier has donated ground adjacent to 2,5ha already earmarked by the TED, while a sub-committee of BIA had plans for a school drawn up and approved last month.

"Now all we need is the money," said a spokesman for the sub-committee this week.

"We have already had a number of verbal promises and are confident of getting it together.

"The TED is very sympathetic and has said that if we achieve our goal of building the school, they will provide equipment and teachers.

"This is a project that will involve every citizen of

Brits, because an English-medium school will enhance the town."

A parent who has been active in a committee established to motivate English education in the area, Mrs Rose Burnett, is delighted at the prospect of a school for her children.

"With luck, the school will be standing by the middle of next year, but we'll just have to wait and see," she said.

"There is mixed reaction from the parents who are involved, however. The school will be built in Brits, and there are some who would have preferred it to be built in the Hartbeespoort Dam area — even if it were dual-medium."

Many parents are not hap-

py about a school being built in Brits because it will add a 2½ hour journey to the school day and prevent children taking part in extra-mural activities.

Until now, English-speaking parents have had the option of moving to a different area or sending their children to Afrikaans-medium or boarding schools.

Some primary school children who live in Schoemansville and in townships around the dam attend the dual-medium Laerskool Brits, while their senior

counterparts go to high schools in Pretoria.

Mrs Burnett's committee has warned the TED that rapid expansion of the area will mean that many more children from English and cosmopolitan families will need educating in future.

It is impractical for most parents to move as they are employed either at the

Atomic Energy Board in Peindaba or at factories in Brits.

"Boarding school is not an appealing alternative, especially for young children who could suffer long-term effects if separated from their parents during their formative years.

"Sending our children to Afrikaans schools in the area

TED, Mr J D V Terblanche, said this week funds available for the erection of new schools were allocated in order of priority, "based on criteria developed for this purpose".

"According to these criteria, no funds will be available for the TED to erect this school in the near future.

The department has, however, accepted in principle the offer of the BIA to provide a school building for 300 English-speaking pupils at its own cost.

"When the building is completed it will be handed over to the department."

Bright lights lure them from the platteland

51
S Express
6/11/83

NEARLY 20 white schools in the Cape cease to exist every year, most of them on the platteland.

Statistics from the Cape Provincial Administration's education department show that 205 schools in the province have closed since 1971 and 44 have been amalgamated — mostly because of lack of support.

In addition, many schools have lost their status as full high schools because they have been unable to enrol enough pupils.

The director of education for the Cape, Mr H A Lamprecht, said this week that for 25 years there had been a shift of white pupils, now totalling 230 000, from the platteland to the cities and bigger towns and was symptomatic of the depopulation of the platteland.

"We are trying to halt the obliteration of schools. For some small town schools the enrolment situation is critical and they are just hanging on," he said.

The platteland schools least affected tended to be those close to cities.

The secretary of the Port Elizabeth School Board, Mr

Sunday Express
Correspondent

S F D Grobbelaar, said platteland schools in his area were still battling despite reductions in hostel fees at schools with vacancy rates of 20% or more.

The vice-president of the Human Sciences Research Council, Dr P Smit, said that since 1970 more than 400 country towns had experienced a substantial "drain" of whites.

"This is even more significant when one realises there are only 631 towns or cities in South Africa," he said.

The process became a vicious circle which eventually also affected the economic well-being of small towns.

The director of the Port Elizabeth Technikon, Professor Danie Veldsman, said he believed a reason parents sent their children to schools in the bigger centres was "the bright lights of the big city" syndrome.

He said platteland schools were even preferable in one important respect — country teachers were in a better position to offer personal attention to pupils.

Louw moots teaching cuts

CAPE TIMES 8/12/83 (51)

Education Reporter
IT was a logical step that facilities for the training of primary school teachers in the Cape would have to be cut back further, the Administrator, Mr Gene Louw, told the graduation ceremony of the Wellington Teachers College this week.

Mr Louw said the demographic trend indica-

tors for the last decade of the century showed that it would be "irresponsible" not to make early provision for smaller pupil numbers.

The rationalization of colleges earlier this year had been an effort to balance the supply of primary school teachers with the demand for them. Further cuts in available training

places would have to be made.

He said in view of the increasing percentage of teachers who trained many years ago it had become necessary to centralize the facilities for in-service training.

The "strategic positions" of the Stellenbosch and Graaff-Reinet colleges made them obvious choices as centres to serve the Western and Eastern Cape.

Speaking of the position of married women Mr Louw made no mention of the government's recent announcement that women who married would be able to retain their permanent posts if they already held such positions.

He said that the regulation (which is still in force) which allows only 15 percent of a school's permanent posts to go to married women was not adhered to by all schools.

Some schools at which married women had personal problems taking part in after-school activities employed no married women on a permanent basis.

The quota system was an effort to find a balance between the employment of married women, who often had great experience, and ensuring that newly-qualified teachers with bursary obligations would be able to find positions.

First mobile classes erected

15/12/83
THE first mobile classrooms — an attempt by the Department of Internal Affairs to wipe out the controversial double-shift system — were erected at a Somerset West school last week.

The eight classrooms, at the Danie Ackerman Primary School in Somerset West, are the first of about 400 mobile classrooms planned throughout the country within the next few months.

Mobile classrooms will be provided at schools in the Transvaal, Eastern, Southern and Western Cape.

At a ceremony to mark the handing over of the classrooms and the 50th anniversary of the Danie Ackerman school, Mr AJ Arendse, Director of Coloured Education, said that the Government had made available R5-million for the provision of mobile classrooms. This was apart from R65-million allocated for the normal building programme.

BUILDING

A further R15-million had been set aside for the building of another 1 050 mobile classrooms next year and in 1985. Fifty-five schools throughout the country will be affected.

Mr Arendse said the mobile classrooms would be a temporary measure until the classroom shortage had been sorted out.

"This should not be seen as a permanent arrangement that would affect the Department's normal building programme," he said.

Potsdam Primary escapes final bell

15/12/83

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C. Herald

THE Potsdam Primary school in the Richmond Park squatter community has been allowed to stay open for one more year.

The school was scheduled to close down at the end of this year. The authorities have now decided not to close the school before December 1984.

There are 220 pupils and eight teachers at the school.

Parents were faced with the prospect of having to enrol their children at new schools in Atlantis before the end of the school year.

The closure of the school was delayed after the school's principal, Miss Valma Brink, had complained to the circuit inspector. It was decided not to close the school after a survey showed that 200 children will still be attending it next year. The

squatters will not be resettled this year because there is no housing for them in Atlantis.

GRIEVANCES

Two meetings were held recently by the residents to discuss their grievances. The problem of moving the children to new schools is expected to be one of the major problems associated with the move to Atlantis.

When Cape Herald recently visited the school, a farewell party was in progress. Miss Brink had only recently learnt of the reprieve and had decided to go ahead with the party.

In the meantime, the fate of the Richmond Park community and the Potsdam Primary school has been left in the balance for another year.