

TEACHERS — GENERAL  
1992

## Plan to train SA teachers in US (321)

The Argus Foreign Service

REC 7/1/92

WASHINGTON. — The United States government hopes to sponsor a special course at American universities to improve the skills of teachers of English in South Africa and Namibia.

The Bureau of Educational and Cultural Affairs of the US Information Agency envisages flying 25 teachers to the US later this year.

They would be teachers specially charged with teaching English to students whose home language is not English and they would spend about 45 days in the US, including a week in Washington.

American institutions have been asked to complete proposals for the course by February 14 and the South African and Namibian teachers, who would be selected by the US Information Service, would probably arrive here early in July.

STAR 1111 92  
**US to assist local teachers** (321)

WASHINGTON — The United States government hopes to sponsor a special course at American universities to improve the skills of English teachers in South Africa and Namibia. American institutions have been asked to complete proposals for the course by February 14. The South African and Namibian teachers, who will be selected by the US Information Service, will probably arrive in the US in July. — Foreign News Service. (322)

**THERE** are very few professions in which women graduates earn more than their male counterparts, according to a latest report of the Human Sciences Research Council.

The report, called *The Income of Graduates in 1991*, sets out the salaries and income packages of women graduates from all population groups.

### Women

It found out that women graduates usually have a lower income than black, coloured and Asian male graduates.

In 1990 white male

# Women graduates get raw deal in pool

graduates earned more than male graduates from other population groups. Graduates in urban areas also earned more than those in rural areas.

A total of 29 109 graduates, of whom 22 698 were white women, participated in the survey on March 1 last year. In addition 4 616 male and 1 757 female black, coloured and Asian graduates took part in the survey.

About a third of all the women and just over half of the men graduates were teachers.

### Experience

The male teachers, not heads of departments, with 10 years' experience earned an average salary of about R38 500 and a total income package of R47 700 a year. The figures for women were R33 800 and R36 800, but these women had two

years' less experience than men.

There was a much steeper difference among teachers who were heads of departments. An average salary of R52 500 a year for men as compared to the R51 100 for women.

Teachers in Natal earned more than those in other provinces. Here the teachers earned an average salary of about R39 000 a year, in the Free State R36 000

and in the rest of the country, about R34 000.

On average, however, the teachers in Natal had a few more years' teaching experience than those in the rest of the country.

### Specialist

Male medical specialists with their own practices earned R140 000. The comparative figure for women was R120 000. The same gap in income was evident

in the incomes of managers in the private sector.

Men with 12 years' experience earned a salary of R69 000 and a total income package of R89 100. In the case of women managers with 10 years' experience, the figures were R60 100 and R80 100.

### Occupations

Some of the few occupations in which women earned more than men were clerical and other administrative occupations in the public sector. Here women with seven years' experience earned R26 300 compared with men with 10 years' experience who earned R25 200.

On comparing the two groups' total income packages, the converse was true. Men received R34 800 and R30 700.

So called 16/11/92

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# Joy for lucky few at Model D schools

**Three Model D 'non-racial' schools opened this week**  
**BEATHUR BAKER joined the throng at Malvern Primary School**

**W**HEN Model D schools literally opened their doors unconditionally to all race groups on Wednesday, it was a lifeless pine wall at the front of the Malvern Primary School which received the most attention.

Anxious parents moved back and forth along the wall, some crowded around parallel strips of computer tapes stuck on it.

These lists, the reason for all the activity, contained the names of those children who had been selected and those who were not. They were possibly what could determine the outcome of many black children's future education.

The old school building is weathered but solid, although most classrooms are sparsely furnished, the desks clearly those left behind after its closure last year. Big, colourful wall charts immediately distract from this fact and make the classrooms more welcoming.

For many of the black children, having a desk to write on, fewer than 40 children in a class and window panes still unbroken is enough. The attractive walls are no doubt a nice surprise, as seven-year-old Lungile in grade one agrees, pointing out pictures and familiar words to her classmates.

This is not a multi-racial school, it is a non-racial school and that is how we will operate it, says Roneel Burger, the school's principal.



**Back to school ... Malvern Primary School has opted for Model D and 99 percent of its pupils are black**  
**Pictor: GUY ADAMS**

Black children from all over the city constitute 99 percent of the school's pupils. Burger says the school's white/black ratio is the sign of things to come in South Africa. "That is the way the population of this country reflects and we realise that."

"Only three white pupils having registered, we have had to turn down applications from two others as they did not meet the English language requirement at screenings."

Burger puts this down to the fact that the school is re-opening too late. Like Troyeville and Orange Grove, the other two Model D schools,

Malvern had as few as 100 pupils last year and it was Afrikaans-medium.

This prompted the Transvaal Education Department to move these children to other Afrikaans schools in the area. The vacant schools were then turned into Model D non-racial schools teaching in English, thus making room for new pupils.

Many parents were eager for their children to be accepted believing that their English would improve, but Burger stresses "we did screenings in English and mathematics, not tests as in the other model schools. However, they have to be able to cope with the

basic language as it is the one they will be instructed in."

Among the groups of hopeful parents is Betty Dupe, from Pretoria, with her nine-year-old daughter Fiona. Last year Fiona passed standard one at a primary school in Schoenberg and the day before underwent selection screenings at Malvern Primary. Her name does not appear on the lists.

"They said if Fiona does not know English so well she will have to start at a lower standard to improve. I did not mind. I just wanted to know she was going to a better school. I hoped that they would accept her then," she says.

In halting English, the 400-odd pupils sat quietly at their first school assembly as their principal addressed them. "You children here today have been given the opportunity to benefit from this system and you will prove both at the end of this year and in the future something I believe in — that you are now what you will one day be. To prove that we have succeeded at this school we will all have to work very hard this year. That is my goal and I believe that we can."

In one group of teachers is Muthila Masuku, who is the only black teacher on the staff. Masuku previously worked at Mkwelwa Primary School in Alexandria, and was approached by the Department of Education and Training about this job last year. "I did not hesitate," she says, "and I am extremely happy to be here although it's too early to say much more."

Teacher Hananile Turner has been at Malvern Primary since she first started out in the profession 17 years ago. She is now a grade two teacher but last year was teaching grade ones. "I love this job. The only difference is I love my teach in English, not Afrikaans."

"For selecting my staff I had several interviews and set out looking for not only experience or a qualification, I felt there also had to be more," says Burger. "A positive attitude and the necessary enthusiasm. Although some of our teachers have experience in remedial teaching, it is not a stipulated requirement as we expect the new children to cope fairly well and do not foresee anyone lagging far behind. That is another reason for the screenings."

At present the school is "not full to capacity" according to Burger but "if forced to we could add one more class. These people will do anything for their children's education."

But the many despondent parents reluctantly leaving the school premises were a clear indication that the crisis black education is still in could not even be solved by the opening of three

**UNIVERSITY OF CAPE TOWN**  
**Student Affairs**

**They beat the system**  
**but they'll battle for jobs**

1011-161192

A DRIVER'S licence is worth more than a mate.

## EDUCATION BRIEFS

17/11/23/11/92  
■ TEACHERS in Natal earn more than those in other provinces, according to a Human Sciences Research Council report.

In the study, "The Income of Graduates in 1991", the HSRC surveyed the salary packages of 29 109 graduates—women from all population groups and African, coloured, and Asian men. Natal teachers (excluding heads of departments) earned a median salary of R39 000 a year, in the Free State R36 000 and elsewhere about R34 000. On average, Natal teachers had a few more years' experience.

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Women teachers earned much less than their male counterparts.

Men with 10 years' experience earned a median salary of R38 500 and a total income package of R47 700 a year, whereas women with two years' less experience earned R33 800 and R36 800 respectively.

# Plan to train better thinkers

By PHANGISILE  
MTSHALI

MORE than 50 teachers and educationists are meeting outside Johannesburg to explore the possibility of introducing thinking as a subject.

Addressing educationists at a two-day seminar which started yesterday is Dr Edward de Bono, a guru in lateral and creative thinking.

De Bono, who has written 38 books on various ways and phases of thinking, is lecturing at a seminar organised by the Uprail Trust. The organisation is lobbying for the introduction of thinking as a subject in primary schools.

"Thinking can be taught and improved," De Bono told the seminar. *Scetun 22/11/92*

"People must have thinking skills to cope with everyday life constructively. So far in schools thinking skills for debate and argument have been encouraged but that is just one aspect.

"What we need is to develop the creative and constructive aspects of thinking," he said.

De Bono's books have been translated into 26 languages and his education programmes have been adopted in many countries including Nigeria, Canada, Australia and Singapore.

"Most of the children who go through the programme increase self-confidence and improve their grades in other subjects," said De Bono.

"Thinking skills improve personality and studying ability of the scholars," he said.

**FOCUS  
EDUCATION**

## EDUCATION

**Still crazy**

**Our schizophrenic** education policy forges on, as if Hendrik Verwoerd were still calling the shots. FM 31/1/92

It is widely acknowledged that, of all SA's problems, the most intractable are in education. The system has been in crisis for years. And it is also agreed that the remedies, while they will be expensive and will take time, are simple: build more schools and train more and better teachers.

Building schools is easy, in a sense; all you need is money. It is much more difficult to establish and expand a teaching corps which will be disciplined, dedicated, properly qualified and ethical. The best places to do this are the teacher training colleges.

And some of them are being closed. This year, there are five training colleges in the Transvaal; next year there will be three. The Pretoria and Johannesburg English-medium colleges (JCE and PCE) will amalgamate on the JCE campus; the two Afrikaans ones (NKP and Goudstad) will come together on the Pretoria campus. The Afrikaans college in Potchefstroom will continue on its own.

The combined student capacity of the five colleges is 6 200. After rationalisation it will be 4 300. This represents a drop of 30%.

Taking the decline in white student numbers in isolation, the cuts make sense. But demand for places in black colleges far exceeds the number available. In any case, many black colleges provide inferior training.

The rationalisation will also mean a 16% reduction in lecturing staff at a time when the country is desperately short of senior qualified educationists.

The Transvaal Education Department's (TED) explanation is that four colleges will close on December 31 1992 and that two new colleges will open on January 1 1993. "Because these are new colleges and in order to give all members of staff from the four amalgamating colleges a fair opportunity of competing for the posts, the permanent positions will be filled by advertisement and appointment by the TED on the recommendation of the new councils."

In practice this means that the lecturing establishment will drop from 324 posts to 271. Nobody can be sure of his or her job. There are some important points to be made about this.

First, the country cannot afford to lose so many experienced lecturers, or to destroy the morale of the rest. To justify the cuts by pointing to the decline in white student num-

bers amounts to a crude defence of the discredited "own affairs" structures.

Second, there are financial costs. Taxpayers' money will be used to induce lecturers to leave the profession. Lecturers at JCE have been told that those who cannot find posts in their preferred disciplines will be offered "alternative employment in TED institutions." If the alternative jobs are more junior, they will continue to be paid present salaries and benefits — but only for three years.

Third, those who accept this offer will be both overpaid and underutilised; parts of the TED will be overstaffed with disgruntled people.

Many lecturers, not surprisingly, find this option less than appealing. But there is also an offer of early retirement. This will mean a variety of lump-sum payouts. One college staff member has worked out, according to a formula provided by the TED, that a lecturer with 17 years' unbroken service would clear about R68 000 after tax.

The lecturer argues that, while this might seem a reasonable sum, it could not support someone who wished to study for a new career, nor would it be a compensation for being deprived of one's profession. In any case, many senior college staff are too old or disinclined to start a new profession.

It is not yet clear whether any college lecturer has resigned rather than reapplied for a position, but many, rattled by the looming changes, have for some time been scouting for positions outside education. Those who get jobs in the private sector are not likely to return.

Whether they resign, retire or are placed elsewhere, such people will be lost to a vital area of education and they will not be replaced. Next year there will be nearly 2 000 fewer places available for young people wanting to be teachers. ■

# Politicos 'must leave SA teachers alone'

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CS 31/1/92

JOHANNESBURG. — Political organisations must "get off teachers' backs" if education is to succeed, says the chairman of the Anglo American Chairman's Fund, Mr Michael O'Dowd.

"Teachers are vital servants of the nation," said Mr O'Dowd, quoted in a Read statement yesterday.

"Teacher morale is in a sense at the heart of the matter. Education is never any better than what teachers are willing and able to put into it.

"This problem cannot be solved only by the government. Political

organisations which have been trying to destroy education must now stop. Whatever the reasons for this in the past, there is no justification for it now, and they must get off the teachers' backs."

Announcing next month's implementation of the government's educational package, Read — a literacy development programme — said

## Parents deny new head entry to Cape school

CS 31/1/92

Staff Reporter

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PARENTS have stopped the new Worcester Primary School principal from taking up his post after the former principal was demoted.

Parents last week denied the newly-appointed principal, Mr S J Swartz, entry to the school because they suspected he had Labour Party links.

The Minister of Education and Culture in the House of Representatives, Mr Tommy Abrahams, announced the employment of Mr Swartz instead of Mr William Issel shortly after the school reopened earlier this month.

A spokesman for the House of Representatives, Mr Thinus Dempsey, dismissed charges that politics had anything to do with Mr Swartz's appointment. He said the appointment was strictly on merit.

Education and Training Minister Mr Sam de Beer had identified hard work and discipline as key factors in reversing the present educational backlog.

Mrs Cynthia Hugo, national director of the Read education trust, agreed that discipline was vital, but said it would not come about without other factors such as teacher motivation, professionalism and morale. — Sapa

# 'Golden handshake' lure for teachers

The Argus Correspondent

PRETORIA. — The South African Association of Semi-private Schools has voiced its opposition to the 'golden handshakes' being offered to staff at Model C schools and are involved in negotiations to prevent disruptions.

A Model C school is a State-aided ordinary school set up after the closure of a public ordinary school, and is operated by a management body. A subsidy covering the full salary bill of staff is provided by the State. The remaining 25 percent of total costs has to be provided by the school.

Mr Johan Bothma, chairman of the association, said the so-called "golden handshake" was, in fact, an option to accept early retirement which was available to staff members of a public school which had been declared State-aided.

The "golden handshake" reportedly offered senior staff at Model C schools the option of early retirement linked to massive financial rewards provided the staff member did not return to a subsidised post at a Model C school.

According to Mr Bothma the association "is opposed to the concept of the option and we are involved in negotiations with authorities in this regard".

The object of the negotiations, Mr Bothma said, was to prevent disruption at Model C schools as a result of the vacancies which might be caused by the early retirement of teaching staff.

Parents whose children attend Model C schools have voiced their fears that the offers — believed to be between R200 000 and R300 000 — will be too good for staff to refuse and they will leave the schools.

Mr Bothma said the details of the "packages" were not clear as they were a matter between the teachers concerned and the TED.

The TED has not reacted, saying it would comment later.

STAR 4/2/92  
**Job loss exaggerated**

Teacher retrenchments this year would not be as high as the 11 000 suggested by the media recently, the leader of a Teachers Federal Council, Allan Powell, said yesterday after meeting Minister of Education in the House of Assembly Piet Marais. (321)

# Shock for teachers as more cuts announced

Own Correspondent

DURBAN. — The teaching fraternity, still reeling from the recent shock announcement of possibly more cutbacks and retrenchments, would have to brace itself for an uncertain future, educationists warned yesterday.

Executive director of the Natal Teachers' Society Mr Dave Ryman said the Natal Education Department had already informed principals that staff cuts would take place, possibly from the end of the term.

Estimates have put the cutbacks at between one and three teachers a school, affecting as many as 700 teachers in the province.

Indian teachers have slated the House of Delegates' education department for its conflicting statements re-

garding the "staff crisis".

Education Minister Mr Kisten Rajoo recently announced his department was "overstaffed by more than 2 000 teachers" but reports yesterday said that 450 teachers were urgently needed to ease the shortage.

"What shortage? Teachers have reached the lowest ebb in the education ladder," said Chatsworth teacher Mr J Naidoo.

Meanwhile the chief executive director of the Department of Education and Training in the KwaZulu government, Dr Edward Ndaba, said his department was not experiencing any cutbacks or retrenchments. "Its unthinkable. In fact we have teachers roaming the streets because there are not enough classrooms," he said.

(321)



# Sadtu's plans for education

New Nation (Learning Nation) 7/2-13/2/92

This is an edited version of an article entitled "Sadtu and the 1992 Schools Crisis" by Duncan Hindle, chairperson of the Sadtu Education Committee.

**T**he South African Democratic Teachers' Union's (SADTU) perception of the education crisis is of a continuation and deepening of the problems which have existed for many years.

These problems have been brought about by the policies of the National Party government, and therefore cannot be solved by them, even if the will exists. The continuation of the crisis is to the distinct advantage of the ruling minority, and it will attempt to gain as much political advantage from it as possible during the negotiation process.

This perception informs Sadtu's response to the crisis and is why the union believes that the resolution of the problem is predominantly in the hands of the State education authorities.

The inadequacy of classrooms, teachers and learning resources remains the paramount concern for most educators, and this will only be resolved by equalising expenditure on all school children, irrespective of race, and instituting a programme of eradicating historical imbalances. That is undoubtedly the key issue in this matter.

## Jeopardises

The State has been very quick in recent times to place the blame for deteriorating standards at the feet of teachers, parents and pupils. Sadtu, with the National Education Co-ordinating Committee (NECC), remains critical of any action by its constituency which jeopardises the establishment of a culture of effective learning in schools. However, Sadtu at the same time recognises the need (and democratic right) of teachers, students and parents to vigorously protest the untenable conditions in schools. Sadtu rejects absolutely the allegations that these sectors are in any way responsible for the disastrous legacies of apartheid. Making such accusations is like blaming the Jews for the unhygienic conditions in the Nazi prison camps.

Sadtu believes that there is a need for a new partnership to develop, in which parents, teachers and pupils will be able to project their policy for implementation by the authorities. The reluctant (but inevitable) recognition of Sadtu as a major forum is significant; the Department of National Education (DNE) and the Department of Education and Training (DET) are desperate and are clearly looking to Sadtu to provide sorely absent educational leadership. Sadtu has declared itself willing to engage any genuine proposals to address the real concerns of education (like the Private Sector Initiative) but there are none forthcoming from the education authorities.

## Resources

As part of a structured response to the ongoing and escalating crisis in education, the Sadtu National Executive Committee has elected a National Education Committee (NEDCOM) to address the crisis in respect of tangible options for a fundamental redress of the existing problems.

Sadtu has identified the teacher as possibly the most important resource in

education. A motivated teacher with conducive working conditions will produce much better work in the classroom than a frustrated teacher battling to establish the most basic conditions for effective work.

Sadtu has therefore initiated a programme of Labour Education which will seek to democratise the workplace of teachers and develop effective procedures for the speedy resolution of disputes in education.

Sadtu is of the opinion that the top-down, authoritarian, undemocratic system of discipline of teachers is responsible for the disruption caused by lengthy disputes, rather than the alleged lack of discipline among Sadtu teachers.

Sadtu is supported in its Labour Education Programme by the International Federation of Free Teacher Unions (IFFTU).

Sadtu has also planned a two-year programme of in-service training of Mathematics, Science and English teachers at matriculation level in an effort to improve the proficiency of matric teachers in the classroom. Sadtu is launching this project in collaboration with the Danish Teachers' Union.

Sadtu further believes that a fundamental intervention has to be made by the union at the level of management of schools by principals and their deputies. Part of solving the education crisis in South Africa depends on how well schools can be managed. Sadtu is therefore planning an education management course for principals, in partnership with the Community Based Education Project (CBEP).

## Projects

Other projects which Sadtu has in the pipeline are:

- A citizenship education project in which education for citizenship will form the central theme, with Matla Trust and the Community Resource Information Centre (Cric).

- Materials Development Projects in collaboration with Sached, Education Development Trust and the National Education Policy Investigation Unit (Nepi).

- A programme for democratic school administration in which teachers will be trained in international localities like the University of Bristol, etc.

In addition, Sadtu is working with the NECC and with the Nepi through which options for progressive educational transformation will be generated. These should provide the impetus for serious educational debate at all levels, out of which will emerge a newly defined professionalism among concerned teachers. This will replace the old form of uncritical professionalism which limits the debate to technical matters, and precludes any real discussion on the real issues in education.

It is imperative for democratic structures to inform the process of educational change. Sadtu is therefore fully supportive of the establishment of an education forum which would co-operate and expedite the formulation of a just, democratic and non-

in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D, and (v) E aggregates in his Department's 1991 Senior Certificate examinations?

**THE MINISTER OF EDUCATION AND TRAINING:**

- (a) 81 021  
(b) 31 439  
(c) 7 837  
(d) 49 582  
(e) (i) 7, (ii) 68, (iii) 489, (iv) 3 514 and (v) 5 400.

**Senior Certificate examinations: Other schools**  
19. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in his Department's 1991 Senior Certificate examinations?

**THE MINISTER OF EDUCATION AND TRAINING:**

- (a) 203 659  
(b) 81 738  
(c) 21 892  
(d) 121 921  
(e) (i) 13, (ii) 139, (iii) 1 167, (iv) 8 964 and (v) 14 428.

**Places of safety: number of children**

22. Mr R M BURROWS asked the Minister of National Health:

(1) (a) How many places of safety other than police cells and prisons were there in South Africa for children of each race group, and (b) what was the total number of children who (i) could be accommodated and (ii) were being held in each of these places of safety, as at the latest specified date for which information is available.

(2) whether her Department has statistics on the number of children of each race group being held in police cells as places of safety; if so, (a) what are the relevant statistics and (b) in respect of what date is this information furnished?

**THE MINISTER OF NATIONAL HEALTH:**

(1)	(a)			(b) (i)		
	Population group	Number of places available	Accommodation of children	Number of children	Whites	Coloureds
	Indians	2	7	84	447	1 188
	Whites	7	505	447	1 188	610
	Blacks	12	1 645	1 188	610	
	Coloureds	8	715	610		

Information as at 29 January 1992 in respect of Whites and Indians, 31 December 1991 in respect of Coloureds, and 30 May 1991 in respect of Blacks:

- (2) no.  
(a) and (b) fell away.

**Teacher/pupil ratio**

23. Mr R M BURROWS asked the Minister of Education and Training:

(1) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished?

(2) whether his Department has statistics on the teacher/pupil ratio in the education departments of the self-governing territories; if so, what are the relevant ratios?

(3) 21 892 B48E

**THE MINISTER OF EDUCATION AND TRAINING:**

- (1) (a) (i) Primary schools: 1:41,00  
(ii) Secondary schools: 1:35,76  
Total: 1:39,41

(b) 5 March 1991

Primary Secondary

Ow/Owa	1:33,66	1:31,39
Lehowa	1:40,42	1:33,84
Gazankulu	1:43,42	1:33,75
KwaZulu	1:53,50	1:41,29
KwaNdebele	1:39,85	1:36,69
KaNgwane	1:40,33	1:35,63

**HOUSE OF ASSEMBLY**

**QUESTIONS**

Indicates translated version.

For written reply:

General Affairs:

**State pension funds: contributions**

11. Mr B B GOODALL asked the Minister of Finance:

(a) What amount of money is there in each specified State pension fund, (b) what percentage of each pension contribution is made by the (i) individual and (ii) State and (c) in respect of what date is this information furnished?

**THE MINISTER OF FINANCE:**

- (a) Government Service R29 703 729 988  
Pensions Fund R 4 656 510 176  
Associated Institutions Pension Fund R 3 059 436 695  
Temporary Employees Pension Fund R 11 144 252  
Associated Institutions Provident Fund for Persons in Authorities' Service R 3 362 126 205  
Superannuation Fund for Persons in Authorities' Service R 170 012 929

- (b) (i) Government Service Pension Fund 26,68  
Associated Institutions Pension Fund 32,89  
Temporary Employees Pension Fund 33,33  
Associated Institutions Provident Fund for Persons in Authorities' Service 40,00  
Superannuation Fund for Persons in Authorities' Service 32,89  
Government Service Pension Fund 43,48  
Government Service Pension Fund 73,32

Associated Institutions Pension Fund	67,11
Temporary Employees Pension Fund	66,67
Associated Institutions Provident Fund	60,00
Pension Fund for Persons in Authorities' Service	67,11
Superannuation Fund for Persons in Authorities' Service	56,52

(c) 31 March 1991.

**State pension schemes: number/value of assets**

12. Mr B B GOODALL asked the Minister of Finance:

(a) How many State pension schemes were there as at the latest specified date for which information is available, (b) what are their names and (c) what was the (i) State's contribution in respect of, and (ii) total value of the assets held by, each of these schemes as at that date?

**THE MINISTER OF FINANCE:**

- (a) Three as at 31 December 1991.  
(b) Members of Parliament and Political Office-Bearers Pension Scheme.  
Members of Statutory Bodies Pension Scheme  
Military Pension Scheme

(c) As benefits payable by the schemes are financed from the State Revenue Fund, no employer contributions are made by the State.  
The amounts mentioned hereafter therefore present the total expenditure of the benefits paid out of Revenue for the 1990/91 financial year.

- (i) Pension Scheme for Members of Parliament and Political Office-Bearers Pension Scheme for members of Statutory Bodies  
R 571 150 777  
R 461 984  
R51 250 792  
Nil

### Teacher ratio explained

THERE was teacher : pupil ratio of 1:35,76 on March 5 last year, the Minister of Education and Training, Mr Sam de Beer said replying to a question by Mr Roger Burrows (DP Pine-town). — Sapa

(32) M4 11/2/92

Hansard

MONDAY, 17 FEBRUARY 1992

Hansard

## The MINISTER OF NATIONAL HEALTH:

- (1) (a) R400.244 million and  
(b) (i) R185.551 million and  
(ii) R 18.087 million;

(2) Department itself R409 920 million  
local authorities and R 214 640 million  
other agencies R 18 153 million

Please note that the Department's budget was reduced due to the fact that the Chief Directorate Pensions was transferred to the Department of Finance with effect from 1 September 1991.

## SAP: current strength

59 Mr A LEON asked the Minister of Law and Order:

- (a) What is the current strength of the South African Police Force; (b) how many persons have joined the Police Force for the first time since 1 June 1991 and (c) in respect of what date is this information furnished?

B147E

## The MINISTER OF LAW AND ORDER:

- (a) 96 947  
(b) 4 581  
(c) 6 February 1992.

## Wendy Orr Interdict: settlements

66. Mr E W TRENK asked the Minister of Law and Order:

With reference to the out-of-court settlements resulting from civil actions taken against the Minister of Law and Order and the South African Police following disclosures relating to what was commonly known as the Wendy Orr Interdict, which were the (a) amounts paid to each applicant; (b) costs paid by the State as compensation for the legal costs of the applicants; and (c) State's costs in this matter?

B156E

## The MINISTER OF LAW AND ORDER:

- (a) R120 500.00 was paid to 82 applicants. Compensation varies between R200.00 and R8 000.00 per applicant.  
(b) R21 993.71 (provisionally).  
(c) R8 425.00 (provisionally).

## White population group: births

74. Dr W J SINYMAN asked the Minister of Home Affairs:

How many births were registered in respect of the White population group in each calendar year from 1960 to 1991?

B158E

## The MINISTER OF HOME AFFAIRS:

1960	76 300	1976	73 998
1961	75 725	1977	73 918
1962	76 581	1978	73 183
1963	75 560	1979	73 079
1964	76 781	1980	74 760
1965	77 342	1981	79 058
1966	79 426	1982	77 686
1967	81 635	1983	81 139
1968	84 100	1984	81 534
1969	85 758	1985	79 583
1970	88 368	1986	72 955
1971	89 115	1987	70 431
1972	89 890	1988	69 189
1973	89 965	1989	70 964
1974	83 224	1990	69 649
1975	79 811		

Not available. (Since the repeal of the Population Registration Act, 1950, statistics in this regard are not kept on the basis of population groups.)

## Orr Interdict:

Teachers/promotion staff: services terminated

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

- (1) Whether any teachers and/or promotion staff falling under his Department had their services terminated with effect from 31 December 1991; if so, (a) how many and (b) for what reasons;  
(2) whether any of the above persons received additional pension benefits as a result of having their services terminated by his Department; if so, (a) what additional benefits, (b) who funded the additional benefits and (c) what total sum is involved;  
(3) whether he will make a statement on the matter?

cont

B158E

MONDAY, 17 FEBRUARY 1992

## The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the information, however, applies as from 1 January 1992.

- (a) 1 769;  
(b) attainment of retirement age, medical reasons and rationalisation;  
(2) yes,

- (a) full pension benefits in terms of the pension regulations which state that in respect of abolition of posts and retirement on medical grounds, a maximum of 5 years may be added to a person's total years of service;  
(b) Department of Finance;  
(c) the information may be asked from the Department of Finance;

(3) no.

## National Senior Certificate examinations: results

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

- (1) How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) failed, and (d) obtained matriculation exemption in, the 1991 National Senior Certificate examinations;  
(2) how many of these pupils obtained (a) (A), (b) B, (c) C, (d) D, (e) E, (f) F and (g) other aggregate symbols in these examinations;

- (3) how many of these pupils passed in (a) Mathematics and (b) Physical Science in the above-mentioned year?

## The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 509,  
(b) 383,  
(c) 126,  
(d) 22;  
(2) (a) 0,  
(b) 6,  
(c) 45,  
(d) 163,  
(e) 219.

## The MINISTER OF EDUCATION AND CULTURE:

(1) 43.  
(2) 33.  
(3) (a) 174,  
(b) 95.

\* Higher Grade: Standard Grade and Lower Grade: included. Information refers to full-time candidates only.

## Departmental schools utilised for other purposes

6. Mr R M BURROWS asked the Minister of Education and Culture:  
Whether any schools owned or controlled by his Department are unutilised or utilised for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilised?

B159E

## The MINISTER OF EDUCATION AND CULTURE:

- (a) 11 as on 11 February 1992.  
(b) ten schools are presently in the process of being alienated. One school is being considered for education purposes.

## Non-White teachers: appointments

7. Mr A GERBER asked the Minister of Education and Culture:

Whether any non-White teachers have been appointed at schools under the control of his Department; if so, (a) at what schools, (b) how many and (c) in respect of what date is this information furnished?

B160E

## The MINISTER OF EDUCATION AND CULTURE:

- (a) Dale College Boys' Primary School (King William's Town)  
Rondebosch Boys' High School  
The Settlers High School (Bethulie)  
The Grange Primary School (Pretoria)  
North Crest Primary School (Durban)

Umqungu Primary School	Umqungu	Laerskool Stekriver	Fongietrusus District
Louis Botha Primary School	Durban	Laerskool Malvern	Johannesburg
Dalton Primary School	Dalton	Laerskool Rust-de-Winter	Rust-de-Winter
Tee See Pre-primary School	Pietermaritzburg	Laerskool Drakenburg	Pelgrimskant District
Martinsburg Model School	Pietermaritzburg	Laerskool Jan van Vuren	Potchefstroom District
Junior Primêre Afrikaanse Skool	Durban	Laerskool Edunvale	Edunvale
Hoër Landboukool Tweespruit	Tweespruit	Laerskool President Kruger	Edunvale
Primêre Skool Vijgenstrand	Sasolburg District	Laerskool Vaalkop	Pretoria
English Primary School	Kroonstad	Laerskool Johann Rissik	Brits District
Riecedrerpark Primary School	Welkom	Laerskool Swartkops	Johannesburg
Eldoret Secondary School	Odenburg	Laerskool Bloemhof	Swartkops
Primêre Skool Vines	Ladybrand District	Laerskool Olgies	Bloemhof
Primêre Skool De Brug	Bloemfontein District	Laerskool Marthinus Wessel	Olgies
Primêre Skool Ben Havenum	Vierfontein	Laerskool Wessels	Volksrust District
Primêre Skool Erfdeel	Kestell District	Laerskool Albertskroon	Roodepoort
Afrikaasop	Kestell District	Laerskool Getuk	Brits District
Primêre Skool Ailington	Ailington	Laerskool Die Trap der Jeugd	Johannesburg
Primêre Skool Slagfontein	Bethlehem District	Kleuterkool Magrietje	Johannesburg
Primêre Skool H F Vervoord	Oranienburg	Gummy Bears Pre-primary School	Johannesburg
Primêre Skool Geneva	Kroonstad	(c) (i) 8 638.	
Primêre Skool Susedeur	Wesselsfontein District	(ii) 22 386.	
Primêre Skool F J Conje	Parys District		
Primêre Skool Rosary	Zastron		
Primêre Skool Soupan	Soupan		
Hoërskool Kensington	Johannesburg		
Laerskool Brakkepoort	Swartkops District		
Laerskool Jubileum	Johannesburg		
Laerskool Meikriviër	Nyctroon District		
Laerskool Bloedrivier	Groblersdal District		
Laerskool Hugenoot	Johannesburg		

Whether his Department created any additional posts of director in 1991; if so, (a) how many; (b) what are its financial implications; and (c) how many of the persons appointed to these posts have since retired?

(321)

BIZWE

(b) a maximum total of R44 712 per annum for salaries and a maximum total of R303 912 per annum for the additional allowance payable for participation in the motor financing scheme.

Yes, a fixed number of the approved post level 7 posts as on 1 April 1991, were converted in (c) 2.

THE MINISTER OF EDUCATION AND CULTURE:

Schools: introduction of levy fees

19. Mr. A GERBER asked the Minister of Education and Culture:—  
Whether he is considering the introduction of levy fees at schools under the control of his Department; if so, what are the relevant details?

B170E

THE MINISTER OF EDUCATION AND CULTURE:

No.

Additional posts of director: Education and Culture

21. Mr. A GERBER asked the Minister of Education and Culture:—

(321)

continued

- 4) The Estate Agents Act, 1976 (Act No. 112 of 1976) is ~~specifically~~ being revised at present. (B3) (B3)
- (b) It is anticipated that amending legislation will be introduced during the 1993 Parliamentary session.

**Financial problems: teachers/lecturers**

\*19. Mr D H M GIBSON asked the Minister of Finance: (321) (B3)

- (1) Whether he has received any complaints and/or representations relating to the financial problems being experienced by teachers and university lecturers whose conditions of employment enable them to obtain free or subsidised education for their children, which benefit is now subject to taxation as a result of the deletion of section 12(1)(d) of the Income Tax Act, No. 129 of 1991, of the provisions of section 10(1)(4)(A) of the Income Tax Act, No. 58 of 1962;
- (2) whether he will consider amending the legislation in question to provide relief to these educators? B132E

**The MINISTER OF FINANCE:**

- (1) No complaints or representations relating to the financial problems being experienced by teachers and university lecturers as a result of the deletion of section 10(1)(4)(A), have been received. Representations have, however, been received regarding the principle that benefits of this nature will, in future, be taxable.
- (2) No. The fact that a teacher or lecturer's child may study free of charge at the educational institution where he is employed is unquestionably coupled to the services rendered by such teacher or lecturer and represents a fringe benefit which is, as is any other form of fringe benefit, taxable in the hands of that teacher or lecturer.

In accordance with present legislation, the value of the fringe benefit will be equal to the cost thereof to the employer. In the case of free or subsidised education for children or teachers or lecturers, the cost to the employer will accordingly be determined on the basis of the marginal-cost method, i.e. the cost to admit a further

scholar or student. In the majority of cases, the value of the fringe benefit for tax purposes will be minimal and should therefore not cause any financial problems for parents. (321) (B3)

**Mercury pollution: Mngweni River**

\*20. Mr W U NEL asked the Minister of Water Affairs and Forestry: (B3)

- (1) Whether a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, has been given any instructions by his Department regarding mercury pollution of the Mngweni River; if so, (a) what are the relevant details and (b) what is the name of the company concerned;
- (2) whether this company has complied with such instructions; if so, what are the relevant details; if not, what steps, other than legal steps, have been taken by his Department in this regard? B134E

**THE MINISTER OF WATER AFFAIRS AND FORESTRY:**

- (1) Yes.
- (a) The company concerned was requested to cease production of mercurial effluent, thus obtaining the need to use evaporation dams for mercurial effluent disposal and to obtain the services of a recognised consultant to determine the cause of the mercury pollution and to advise on measures to prevent such pollution.
- (b) Messrs Thor Chemicals SA (Pty) Ltd.
- (2) Yes. The company concerned complied with the Department of Water Affairs and Forestry's instructions and undertook the following measures to eliminate water pollution:
- (a) Lined all evaporation dams used for mercury effluent disposal;
- (b) improved housekeeping to prevent contamination of ground and surface water;
- (c) closed off the leach pad which was a major cause of the pollution in the past; and

- (d) process wash water and rainwater being held in the containment area and which was contaminated, are now force evaporated through a steam process. (B3)

In order to safely dispose of the historical mercurial effluent, the company concerned has been authorised to irrigate this effluent under strict conditions, which include, *inter alia*, pre-treatment to a mercury limit well within the General Standard and control of the irrigation to prevent any further ground water pollution.

Continuing monitoring is taking place and has so far revealed that the concentration of mercury in the particular stream downstream of the factory is well within the accepted standards applicable to drinking water and is thus safe for human consumption and other domestic uses.

**Imported substances defined as raw materials**

\*21. Mr R F HASWELL asked the Minister of Environment Affairs: (B3)

- (1) Whether it is the policy of the Government to define all imported substances from which something is extracted as raw materials; if so,
- (2) whether the Government recently amended this policy; if so, what are the relevant details; if not, why not;
- (3) whether the Government still considers mercury-containing wastes imported by a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, to be raw materials; if so, why, if not, what is the position in this regard;
- (4) what is the name of the company in question? B135E

**THE MINISTER OF ENVIRONMENT AFFAIRS:**

- (1) No. The policy not to import wastes remains unchanged. Raw materials are not waste materials. The definition of a raw material does not depend on the origin or the physical or chemical state thereof. Whether it is imported or manufactured locally, is also irrelevant. The phrase "raw material" is defined in ac-

knowledgeed circumstances as a substance from which something is, or will be manufactured. A raw material could be a substance such as iron ore from which iron is extracted for the production of steel, a manufactured product such as flour for baking bread, a waste product such as blast furnace slag that serves in turn as a raw material for the manufacture of cement, or a by-product such as polypropylene from Sasol's oil-from-coal process.

- (2) This question falls away. As already stated this is not a matter of policy but rather the definition of a term. (B3)

(3) Yes. Mercury is extracted from the substances concerned for the manufacture of a product and thus per definition, those substances are raw materials.

- (4) The name of the company concerned is as provided to me by the hon member.

**Pollution of Mngweni River: legal steps**

\*22. Mr M A TARR asked the Minister of Water Affairs and Forestry: (B3)

- (1) Whether any legal steps have been instituted against a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, in connection with pollution of the Mngweni River; if so, what are the relevant details; if not, why not;
- (2) what is the name of the company in question? B136E

**THE MINISTER OF WATER AFFAIRS AND FORESTRY:**

- (1) No. When the pollution came to the attention of the Department of Water Affairs and Forestry, immediate steps were taken to rectify the pollution problems. I refer the hon member to my earlier reply to Question 20 in which I gave particulars of the actions taken by both the Department and the company concerned to prevent water pollution. In the light of these actions, the compliance with the Departmental instructions and the positive response, it was decided not to institute any legal steps. I wish to stress, however, that should the situation

1974, it is a state of lawlessness exists in his area, a chief may prohibit the carrying of dangerous weapons. [Time expired.]

Mr A J LEON: Mr Chairman, I should like to draw the hon. the Deputy Minister's attention to two affidavits, which I have referred to him before, which clearly indicate that the police simply stood by at various train stations in Johannesburg while 20 armed thugs boarded the trains. One cannot operate like this. This is the SA Police Force which has to be the arbiter between the contestants in this country. When the police were challenged about it, they simply said: "We enforce the law according to circumstances." That is a quote from their Press releases.

If we are going to prevent South Africa from deteriorating into further anarchy and civil war, we must act swiftly. The chief guardian of law and order, the hon. the Minister, should first of all announce today the repeal of all regulations—and there are at least two that I am aware of—which permit the carrying of dangerous weapons, except in strictly defined circumstances because he has allowed them to be carried in Natal. Secondly, his department must provide for the stringent enforcement of the Dangerous Weapons Act. If we fail to do that, it will simply lend credence to charges of a Third Force, of State complicity in violence and the escalation of massive unrest. Those things are the sort of things we should be trying to avoid. [Time expired.]

THE DEPUTY MINISTER OF LAW AND ORDER: Mr Chairman, I must emphasise that negotiations on this aspect started before we signed the National Peace Accord on 14 September 1991. It is very important to get the co-operation of the parties concerned—that is why it took us so long to consult with the interested parties in an effort to get a proclamation which we could issue as soon as possible.

It is easy to make affidavits, but it is very important that the contents of affidavits can be tested. I appeal to the hon. member for Pongola to take this matter up with the hon. the Minister and to submit these affidavits to an investigation.

I want to emphasise my serious concern with regard to the existence of Unkhonto weSizwe. We had a debate on traditional and dangerous

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weapons, but we are also concerned about the existence of Unkhonto weSizwe and the possession of arms caches in the Republic. In this regard we have not had the co-operation of the ANC to address this problem in terms of the National Peace Accord.

I want to state that paragraph 3.7.3 comprehensively states that no private army shall be allowed or formed. Paragraph 3.7.6 provides that all existing structures, called self-defence units, shall be transformed into self-protection units which shall function in accordance with the principles contained in paragraph 3.7. The ANC has done nothing as yet to implement these provisions in terms of the Peace Accord. Consequently the implementation of paragraph 3.7 will have to be dealt with as a matter of high priority. In this regard I wish to point out that the liaison structures referred to in paragraph 3.7.4 cannot be implemented, owing to the lack of co-operation from the ANC. [Time expired.]

Debate concluded.

#### QUESTIONS

†Indicates translated version.

For oral reply:

General Affairs:

State President:

*Question standing over from Tuesday, 4 February 1992.*

#### Secret projects: investigation

\*1. Mr D J DALLING asked the State President:

- (1) When (a) did the comprehensive investigation of secret projects commence and (b) was the investigation completed;
- (2) whether the report relating to this investigation has been handed to him; if so, on what date?

BIDE

#### THE STATE PRESIDENT:

- (1) (a) The Advisory Committee on Special Secret Projects under the chairmanship of Prof Ellison Kahn SC, started with its work on 2 September 1991.

Cont. rounded

- (b) Yes.
- (2) Yes, 19 November 1991.

*Question standing over from Tuesday, 11 February 1992.*

#### Committee on National Priorities

\*1. Mr K M ANDREW asked the State President:

Whether the State President's Committee on National Priorities has met during the past two years; if not, why not; if so, (a) when did it meet and (b) (i) which of its statutory objects was it able to fulfil and (ii) in which respects were these fulfilled?

B127E

†The STATE PRESIDENT: No. Since I took office, several matters previously dealt with by the Committee have been discussed and dealt with by the Cabinet as a whole. The determination of priorities and how they should be reflected in the budget is an example of this. Nonetheless, these discussions are preceded by the acquisition of suitable inputs from smaller committees which, I am convinced, are functioning effectively. They include the new Cabinet Committee for Economic Coordination under the chairmanship of the Minister of Trade and Industry and for Economic Coordination, as well as regular discussions with the newly-established executive of the Economic Advisory Council.

- (a) and (b) Fall away.

Ministers:

*Questions standing over from Tuesday, 11 February 1992.*

#### Male/female teachers: equalisation of salary scales

\*1. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether agreement has been reached to bring about the equalisation of the salary scales payable to male and female teachers of equivalent qualifications; if so, (a) as from what date will payments be made in terms of such scales and (b) what scales will be applied;

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

B32E

THE MINISTER OF NATIONAL EDUCATION:

- (1) The Cabinet had already during 1990 undertaken to eliminate disparities on the grounds of gender and undertook to take the final step regarding the implementation thereof during 1992/93.

- (a) Should funds be allocated for this purpose, payments in terms of such scales will commence during the course of the 1992/93 financial year.

- (b) The scales which at present are applicable in respect of male teachers in the qualification categories concerned, will apply.

- (2) As soon as funds have been allocated, I will make an announcement.

#### Universities/technikon: less money from State

\*2. Mr R M BURROWS asked the Minister of National Education:

- (1) Whether any universities or technikons are to receive in respect of 1992 the full amount which they should receive under the formula-funding policy administered by his Department; if not, why not;

- (2) whether any of these universities or technikons are to receive less money from the State in real terms in 1992 than they did in 1991 in terms of the amounts determined by his Department; if so, which of these institutions;

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

B53E

THE MINISTER OF NATIONAL EDUCATION:

Since the Minister of Finance has not submitted the Draft Budget Bill for the 1992/93 financial year to Parliament yet, the figures are not presently available.

- (1) Lapses.
- (2) Lapses.
- (3) Lapses.

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Cont. on p. 2

deleterious in future, legal steps can still be taken.

(2) Messrs Thor Chemicals (Pty) Ltd.

**Mercury-containing substances imported**

\*23. MR R F HASWELL asked the Minister of Trade and Industry:

Whether a certain company, the name of which has been furnished to the Minister's Department for the purpose of his reply, imported any mercury-containing substances in 1991, if so, (a) under which import codes and (b) what is the name of the company in question?

B137E

**THE MINISTER OF TRADE AND INDUSTRY:**

Although two import permits have been issued in favour of the company concerned, the Department of Trade and Industry cannot confirm whether the permits were utilised.

(a) Import code 2620.90

(b) Thor Chemicals (Pty) Ltd

**New questions:**

**AK 47 rifles seized/surrendered**

\*1. Mr A J LEON asked the Minister of Law and Order:

(a) How many AK 47 rifles have been (i) seized in the course of police action and (ii) voluntarily surrendered to the South African Police for reward since 1 January 1990 and (b) in respect of what date is this information furnished?



B120E

**THE MINISTER OF LAW AND ORDER:**

(a) (i) 1 075

(ii) 241

(b) 1 January 1991 until 24 January 1992.

**Right-wing organizations: members guilty of acts of terrorism**

\*2. Mr P H P GASTROW asked the Minister of Justice:

Whether any members of right-wing organizations were convicted of committing acts of terrorism during the period 1 January 1991 up

HOUSE OF ASSEMBLY

to the latest specified date in 1992 for which figures are available; if so, (a) how many, (b) of which organizations did they claim to be members and (c) of which acts of terrorism were they convicted?

B122-3E

**THE MINISTER OF JUSTICE:**

No.

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

**Working group on education**

\*3. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he, any members of the Department and/or any other Ministers were involved in a working group on education, which sat between May and July 1991, if so, (a) which persons were involved and (b) what were the dates of the meetings of the working group.

(2) whether the group devised a draft report on its activities; if not, why not; if so,

(3) whether any party, group or individual repudiated the report in any way after it had been drafted; if so, what are the relevant details.

(4) whether a final report was accepted?

B138E

**THE MINISTER OF NATIONAL EDUCATION:**

(1) Yes.

(a) Persons involved:

Dr C J van der Merwe: Minister of Education and Training

Adv L A Pienaar:

Minister of National Education and Environment Affairs

Mr P G Marais: Deputy Minister of Education and Development Aid

Dr J B Z Louw:

Director-General, Department of Education and Training

Mr J G Garbers:

Director-General, Department of National Education and Training

Mr J Samuel:

Head, ANC Education Desk

*Conf used*

Prof N C Manganyi:

Dr N J McGurk:

Mr S M Ramokgopa:

Mr T Rensburg:

(b) 9 March 1991

28 March 1991

20 April 1991

17 and 18 May 1991

14 June 1991

17 July 1991

(2) Yes.

(3) No.

(4) No. The report was however accepted by the working group. The working group originated after a meeting between the State President and a delegation lead by Mr Mandela on 25 February 1991 regarding education matters. At a follow-up meeting on 19 August 1991 the contents of the report were noted.

**Recognition of two teacher bodies**

\*4. Mr R M BURROWS asked the Minister of National Education:

(1) Whether he recognised for the purposes of negotiation in education, two teacher bodies, the names of which have been furnished to the Minister's Department for the purpose of his reply; if not, why not; if so, (a) when and (b) under what conditions were they so recognised and (b) what number of teachers does each represent.

(2) what are the names of these two bodies;

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

B139E

**THE MINISTER OF NATIONAL EDUCATION:**

(1) No, because the applications are still being considered.

(a) (i) Falls away.

(ii) Falls away.

(3) No.

(4) No.

(5) No.

(6) No.

(7) No.

(8) No.

(9) No.

(10) No.

(b) Final, verified membership numbers of the two bodies are not yet available.

(321)

(2) The names of the bodies are:

(i) South African Democratic Teachers' Union (SADTU), and

(ii) National Professional Teachers' Organisation of South Africa (NAP-TOSA).

(3) No.

(4) No.

(5) No.

(6) No.

(7) No.

(8) No.

(9) No.

(10) No.

(11) No.

(12) No.

(13) No.

(14) No.

(15) No.

(16) No.

(17) No.

(18) No.

(19) No.

(20) No.

(21) No.

(22) No.

(23) No.

(24) No.

(25) No.

(26) No.

(27) No.

(28) No.

(29) No.

(30) No.

(31) No.

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- \* Nurse-Site
- \* Save the Children Fund
- \* Kugugani
- \* Natal:
- \* Kugugani
- \* Feed the Babies Fund
- \* Eastern Cape:
- \* South African Ministers Unity Inde-
- \* Port Elizabeth, Uitenhage and District
- \* School Feeding Fund
- \* Valley Welles
- \* Port Alfred Psychiatric Work Group
- \* East London Psychiatric Work Group
- \* Grahamstown Blind Workers Self-Help Group

#### Northern Transvaal:

- \* Hluysukani
- \* Kerliske Asise Noodhup
- \* Living Waters Development Foundation

#### National Councils:

- \* SA National Council for the Aged
- \* SA National Council for Child and Family Care and

(c) 13 February 1992.

#### Disability pensioners: date of pension

\*26. Mr B B GOODALL asked the Minister of National Health:

- (1) Whether the date or dates on which disability pensioners of all race groups receive their pension have been changed; if so, why;
- (2) whether the pensioners concerned were given any notice of this change; if not, why not; if so, what notice?

B213E

#### THE MINISTER OF NATIONAL HEALTH:

- (1) Dates of payment of social allowances are determined annually and it is possible that the dates of payment may not be the same each year.
- (2) The dates of payment of black people in Natal will be changed again as from 1 April 1992 due to a new payment system.

yes, pensioners are informed in writing of the dates of payment. Black people are

HOUSE OF ASSEMBLY

also informed verbally at the different points of payment.

#### Pensioners transferred to mental institutions

\*27. Mr D J DALLING asked the Minister of Correctional Services:

How many sentenced prisoners were transferred to mental institutions in 1991?

B214E

#### THE MINISTER OF CORRECTIONAL SERVICES:

Thirty-one (31). This figure includes one (1) prisoner who was admitted to a hospital prison for psychopaths in terms of section 30 of the Mental Health Act, 1973 (Act No 18 of 1973) as amended.

#### St Lucia: conservation of wetlands

\*28. Mr R F HASWELL asked the Minister of Environment Affairs:

- (1) Whether he intends tabling, during the current session of Parliament, legislation on the conservation of wetlands for the specific purpose of preventing mining at St Lucia, if not, why not;
- (2) whether he will make a statement on the matter?

B215E

#### THE MINISTER OF ENVIRONMENT AFFAIRS:

- (1) No, it is not considered necessary and appropriate to table an Act specifically to prevent mining at St Lucia. Adequate legislation already exists and therefore this matter will be dealt with on merit in terms of the existing applicable legislation and conventions.
- (2) No.

#### Boxing and Wrestling Control Act: representations

\*29. Mr R F HASWELL asked the Minister of National Education:

- (1) Whether he recently received any representations in regard to amending the Boxing and Wrestling Control Act, No 39 of 1954; if so,

- (2) whether, in response to these representations, he intends tabling amendments to the said Act during the current session of Parliament; if not, why not; if so,
- (3) whether such amendments will be aimed at (a) making boxing safer and (b) making it possible for members of the South African National Boxing Control Board to be elected?

B216E

#### THE MINISTER OF NATIONAL EDUCATION:

- (1) Yes.
- (2) No, negotiations are still in progress between the interested parties.
- (3) (a) No. This aspect has received detailed consideration in 1991.
- (b) It will depend on the results of the negotiations that are in progress between the parties concerned.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

#### Own Affairs:

Teachers' termination of services

(321)

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

(321)

Whether he intends to terminate the services of any teachers during the 1992-93 financial year as a result of the abolition of posts, if so, what are the relevant details?

B197E, INT

#### THE MINISTER OF EDUCATION AND CULTURE:

Mr Chairman, the hon member for Pinetown would have taken note of the joint media statement issued on Monday by me and by the hon the Minister of National Education. In this statement I announced a new education plan which would ensure that thousands of teaching posts were retained in the Department of Education and Culture, Administration, House of Assembly, and give significant self-determination to communities. I also indicated my intention to consult the advisory bodies of the department. This will take place early next week.

The hon member is aware of the fact that since the allocation to my department has been cut for the 1992-1993 year it will be necessary to terminate the services of teachers, since our personnel costs constitute 83% of our Budget. The exact figures are not available at this stage, because this depends on certain variables, but there is a starting point.

(321)

The new staffing provisions for schools will come into effect on 1 August 1992 and will result in approximately 4 000 teaching posts being abolished. The uncertain factors, however, relate to the number of teachers who will avail themselves of the opportunity of early retirement, and also the number of schools which will convert to model C. The more schools there are which retain the status quo, the more teachers would have to be retrenched. I am, however, confident that the overwhelming majority of schools will appreciate the advantages of the model-C option and grasp the opportunity of achieving significant self-determination and of maintaining standards.

It is significant that the Teachers' Federal Council has given its support to the proposed plan. In a statement Mr Allan Powell, chairman of the TTC, said the following, amongst other things:

The Teachers' Federal Council would have preferred to avoid these measures, but the realities are inescapable.

The council is convinced that, under the circumstances, the best package has been obtained for teachers and for education in general. Posts will only be abolished where absolutely necessary. On account of the variables and uncertainties, it serves no purpose to speculate on the numbers involved. However, I can assure the hon member that staff whose posts may have to be abolished will be sympathetically handled and that they will be entitled to benefits as stipulated in the various Acts applicable to their conditions of service. This has been my department's policy in the past and will remain its policy in the future.

Mr M BURROWS: Mr Chairman, the hon the Minister said on TV the other night that I had to be patient. He knows that I am not patient when it comes to the children of South Africa and what they should be getting from everybody.

CON

HOUSE OF ASSEMBLY

I noted that in answering the question the hon the Minister has conveniently ignored the fact that on 22 January this year the Director of Education in the province of Natal telephoned the schools and announced a new staffing ration, terminating the services of between two and five teachers in every school in Natal with effect from the end of this term. The hon the Minister made no statement about that, but my colleague will refer to it.

Secondly, the hon the Minister also ignored the fact that in Natal some 700 teachers lost their posts last year. With regard to the 4 000 teaching posts referred to in the hon the Minister's statement and in his answer, now certain questions need to be posed. The hon the Minister has given no indication of how many of those posts will be converted into employment by model-C schools, or is he thinking that all 4 000 would rather lose their jobs than lose just their payment from the State?

Thirdly, the hon the Minister made no statement concerning the number of teachers who may be transferred into the new model-D schools that will be created during the course of this year. I understand that up to 100 model-D schools will come into existence.

Fourthly, the hon the Minister made no statement about what the previous Minister of Education and Culture had indicated, namely that the Minister would devise regulations for the employment of teachers by model-C and other schools, for hiring conditions, for levels of pay, for whether they will have medical aid, for whether they will have access to the State pension fund, etc.

The hon the Minister has also conveniently ignored the fact that throughout the time of the termination of teachers' service by the State—it has been extended over a number of years—the department has consistently avoided addressing the fact that it is only an own affairs department. It has not talked in terms of paying teachers to teach Black children in areas outside a traditional classroom. All of us know that there are volunteer teachers, who are not being paid, teaching Black children throughout South Africa, in school halls, church buildings, etc. Surely we have here an ideal opportunity to use the most valuable assets we have—unemployed human resources—to teach all the children of South Africa, but no, apartheid and the necessity to

observe the South African Constitution in word and deed in own efforts is still uppermost in the Government's mind. In addition, the hon the Minister answers questions for the press conveniently by saying the additional pension benefits he referred to are not his problem. It is the hon the Minister of Finance's problem as to where that money comes from. [Time expired.]

\*M A B BRUWER: Mr Chairman, it is very clear from the hon the Minister's reply that once again, in this particular case, the Government has turned its back on education in this country. [Interjections.]

Education is such an important element of any people's existence that it is something on which one dare not save. However, through what he said, the hon the Minister indicated very clearly what he meant. By forcing parents into model-C schools he is admitting that more teachers will be retrenched if the parents accept the status quo schools and want to keep them. He is forcing them into model C.

It is now becoming very clear that the so-called rationalisation to which he referred and which must take place in education is nothing but the privatisation of schools. The parents, therefore, must pay for an essential service, which is the duty of any state it is the duty of the State to provide education for every population group in this country. It is their duty, and they are shamefully neglecting it. Education has brought this country to where it is today, and this Government is now demotivating and trying to build up over the years to obliterate that no one could have foreseen. No one could have thought that a white government in this country would have been able to do something like this. In order to bring about parity in education—because this is what it is all about—they had to take this step with regard to the provision of education. . . . [Time expired.]

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the hon member for Pinetown has really confronted me with a flood of questions and it is quite impossible for me to respond to all of them in the course of an interpellation. I want to deal with the CP, but before I do that I want to remind the hon member that I am bound by the provisions of the present Constitution beyond which I cannot go. Those provisions constitute the parameters in

which I have to operate. There are no means by which I can respond on the areas of responsibility of, for instance, my colleague, the hon the Minister of National Education. [Interjections.]

I now want to deal with the CP. The CP has never yet said anything intellectual about education. [Interjections.] The hon member said it was the responsibility of the Government to provide education. However, education is a partnership in which the Government is involved, in which the parent community is involved and in which the teaching fraternity is involved. According to the newspapers the chief spokesman of the CP said that we were going to lower white education to Third World standards with the plan that had been announced. What does this mean? It means they have no confidence in the teachers. [Interjections.]

The standard of education is not determined by the amount of money one spends. We have achieved quality education as a result of the motivation of our teachers, as a result of their dedication and their professionalism. If the hon member assumes that we are now going to decline to Third World standards it means that he has no confidence in the teachers. Moreover, there is another partner as well, and that is the parent community—also people who vote for the hon member. Our education differs, for example, from that of the Blacks because our people support the schools. They make the schools their own. They live for the school. They educate their children. [Time expired.]

MR M J ELLIS: Mr Chairman, the hon the Minister is quite right. My colleague, the hon member for Pinetown, did give him a barrage of questions but, quite frankly, . . .

MR P G SOAL: They need answers!

MR M J ELLIS: They need answers. The hon the Minister has not even started to answer them and this is of particular importance to us. Even if we do get the answers to the questions put by the hon member for Pinetown, I want to say the drastic measures taken by the Government in the present time with regard to education, and the Government's attitude to education overall in South Africa, make little sense at all. However, I want to come back to specific points.

With regard to the abolition of the 4 000 posts from 1 August, and in order to put the new cuts announced by the hon the Minister into perspective, I want to ask him whether they are to be

part and parcel of the rationalisation programme announced by his department last year, or whether the 4 000 teachers losing their jobs as from 1 August will be a measure in addition to that rationalisation programme. That is very important, and we need the answer to that.

To make the point, in terms of the rationalisation programme that was announced last year, Natal is expected to lose between 200 and 400 posts at the end of this present school term, that is, by the end of March, as my hon colleague has indicated. Will these teachers be part and parcel of the 4 000 teachers now destined to have their services terminated from 1 August? If that is the case, then in Natal alone we can expect to lose well in excess of 1 000 teaching posts this year. Let me put that into perspective as well. In that province the majority of pupils attend schools in which the teacher-pupil ratio is absolutely unacceptable. I talk, of course, about Natal and KwaZulu. Quite frankly, we need to have exact figures as to how many teachers will have their service terminated this year.

MR M BUBROWS: Mr Chairman, the hon the Minister says he is bound by the Constitution. This Government is bound by the Constitution when it feels it wants to be bound. [Interjections.] There are times when it does not feel bound. Let us take the case of Umsa. More than 50% of the students at Umsa are Black, Coloured and Indian students, yet it falls under this hon Minister's department. That is against the Constitution. [Interjections.]

They can do what they like with the Constitution, and this hon Minister knows that. [Interjections.] Let us take as an example the case of 1 April when all model-B and status quo schools become model-C schools. Do I understand the hon the Minister correctly that the teacher ratio is not going to change on 1 April when they transfer and become model-C schools? It is a question.

Secondly, we need to know whether the cuts in white education are going to help Black education.

Finally, this hon Minister has not consulted anywhere along the line. The representatives of the Teachers' Federal Council who sat on the advisory committee were not allowed to report back or consult with their own organisations. At

the end they could finally report that there had been no consultation at all. [Interjections.]

[Time expired.] (321) *Be*

THE MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it is very clear to me that the hon members for Pinetown and Durban North actually took part because they wanted to record a number of issues that they knew I would not be able to respond to. [Interjections.]

The hon member for Pinetown knows that he has free access to my office. He has an open invitation. He can come to see me whenever he likes and get all the information he needs. [Interjections.]

I want to respond to the statement that I have not consulted. It is not true! I consulted the executive of the TTC on various occasions. It was impossible for me to go into the open and address public meetings on a confidential matter like this. I had to consult with that organisation's elected representatives, and that is exactly what I did. [Interjections.] I could not do more than that. [Interjections.]

Regarding the hon member for Durban North's question on rationalisation, I want to say that for financial reasons my predecessor had to embark on a process of rationalisation a long time ago. [Interjections.] That process has not yet been completed. [Interjections.] I am continuing with it, and I will get all the information that the hon member would like to have. He must come to see me and then I will give him all the information. My door is always open to him. I am always honest about things. He knows that.

Mr R M BURROWS: [Inaudible.]

THE MINISTER: No, that is another matter. We will discuss that later. [Interjections.]

\*I want to come back to the CP. The fact that the CP says that we want to destroy education shows that they do not have confidence in their own people who are teachers, to support the school and ensure the quality of the education themselves. [Time expired.]

HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Questions standing over from Tuesday, 11 February 1992:

Financial arrangement: *non-White students/pupils* *Be*

\*1. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether there is any form of financial arrangement between his Department and other departments of education and/or the Department of National Education with regard to financing the costs incurred by his Department in connection with pupils or students who are not classified as White but who are studying at institutions falling under his Department; if not, why not; if so, (a) what is this financial arrangement and (b) what additional amount is made available to his Department under this arrangement;
- (2) whether, under the formula-funding system, the Treasury (through the Department of National Education) makes funds available to his Department in respect of the racial classification of the pupils or students involved; if not, why not; if so, whether, as a result of the falling numbers of pupils or students classified as White and growth in the number of pupils or students not so classified, there has been any curtailment in funds made available to his Department;
- (3) whether he will make a statement on the matter?
- (4) whether he will make a statement on the matter?

BS4E

THE MINISTER OF EDUCATION AND CULTURE:

- (a) after consultation with the Department of Education and Culture, Administration, House of Assembly and the Department of Education and Training, the Department of National Education transferred a small
- (a) after consultation with the Department of Education and Culture, Administration, House of Assembly and the Department of Education and Training, the Department of National Education transferred a small

sum from the guideline allocation of the Department of Education and Training to the guideline allocation of 1992/93 of the Department of Education and Culture: Administration, House of Assembly. The amount is used for the agency schools (model D schools) and for certain pupils at a few private schools which are run on an agency basis. Pupils and students other than those at model D schools are funded on the same basis as other pupils/students of this Department.

- (b) the amount is part of the budget for 1992/93 and will be announced later;
- (2) yes;
- (3) no;
- (4) no.

Model B schools: *ministerial discretion*

\*2. Mr A GIEBER asked the Minister of Education and Culture:

- (1) Whether any ordinary public schools which did not meet the fixed voting percentages for being declared model B schools were allowed to become model B schools by ministerial discretion; if so, (a) which such schools and (b) for what reasons was this discretion exercised;
- (2) whether he is considering amending the current requirements with regard to voting percentages for model B schools; if so, what amendments are envisaged;
- (3) whether he will make a statement on the matter?

BS9E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes,
- (a) Wilsion High School  
Overington Primary School (George)  
Laerskool Zwaanswyk (Tokai)  
Fieterskool Pommegat  
Pompeia Primary School  
Rosenburg Primary School  
Laerskool Die Vos Malan (King William's Town)  
Belpark Primary School (Belville)

Belville Technical High School  
De Kullen High School (Kush River)  
Pavel Valley High School (Somerset West)  
Charlo Primary School (Port Elizabeth)  
Mongu High School  
Worcester Primary School  
Russell High School (Pretoriusburg)  
Harding Primary School  
Valenderlei Primary School (Richards Bay)  
George Campbell Technical High School (Durban)  
Brecher High School (Bloemfontein)  
Welkom High School (Welkom)  
Laerskool Monument Park (Pretoria)  
The Glen High School (Pretoria)  
Burgheer Right Primary School (Pretoria)  
Sunshine Primary School (Pretoria)  
Unicom Primary School (Tzaneen)  
Hoerskool Die Wilgers (Pretoria)  
Hoerskool Pro Aite (Pretoria)  
Woodsword High School (Benoni)  
Hoerskool Merlo Park (Pretoria).

- (b) because in each case the management council submitted a well-motivated application;
- (2) this aspect is under consideration;
- (3) no.

\*Mr F LIEBOWITZ: Mr Chairman, arising out of the hon the Minister's reply, I just want to ask whether, in a case where a two-thirds majority is not quite reached and the fixed percentage is not reached, he would also exercise his discretion as he has exercised it here.

THE MINISTER: Mr Chairman, in the specific case about which I have replied, I have acted in accordance with guidelines announced by my predecessor. . . [Interjections.] Well, I am still going to reply to the hon member's question.

The voting percentage in favour of change will be important, but not necessarily a decisive factor. [Interjections.] Naturally the Minister will also take other factors into account. With regard to

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- Laetiskool Coitwood, Port Elizabeth
- Ethel Valentine Primary School, Port Elizabeth
- Eastcourt Primary School, Eastcourt
- (b) Department of Education and Culture:
  - (a) — Ou Johan Rissik Primêre Skool, Johannesburg
  - Laetiskool Hugenoot, Johannesburg
  - Hoërskool Kensington, Johannesburg
  - Umzino Primary School, Umzino
  - (b) Black Private School
  - (a) — Hoërskool Goedehoop, Germiston
  - (b) Multifacial Private School
  - (a) — North End Grey Primary, Port Elizabeth
  - (c) 6 February 1992

#### Teachers: retirement packages

20. Mr A GERBER asked the Minister of Education and Culture:†

(321)

Whether his Department in 1991 offered certain retirement packages, including early pension, to teachers who had not yet reached the required retirement age; if so, (a)(i) how many such offers were made and (ii) what was the nature thereof, (b)(i) how many teachers accepted the offers and (ii) what is the average age of these teachers and (c) what is the total amount of these offers?

B7/IE

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Orange Free State	8 882	301	—	212	—
Natal	8 114	278	2 804	2 210	—
Rhodes	3 228	125	211	536	—
Rand Afrikaans	8 727	405	26	191	—
Witwatersrand	13 666	316	1 678	2 872	—

#### The MINISTER OF EDUCATION AND CULTURE: (321)

No, permanently appointed teachers whose posts have been abolished and who have been declared redundant are dealt with according to section 71(1)(b) of the Education Affairs Act (Act 70 of 1988) and Regulation 4(2)(a) promulgated in terms of the Act.

(a)(i) (ii), (b)(i) (ii) and (c) fall away.

#### Primary/secondary schools: pupils

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

(1) What was the total enrolment of pupils at (a) primary and (b) secondary schools in 1991;

(2) what was the daily average (a) number of pupils attending and (b) percentage absentee rate at, (i) primary and (ii) secondary schools in that year?

B187E

#### The MINISTER OF EDUCATION AND CULTURE:

(1)\* (a) 513 079,

(b) 351 084;

(2) Statistics of this nature are not kept.

\* Pupils at special schools excluded.

#### Universities: students registered

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

How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1991 at each university falling under the control of his Department? B243E

#### The MINISTER OF EDUCATION AND CULTURE:

UNIVERSITY	(a)	(b)	(c)	(d)	(e)
Port Elizabeth	4 096	524	95	214	—
Pretoria	8 372	132	18	338	—
Pretoria	21 636	103	35	288	—
Cape Town	10 069	1 948	551	1 700	—
Stellenbosch	13 629	804	20	72	—
South Africa	56 074	5 161	10 012	48 413	—

The above provisional statistics were obtained from S.A.P.S.E. table 2.7 and include both undergraduate and postgraduate students.

<p><b>MODEL A:</b> A private school where the teachers are employed by the board of governors or management body, which determines the number of teachers on the staff, their salaries and service conditions. The state pays either a 15 percent or 45 percent subsidy depending on whether the school meets certain criteria, such as syllabus requirements and adequate facilities. Parents would have to pay R2 520 per pupil to maintain existing services and standards.</p>	<p>appointed in terms of prescribed norms. Additional teachers paid by the management body. Parents pay for textbooks, building maintenance and extra-curricular activities. Fees — excluding books — average R1 300 a year. Management decides on appointment of teachers, admissions policy and additions to the curriculum.</p>
<p><b>MODEL B:</b> A state school with admission policy determined by the management committee, provided whites make up 51 percent of enrolment. School fees not compulsory but may be charged for additional facilities and range from R300 to R900 a year per pupil. Operating costs and teachers' salaries paid by the state.</p>	<p><b>MODEL D:</b> Former government schools forced to close due to drop in enrolment and subsequently opened to all races. State pays operating costs and teachers' salaries. Parents may volunteer to pay school fees set by management council, but usually not more than R300 a pupil.</p>
<p><b>MODEL C:</b> State-aided school run by a managing body, which includes the principal and parents. State subsidy covers salaries of staff</p>	<p><b>STATUS QUB:</b> State school which follows traditional Department of Education and Culture admissions policy. Admission whites-only. Management council serves mainly in advisory capacity. State pays operating costs and teachers' salaries. Optional school fees range from R20 to R200 a year.</p>

## THE MINISTER OF FINANCE:

(1) (a) ± 20 700 according to the report of the curators;

(b) and (c)

The investments were invested by Masterbond Participation Bond Trust Managers (Pty) Ltd which acted as agent in participation bonds, debentures, the money market and syndicated property projects. (The company is not a registered financial institution.)

Participation bonds  
Short-term debentures  
Money market  
Property syndication

Million

R700,1

R400,5

R26,8

R26,9

(2) (a), (b)(i) and (ii)

No. In the report of 12 February 1992 submitted to the Cape Supreme Court the curators confirmed that a full accounting can be given of all funds which were received on an agency basis by the Masterbond Group from investors. Those investors whose funds have not yet been repaid by the curators and are currently at risk, are invested in high risk pleasure resort projects. The development companies involved herewith are not financial institutions and no supervisory authority is responsible for supervising whether the projects are viable. Investors themselves are responsible for evaluating the risks of projects.

(3) (a) and (b)

Registered deposit-taking institutions (formerly referred to as banks and building societies) are statutorily in terms of the Deposit-taking Institutions Act, 1990, and Regulations made in terms thereof, compelled to submit the following statutory returns at the stipulated periods and in respect of the following matters and risks indicated in the table hereunder, to the Registrar of Deposit-taking Institutions:

Return  
Form No. Name of Form  
DI 099 Declaration in respect of status of returns submitted

Intervals  
Monthly

Return Form No.	Name of Form	Intervals
DI 100	Balance sheet	Monthly
DI 110	Off-balance sheet activities	Monthly
DI 120	Asset-backed securitisation	Annually
DI 130	Return regarding investments and interests held	Annually
DI 140	Return of shareholders of share-controlling company	Annually
DI 200	Income statement	Monthly
DI 210	Analysis of net non-lending income and reserves transfers	Biannually
DI 300	Liquidity risk—monthly holder	Monthly
DI 310	Minimum reserve and liquid assets	Monthly
DI 400	Capital adequacy	Quarterly
DI 410	Interest rate risk	Monthly
DI 420	Price risk	Monthly
DI 430	Trading risk	Monthly
DI 500	Credit risk	Quarterly
DI 505	Reporting of large exposure	When necessary
DI 510	Large exposures	Quarterly
DI 520	Assets bought in	Annually
DI 600	Current risk	Monthly
DI 700	Restriction on investments, loans and advances	Annually
DI 900	Institutional and maturity breakdown of liabilities and assets	Monthly
DI 910	Institutional breakdown of issuers of and transactions in selected assets	Monthly
DI 920	Analysis of impairment and leasing transactions	Quarterly

Return  
Form No. Name of Form  
DI 930 Interest rates on deposits, loans and advances at month end

Monthly

The information provided to the Bank Supervision Department of the South African Reserve Bank in these returns conforms *inter alia* to the guidelines and standards of the Bank for International Settlements in Basel, Switzerland, which lays down international standards for supervision of banks and in certain cases the risk management orientation is more advanced than the rest of the world's bank supervision authorities.

## Total expenditure on health

Mr M J ELLIS asked the Minister of National Health:

(1) What was the total expenditure on health by the State for the period 1 April 1990 to 31 March 1991;

(2) what is the estimated total expenditure for the period 1 April 1991 to 31 March 1992?

## The MINISTER OF NATIONAL HEALTH:

(1) R7 056 906 378

No particulars were received from the Lesotho Government;

(2) R7 997 164 990

No particulars were received from the Lesotho Government.

## Own Affairs:

White schoolchildren: number enrolled at Government schools

22. Dr W J SNYMAN asked the Minister of Education and Culture:

How many White schoolchildren were enrolled at Government schools for the white population group in each year from 1960 to 1992?

The MINISTER OF EDUCATION AND CULTURE:

1985: 938 214  
1986: 926 415  
1987: 911 439

1987: 901 359  
1988: 891 933  
1990: 884 119  
1991: 879 478

The figures are in respect of public ordinary schools. The pupil enrolment for 1991 is preliminary, while those for 1992 will only be available after 10 April 1992. The information is provided from the SANED information system for education statistics which has been in operation since 1985. Prior to 1985, education statistics were collected by the Central Statistics Service and are not available in the required format.

## Lecturer/student ratio

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

(a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college?

The MINISTER OF EDUCATION AND CULTURE:

Residential Colleges	(a)(i)	(a)(ii)	(b)
Bolandse Onderwyskollege	417	51	1:8,2
Cape Town College of Education	372	43	1:8,7
Port Elizabeth College of Education	140	26	1:5,4
Edgewood College of Education	628	76	1:8,3
Durban College of Education	206	33	1:3,9
Bloomfonteinse Onderwyskollege	294	41	1:7,2
Johannesburg College of Education	1 172	102	1:11,5
Pretoria College of Education*	150	19	1:7,9
Goudaarse Onderwyskollege*	227	36	1:6,3
Onderwyskollege Pretoria	1 380	114	1:12,1
Patchafoorne Onderwyskollege	628	65	1:9,7

\* Close at the end of 1992.

\* Close at the end of 1993.



# Irate teachers take inspector hostage

CT 6/3/92

Staff Reporter

(321)

THIRTY-TWO angry teachers and parents from a Knysna school held a school inspector hostage for nearly six hours yesterday during a sit-in in the DET offices on the Foreshore.

The group, including four white teachers, forced their way into the building in the morning.

Leader of the group and principal of Percy Mdala High School, Mr Mlamli Quntana, said the teachers were overloaded with work and demanded an increase in staff.

The group claimed they had an appointment to see the chief director of DET, Dr J Brand.

When Dr Brand refused to see them they occupied the office of an inspector, Mr N Belewa, taking him hostage and cutting all telephone lines into and out of the offices.

At 4.30pm the group, accompanied by their circuit inspector, Mr Mzimkhulu Dyasi, went back to Knysna and released Mr Belewa.

DET officials refused to comment.

# Teachers' council issues warning over pay

PRETORIA — Urgent action on the part of National Education Minister Louis Pienaar and the Cabinet was needed to rectify teachers' long standing grievances, Teachers' Federal Council chairman Allan Powell said yesterday.

In a statement he warned that if urgent action was not taken soon the council would have to "reassess its position".

The council wanted no part in an education partnership which did not always act in the interests of the profession.

Pienaar was told at a meeting this week that the additional workload on teachers following rationalisation and the detrimental effect of inflation made it imperative for the entire issue of salary adjustments to be reviewed with urgency.

6/ pay 6/3/92  
GERALD REILLY

Even taking the country's financial position into account the council believed a general salary increase adjustment, in line with inflation, was feasible.

Powell warned a token adjustment could be counterproductive.

The Minister had told the council delegation repeatedly that little progress had been made on a number of vital issues.

In spite of this, disparity was not fully rectified with the implementation of the new allocation formula in July last year.

The state had assured the council that an accountable correlation would be maintained between salaries of teachers and employees in the rest of the government sector.

The apparent inability over a long

period to settle certain critical matters was unacceptable and was no credit to Pienaar or his department.

The perception of double standards contributed to a lack of confidence in the Minister, he said.

However, the council welcomed the fact that equal salaries for married women at all post levels and in all salary categories had become a reality. The council also welcomed an assurance by Pienaar that all remaining disparities would be eliminated by July.

Sapa reports that Department of Education and Training director-general Bernhard Louw yesterday said that technological change would result in a decrease in the proportion of unskilled to skilled workers.

Louw was opening the Hillside View Technical College in Mangaug, Bloemfontein.

# SADTU Speaks <sup>321</sup> through <sup>New Nation Learning Nation</sup> Learning Nation <sup>6/3-12/3/92</sup>

Learning Nation has set itself the task of being a facilitator for the building of organisations of the people. In the case of the Education Page, we have therefore made space available for the South African Democratic Teachers' Union (SADTU) and its members to speak about its policies and to raise debate amongst teachers and people involved in the education struggles in our country. This week we feature some articles by SADTU members.

## Strengths and Weaknesses of SADTU - M. Sanger (Western Cape)

The South African Democratic Teachers' Union' is still a very young organisation, but in the space of just one year, we have been able to make many important gains. Already, we are the biggest single teachers' organisation in the country with a signed up membership of 37 947.

One of the main tasks to come out of our Launch Conference that was held in September 1990 was the setting up of democratic and accountable structures of the union in all regions. Our school and branch structures allow rank and file members to determine the direction of the union and not just those individuals who are elected into office.

The euphoria and excitement that reigned at our launch did not disguise the fact that we still need to do a lot of work amongst ordinary teachers to cement teacher unity on the ground.

At the time of our launch many teachers expressed concern that SADTU would become just another ANC teacher organisation. In just one year we have been able to show that we are an independent teachers' union and we are prepared to defend our members

interests independent of political affiliation.

Primary school teachers (the most oppressed and neglected teachers in South Africa) are starting to come out of their shell and many are active members in branches and regions. The main stumbling block in the way of primary school teachers signing up in their thousands, is the autocratic principals who threaten to victimise them. Because these teachers have never experienced what it is like to be protected by their organisations, this tactic often works. But it is only a matter of time before they realise that SADTU is a union that intends to defend the rights and living conditions of all teachers vigorously, especially primary school teachers.

Our major weakness at the moment lies in the fact that our school structures (sites) are poorly organised. We hope to address this by bringing out a site-stewards manual that can serve as a handbook for teachers in schools. It will map out very clearly what the responsibilities and duties are of all SADTU teachers at school level.

## The Crisis Continues - C. Perez (Western Cape)

Education has always been a key area in the struggle for change in our country. Those of us who remember 1976, 1980 and 1985 will know that schools were literally turned into battlefields. While the politicians denied that there was a crisis, children and teachers and students were arrested and detained. The demands were for an equal education in a non-apartheid society and for better facilities at schools in the oppressed communities. Demands were also made for textbooks, windows, desks and other essentials.

Then the government released Mr Mandela and unbanned political organisations like the ANC, PAC and SACP and began selling everyone the idea of "the new South Africa". Suddenly on television we began to see whites and blacks hand in hand welcoming the new South Africa in song. To back up this ideal the government opened some white schools so that we could all see the new South Africa in action.

## Back to school for What?

The National Education Co-ordinating Committee (NECC) launched the "back to school" campaign which was to begin the process of developing a culture of learning. But the back to school campaign has backfired. This was because of the government's failure to provide books, desks and other materials; the

disillusionment of the large numbers of unemployed youth; the high failure rate and the general apathy and lack of discipline amongst teachers and students. Whenever any action to demand the right to equal education and better facilities is proposed or implemented such as the occupation of empty white schools, the immediate response from the government and some teachers is that the children must go back to school. Even if they go back to class rooms without desks or have no books to learn from.

## No Real Changes

So, it seems as though resistance, commitment and struggle are things of the past. In their place we have absenteeism and truancy, the teenage pregnancy rate has increased and general sloppiness in dress, manner and work is the norm. The schools we fought to improve are covered in crude graffiti and there are even more broken windows and desks. The level of organisation and interest in the world around us, which was always part of the awareness programme era, has disappeared.

To keep all this together we have a band of disunited, dissatisfied teachers - some of whom are sick and tired of fighting with the department, the principal and the students; and others who don't care about anything other than getting paid. Another frustration for teachers is that the authorities continue to deny them employment. The result is a number of teachers who have no interest in the

## SADTU Statement on Retrenchment of 4 000 teachers in White Schools

SADTU has learnt with concern and alarm about:

1. the retrenchment of 4 000 teachers in white schools;
2. the option of an early retirement package to white teachers;
3. the automatic adjustment of Model B to Model C schools.

SADTU is of the opinion that the budget is being used as a smokescreen to restructure white education before a democratic solution to the whole education crisis can be found through the political processes of negotiation that are currently underway in our country. The retrenchments and offers of "golden handshakes" to white teachers will give white teachers an option to take their money and run before fully non-racial, democratic education becomes a reality in South Africa. The enormous funds consumed by early retirements, compare negatively with the government's failure to provide funds for addressing the education crisis, viz the provision of books and resources to schools in the black community.

SADTU is also concerned that the adjustment of Model B to Model C schools will encourage semi-privatised elite schools which could also provide sanctuaries for the continuation of apartheid education. The threat of privatisation of education in the disadvantaged communities is also looming ever larger, which will put education out of the reach of many deprived children.

SADTU is opposed to education being planned in ethnic compartments. The union believes that educational changes should be co-ordinated by the democratic political processes under way in South Africa, and not determined by the South African government in collaboration with the white minority constituency alone.

learning process and who often don't even seem to like the children. Faced with the weak discipline which exists at schools these days, more and more teachers are turning to the cane for help.

So what has happened to all our demands? We still don't have democratic bodies like Parent-Teacher-Student Associations (PTSA's) and SRC's in every school. We still don't have books, desks, windows; schools remain overcrowded and many teachers are still walking the street.

The government's Education Renewal Strategy is of little help. It suggests that we all pay more for education and that those who can pay a lot of money get the "academic" education and those who have little or no money get the "technical" education. The joint working group, which was an attempt by the ANC to work with the government groups to find solutions, has not produced any results.

## Finding Answers

At its annual congress in October 1991, SADTU suggested that there be an Education Patriotic Front in which all progressive forces try to find an answer together.

It also resolved to work from grassroots level, questioning each teacher to get his or her views on what the new education system should be like and to pool all of this at a consultative conference to be held by July 1992. Maybe such a conference can give us some answers to the many troublesome and burning questions around a future education system.

# WEATHER



## WATCH

THE Weather Bureau's forecast summary for today:

**Cape Peninsula and Boland:** Fine and cool but warm over the Boland. Wind: fresh to strong southerly to southeasterly.

**Western Cape coastal belt:** Fine and hot. Wind: fresh to strong southerly to south-easterly reaching gale force in the north.

**Overberg and coastal belt to Mossel Bay:** Partly cloudy and cool. Wind: light to moderate south-easterly.

## Pay rise for married<sup>321</sup> women in teaching

STimes (Cm) 8/1/42

By NORMAN WEST  
Political Reporter

NATIONAL Education Minister Louis Pienaar's announcement that all remaining salary disparities for married women would end on July 1, will not affect white teachers only.

More than 21 000 "coloured" married woman teachers also stand to benefit, Mr Jac Rabie, Chairman of the Ministers' Council in the House of Representatives, said yesterday.

Mr Rabie, a NP MP for Reigerpark (Boksburg), said equality in salaries was "fundamental NP policy" and that Mr Pienaar's announcement was, therefore, "applicable to all teachers".

The announcement was welcomed by the chairman of the Teachers' Federal Council, Mr Allan Powell, and the president of the Union of Teachers Associations of South Africa (Utasa).

## 5 200 teachers face axe in three weeks

Pretoria Correspondent

Parents in the Transvaal have less than three weeks to decide the fate of 5 200 teachers.

By March 27 parents must decide whether to convert to Model C schools or remain Model B and status quo schools.

Although no figures are available for the Pretoria area, indications are that 5 200 teachers in the Transvaal could lose their jobs if all parents opted to continue as Model B schools or maintain the status quo.

Should all parents accept Model C the number of posts to be abolished could drop to 2 700.

According to a spokesman for the Transvaal Education Department it is not possible to give exact figures on how many teaching posts will have to be abolished as these figures will be determined by the actual number of pupils enrolled on April 1.

Letters, compiled by the Department of Education and Culture: House of Assembly, giving information about the conversion to Model C schools, have already been distributed to parents at schools.

According to the letter, State funding for comparable Model C, Model B and status quo

schools will be identical.

In Model C schools the whole amount would be spent on salaries but in the other two cases the money would have to cover salaries as well as administration and running costs.

The advantages of Model C schools were listed as:

- The appointment of teachers at entry level.
- Deciding the admissions policy of the school.
- Deciding on any additions to the curriculum.
- Deciding on the utilisation of buildings and grounds.
- Deciding financial policy.

## Dismissed principal 'asked for deferment'

MR Randall van den Heever, who has been dismissed as headmaster of Spes Bona High in Athlone, says he applied for leave so that he could carry on as general secretary of the SA Democratic Teachers' Union.

When he was elected to the Sadtu post in 1990 he was granted a year's unpaid leave.

When he was re-elected last year he applied to the Department of Education (House of Representatives) and the school committee. **CT 12/3/92**

He had also written to the minister, Mr Abe Williams, requesting deferment and received a reply saying the matter was "receiving attention".

Sadtu tried to arrange a meeting with the minister but were told they could see him only today. On Tuesday night Mr Van den Heever received a letter notifying him of his dismissal. **(321)**

IMPROVED quality of teaching, especially in subjects relevant to job opportunities and adult education, are two of the priorities of the R500 million Joint Education Trust.

Jet, established by the Urban Foundation, wants to improve the quality of teaching through pre-service and in-service education and training with a strong emphasis on language and communications skills, science, maths and technology.

The trust said special programmes would be used to reintegrate marginalised youth.

# Union 'wins' fight over <sup>321</sup> principal <sup>224/3/192</sup>

JACQUELYN SWARTZ  
Staff Reporter

THE reinstatement of Spes Bona principal Mr Randall van den Heever as an employee of the Department of Education and Culture has been described as a victory by the South African Democratic Teachers Union.

It was reported yesterday that Mr Van Den Heever, general secretary of the union, had been dismissed for deserting his post.

However, following negotiations yesterday between the department and the union decisions were taken, including the withdrawal of the letter of dismissal.

The issue arose after the department apparently failed to get a written application by Mr Van Den Heever requesting an extension for special leave.

In 1990 Mr Van Den Heever was given a year's special leave to act as general secretary of the union.

He was re-elected and applied for an extension to his special leave.



# The South African Democratic Teachers' Union (SADTU) and the DET matric results

*New Nation (Learning Nation)*  
**Results reflect racial disparities** 12/21-17/3/92

The announcement of the DET matriculation results in January 1992 signalled yet another catastrophe in the arena of education. Once again, as in the past, thousands of parents, pupils and teachers throughout the country have to endure a shattering and demoralising experience. While only 38.6% of the black matriculants passed in 1991, approximately 96% of the white matriculants passed their examinations. Whilst the South African nation is becoming increasingly united around the vision of a democratic and non-racial order, the racial disparities in education are evident in the enormous difference indicated between the black and white matriculation results.

## Stop petty recrimination

It is SADTU's firm belief that it is time to move away from petty recrimination and verbal acrobatics on the issue of where to lay the blame for the unsatisfactory matriculation results. The attempt by the authorities to shift the blame to so-called radical teachers and students merely becomes an exercise in which personal animosities override the more important issue of determining constructively the root causes of the education crisis. It is this important for all of us - parents, students, administrators and service organisations not to become embroiled in an emotional reaction to the symptoms of the problem, but to endeavour to address the root causes.



## Education system lacks credibility

When SADTU issues statements to the effect that the DET is incapable of dragging education out of the abyss it has slid into, it is not attempting to discredit and vilify the administrators of the DET. It is acknowledged that the DET has earnestly endeavoured to address the continuing crisis in education. The point that SADTU wishes to emphasize is that the problem lies beyond the administrators, teachers and students. The problem lies in a discredited system of education. That same system of education at present indicates its impotence by its failure to make available adequate resource funding or to instill some measure of political legitimacy in schooling in general.

## Correcting historical imbalances

South Africa needs a democratic, non-racial system of education, catering on an equal basis for all children in the country. In the disadvantaged communities, it is imperative that a programme be initiated for the eradication of historical imbalances, and placing the Third world conditions in township schools on a par with the First world standards that the privileged white minority group has enjoyed for the better part of this century.

It is the SADTU viewpoint that education should be career oriented in order that students are assured of employment on completion of the matriculation examinations. Further, education should also be a precursor to preparing students for their

role as first class citizens in a free and open society

## SADTU support programmes

SADTU is prepared to assert its role with regard to this momentous task at hand.

● The Union has planned in-service programmes for matriculation teachers in Mathematics, Science and English in an attempt to improve the proficiency of teachers in the classroom.

● SADTU also believes that part of solving the educational crisis in South Africa is dependent on the efficient management of schools. The Union is therefore planning an education management course for principals in which emphasis will be placed on addressing the demands of a democratic community of parents, teachers and students, and constructively channeling the energies and potential of these constituencies into the necessary results that are required.

● SADTU will also engage in a programme of citizenship education in schools to prepare students for their role as politically accountable citizens in a democratic South Africa.

As a union of teachers, SADTU remains fully committed to working with parents, students and community-based organisations - and administrators - in order to free education from the clutches of the ravaging crisis it has experienced for so many years.

*This article was written by the General Secretary of SADTU.*

## Where to Contact SADTU

**SADTU National Office**  
 Liberty Life Broker Centre  
 9th Floor  
 112 Main Street  
 P.O. Box 6401  
 Johannesburg  
 2000  
 Tel: 011 - 331 9586/7/8/9  
 Fax: 011 - 331 1238

### SADTU Regional Secretaries Address List

**1. CENTRAL TRANSVAAL**  
 Willie Kunamela  
 Mabasaesela Sec. School  
 P.O. Box 141  
 Siyabusa  
 0472  
 Tel: 012182 - 1402  
 Street Address  
 29 Tabone Street  
 Senilville  
 0125

**2. SOUTHERN TRANSVAAL**  
 Dennis Motaba  
 1985 Tshongweni Section  
 Kaitshong  
 1832  
 Tel: 011 - 905 9274  
 Postal Address  
 P.O. Box 12328  
 Kaitshong  
 1832

**3. NORTHERN TRANSVAAL**  
 Ma Sinkin Malepe  
 1164 Zone 8  
 Seshego  
 0742  
 Tel: 01521 - 92 1187  
 Fax: 01521 - 91 1842  
 (o) 01521 - 71450  
 Postal Address  
 P.O. Box 97  
 Seshego  
 0742

**4. EASTERN TRANSVAAL**  
 Bernard Matsane  
 39 Brown Street  
 1st Floor  
 Nelbro Building  
 Neirupit  
 1209  
 Tel: 013192 - 71450  
 Fax: 013192 - 72  
 Postal Address  
 P.O. Box 2824  
 Neirupit  
 1200

**5. WESTERN TRANSVAAL**  
 Phumla Caba  
 Q223 Jouberton Location  
 Klerksdorp  
 2574  
 Tel: 018 - 62 1107  
 Fax: 018 - 462 8985

**6. ORANGE FREE STATE**  
 Fanie Sihole  
 Hlonamang Sec. School  
 P.O. Box 5854  
 Buthabuto  
 9781  
 Tel: 0526 - 34 3576  
 Fax: 051 - 48 0108  
 C/O Tebo Loose  
 ANC Offices  
 Street Address  
 7471 Tsekelana Street  
 Bloemfontein  
 9323

**7. SOUTHERN CAPE**  
 Rindwaan Hendricks  
 P.O. Box 4630  
 George East  
 6539  
 Tel: 041 - 71 1194  
 Fax: 04942 - 155

**8. WESTERN CAPE**  
 Lynette Fargher  
 83 Fourth Ave  
 Rondebosch East  
 7700  
 Tel: 021 - 361 3430/1/2

**Western Cape Office**  
 C/O NY 1 and NY 110  
 Guguletu  
 7750  
 Tel: 021 - 633 1601  
 021 - 633 1602  
 Fax: 021 - 633 6543

**9. EASTERN CAPE**  
 Ampie Williams  
 52 Jorjette Crescent  
 Egin Heights  
 Burgersdorp  
 Port Elizabeth  
 6200  
 Tel: 041 - 81 2247  
 Fax: 041 - 54 4233  
 Postal Address  
 P.O. Box 17208  
 Salvoite  
 Port Elizabeth  
 6059

**10. NORTHERN CAPE**  
 Patrick Lonyili  
 4517 Lehlaku Street  
 P.O. Mankurwane  
 8345  
 Tel: 0531 - 34562  
 NECC office between  
 14h45 and 16h30  
 Fax: 0531 - 34594

**Postal Address**  
 P.O. Box 9584  
 Mankurwane  
 8345

**11. TRANSKEI**  
 M.M. Matomela  
 23 Alexander Street  
 Umtata  
 Transkei  
 Tel: 0471 - 24501  
 Fax: 0471 - 31 2552

**Postal Address**  
 P.O. Box 917  
 Umtata  
 Transkei

**12. SOUTHERN NATAL**  
 Ms Salome Francis  
 30 Isom Rd  
 Birdende  
 4051  
 Tel: 031 - 87 5575

**TASA/SADTU office**  
 Teachers' Centre  
 113 Albert St  
 Durban  
 4001  
 Tel: 031 - 309 4004  
 Fax: 031 - 309 3990

**13. BORDER**  
 Micolini Dumaza  
 E39 Zone 4  
 Zwelitsha  
 5600  
 Tel: 0436 - 31413  
 Fax: 0431 - 43 5677  
 C/O Border NECCP

# Blackboards still tangled in the jungle of apartheid

By Zubeida Jaffer



South 1473-1913/92

FOR THE PAST four weeks, the pupils at John Pama Primary School in Nyanga and the nearby Oscar Mpetha High School have been unable to concentrate on their studies as the grounds outside their schools have become a virtual battlefield.

The outbreaks of violence between rival taxi associations in pockets of the African townships have not paralysed the schools — rather they have added another dimension to the education crisis in the Western Cape.

As in other centres in the country, schools in the region are experiencing problems ranging from overcrowding, inadequate equipment and book shortages to teacher retrenchments.

Most schools in the Western Cape are administered by the (coloured) House of Representatives and here retrenchment of teachers constitutes a major problem.

There are 2 011 coloured schools accommodating 855 531 pupils.

The general secretary of the National Education Co-ordinating Committee (NECC) in the Western Cape, Mrs Mavis Makeleni, says teachers being retrenched in these schools have taught for long periods but were not given permanent status.

She says retrenchments of teachers are not necessary at coloured and white schools.

"This would not be happening if education was treated from a national perspective. Pupils could be moved around so that teachers do not have to be retrenched. There is a great need for our people to be empowered. They should not be roaming the streets," Makeleni says.

Attention was focused on overcrowding at coloured schools recently when parents of pupils at Belthorn Primary School demonstrated against overcrowding there.

Teachers are holding classes of more than 50 pupils in the staffroom and the foyer, says Parents' Committee chairperson Mr Hassan Karjicki. He says the school has been promised extra mobile units but these have not arrived.

Yet a spokesperson for the Department of Education in the House of Representatives, Mr Hennie Jansen, says there is no waiting list for pupils wanting to enter coloured schools.

With the opening of 304 white schools to all races in the Western Cape since last year — nearly half of all white schools here — considerable numbers of black pupils have moved to them.

Although all departments approached insisted that they kept no record of the racial composition of these schools, a rough survey indicates that at least one third of the pupils is black and their number is expected to rise next year.

For many white schools, admission of pupils of other races is the only way to continue existing. There are 695 white schools in the Western Cape, with a total enrolment this year of 233 235.

With mainly coloured pupils moving to these schools, principals at coloured schools are being confronted with having to admit more African pupils.

Indian schooling here is limited, with only 2 263 pupils enrolled this year at three high schools and two primary schools.

Problems vary for the racial groups, says Makeleni. African schools are the most severely affected — there are book shortages, overcrowding, violence and a general lack of facilities.

This often results in pupils clashing with their teachers in a bid to secure these basics, she says.

This year at least one school has been constituted without a school building, leaving more than 900 pupils "squattling" at a primary school.

These pupils at Intlanganisio High in Khayelitsha have to wait until the primary pupils have finished before they can be accommodated.

Principal Mrs Vuyelwa January says problems started when authorities did not honour a promise of finding premises for the school.

There are 102 African schools here (24 are high schools) accommodating 94 414 pupils.



**MIXING:** Black kids are attending white schools

According to a spokesperson for the Department of Education and Training, Mr Ephraim Belewa, 4 411 pupils are still waiting to be accommodated.

Progressive educationists do not believe there are simple solutions. But they say a single nonracial education system would go a long way in starting the rationalisation so desperately needed.

Last year old school desks of one education department in Cape Town were being burnt or used for scrap, while another education department desperately required them.

This year, qualified teachers are being retrenched in one department while another complains of not having enough.

There is some movement towards integration, but apartheid remains very much alive in education and will continue to hamper advancement towards quality learning. — AIA

## Hands off our secretary <sup>(321)</sup> Sadtu

South 143-1913-72  
THE South African Democratic Teachers' Union (Sadtu) has angrily condemned the dismissal of their general secretary, Mr Randall van den Heever, by the Department of Education and Culture (DEC).

Van den Heever, former principal of Spes Bona High in Athlone, was "rendering his national service" on behalf of Sadtu's 40 000 members and

had taken time off to do union work, Sadtu said this week.

"It is common practice for full-time workers to get time off for union work."

The union said Van den Heever had given adequate notice of his willingness to vacate his post in the interest of the school, but this was regarded by the DEC as an unwillingness to discuss terms of agreement.



Dr Bertha Pendleton found pupils loitering.

# Active parent involvement could restore learning

By PHANGISILE MTSHALI

ACTIVE parent involvement, boosting the morale of teachers and academic support programmes is part of the answer to restoring the culture of learning in troubled schools.

This was the belief and experience of an American educationist, Dr Bertha Pendleton, who spent two weeks addressing teachers and principals all over the country.

Pendleton is deputy superintendent - No 2 in the chain of command - of the multi-ethnic San Diego unified school district.

"My state is very much like South Africa and we

are struggling to implement changes on education," Pendleton said.

"We have many different languages, pupils from very influential families and many with social and health needs. Because of the intensive programme to integrate education, we have had to deal with pupils from very diverse education standards."

Pendleton became the principal of Lincoln High, an inner city school with a

● To page 17

## Teachers must be role models

● From page 16

majority of pupils from poverty-stricken homes in 1974.

When she took over, pupils could be found loitering on verandas at all hours while their fearful teachers did not know how to command respect.

"Pupils were not focused, they just loitered outside the classrooms," she said.

"My first priority was to establish order and create a good learning environment. We had to convince the children that we cared and were in control," she said.

"I asked my teachers and counsellors (health and

social) to leave their office and walk the halls urging pupils to go to classes.

"I started year-long monthly discussions with all my pupils mapping out the vision of the school and how we could achieve it. At the same time I enlisted the parents' help. I wanted them to show interest, even if they were illiterate, in their children's school work."

Pendleton embarked on a training scheme so teachers were more receptive towards all kinds of parents.

"It is no use getting the attention and interest of the parents only to find that they are not well received by teachers and pupils," said Pendleton.

"Teachers on the other

hand must give something extra than just delivering lessons. They must be role models; attend regularly and punctually and be the best they could be. On the other hand, principals and respective education authorities must praise teachers for jobs well done and encourage them in positive ventures."

However, Pendleton is able to make a lot of positive progress in her schools because of the massive financial support given by the state. Beside R7000 for every pupil's education, San Diego state also gives R100 million to upgrade and provide academic support for poor children and about R120 million to forge integration in schools.

# Learning how to learn . . .

By PHANGISILE MTSHALI (321) (321) (321)

THE absence of a culture of learning at schools like Tladi Technical High is attributed to a lack of parental involvement and pupil motivation and the low morale of teachers. *Sowetan* 19/3/92

But what are the solutions?

Sowetan interviewed educationists to find out what steps are necessary to reintroduce effective education at black schools.

Soweto Education Co-ordinating Committee chairman Mr David Maepa said parents and teachers needed to work together to build the self-esteem of the child.

"Pupils must be prepared by parents and teachers to learn," Maepa said.

## Confident

"Teachers must build the pupils' self-esteem and make him confident he can tackle his lessons.

"Parents must not just dump them on the teacher. They must show interest and praise their children and teachers."

To get parental involvement Maepa suggested educators address stokvels and burial societies to highlight parents' educational responsibilities and how they could help teachers.

Mrs Tessa Welsh, a lecturer at the Soweto College of Education and chairman of the newly formed Lecturers' Committee advocates a staff association to boost teacher morale.

"This helped smooth staff divisions at our college," she said.

"Teachers must be allowed space and time to be creative and to look into their well-being. A popular natural leader, and not someone with a political agenda, must be elected to help smooth relationships.

"Para-educational activities generating the team spirit also helps.

## Breakdown

"Parents must be invited to come to the school and see for themselves what goes on."

Mr Lucky Monakgotle of the Azapo education desk called for an awareness campaign to enlist parental help. Parent associations should work together with parents to normalise schooling."

Monakgotle said the role of pupils, which is to learn, must be reinforced to overcome the breakdown of discipline.

Impartial SRCs should channel pupils' grievances but it was not their duty to manage, control or even help with the administration of schools.

Reinforcing the authority of teachers was important if learning was to prevail.



DAVID MAEPA



TESSA WELSH



DAN MONYEMORE

Mr Dan Monyemore of Careers Centre said teacher organisations should unite teachers as professionals and their voices should be heard at education summits.

He said school functions should be revived to generate parental interest and attendance at general meetings.

These should also help to inform parents about their children's studies.

Monyemore slammed pupils for being "more eloquent on political protest action than they are active on their education programme".

field police station serving the Indian areas of Chatsworth, Merbank and Isipingo, respectively, during the latest specified period of 12 months for which figures are available?

The MINISTER OF LAW AND ORDER:

D50E

WENT.	ISIPINGO	CHATS-
WORTH	WORTH	WORTH
(a) 19	159	30
(b) 11	28	22
(c) 207	163	339
(d) 689	319	588
(e) 27	43	43
(f) 234	380	704
(g) 128	309	185
(h) 103	358	358
(i) 370	293	730
(j) 240	92	536

Merbank forms part of Wentworth police station and the figures include White areas.

Note:

Police men recruited/re-enlisted: all races

12. Mr M RAJAB asked the Minister of Law and Order:

- (1) How many ~~Black~~ White, (b) Indian, (c) Coloured and (d) Black policemen were recruited in 1991;

(2) how many of these policemen were officers who re-enlisted?

The MINISTER OF LAW AND ORDER:

DS1E

- (1) (a) 7 025

- (b) 563

- (c) 1 888

- (d) 5 228

- (2) 8 officers.

Note:

The amount mentioned in one (1) includes Municipal Police and Police Assistants.

17. Mr M RAJAB asked the Minister of Law and Order:

Prisoners on parole rearrested/sought

- (a) How many prisoners who were released on parole in the 1991 calendar year (i) have been rearrested for and (ii) are being sought in connection with criminal offences and (b) in respect of what date is this information furnished?

The MINISTER OF LAW AND ORDER:

D68E

- (a) (i) 4 099

- (ii) 1 509

- (b) January 1991 until 31 December 1991.

# HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Re-assessment: school syllabuses/curricula

64. Mr M BURROWS asked the Minister of National Education:

- (1) Whether he or his Department intends to commence or has commenced the re-assessment of some or all school syllabuses and curricula in South Africa; if not, why not; (a) when is this to be commenced or was it commenced and (b) which syllabuses and curricula are involved;

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

B152E

The MINISTER OF NATIONAL EDUCATION:

- (1) Not the Department but the Committee of Heads of Education Departments (CHIED) has started with the process to revise the existing core syllabuses.

- (a) On 20 November 1991, the CHIED has released a model for a broad curriculum for school and technical college education as a discussion document. Comments on the proposals were awaited until 6 March 1992. The development of frameworks will commence as soon as the model has been finalized, in terms of the comments received, and approved by the Minister of National Education.

- (b) For each subject included in the final model, a framework will be developed to provide for a common content and standard that must be achieved. From these frameworks various syllabuses could be developed to accommodate differences in interpretation and different circumstances. It is well imaginable that

parts of the present curricula and syllabuses will be maintained.

- (2) No.

## Teacher/pupil ratio

110. Mr M BURROWS asked the Minister of National Education:

- (1) Whether he or his Department has made any calculation regarding the likely effect on teacher personnel of the application to all education departments of a ratio of 1 teacher per 30 pupils; if not, why not; if so, (a) what effect would such a change have on teacher distribution and (b) what is the likely educational effect of such a changed ratio in each department;

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

B270E

The MINISTER OF NATIONAL EDUCATION:

- (1) The formula for ordinary school education which is currently being used as a guide-line for the distribution of funds for education (excluding universities, technicals and private ordinary school education), assumed a pupil-teacher ratio of 30:1 for primary and junior secondary education and 20:1 for senior secondary education. Provision scales for CS educators are, however, determined by each Department of State responsible for education, taking into account the norms for the post level ratios which are determined as general policy by me and which have been set out in the report NATIED 02-14201/07. In view of the above-mentioned my Department has not yet determined the probable effect that the application of a ratio of 1 CS educator to 30 pupils will have on the CS educators, as such calculations are not needed for general policy purposes. These are the typical calculations linked to the management function of Departments of State responsible for education and to whom this question should be directed. This matter should, however, not be considered in isolation from the Education Renewal Strategy (ERS) which is at present being finalized. It is possible that certain struc-

tural changes in education could flow from the ERS which would result in a changed education context within which the above-mentioned matter would have to be placed.

(a) Lapses.

(b) Lapses.

(2) No.

#### Prisoners escaping from prisons

114. Mr A J LEON asked the Minister of Correctional Services:

Whether any (a) awaiting-trial and (b) sentenced prisoners held in custody escaped from prisons in South Africa in 1991; if so, (i) how many prisoners escaped, (ii) from which prisons did they escape, and (iii) how many were recaptured, in each case?

B278E

THE MINISTER OF CORRECTIONAL SERVICES:

(a) and (b) Yes.

(i) During the period 1 January 1991 to 31 December 1991, six hundred and forty-six (646) sentenced prisoners and one hundred and twenty-one (121) awaiting trial prisoners escaped from South African prisons. Ninety (90) of the 646 escapes by sentenced prisoners took place by sentenced prisoners while five hundred and fifty-six (556) took place from lawbreakers, courts, hospitals, etc. The total number of escapes represented 0,18% of the total number of prisoners admitted to South African prisons from police and courts during the 1991 calendar year. Up to and including 31 December 1991, two hundred and forty-four (244) sentenced prisoners and twenty-eight (28) awaiting trial prisoners were re-arrested.

The endeavour continually remains to eliminate escapes, hence every escape incident is thoroughly investigated in order to identify shortcomings and introduce preventive measures where necessary.

Appropriate disciplinary steps are taken in cases of negligence whilst in cases where aiding in escaping are suspected, the matter is reported to the SA

Police for the necessary judicial process to take its course. Flaws which may be found to exist in directives are rectified while the correct application and fulfilment of directives are regularly brought to the attention of members. Defects in buildings and over-population are also factors attributing to escapes and corrective steps are also taken in this regard although financial implications sometimes play a restrictive role.

In addition to the above-mentioned, the Department of Correctional Services continuously strives to keep abreast of developments in the field of technology through close contact with Government institutions and the private sector in order to better equip its staff for the performance of their custodial function and the protection of society, with the cognizance of the restrictive role of financial implications.

The same security measures are not applied to all prisoners because these are determined by the security risk represented by the prisoners. All sentenced long-term prisoners are classified according to their security risk as soon as possible after admission on the basis of a standardized instrument of measurement. Depending on the results of this measurement, such prisoners are then referred to and detained in a maximum or medium security prison. If a prisoner's conduct and adaptation are such that his security risk is reduced, he may be considered for reclassification to a lower security classification and considered for a transfer to a prison with a lower security classification. Naturally the opposite also applies, and should a prisoner's conduct, adaptation and co-operation indicate that he is a high security risk, he is dealt with accordingly.

Finally, it should be noted that there is a high degree of stability in South African prisons. Although incidents of disorder, escape, assault and so forth cannot be prevented entirely in any prison set-up, they are limited to a minimum in comparison with prisons abroad. This stability can be attributed mainly to the military character of the Department of

Correctional Services and the resulting firm, yet humane manner in which discipline and order are maintained. Furthermore, a variety of treatment and other programmes have as their object the

(ii) and (iii) For the hon member's convenience the detail is set out in the enclosed schedule.

(ANNEXURE)

Prison	Awaiting-trial prisoners		Sentenced prisoners	
	Escaped	Recaptured	Escaped	Recaptured
			From prisons	From workleams, courts, hospitals, etc.

#### Allendale Prison Command

Alhambra

Hawequa

Klein Drakenstein

Malmesbury

Stuart van Paardeberg

Total

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## EDUCATION BRIEFS

TEACHER upgrading, youth development and adult basic education are in line for a massive financial boost, it was announced last week.

These have been identified as priority areas for the R500-million pool donated by the private sector to the recently-launched Joint Education Trust. The trust was launched recently as a first-time partnership between black community organisations and leading companies.

Telephone the Urban Foundation at (011) 403-5500 for further information. Only projects in the three fields need apply.

w/mail 20/3-26/3/92



HOUSE OF ASSEMBLY

QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Citizen Force/Commando camps: applications for deferment

152. Lt-Gen R H D ROGERS asked the Minister of Defence:

How many Citizen Force and Commando members called up to attend camps in 1991 (a) applied for and (b) were granted (i) deferment and (ii) exemption?

B370E

THE MINISTER OF DEFENCE:

- |      |        |        |
|------|--------|--------|
| (i)  | (a)    | (b)    |
| (ii) | 56 549 | 38 419 |
|      | 197    | 154    |

Own Affairs:

Teacher-training: qualified applicants

29. Mr R M BURROWS asked the Minister of Education and Culture: (321)

- (i) Whether any qualified applicants were not admitted in 1991 to teacher-training colleges under the control of his Department because of (a) a lack of facilities and (b) other specified factors; if so, how many such prospective students were (i) admitted, and (ii) refused admission, to these colleges in 1991;

- (2) (a) what is the combined capacity of these colleges, (b) what total number of students is enrolled at present and (c) in respect of what date is this information furnished?

B271E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) No,  
(b) yes, the student quota was reduced.

- (i) 1 336, (321)  
(ii) 1 463,

(Information as at 31 December 1991.)

- (2) (a) 10 150,

- (b) 5 471,

- (c) February 1992.

Technical colleges: admissions

35. Mr R M BURROWS asked the Minister of Education and Culture: (321)

What number of persons of each population group was admitted to technical colleges under the control of his Department with effect from 1 January 1992 or the latest specified date for which this information is available?

B321E

THE MINISTER OF EDUCATION AND CULTURE:

The head count of students as at the first Tuesday in June 1991, the latest date for which information is available:

White	Coloured	Indian	Black
50 828	1 298	378	2 019

Education Budget: Department of Education and Culture (321)

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

What (a) amount and (b) percentage of the education budget of his Department was spent in (i) the Republic, (ii) the Orange Free State and (iii) Natal on (aa) pre-primary, (bb) primary, (cc) secondary and (dd) tertiary education during the latest specified 12-month period for which figures are available?

B354E

THE MINISTER OF EDUCATION AND CULTURE:

- |       |      |                 |
|-------|------|-----------------|
| (i)   | (a)  | (b)             |
| (ii)  | (aa) | R93,181 million |
|       | (aa) | 1.59%           |
| (iii) | (aa) | R7,284 million  |
|       | (aa) | 0.12%           |
| (iii) | (aa) | R15,112 million |
|       | (aa) | 0.26%           |

S Africa can use 'surplus' teachers on farm schools

Simr 24/3/72

(32)

schools

PEOPLE have a gut feeling that there's something wrong in retrenching well-qualified people when their skills are in short supply.

That's being done in education but the scale of the problem only becomes clear when one studies figures for pupils, teachers and unqualified teachers for the country as a whole. The move to turn a whole education system into one of subsidised private schools is also questionable. It would be simpler to charge parents in some form through the tax system.

There are three objections to the compulsory retrenchments: those people involved have skills and experience which the country needs; the retrenchment packages are a waste of public funds running into many millions; and it is absurd to retire highly qualified people who in normal circumstances would render another 10 to 15 years service — and feel they are

useful in society.

The use of teachers in places away from where they live and work is a delicate issue, even where race and culture are not additional problems. Generally, urban teachers do not like being sent to teach in rural areas, and this applies to both black and white teachers.

In the Cape and in Zimbabwe, young teachers have always accepted that their first posts would be in the countryside, but this has not been the rule in Johannesburg or Soweto; some teachers would rather resign than accept a post in faraway places, but if we had a national campaign to inspire people to render public service, including teaching, to country children and adults who generally are worse served than we are in the cities, we might change attitudes. (Even those of the things who recently attacked a white teacher in Kaitleng.)

Dept	Pupils	Teachers	PTR	Unqualified teachers	% of total No. (incl in unqualified)	No. in Std 8 or less
DET	2 218 million	57 721	38.4	13 078	11.0%	3 057
SGA	2 263 million	75 420	43.3	19 454	17.6%	2 456
TSAC	2 171 million	133 127	61.2	3 976	7.3%	5 523
SA (A1)	7 454 million	190 241	40.7	23 430	12.3%	6 554
Coloured	0 841 million	36 334	23.7	1 217	3.3%	6 177
White	0 932 million	11 522	20.2	36	0.3%	303
TOTAL	9 660 million	391 218	(33.2)	24 683	(8.5%)	6 486

And if we looked at the entire education picture, and handed the position with sensitivity and with computers, we would really improve teaching quality instead of wasting skills and public funds on a large scale, and causing immense frustration in the process. White education employed 63 101 teachers to teach 6 582 million pupils in 1990, a pupil-teacher ratio of 17.6. If one applied the

average teach more than twice as many pupils as do their colleagues in white schools, the ratio for the country as a whole was 40:2 in

1990. (The ratios are only statistics; more than 40:2 or 17.6 pupils, but the key point is that the one figure is more than double the other.) Of just over 190 000 African teachers employed in 1990, 23 430 or 12.3 percent had no teachers' certificate and had passed only Std 10 or less at school. And of these 23 430, 6 177 had only a Std 8 or lower school certificate with no professional training — in other words, they were completely unqualified.

There are few unqualified teachers in the Johannesburg region of the DET, but more than 1 000 in the Free State and 1 261 in the Northern Cape (Diamand Field) area, where too many of the better qualified don't choose to live. How can we retrench 4 000 well-qualified people, and pay them millions for going "away", when we employ more than 6 000 people to teach at least 250 million children (6 177:2 = 248 315), who have no more than Std 8? And when there are still so many African classrooms with more than 36 pupils. In these, are the 1990 statistics, the "unqualified" content, not teachers who have a degree, but not teachers' certificate have been excluded.

If may not be easy for whites and possibly some Asian teachers to teach elsewhere than in the schools in which they have spent their careers to date, but if we had the national will to tackle the problem I am sure we could use the "surplus" caused here, as elsewhere in the world, by declining birthrates to help improve the often poor quality of teaching especially where totally unqualified people are now employed. How about starting by sending willing white teachers to farm schools, which are still usually controlled by white farmers? □

- Elliot Family Planning Clinic  
Market Street Family Planning Clinic  
Graaff-Reinet  
Grahamstown Family Planning Clinic  
Fetters Road Family Planning Clinic  
—Port Elizabeth  
Pretoria Hospital—East London  
Glenvalde Youth Health Centre—  
Port Elizabeth  
Grey Hospital—King William's  
Town  
Groote Schuur Hospital—Cape  
Town  
Ida's Valley Clinic—Stellenbosch  
Kimberley Hospital  
Knysna Hospital  
Kromant Hospital—Queenstown  
Livingstone Hospital—Port Eliza-  
beth  
Mowbray Maternity Hospital—  
Cape Town  
Port Elizabeth Provincial Hospital  
Princess Alice Orthopaedic Hospital  
—Cape Town  
Red Cross War Memorial Hospital  
for Children—Cape Town  
Setters Hospital—Grahamstown  
Somerset Hospital—Cape Town  
Southern Peninsula Hospital Group  
—Cape Town  
Stellenbosch Hospital  
Swellendam Hospital  
Tower Hospital—Fort Beaufort  
Tygerberg Hospital—Bellville  
Uitenhage Hospital  
Victoria Hospital—Cape Town  
Woodstock Hospital—Cape Town  
and
- (c) R79 869;  
(2) in accordance with regulations, all inquiries by the CPA are conducted in conjunc-  
tion with the South African Police and the  
Department of Justice. The rate of suc-  
cess in terms of perpetrators brought to  
justice and/or goods retrieved is minimal;  
(3) no.  
*Provincial Administration of Natal*  
(1) Yes;  
(a) tools (electrical and mechanical),  
electric household appliances, and  
fire extinguishers,
- (b) Ambulance and Emergency Medical  
Services  
Claremont Hospital  
Eshowe Hospital  
Empangeni Hospital  
Head Office  
King Edward VIII Hospital  
King George V Hospital  
Midlands Hospital  
Provincial Medical Supply Centre  
R K Khan Hospital  
Regional Laundry Durban and  
Coastal Area  
Ulreth Hospital  
Wentworth Hospital and  
(c) R61 772 (excluding losses routinely  
written off during annual stocktak-  
ing);
- (2) the Health Services Branch of the Provin-  
cial Administration of Natal investigates  
all cases of reported theft and these are  
also referred to the South African Police  
for investigation. Losses are written off  
under delegated authority if the South  
African Police are unable to resolve the  
case;  
(3) no.  
*Provincial Administration of the Orange Free  
State*  
(1) Yes;  
(a) engineer's equipment,  
(b) Universitas Hospital—Bloemfontein  
Provincial Hospital—Bhakenam and  
(c) R3 812,90;  
(2) investigations have been made by the  
investigating officer as well as the South  
African Police. No guilty party has been  
traced. The amount has therefore been  
written off;  
(3) no.  
*Administration: House of Representatives*  
(1) Yes;  
(a) clothing, provisions, medical equip-  
ment such as diagnostic sets, forceps,  
torches, baranometers, dental  
equipment and kitchen equipment,

- (b) Albany Road Day Hospital  
Bellville Day Hospital  
Bellshoepoort Dental Health Clinic  
Bishop Lavis Day Hospital  
Dr Abrahams Day Hospital  
Elans River Day Hospital  
Lentengur Hospital  
Heidelberg Day Hospital  
Mitchells Plain Day Hospital  
Pacaltsburg Day Hospital  
Rustenburg Day Hospital and  
Scottsdale Day Hospital  
(c) R30 740,71;  
(2) all the above incidents were reported to  
the South African Police. Few of the  
items stolen in these cases have been  
recovered;  
(3) no.  
*Schools: average class size*  
122. Mr M BURROWS asked the Minister of  
Education and Training:  
(1) What is the average class size in (a)  
primary and (b) secondary schools in each  
specified region of the Department;  
(2) what is the class size required by his  
Department for supplying a class teacher in  
(a) primary and (b) secondary schools;  
(3) what is his Department's policy in regard  
to the supply of additional teachers to  
schools?  
B316E  
The MINISTER OF EDUCATION AND  
TRAINING:  
(1) 1991  
(a) Primary (b) Secondary  
N-Tl 41,44 36,40  
H/Veld 41,99 36,41  
J/Burg 35,13 30,05  
Orange-Vaal 36,73 34,70  
OFS 42,63 39,30  
Natal 42,39 35,43  
Cape 41,70 39,30  
D/Fide 42,50 37,77  
(2) (a) Primary—40 pupils (minimum)
- (3) The Department annually creates the  
maximum number of new posts, in ac-  
cordance with the amount of money ear-  
marked for this purpose. Posts are appor-  
tioned to the regions in terms of the policy  
(Questions 2, above). The Regional Chief  
Directors allocate the posts to schools  
according to need.  
Statistics as on 5 March 1991.  
*Training institutions: applications refused*  
123. Mr M BURROWS asked the Minister of  
Education and Training: (321)  
(1) How many persons were refused admis-  
sion to teacher-training institutions under  
the control of his Department in respect  
of the current academic year;  
(2) (a) what policy is being applied at present  
in regard to the acceptance of a specific  
number of persons into his Department's  
teacher-training institutions and (b) on  
what demographic projection and school  
admissions is the current acceptance pol-  
icy into such institutions based;  
(3) whether his Department is experiencing a  
shortage of teachers; if so, (a) what is this  
shortage and (b) in what categories of  
skills is this shortage found?  
B317E  
The MINISTER OF EDUCATION AND  
TRAINING:  
(1) Approximately 70 000 applicants were  
refused admission. Since a large number  
of persons applied to more than one  
college, it is impossible to say exactly how  
many individuals were refused admission.  
(2) (a) The Department annually deter-  
mines the maximum number of stu-  
dents who may be enrolled at each  
college of education, as well as the  
intake of new first year students.  
Ideal class sizes, 34,70  
Ideal class sizes, the subjects to be  
offered, the school subjects for which  
teachers are needed, the current  
teacher/pupil ratio in schools, the  
ideal teacher/pupil ratio 1:40 (pri-  
mary) and 1:35 (secondary), the pro-  
jected increase in pupil numbers, the  
availability of classrooms, the num-

**Education**

(3) **Projections made by the Department** itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(4) **No.** There is no general shortage of teachers. There is a shortage of posts and fully qualified teachers to teach in Mathematics, Physical Science, Accountancy, Biology, Technical Subjects, English and Afrikaans.

#### Education budget

140. Mr R M BURROWS asked the Minister of Education and Training:

What (a) amount and (b) percentage of the education budget of his Department was spent on (i) pre-primary, (ii) primary, (iii) secondary and (iv) tertiary education during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B350E

**THE MINISTER OF EDUCATION AND TRAINING:**

As the Department's books for 1991-92 have not yet been closed, final amounts are not available. The expenditure for the 1990-91 financial year is therefore supplied.

(a)	(b)
(i) R638 958,79	0,2%
(ii) R1 334 432 362,06	45,77%
(iii) R887 101 412,61	30,43%
(iv) R320 939 318,54	11,01%

#### Education: per capita expenditure

141. Mr R M BURROWS asked the Minister of Education and Training:

Whether his Department has statistics on the per capita expenditure on education in each of the self-governing territories; if not, why not; if so, what was the per capita expenditure, (a) including and (b) excluding expenditure on capital nature, in each of these territories on pupils at (i) public schools, (ii) government

schools, (iii) community schools, (iv) state-aided schools and (v) state-aided farm schools during the 1990-91 financial year or the latest specified 12-month period for which information is available?

B351E

**THE MINISTER OF EDUCATION AND TRAINING:**

No.

The Department does not have the requested information at its disposal.

#### Hospital beds

148. Mr M J ELLIS asked the Minister of National Health:

Whether she will furnish statistics on hospital beds authorized by the own affairs administrations, the self-governing territories and the South African Development Trust; if not, why not; if so, how many authorized hospital beds, including beds authorized by each own affairs administration and by the South African Development Trust, were administered by each of the (a) provinces and (b) self-governing territories as at 28 February 1991 and the latest specified date for which information is available, respectively?

B363E

**THE MINISTER OF NATIONAL HEALTH:**

#### Provinces

*Provincial Administration of Natal*

Own Affairs—767 authorized beds as on 28 February 1991

SADT—1 074 authorized beds as on 28 February 1991

Own Affairs—767 authorized beds as on 28 February 1992

SADT—1 074 authorized beds as on 28 February 1992

*Provincial Administration of the Orange Free State*

Own Affairs—474 authorized beds as on 28 February 1991

SADT—34 authorized beds as on 28 February 1991

Own Affairs—473 authorized beds as on 10 March 1992

SADT—57 authorized beds as on 10 March 1992

*Provincial Administration of the Cape of Good Hope*

Own Affairs—1 685 authorized beds as on 28 February 1991

Own Affairs—1 680 authorized beds as on 28 February 1992

*Provincial Administration of Transvaal*

Own Affairs—5 238 authorized beds as on 28 February 1991

SADT—134 authorized beds as on 28 February 1991

Own Affairs—5 399 authorized beds as on 29 February 1992

SADT—583 authorized beds as on 29 February 1992

*Administration: House of Representatives*

2 155 authorized beds as on 28 February 1992

*Administration: House of Delegates*

No hospitals and

*Self-governing Territories*

*Letswa*

7 043 authorized beds as on 5 March 1992

*Gazankulu*

2 501 authorized beds as on March 1992

*KaNgwena*

968 authorized beds as on 28 February 1992

*KwaZulu*

10 366 authorized beds

*KwaNdebele*

No hospitals

*QwaQwa*

646 authorized beds

**Note:**

The reason why some of the information is not in accordance with the question as asked, is that this information was not available at the time when the question was answered.

**Provincial hospital, PE: staff complement**

163. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Port Elizabeth Provincial Hospital, was the complement of (a) nursing staff, (b) medical practitioners, and (c) pharmacists, in each grade as at 31 December 1991?

B393E

**THE MINISTER OF NATIONAL HEALTH:**

(a) Senior Nursing Service Manager 1  
Nursing Service Manager 5  
Chief Professional Nurse 15  
Senior Professional Nurse 140  
Professional Nurse 240  
Senior Staff Nurse 11  
Staff Nurse 177  
Senior Nursing Assistant 88  
Nursing Assistant 88  
Student Professional Nurse 56

(b) Principal Specialist/Associate Professor 2  
Senior Specialist 3  
Specialist 9  
Part-time Senior Specialist 2  
Part-time Specialist 19  
Registrar 1  
Senior Medical Superintendent 1  
Chief Medical Officer 1  
Principal Medical Officer 1  
Medical Officer 21  
Part-time Medical Officer 4  
Intern (Medical) 6

(c) Principal Pharmacist 1  
Senior Pharmacist 1  
Pharmacist 3  
Pharmacist 6

**Provincial hospital, PE: budget/revenue**

164. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Port Elizabeth Provincial Hospital, (a) was the amount budgeted for each category of expenditure, and (b) (i) was the revenue and (ii) were the sources of revenue, as at 31 December 1991?

B394E

**THE MINISTER OF NATIONAL HEALTH:**

(a) Personnel expenditure R38 035 000  
Administrative expenditure 21 363 000  
Stores and livestock 1 137 000  
Equipment 2 694 000  
Professional and special services 526 000  
Miscellaneous expenditure R64 157 000  
Total

# The Campaign <sup>(Learning Nation)</sup> New Nation 27/3 - 24/92 for the Recognition of SADTU <sup>(321)</sup>

## Introduction

The campaign for official recognition of the South African Democratic Teachers' Union is one that has been highlighted for some time. On 7 August 1991, more than 60 000 teachers countrywide went on a day of national action in which the recognition of SADTU was demanded. The Mandela Education Delegation too raised the recognition of SADTU as one of its main issues.

Why is SADTU's recognition such an important matter? This article will try to answer this question, we will try to show why the recognition of SADTU is an issue of national importance in education.

## The formation of SADTU

The South African Democratic Teachers' Union (SADTU) was launched on 6 October 1990. In its launch, SADTU declared itself to be a national, non-racial teachers' union, uniting teachers from various departments, countrywide. This claim was based on the following:

- that all teachers' organisations in the country (except the white Afrikaner organisations) were involved in the consultations and deliberations which led to the formation of SADTU.
- that representatives from twenty four teachers' organisations were involved in drawing up the constitution of SADTU at a workshop held in Cape Town on September 1, 1990.
- that international and regionally based teachers' organisations were involved in facilitating consensus among the various teachers' organisations in South Africa to form a national, non-racial union of teachers.

- that leading liberation political organisations in the country were also part of the consultations which led to the formation of SADTU.

## SADTU's status

With SADTU's launch on 6 October 1990, the union therefore enjoyed the following status:

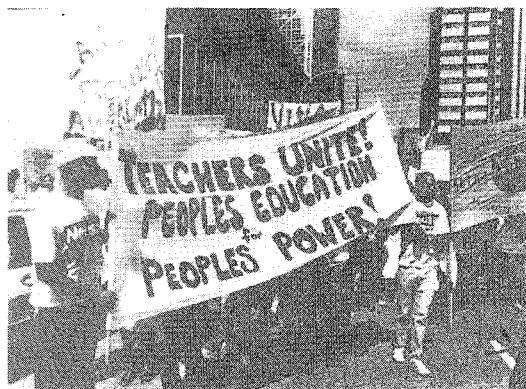
- it was a unitary, non-racial teachers' union.
- it was the most representative of all teachers' organisations in the country.
- it was the product of in-depth democratic consultations in which all major teachers' organisations were involved.
- it enjoyed the support of the international teachers' organisations which had initiated and monitored its birth and growth.
- it had the support of the liberation movements.
- it was also supported by the union movement in South Africa, as well as abroad.

All of the above factors made SADTU a politically legitimate organisation, recognised within the liberation movement as the democratic mouthpiece of teachers in the country.

In order to make SADTU an effective union which could serve the interests of its members, it was decided that the union should seek recognition with the education authorities. The immediate problem then facing SADTU was to decide with which of the fifteen different departments of education to seek recognition.

## Recognition with which authorities?

SADTU started its negotiations for recognition with the Department of National Education (DNE). This seemed to be the proper starting place for SADTU as a national organisation. However, it soon became clear to the union that while the DNE handled National Education Policy and teachers' salaries, it had no direct control over the appointment and dismissal of teachers. The appointment of teachers was a matter directly controlled by the ethnic departments such as the DET and the DEC (House of Representatives), to name only two. When teachers suffered repression, it was therefore usually at the



hands of these ethnic departments.

Furthermore, the deduction of membership fees from teachers could only take place by stop-order at the level of various 'own affairs' education departments. SADTU was therefore finally forced to accept that in order to effectively represent the interests of its members, who were employed by the different departments, it had to strive for recognition with these departments. But, since the formulation of national education policy took place at the level of the DNE, SADTU would also have to strive for recognition with that department.

## Recognition at national level

SADTU's endeavours to gain recognition with the DNE was based on the union's commitment to fundamental educational change at national level.

Firstly, SADTU is committed to the formation of a single, non-racial department of education, and this means using the existing national structures as a point of departure.

Secondly, SADTU is committed to the formation of a national collective bargaining mechanism for all teachers and sees the DNE as the ideal vehicle to advance such a structure.

Thirdly, the formulation of teachers' salaries and service conditions takes place at the level of the DNE, and SADTU is eager to engage these basic union rights at that level.

For all these reasons, SADTU has committed itself to seeking recognition with the DNE.

(The DNE presently grants SADTU unofficial recognition by allowing it to sit on all consultative structures of the department. But SADTU is striving towards official recognition with the DNE.)

## Interim recognition with ethnic departments

While striving on the national level to facilitate the formation of a single department of education, SADTU also has to intervene at the level of the various administering departments in order to

safeguard the welfare of its members. SADTU has therefore taken the decision to apply for interim recognition with the following departments:

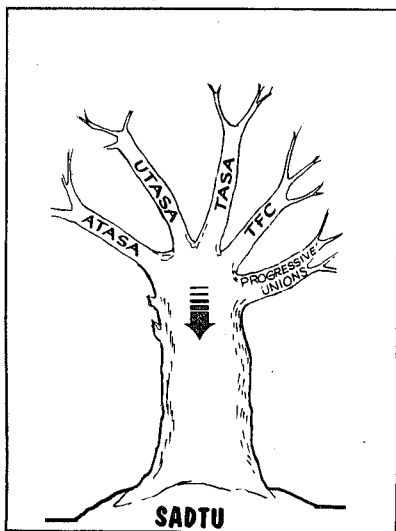
1. Department of Education and Training (DET)
2. DEC: House of Representatives
3. DEC: House of Delegates
3. DEC: House of Assembly
5. The homeland Departments: Lebowa, Kwazulu, Kangwane, Gazankulu, Qwaqwa, Kwandebele, Transkei, Bophutatswana, Venda, Ciskei

Negotiations for recognition are well advanced with the DET, the DEC (House of Representatives), and the DEC (House of Delegates). It is expected that these three agreements should be concluded by April 1992. As far as the homeland governments are concerned, indications are that recognition will soon be concluded successfully in Transkei, Lebowa, Venda, Kwazulu and Kwandebele.

However, SADTU anticipates serious problems in gaining recognition in Kwazulu, Ciskei and Bophutatswana. Both Kwazulu and Ciskei have remained adamant that they are opposed to a teachers' trade union functioning in their territories. Both administrations have expressed the opinion that individual teachers are allowed to put their own case to the authorities and that there is no need for SADTU to represent these teachers. SADTU anticipates a similar position from the education department of Bophutatswana. In the meantime, the incidence of teacher victimisation in these homeland departments is alarmingly high. In spite of these setbacks, SADTU will continue with its efforts to gain recognition to represent the interests of its members all over South Africa.

## Conclusion

Recognition of a non-racial teachers' union in such a racially fragmented terrain as education is a daunting task indeed. But SADTU will continue to struggle for its recognition and to use its influence to transform education from an apartheid-based system to a non-racial one.



## Teacher organisations will meet in Botswana

TEACHER organisations from across the southern African region will meet in Gaborone, Botswana, next month to debate the strengthening of the Southern African Teachers' Organisation (Sato).

The week-long conference is being convened by the World Confederation of Organisations of the Teaching Profession (WCOTP) and the All-Africa Teachers' Organisation, among other international bodies. South Africa will be represented by the SA Democratic Teachers' Union (Sadtu).

The conference represents one of the first attempts to bring together educators from across the region with a long term view of developing joint approaches for education in the sub-continent, said Sadtu assistant general secretary, Thulas Nxesi.

Another major task of the conference will be to help improve the work of teachers' organisations from countries where these were part of the ruling apparatus. Because of their links with the state, these organisations neglected the bread and butter issues facing teachers.

Commenting on Sadtu's invitation and the exclusion of several teacher organisations in the country, Nxesi said the conveners had recognised the non-racial policies adopted by the union.

### Rival

The exclusion of the National Professional Teachers Organisation of South Africa (Naptosa) - Sadtu's main rival and one of the country's largest teachers' organisation - is further evidence of the international rejection of the organisation.

The WCOTP has indicated on several occasions that it would not recognise Naptosa because it viewed it as an extension of the state-created teachers' organisations.

Meanwhile, there have been reports that certain formations within Naptosa were planning to pull out from the federation due to major differences.

It has been reported that the split was precipitated by Naptosa's refusal to attend the National Education Conference, arguing that the gathering was of a political nature.

Some organisations within Naptosa had earlier reportedly expressed their willingness to attend the conference and were disappointed by their mother body's reluctance.

## Education department rejects 70 000

CAPE TOWN — About 70 000 applications to study at black training colleges were turned down this year — even though white teacher training colleges were half empty.

Education and Training Minister Sam de Beer said yesterday 70 000 applicants were refused admission to colleges falling under his department.

Earlier this week, Education and Culture Minister Piet Marais said although his department's training colleges had a capacity of 10 150, the number of students

Political Staff

enrolled was 5 471.

This means there are 4 689 empty places at "white" training colleges.

Marais said the number of students at the white training colleges declined from 13 077 in 1986 to 7 934 last year.

De Beer said his department had a maximum number of students who could be enrolled at each college of education, as well as the intake of first-year students.

## Interim govt 'the key to ending violence'

VIOLENCE would not stop unless SA got an interim government with sovereign power to take charge of the security forces and gain access to government covert operations, SA Council of Churches general secretary the Rev Frank Chikane said last night.

Speaking at the Wits University arts students' graduation ceremony, Chikane said the peace accord could only deal with open organisations, and that it was only the government of

KATHRYN STRACHAN

the day that could deal with covert operations.

"The apartheid system has created a dangerous and disastrous culture of violence and intolerance among whites and blacks ... which threatens the negotiations process," he said.

Democratic principles for whites were only upheld within the framework of apartheid.

"For blacks, the system and laws created a situa-

tion where they had to fight for every single right and demand for justice. And for every articulation of their rights, violence was used against them," he said.

Chikane said universities faced a difficult challenge in redressing inequalities as they were called to start from a situation where only 10% of black students who wrote matric in 1991 gained university exemptions.

Special educational and training programmes were needed to turn the tide.

## New means of entering legal profession proposed

THE Association of Law Societies has proposed new entry routes into the legal profession.

An association spokesman said until now the only route had been that law graduates with B Proc or LLB degrees had to complete two years' articles at an attorney's firm before being admitted to the profession.

The new routes would alleviate the problems many law graduates experienced in obtaining articles of clerkship.

If the proposals were accepted it would mean the traditional system of articles could be shortened, or replaced, by community service at the offices of public defenders, law clinics or similar organisations.

The community service would be aimed at giving graduates wider representation in criminal cases as well as in civil actions. Should this system be introduced, about 600 more people would be able to represent members of the public in court.

It would operate under a legal aid dispensation and could be funded from the existing legal aid budget and a part of the savings the system would bring about. Advantages of the system would be:

- ☐ Wider representation of accused;
- ☐ Fewer people sentenced to jail;
- ☐ Big savings for the Correctional Services Department;
- ☐ Widespread extension of the legal aid system;
- ☐ Enhanced chances of entering the profession; and
- ☐ More employment for law graduates and attorneys.

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TOTAL

• Application

# THE MINISTER OF NATIONAL HEALTH:

Notified cases of each notifiable medical condition  
Republic of South Africa, 1991  
as on 23 March 1992

Disease	Indian	Black	Coloured	White
Cholera	0	2	0	0
Typhoid fever	16	1 045	35	20
Food poisoning	0	74	1	50
Bruceellosis	0	3	0	12
Leprosy	0	21	0	0
Diphtheria	0	9	3	0
Meningococcal infections	4	385	271	36
Tetanus	5	61	5	1
Legionellosis	0	7	2	4
Polionyelitis	0	0	0	0
Measles	25	1 791	129	143
Haemorrhagic fever of Africa	0	3	0	2
Rabies	0	5	0	0
Trachoma	0	0	0	0
Typhus fever	0	1	1	0
Malaria	0	4 194	8	140
Congenital syphilis	64	19	19	5
Acute rheumatic fever	4	14	12	0
Tetanus neonatorum	0	7	0	2
Lead poisoning	1	9	0	0
Pesticidal poisoning	521	73	43	748
Tuberculosis	47 233	18 554	748	
Viral hepatitis	54	757	421	1 188
Antitox	0	0	0	0
Paratyphoid fever	0	0	0	0
Plague	0	0	0	0
Smallpox	0	0	0	0
Yellow fever	0	0	0	0

## Livingstone Hospital: beds

183. Lt-Gen R H D ROGERS asked the Minister of National Health:

What, in respect of the Livingstone Hospital, was the (a) total number of beds, and (b) number of beds not utilized, in 1991? B434E

THE MINISTER OF NATIONAL HEALTH:

(a) 793 beds and

(b) none.

Own Affairs:

## Subsidized school buses

40. Mr R M BURROUGHS asked the Minister of Education and Culture:

(a) How many pupils were transported daily in subsidized school buses, and (ii) what

was the total net annual cost of such transport, in each province in 1991 and (b) what is each provincial education department's policy regarding the transportation of pupils? B535E

THE MINISTER OF EDUCATION AND CULTURE:

	(a)	(i)	(ii)
Cape	9 493	R6 501 120	
Natal	6 692	R6 520 000	
Orange Free State	3 145	R3 565 665	
Transvaal	54 382	R49 062 660	

(b) All provinces are moving towards a self-supporting school bus transport system. At present, preference is given to pupils who live farther than 3 km from their nearest school and where public transport or hostel accommodation is not available.

# HOUSE OF DELEGATES

## QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

## Training of teachers: cost

5. Mr M RAJAB asked the Minister of Education and Culture: (32)

What is the estimated cost to the State of training a teacher at (a) university and (b) teacher-training college on a non-residential full-time basis for four years? D43E

THE MINISTER OF EDUCATION AND CULTURE:

The lowest estimated cost to the State of training a teacher on a non-residential full-time basis for four years is as follows:

(a) at a University, say University of Durban Westville, the State subsidy of R7 371,00 p.a. x 4 which is R29 484,00 (minimum).  
(b) at a teacher-training college, say Springfield College of Education, R11 283,39 p.a. x 4 which is R45 133,56 (minimum).

## Mass protests: Indian schools

6. Mr M RAJAB asked the Minister of Education and Culture:

(1) Whether teachers in Indian schools staged any mass protests during 1991; if so, (a) when, (b) where, (c) why and (d) what amount of teaching time was lost as a result;

(2) whether he will make a statement on the matter? D43E

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes  
(a) From 5 February 1991 to 8 February 1991.  
(b) Staged "sit-in/chalk down" in most schools.

(c) Protest against implementation of rationalization of staff as per E.C. Circular 2 of 1991.  
(d) Approximately eight hours in total per school in 90% of the schools. The "chalk down" was spread over four days.

(2) No.

Teachers: retrenched/made redundant/retired early

7. Mr M RAJAB asked the Minister of Education and Culture:

(1) How many qualified teachers were made redundant, retrenched or retired early because of a surplus of teachers during or at the end of 1991?  
(2) How many teachers who qualified at the end of 1991 were unable to obtain posts from the beginning of 1992.

(3) (a) how many Indian student teachers have bursaries from the State at present and (b) (i) what is the annual cost to the State of such bursaries and (ii) in respect of what year is this information furnished? D44E

THE MINISTER OF EDUCATION AND CULTURE:

(1) There are no surplus teachers according to the needs of the Department. However, in terms of the SANDP formula, the basis for funding for Education is provided, 2 743 teachers were regarded as additional to the establishment. 509 Educators were granted early retirement in terms of rationalization measures adopted by the Department.

(2) 22—declined to take up posts away from home districts.

(3) (a) 574

(b) R11 524 400

(ii) 1992 (as at 4 March).

## Subsidized school buses

8. Mr M RAJAB asked the Minister of Education and Culture:

(1) (a) How many pupils attending schools falling under his Department were transported daily in subsidized school buses, trans-



# First teachers' (321) league conference after 28 years

## Education Reporter

THE Teachers' League of South Africa is holding its first conference since 1963 following years of "harsh repression" by the State.

The conference opened yesterday with the presidential address and continues until Thursday at the Savio Institute in Lansdowne Road.

A League spokesman said the body had about 1 000 members but "many sympathisers".

They believed education for the majority would worsen in post-Codesa South Africa and the Education Renewal Strategy proposals were evidence of this.

There had been no conference since June 1963 because the body had become a casualty of "harsh repression" by the State, but they were re-suming full operations in the hope of reaching a greater audience, the spokesman said.

During the 1960's the league had been hit by the banning of members and its publication *The Educational Journal* because of its "unwavering struggle against the racial and discriminatory South African education system".

Papers on several educational issues will be presented at workshops during open sessions at this week's conference.

# Model C landslide saves teachers' jobs

By Bronwyn Wilkinson

Teachers around the country could breathe a sigh of relief yesterday as schools in the Cape, Natal and Free State came out in overwhelming support of the Model C option.

The jobs of thousands of teachers who faced retrenchment if schools had chosen to retain the status quo were saved as more than 95 percent of schools voted to convert to the semi-private model on August 1.

The Transvaal Education Department reported that 1 073 of the 1 101 schools under its jurisdiction had chosen Model C.

All of the 174 schools in the Free State, 231 of the 233 schools in Natal and 638 of the 718 schools in the Cape chose Model C.

Transvaal teachers will hear on May 1 whether they will be retrenched, a TED spokesman said yesterday.

In February, Minister of Education and Culture in the House of Assembly Piet

Marais announced that as many as 4 000 teachers would lose their jobs on August 1.

The State will pay only the teachers' salaries at Model C schools, leaving parent bodies to fund administration and running costs.

Status quo schools will be fully funded.

A Model C school will receive exactly the same amount as a comparable status quo school. But funding at status quo schools will cover all costs, whereas

Model C funding will pay only teachers' salaries — which means they will be able to afford more teachers.

It is believed now that because of the high majority of schools which chose the Model C option, the number of teachers to be retrenched could be half the figure originally feared.

A Department of Education and Culture spokesman said yesterday it could take at least a week for schools to decide how many teachers they would have to retrench.

## CP split on cards following expulsion



MP Koos Botha ... seeks scaled-down volkstaat.

By Peter Fabricius  
Political Correspondent

CAPE TOWN — The long-threatened split in the Conservative Party now seems inevitable after the expulsion from the party yesterday of Wonderboom MP Koos Botha.

Mr Botha was kicked out of the CP caucus and the party after refusing to retract a speech in Parliament this week advocating an Afrikaner volkstaat much smaller than the present white SA. The big question in parliamentary circles now is how many other CP MPs and

party officials will leave too.

All eyes are on maverick Overvaal MP Koos van der Merwe, Free State leader Cehill Pienaar and other volkstaters.

The strategy of negotiating for a "drastically reduced Afrikaans homeland" has gained tremendous momentum in the CP, especially since the referendum which virtually closed out the option of winning power over the whole of the present SA through the ballot box.

After being kicked out yesterday, Mr Botha took up a seat in Parliament next to

the Democratic Party as an independent.

Mr Botha said he would now seek to bring together all volkstaters.

He said that at this stage he would not go to Codesa because Afrikaans people had a very negative impression of it. But he would negotiate bilaterally with the ANC, PAC and other parties.

CP chief whip Frank le Roux said in a statement last night that Mr Botha had been expelled because he had refused to abide by party discipline or to await the outcome of an examination of party policy.

# Late payments slated

ET 4/4/92

Staff Reporter

THE late payment of new teachers was "totally unacceptable", the director of the Department of Education and Training in the Western Cape Dr J H P Brand said yesterday.

All teachers who had not been paid for three months should have received their cheques yesterday, he added.

"I wish to go on record as saying that the delay in payment of salaries is totally unacceptable to me, that I very much regret the personal inconvenience that may have been caused and

that steps have been taken to prevent a recurrence."

Following the resolution of the payment problem, Dr Brand said the DET, the Peninsula African Teachers' Association and the South African Democratic Teachers' Union would concentrate on assisting teachers who were hard hit by large SITE tax deductions. The payment of allowances would also receive attention.

Dr Brand urged teachers not to take strike action as "the only real effect will be to deprive the children of professional expertise".

(32) (22)

The figure for Blacks can further be broken down to average figures on geographical areas:

TBVC states	59.8
Self-governing territories	54.4
Remainder of South Africa	50.0

#### Education: salaries

185. Mr R M BURROWS asked the Minister of Education and Training: (321)

- (a) What was the amount spent by his Department in 1991 on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in 1991 does each of the above amounts constitute?

B426E

#### THE MINISTER OF EDUCATION AND TRAINING:

The information as requested in a(i) to (iv) is not readily available and a total amount for personnel expenditure is supplied:

(a)	R'000	%
(i) - (iv)	2 820 160	74.80
(v)	284 478	7.54
(vi)	243 188	6.45
(vii)	49 667	1.32
(viii)	372 947	9.89
Total	3 770 440	100.00

Note:

The books for the 1991/92 financial year have not yet been closed. The information is therefore based on estimated expenditure.

#### Standard 10 examination results

186. Mr R M BURROWS asked the Minister of Education and Training: (322)

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed and (c) failed their 1991 Standard 10 examinations in respect of (i) Mathematics (Higher Grade), (ii) Mathematics (Standard

Grade), (iii) Physical Science (Higher Grade) and (iv) Physical Science (Standard Grade)?

B427E

#### THE MINISTER OF EDUCATION AND TRAINING:

(i) Mathematics Higher Grade

- (a) 10 519  
(b) 1 502  
(c) 9 017

(ii) Mathematics Standard Grade

- (a) 13 887  
(b) 1 794  
(c) 12 193

(iii) Physical Science Higher Grade

- (a) 10 640  
(b) 1 698  
(c) 8 942

(iv) Physical Science Standard Grade

- (a) 5 619  
(b) 1 507  
(c) 4 112

Pensions/grants/maintenance: Black persons

191. Mr W TRENT asked the Minister of Local Government and National Housing:

- (1) How many Black persons were receiving (a) old-age pensions, (b) disability grants and (c) military maintenance aid from the State in the Port Elizabeth/ibhayi/Uitenhage/Kwanobuhle metropole area as at 30 June 1991;

(2) What total amount was paid to each of the above three categories of persons during the latest specified 12-month period for which information is available?

B437E

#### THE MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (1) (a) 18 305  
(b) 10 840  
(c) 41

- (2) For the period April 1991 to March 1992.

- (a) R46 644 085  
(b) R27 248 377  
(c) R102 070

#### Black provincial health clinics

192. Mr E W TRENT asked the Minister of Local Government and National Housing:

- (1) (a)(i) How many provincial health clinics for Blacks were there in the Port Elizabeth/Uitenhage/ibhayi metropole as at 31 December 1991 and (ii) what are their names, (b) what are the functions of these clinics and (c)(i) what was the staff complement as at the above date and (ii) in what categories were these staff members employed;

- (2) (a) what was the expenditure budget of each of these clinics, and (b) how many patients did each of them attend to, in 1991 for the latest specified 12-month period for which information is available?

B438E

#### THE MINISTER OF LOCAL GOVERNMENT AND NATIONAL HOUSING:

- (1) (a) 10  
(b) 10

(ii) Walmer Community Health Centre

Kwazakale Day Hospital  
Motherwell Community Health Centre 40

Motherwell Community Health Centre NUB

Laetitia Bam Community Health Centre

4 x Satellite Community Health Centres in Kwa-Nobuhle

Middel Street Clinic

(b) The above render a curative primary health service and an antenatal care. The Motherwell Community Health Centre 40 renders a 24-hour service which include an obstetric and casualty service.

- (c) (i) and (ii)

Walmer CHC 31 5 x Administrative  
5 x Professional Staff  
15 x Nursing  
8 x General

Kwazakale DH  
60 3 x Professional Staff  
33 x Nursing  
9 x Administrative  
8 x General  
11 x General Assistants

Motherwell CHC 40  
108 5 x Professional Staff  
63 x Nursing  
9 x Administrative  
17 x General  
14 x General Assistants

Motherwell NUB  
10 8 x Nursing  
1 x Administrative  
1 x General Assistants

Laetitia Bam CHC  
12 4 x Nursing  
1 x Enrolled Nurse  
1 x Nursing Assistant  
3 x General Assistant  
1 x Medical Officer  
(2 to 3 hours per day)  
2 x Administrative

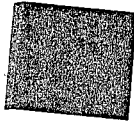
4 Satellite CHC  
1 x Nursing  
1 x Administrative  
3 x General Assistant

2 3 x Nursing  
1 x General Assistant  
1 x Administrative

3 4 x Nursing  
1 x Enrolled Nurse  
1 x Administrative  
1 x General Assistant

4 4 x Nursing  
1 x Enrolled Nurse  
1 x Administrative  
1 x General Assistant

Middel Street Clinic  
10 3 x Nursing  
1 x Enrolled Nurse  
1 x Nursing Assistant  
1 x Medical Officer  
(2 to 3 hours per day)  
2 x Administrative  
2 x General Assistant



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CREAM 5198/19-E

## Teachers plan mass action

KATHRYN STRACHAN

TEACHERS employed by the own affairs educational departments are planning two days of mass action after a deadlock in talks with the departments about the recognition of the SA Democratic Teachers' Union (Sadtu), which represents about 38 000 teachers.

Speaking at a news conference yesterday Sadtu general secretary Randall van den Heever said the stalemate was because the DET refused to accept Sadtu's principal demand — that teachers had the right to strike. He said teachers regarded the DET's definition of boycotts and protest actions as being unlawful actions as "an impingement on our democratic principles".

A focus of the mass action, which was expected to take place next month, would be to demonstrate against maladministration in the DET. Van den Heever said teachers in the western Cape had not been paid since December. 310am 9/4/92

Sadtu was seeking recognition with the own affairs departments in order to solve the problem of teachers being victimised for union links.

Sadtu would also "agitate" for a single educational department.

# Drop the petty attitudes

By Randall van den Heever - general secretary of the South African Democratic Teachers' Union.

THE announcement of DET matriculation results in January 1992 signalled yet another catastrophe in the arena of education.

While only 38,6 percent of the black matric pupils passed in 1991, about 96 percent of the white matriculants passed their examinations.

While the South African nation is becoming increasingly united around the vision of a democratic and nonracial order, the apparent racial disparities in education are evident in the enormous differences indicated between the black and white matric results.

Sadtu firmly believes it is time to move away from petty recrimination and verbal acrobatics on the issue of where to lay the blame for the unsatisfactory matric results.

It is the Sadtu viewpoint that education should be career-oriented in order that pupils are assured of employment on completion of their matric.

Education should also be a precursor to preparing pupils for their role as first-class citizens in a free and open society.

Sadtu is prepared to do its share in easing the practical problems.

It has planned in-service programmes for matriculation teachers in mathematics, science and English in an attempt to improve the proficiency of teachers in the classroom.

Sadtu believes that part of solving the educational crisis depends on the efficient management of schools.

# EDUCATION



## South African Democratic Teachers Union (SADTU): Professionalism and Unionism

New Nation [Learning Nation] 3/4-9/4/92

(321)



"In SADTU... the trade union and professional aspects of our organisation are the two sides of the same coin."

### SADTU's Long Battle

When SADTU was formed in October 1990, it came under attack from older, traditional teacher organisations. These teacher organisations argued that as a union SADTU could not advance the professional interests of teachers. The traditional organisations said that professionalism and unionism could not mix because the two principles were in conflict with each other.

SADTU's position, in turn, has been that unionism and professionalism are not opposing ideas. SADTU accepts professionalism as an important principle in education. SADTU however rejects the notion that fighting for the material interests of teachers is unprofessional. The SADTU president said "There are two inescapable realities about teachers. One is that they are educators and the other is that they are workers. Teachers have no option but to fight for their rights as employees and at the same time exercise the responsibilities of the profession of teaching. It would be the most misguided view of professionalism to conclude that teachers by reason of their commitment to education would accept low salaries, unsatisfactory conditions of service and discriminatory practices".

### Traditional Definition of Professionalism:

The traditional definition of professionalism for teachers is that teachers must uphold the dignity of the profession.

The SADTU membership has however come to the opinion that the traditional definition of professionalism was aimed at dissociating the teacher from the broad struggle for liberation in our country.

Teachers were expected to be well dressed, civil and reasonable, and had to refrain at all times from actions which could lead to confrontation between themselves and their employer. As soon as teachers considered strategies of confrontation with the employer around their service conditions or if they considered participating in mass action campaigns of the liberation movement, they would be labelled as unprofessional. And while the state propagated this definition of professionalism, they were treating teachers in the most unprofessional manner possible. Teachers were expected to teach under bad conditions in schools and apply a racist curriculum in class. And when teachers would dare raise their voices against these problems, they would be victimised.

### Democratic Professionalism:

SADTU believes in unionising for democratic professionalism.

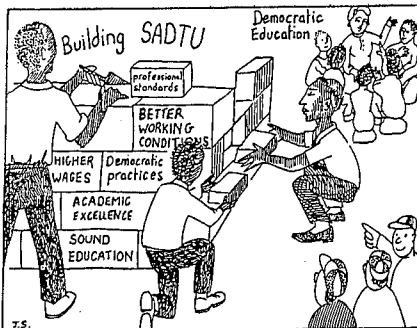
Democratising education is a fundamental part of democratising the political processes in our country.

Part of the process of democratising education is to apply universally based democratic principles to the teaching profession. Democracy recognises that it's citizens have rights as well as

responsibilities. SADTU fully accepts that teachers have a serious responsibility to provide an education of the highest standard to pupils in the classroom. SADTU is, however, similarly convinced that teachers also have democratic rights, in particular the right to bargain for improved benefits for the profession.

### Putting the Child First:

The argument is often put forward that professionals put the child first, while unionists neglect the child to advance their own interests. The president of the Swaziland National Teachers' Association, Albert Shabangu, provided a clear answer to this criticism during his keynote address to the SADTU first National Congress in October 1991: "The conditions under which teachers work are the same conditions under which children learn. There is therefore no way in which teachers can hope to achieve their professional excellence if the conditions under which they work (and their pupils learn) are not conducive. There is therefore a clear and desirable mutuality of interest between



teachers as professionals and teachers as workers". In SADTU we believe that the interest of the teacher and the child are similar and that it is counter-productive to try and play the teacher and the child against each other. We also believe that the greatest gift we as educators can give our pupils is to provide them with the ability to think for themselves and to critically express themselves against undemocratic and unfair practices they see happening around them.

### SADTU Constitution:

When the SADTU constitution was being drafted during the time of the National Teachers' Unity Forum from 1988 to 1990, there was a realisation that the constitution had to reflect both the professional and the union interests of teachers. The constitution which was finally adopted and which is presently in force, therefore contains both professional and union objectives. As far as the professional aims of SADTU is concerned, the constitution states that the union will "promote and maintain high standards of ethical conduct, professional integrity and professional efficiency in the promotion and maintenance of standards of tuition." The constitution also clearly states that SADTU will promote and further the interests of its members and voice its opinions on matters pertaining to education.

### New Word:

**Professionalism:** A way of conducting oneself at work according to a set of principles and values

### SADTU Code of Conduct:

SADTU also adopted a Code of Professional Conduct for its members during its first National Congress. Some of the main points in this Code of Conduct are:

- The teacher shall teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age, ancestry or place of origin.
- The teacher in discharging his/her duties in relation to the pupils shall be punctual, prompt and prepared, and shall recognise his/her responsibilities with regard to the academic and personal development of the pupil.

- The teacher shall act in a manner which maintains the honour and dignity of the profession.

### Teachers' Responsibility to the Community:

SADTU realises that there is a genuine concern within the democratic community about the restoration of the culture of learning in schools.

The dedicated service of teachers is a key component if this campaign is to be successful. This matter was discussed in depth at the National Education Conference held in

Broaderstroom in March 1992. On the other hand the conference resolved that "...it is the primary responsibility of teachers to teach, and that this is the foundation on which the professional status and authority of teachers rests." On the other hand the Education Conference accepted the right of teacher unions to collective bargaining, and to defend the interests of teachers with regard to conditions of service and salaries.

It was agreed, however, that before embarking on trade union action which will fundamentally affect the education programme at school (eg. a strike), the teachers' union should consult the parent and student community on the matter.

### Some questions for teachers and students...

**Teachers:** If you want to join SADTU, the telephone number is: (011) 331 9586. Their offices are in 112 Main St. Johannesburg

**Students:** Is your teacher a SADTU member? Discuss this article with them and think of ways to improve your relationship with them.

Next week we will look at collective bargaining for teachers.

# EDUCATION



## SADTU and Collective Bargaining

New Nation [Learning Nation] 10/4-5/4/92 (32) (18)

Last week we pointed out that **professionalism** and **unionism** were not mutually exclusive concepts, and that active union work could actually enhance the professional status of teachers. This week we want to examine one particular concept in unionism - the concept of **collective bargaining**.

### Collective Bargaining

The term "collective bargaining" is not as sinister as some people make it out to be. In its simplest form it refers to a **process whereby a group of employees attempt to bargain as a collective for their rights**. Collective bargaining has however also become a legally binding term. The process by which employees bargain collectively for their rights is usually concluded by the signing of a **formal agreement** between employer and employee. This settles the question of the labour rights that employees should enjoy. *This legally binding process of collective bargaining has become more acceptable than the "gentleman's agreement" of the past because workers now know that a verbal agreement isn't worth anything.*

All over the world today teachers' unions enter into collective bargaining agreements with their respective Departments of Education. These agreements **bind the authorities** to positive positions in respect to teachers' salaries and service conditions.

### Rights and Responsibilities

Collective bargaining usually goes hand in hand with a recognition of both rights as well as responsibilities.

On the side of the employees (teachers) some of these rights would be:

- the right to organise.
- the right to conclude collective agreements.
- the right to defend interests of members by taking appropriate trade union action, including strikes.
- the right to have access to an impartial dispute settlement procedure.

The employer can also insist upon certain rights which it may want to incorporate into the collective agreement. These things usually include:

- the right to require from an employee adequate performance of an acceptable quality.
- the right to resort to lock-outs in the event of a strike.
- the right to apply the principle of no work no pay, in the case of a strike.
- the right to negotiate and to bargain collectively or individually.

sector. Such processes would involve clearly passing through various stages of dispute resolution.

Next week we shall at the stages through which we may have to go to settle disputes with the employers. We will also raise debate around the sensitive question of whether teachers have the right to strike.

In the meantime, if you want to debate with SADTU about whether teachers should form a union and fight for better conditions of service let us know. If you are a teacher or student who wants more information on SADTU or the rights of teachers, write to SADTU at 112 Main Street Johannesburg or to us at Learning Nation PO Box 11350 Johannesburg 2 000.

### Letters from the Field



### Grievance Procedures

The allegation has often been directed at SADTU that its members are destructive because their protest actions often disrupt the education programme at school. SADTU, in turn, has responded by saying that the **absence of democratic grievance procedures** has often forced teachers to resort to unconventional tactics. Moreover, SADTU contends that the absence of clearly defined grievance procedures creates a climate for haphazard labour action.

The Education Departments have had a very authoritarian approach to the attempts by teachers to highlight certain grievances in education. Over the years the departments have routinely resorted to **intimidating and victimising** teachers who were critical of the way in which education was being administered by the state. It was like firmly pressing down a lid on a boiling pot. The result was usually an eruption of some sort which greatly destabilised education. The department would then be quick to place the blame for the disruption of the education activities squarely at the door of teachers.

However, teachers are demanding that demo-

### No Perpetuation of Elementary Education

Transkeian teachers, as we are at a threshold of a non-racial, non-sexist and unitary state, I earnestly request you to keep off from working within the borders of the purposely-calculated Bantu Education.

I am not speaking evil of you but it is just a frank plea because its really surprising when one realises that one is enjoying one's privileged position by condoning the existing bad system.

In a transitional period, let us rectify our mistakes if they are for the benefit of the concern and development of a fruitful future or yield.

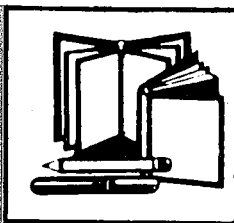
Thank you

Thethiso A. Kolla  
Matatiele Thotaneng





# SKILLS FOR LEARNING



Any person or organisation is welcome to use the material for educational purposes, but should let the Learning Nation Co-ordinator know.

Our address is:  
Learning Nation  
PO Box 11350  
Johannesburg 2000.  
Phone: (011) 3 13-9746.

## Building Sentences 2

### Joining with Who, Which, That

Teachers! — Have you tried using these articles in your lessons?

The words **who**, **which** and **that** are useful joining words to help you write smooth sentences. You can use these words to join ideas which form a description of somebody or something.

For example, how would you join these two ideas into one smooth sentence?

Thandi is a girl. She loses her temper easily.

The second of these two sentences describes a person who was mentioned in the first sentence. Who does it describe? The second sentence describes Thandi.

How do you join these two sentences? When the second sentence describes a person, place or thing that is mentioned in the first sentence you use **who**, **which** or **that** to join the sentences.

For example the two sentences could be joined like this:

Thandi is a girl *who* loses her temper easily.

Note:

1. The words **who** loses her temper easily are called a relative clause. A relative clause is a describing clause.

2. The clause **who** loses her temper easily describes something in the first sentence - a girl. It tells you what kind of girl Thandi is.

3. When we joined the sentences the word **who** took the place of the word **she** in the second sentence:

Thandi is a girl. She loses her temper easily.

Now see how **that** and **which** are used to join sentences.

Look at these examples:

1. The students prefer to write about topics. The topics interest them.  
= The students prefer to write about topics which interest them.

2. For camping you need a lamp. The lamp will not blow out in the wind.  
= For camping you need a lamp that will not blow out in the wind.

3. Leila tried to find a friend. The friend would help her.  
= Leila tried to find a friend that would help her.

What is the difference between **who**, **which**

- ★ You use **that** to refer to people or things.
- ★ That is less formal. Who and which are more formal.

Now practise using **who**, **which** and **that** to join sentences.

1. Join the following sentences using the joining words given

(a) I prefer tomatoes. The tomatoes are green.  
I prefer tomatoes that \_\_\_\_\_

(b) There goes the man. He made a fortune out of hotels.  
There goes the man who \_\_\_\_\_

(c) The students crammed eleven people into the car. The car was meant to take five.  
The students crammed eleven people into a car which \_\_\_\_\_

Check your answers.

Leave out unnecessary repetition.  
Now look at the following example:

This is the house. Jack built the house.  
= This is the house that Jack built.

Note: The word that takes the place of the words the house in the second sentence.

This is the house. Jack built the house.

So you must not repeat the words the house in the joined sentence.

Here is another example:



When are you going to return the money?

You borrowed the money.

= When are you going to return the money which you borrowed?

(d) Where is the parcel?  
I asked you to fetch the parcel. (which)

(e) Please bring me the screws.  
I left the screws on the workbench. (that)

(f) I want you to meet the man.  
He saved my life. (who)

(g) The typist corrected the mistakes.  
She had made the mistakes. (which)

(h) She tries not to break promises.  
She has made promises. (that)

Check your answers.

The right order  
Now look at the following example:

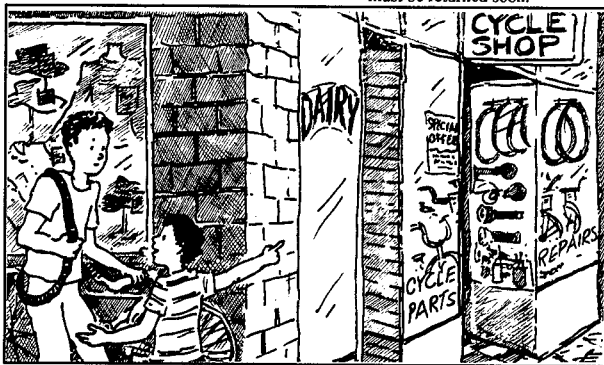
The shop is around the corner. The shop sells bicycle parts.

= The shop that sells bicycle parts is around the corner.

Note:

- ★ The clause that sells bicycle parts describes the shop.
- ★ The clause that sells bicycle parts comes immediately after the word it describes.

The shop is around the corner. The shop sells bicycle parts.



3. Join the following sentences with the words given. Be sure to put the describing clause (beginning with **who**, **which** or **that**) in the right place - after the thing it describes.

(i) People deserve to lose money.  
People bet on horses. (who)

(j) The seeds have not come up yet. I planted the seeds. (that)

(l) The child is in hospital.  
The child contracted typhoid fever. (who)

Check your answers.

Answers

1. (a) I prefer tomatoes that are slightly green.  
(b) There goes the man who made a fortune out of hotels.  
(c) The students crammed eleven people into a car which was meant to take five.
2. (d) Where is the parcel I asked you to fetch?  
(e) Please bring me the screws that I left on the workbench.  
(f) I want you to meet the man who saved my life.  
(g) The typist had to correct the mistakes which she had made.  
(h) She tries not to break the promises she has made.
3. (i) People who bet on horses deserve to lose money.  
(j) The seeds that I planted have not come up yet.  
(k) The books which you borrowed must be returned soon.

(l) The child who contracted typhoid fever is now recovering in hospital.

Next week we will at sentences in which you can leave out the joining word.

#### Acknowledgement:

The material used on this page is adapted from the book 'Building Sentences' by...

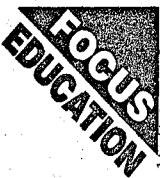
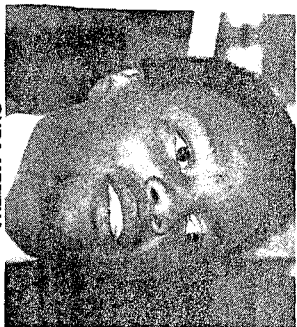
# Sadtu rekindles service excellence

By PHANGISILE MTSHALI

THE Soweto branch of the South African Democratic Teachers Union has reaffirmed the need for education and to encourage professionalism among its members.

About 50 delegates at the branch's annual general meeting resolved to hold workshops and seminars for all Soweto teachers to create professionalism and responsible attitudes towards teaching.

OUPA MPETHA



normalising schooling in high schools because that is where the depth of the crisis is exhibited," Sadu's information officer, Mr Oupa Mpetha, said.

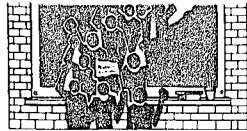
Teachers need to commit themselves to their school work. They must be responsible educators. Community and education organisations must focus on high schools and strive to create an environment conducive to effective learning and teaching.

Sadu also challenged the role of sports co-ordinators and called on the Department of Education and Training to give facilities to teachers and pupils to promote extramural activities in Soweto schools.

Mpetha said the organisation would challenge the victimisation of its members by the DET through the principals.

"We challenge the DET announcement that redundant teachers would be moved to schools that have teacher shortages," Mpetha said.

"This will lead to victimisation of our members by those principals who feel threatened by us. Our members have also been dismissed and taken to court for misconduct."



## SADTU and Collective Bargaining: Stages of Dispute Resolution

Last week we spoke about the right of teachers to collective bargaining. We saw that teachers can group together to defend and advance their interests, like salaries and conditions of service at work. To improve our understanding of unionism and collective bargaining, we set out the **collective bargaining rights** of teachers and the **grievance procedures** to which teachers should be entitled.

This week we follow up on our outline on grievance procedures by looking at the **stages of dispute resolution**. We also raise the sensitive question of whether teachers should have the **right to strike** and what that would mean for our commitment to excellence in education.

*New Nation (Learning Nation)*  
**The Right to Strike**  
 14/4-23/4/92

SADTU Vice-President Thami Mseleku, says this about strike action:

*"In South Africa the whole issue of a possibility of a strike by teachers has been presented as unprofessional and disruptive to the education process. This image of strike action serves a particular function for the people in power. Unfortunately many of us have also bought into their logic, and have become vehemently opposed to any suggestion of strike action by teachers. I believe that we need to suspend our emotional judgment for a while, and begin to think carefully about strike action in order to arrive at a well thought through position."*

International bodies like the UN and the International Labour Organisation have accepted that the right to strike is one of the essential means through which workers and their organisations can promote and defend their economic and social interests.

Nobody likes a strike - least of all teachers. A strike also means that all previous efforts to resolve a dispute have failed, and that, as a final resort, teachers have decided to withhold their labour.

However, the final decision to embark on a strike must proceed along clearly defined democratic processes. A majority of members of the union must vote by secret ballot in favour of a strike, before such an action can be called. Furthermore, clear and timeous notice of a strike needs to be given to the employing authorities.

### What About the Pupils and Parents?

There remains one major consideration in the event of a teachers' strike. What happens to the pupils, and

the work that they will miss? After all, teachers going on strike is not like laying down tools and halting the production of a mechanical product. In addition, the future of human beings are at stake.

There is acceptance among teachers that their decision to go on strike should go hand in hand with in-depth consultations and deliberations with parents and students about the effect of the strike on the education at school.

At the recently held National Education Conference, SADTU agreed to develop consultative procedures between teachers and the broader school community, to sensitively address the tension between teachers' obligation to teach on the one hand, and their right to undertake labour action in respect of particular disputes, on the other.

SADTU believes that its commitment to collective bargaining will give a clear idea to everyone concerned. SADTU warns of the seriousness of treating an educator in an unprofessional manner by withholding the means by which he/she can render the most effective possible service in the classroom.

### The Stages of Dispute Resolution

When a breakdown occurs between the employer and the employees - whether about salaries, discrimination against women or dismissals - then a formal dispute can be declared.

Here are the steps which may be taken to resolve the dispute.

#### 1. Conciliation

Sound labour relations dictate that whenever a dispute exists in a department between an employee organisation and the employer it shall, as far as possible, be settled by a conciliation process. This conciliation process is a system of collective bargaining without the intervention of a third party.

#### 2. Mediation

If a dispute cannot be resolved by conciliation, the assistance of a third party may be called in to act as mediator in the dispute. However, the decision of the mediator is not binding on the parties concerned.

#### 3. Arbitration

Arbitration is usually attempted as an alternative to strike action. After conciliation and mediation procedures have been exhausted, arbitration may be attempted to resolve the dispute. The process of arbitration may be **voluntary** or **compulsory**. Where it is compulsory, strike action is usually not allowed.

### Newsflash!

#### Teachers and Students:

Next week's Current Issues page will give a report on the National Educational Conference held at Broedersdroom from 6-8 March. This Education page will continue with SADTU's articles on trade unionism.



# 40 000 teachers plan STAR 15/4/92 mass protest action

By Venilla Yoganathan

he said.

Sadtu's executive committee will next week decide the exact date of the protest.

Last year thousands of teachers joined forces in a Sadtu-called national protest against discriminatory education and the State's failure to recognise Sadtu as a teachers' union.

Sadtu's executive committee is still involved in negotiations with the Department of National Education and "own affairs" departments in an effort to gain official recognition.

Mr van den Heever said the delay in recognition agreements between the two parties stemmed from disputes over "discriminatory administration" by the "own affairs" departments and their alleged attempts to draw Sadtu into it.

About 40 000 members of the South African Democratic Teachers Union (Sadtu) will embark on a two-day national protest next month against the alleged victimisation of its leadership by education authorities.

At a Sadtu national council meeting this week, members decided to embark on protest action to call for the reinstatement of Sadtu teachers who were claimed to have been unfairly dismissed by the various "own affairs" departments.

Yesterday Sadtu general secretary Randall van den Heever said teachers would attend classes as normal on the two days of the protest.

"After school hours Sadtu members will hold pickets and marches throughout the country,"

# Teachers 'to show solidarity'

321  
By PHANGISILE

MTSHALI

Soweto 23/4/92

SCHOOLING is expected to come to a halt in Soweto today as thousands of members of the South African Democratic Teachers Union embark on solidarity action with a fellow member who is appearing in court for misconduct.

Miss Thoko Sehurutse, who was last year suspended without pay from Lekang Primary School at the request of school's parents, will appear in the Delmas Magistrate's Court.

The media officer of the Soweto branch of Sadtu, Mr Oupa Mpetha, said Sadtu members were expected to accompany Sehurutse to Delmas where they would picket and demonstrate outside the court.

## Victimisation

"Some teachers would remain in their schools to maintain order and stability," he said.

"This is not a chalk-down but there won't teaching at schools.

"It is merely a one-day solidarity action. We are saying enough is enough to the victimisation of our members by the Department of Education and Training.

"DET must stop its unilateral transfer and dismissal teachers. It claims to have an open door policy but our demands have been falling on deaf ears."

# EDUCATION



## Restructuring Education and Training

321  
New Nation  
[Learning Nation]  
24/4 - 30/4/92



**I**t is very clear that the formal education system needs a thorough overhaul. But this cannot be done without first surveying the wider domain of education, and locating changes to the formal system within an overall picture of education provision. Fortunately, the political framework is currently very fluid, which makes it possible for different sectors to contribute. Educationists need to promote their vision of educational restructuring within a future South Africa. This series of papers will note some ways in which this is presently being done. The role of SADTU teachers is crucial to this process, since wherever policy is eventually agreed upon, they will be the ones who are faced with its implementation.

### The Legacy of Apartheid Education

Apartheid education has left this country with many serious problems, one of which is the large number of people who have missed out on formal education altogether. The literacy needs of millions of adults will have to be catered for, as will the technical training needs of many more who completed an academic schooling which has not prepared them for the workplace at all. None of these can be adequately catered for within a traditional system of school-based, formal education.



MY CHILDREN NEED TO GO TO PRE-SCHOOL WHILE I'M AT WORK. WE NEED CRèches WHERE CHILDREN CAN LEARN AND BE PREPARED FOR SCHOOL.

BOYS AND GIRLS DON'T HAVE AN EQUAL CHANCE IN SOCIETY. EVERY NEW GOVERNMENT WILL ADDRESS THESE INEQUALITIES AFTER ALL THEY HAPPEN IN SCHOOL.



What this tells us is that we cannot just make changes to the provision of formal education. A restructured education system will have to capture the diverse needs of many communities. In addition, it will not be sufficient to transform education in isolation; education will need to be located within a macro-planning context, which develops strategies around the joint needs of the economy, the development of society, and the individual learners.

### Proposals for Restructuring Education and Training

Here is a summary of the different proposals:

#### State and Capital

Free Market strategies, with minimal state intervention.

Restructuring post-secondary provision to facilitate highly differentiated education: Universities for the elites, Technicians and Edukons for the vocationally-oriented.

Economic growth based on deregulation, privatisation, short-termism and a lack of co-ordination.

Use of modular and new technologies to deskill and dis-empower workers.

#### COSATU

Strong state intervention  
Active labour market policies

Institutionalising ET and labour markets to maximise flow between institutions, acquiring national qualifications.

Strategic integrated planning for ET, growth and employment.

Use of modular ET for career progression and for higher productivity levels.

While different motives drive these interventions, there are some areas of agreement. Both the state and organised labour stress the urgent need for a national plan for vocational training - there is little contestation on this point. Both also argue for a uniform, modular approach to facilitate the development of career paths. Such a scheme would require "fully portable" certification, allowing for easy transfers among various institutions and programmes. Finally, both parties agree that such arrangements should be under the control of "tri-partite" structures, representing the state, capital and labour.

### Educational Disjunctures

Critics from the left and the right have condemned the bureaucracy of the various departments. Issues have been raised around co-ordination and the increasing tendency towards deregulation and privatisation. Consensus around these criticisms has led to two critical interventions: one by the State, who has published both the "Education Renewal Strategy (ERS)" and "An Investigation into a National Training Strategy for the RSA (NTS)", and the other by COSATU's Human Resource Committee, consisting of a number of proposals for Education and Training (ET) restructuring.

The state's documents are complex and bureaucratic, and bear evidence of a "top-down", managerial approach. This is in itself a problem, since it excludes from the debate most of the people affected by it! Nevertheless, both state documents propose a fundamental restructuring of ET, largely informed by the perceived need to make education more "cost effective and affordable". COSATU also urges a radical restructuring, although with different imperatives, and informed by different principles. These include the need for ET to be directly linked to a programme for economic transformation and industrial restructuring, and the involvement of organised labour in the development of such programmes. In this way, the COSATU proposals are holistic, and the process is designed to be participatory.



PEOPLE ON THE PAVES AND IN RURAL AREAS HAVE ALWAYS HAD POOR EDUCATION NOW THAT THE GOVERNMENT IS CHANGING WE HOPE PEOPLE LIKE US WILL HAVE A CHANCE TO GET BETTER SCHOOLING.

Next week we will look at the need for centralised policy formulation and some of Cosatu's proposals around this issue. This will include examples from other countries. We will also raise various questions for debate around these issues and we welcome readers' views.

This article was written by the Regional Education Committee of Southern Natal, SADTU.

# Better deal for teachers

By NORMAN WEST  
Political Reporter

(321)

THE principle of an improved retirement package for teachers of all races has been accepted by the Cabinet and an Amendment Bill to this effect will be tabled in Parliament soon.

A report from the Minister of National Education, Mr Louis Pienaar, was presented at a meeting of the Joint Committee on Private Member's Bills on Friday. The report said an Amendment Bill encompassing new conditions for earlier retirement without penalty would be tabled in Parliament soon. *(Times Cape Metro)*

The Bill may have positive spinoffs for the working conditions of hundreds of thousands of civil servants of all races when it becomes law. *20/4/72*

Teachers are also classed as civil servants.

A teacher currently entering the profession — like any other civil servant — is obliged to continue service until the age of 65.

Premature retirement without official sanction results in loss of pension benefits.

The former Labour Party Minister of Education and Culture in the House of Representatives, Mr Tommy Abrahams (MP for Wentworth) initiated a Private Member's Bill earlier this year to ensure a better retirement deal for teachers.

The Bill was intended to give all teachers under all departments the option to retire earlier than the mandatory 65 (where applicable) without penalty.

Now that the government will itself pilot an Amendment Bill with the same objective through Parliament, the need for Mr Abrahams' Private Member's Bill now falls away.

Mr Abrahams yesterday expressed his delight that his plan was at last coming together.

"I am pleased that the Bill I initiated, although in another guise, will soon eventuate, bringing about a fairer retirement package for teachers," he said.







Police spokesman said yesterday that of the 10 people who died in the incidents on Sunday were killed by police who returned fire after being attacked in three incidents.

authorities have asked SA's Foreign Affairs department to ensure that Katina P captain Trifon Kalatzakis and five crewmen be returned to Mozambique to assist with an official commission of inquiry into the incident.

A spokesman for the Department of Foreign Affairs could not be reached for comment.

## Alliances 'may strengthen teachers'

*May 26/4/92*  
NEW alignments among teachers' associations that cut across racial and ideological lines might strengthen the position of teachers in future, the SA Institute of Race Relations said in a publication released yesterday.

Monica Bot, author of The Politics of Teacher Unity, said in the SAIRR publication important developments over the past few years had been the formation of the SA Democratic Teachers' Union and the National Professional Teachers' Organisa-

(321)  
tion, and the government's acceptance of a single education system.

She said the willingness on the part of teachers' associations to co-operate and form alliances was crucial, because it involved associations which until recently operated along racial lines.

Another advantage of such co-operation was that "teachers will have to compromise on certain differences and to accept the inevitability of others, which will lead to moderation", Bot said. — Sapa.

## Mitchell 'indoctrinated'

*May 26/4/92*  
MARITZBURG — Indoctrination of former SA Police captain Brian Mitchell during his police training regarding the dangers of communism was cited yesterday as a motivating factor in the 1988 Trust Feed murders.

This emerged from a report by a senior criminolo-

*Own Correspondent*  
gist from Unisa, Irma Labuschagne, who gave evidence in mitigation of sentence on Mitchell's behalf before Judge Andrew Wilson and two assessors yesterday.

Labuschagne said at the time Mitchell joined the

SAP in 1976, recruits were confronted with the "total onslaught" ideology.

"This perception (whether right or wrong) was ingrained in young and susceptible minds. Communists were the enemy — to be fought by any means."

The hearing continues today.

## Universities under pressure

8128417 GERALD REILLY (24) 321

PRETORIA — By the turn of the century 125 000 new teachers would have to be trained and the skills of 84 000 upgraded, the University of Pretoria's new vice-chancellor, Prof Flip Smit said yesterday.

Making his inaugural speech, Smit said only 20% of the Budget was spent on education. Of this 13.9% went to universities and technikons and a major increase in spending on tertiary education could not be expected.

Universities and technikons would therefore have to accommodate an average annual increase in students of 5% and 17% respectively.

Smit said the university community was changing rapidly and students with new learning needs and little financial resources had to be accommodated.

He warned that political interference in tertiary education could damage economic development and adversely affect the lives of all South Africans.

Smit said SA should take note of the effects which large-scale political interference had had on European and African universities. This should be a warning to SA that the university system could be endangered.

And if universities in SA were damaged, the whole education system — which was already fragile — could suffer incalculable harm.

## 'Teachers <sup>321</sup> to benefit STAR 28/4/92 from new alignments'

New alignments among teachers' associations that cut across racial and ideological lines might strengthen the position of teachers in future, the South African Institute of Race Relations said in a publication released yesterday.

Monica Bot, education expert and author of The Politics of Teacher Unity, said in the SAIRR publication that important developments over the past few years had been the formation of the South African Democratic Teachers Union and the National Professional Teachers Organisation and the Government's acceptance of a single education system.

She said the willingness on the part of teachers' associations to co-operate and form alliances was crucial, because it involved associations which until recently operated along racial lines.

Another advantage of such co-operation was that "teachers will have to compromise on certain differences and to accept the inevitability of others, which will lead to moderation", Ms Bot said. — Sapa.

# 'No pay' so teachers <sup>(321)</sup> go on strike

By RAMOTENA MABOTE

MORE than 15 000 Peninsula pupils had no teachers yesterday when over 1 000 teachers went on strike because some had not been paid, they claimed.

The SA Democratic Teachers' Union (SadtU) said that arrear tax deductions had left more than 200 teachers without their salaries and that teachers who started working at the beginning of the year had still to be paid.

The chief director of the Department of Education and Training (DET), Dr Johan Brand, said he had met a SadtU delegation yesterday afternoon, but could not say what had been discussed.

When 48 teachers at Dr Nelson Mandela High School went on a similar strike last week, Dr Brand said steps had been taken to pay them by the end of April but computer problems had prevented this.

## Sit-in staged

He said the DET would ensure that all teachers who had had large amounts deducted for Standard Income Tax on Employees (Site), would be "partially" refunded and the deductions would be spread over a longer period.

The majority of teachers should receive their payment shortly and the rest during or at the end of May, he said.

● Thirty teachers, pupils and parents from Thandokhulu High School in Khayelitsha yesterday staged a sit-in at the DET offices on the Foreshore demanding to see Dr Brand about problems at their school, which they share with a primary school.

● The SadtU branch in Worcester also complained that teachers in their area had not been paid.

## Teachers to go on strike

B10ay 5/5/92  
KATHRYN STRACHAN

ABOUT 40 000 teachers would embark on two days of protest action on May 21 and 22, SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever said yesterday.

Sadtu said a deadlock had been reached in its negotiations over the union's recognition by education departments, particularly the Department of Education and Training. (321)

The union said the main obstacle in negotiations was government's refusal to recognise one of Sadtu's primary demands — teachers' right to strike. (323)

Van den Heever said teachers were also dissatisfied with this year's 8.8% salary increase. (323)

Sapa reports Education and Training Minister Sam de Beer told Parliament he had noted Sadtu's threat "with alarm". (323)

He said the union had been "on the verge of concluding an agreement with the department", but had made an about-turn at the last minute.

# Minister proposes new education plan

B10ay 5/5/92

CAPE TOWN — The future education system for SA should keep a balance between centralisation and decentralisation to bring it into line with successful systems like the US, UK and Germany, Education and Training Minister Sam de Beer said yesterday.

Speaking in his budget debate, De Beer said it was clear "a federal type of constitution" was being envisaged for SA.

He outlined proposals for a new dispensation consisting of several education departments within a single nonracial education system. Taking this into account the best possible scenario for a new system would be that the present National Education Department retain its functions of determining policy and promoting co-operation between education departments.

At the local level as many powers as possible should be delegated to school communities. At the middle level — participating regional government — there should be education departments providing education in a particular region under political control, with accountability vested in a departmental head.

He said that in a new dispensation a single non-discriminatory education system was envisaged.

Sapa reports Roger Burrows (DP Pine-

BILLY PADDOCK

town) said arguments by the DET that there were enough black teachers were nonsense. There were up to 1.7-million black children who were not at school.

De Beer said the number of black teachers without matric had dropped from 68.4% in 1984 to 23% last year. His department was being urged to train more teachers, but this necessitated more schools, for which funding was not always available.

He also told Parliament the auditor-general was investigating certain institutions implicated in the fourth and final Van der Heever Commission report on the black education department. This investigation would be finished by June 30.

Our political staff reports the National Education Policy Investigation Group yesterday called for a moratorium on government plans to change the language medium policy in black schools.

Government is expected this week to gazette changes to language policy in DET schools which allow the Minister to determine the language or languages used as medium of instruction after consultation with parents. The new provision is expected to be implemented from January.

## No substance to Ithuba allegations Venter

B10ay 5/5/92  
Political Staff

ALTHOUGH several allegations had been made by the public and the media about the Ithuba Trust, no substance could be found to them by the Director of Fundraising, National Health Minister Rina Venter said yesterday.

The trust had obtained a fundraising number from her department and its audits were checked annually, she said in reply to a question tabled in Parliament by Andrew Gerber (CP, Brits).

It had to submit annually audited financial statements in terms of the Fundraising Act and on the basis of these it was determined whether the organisation had disposed of the collected contributions in terms of its authorised objectives.

"During the first year (1989/90) of its registration, the organisation made a few donations to unregistered organisations. However, the matter

was rectified after it was discussed with the trustees.

The auditors of the organisation also pointed out certain management problems within the organisation which were rectified by trustees.

Venter added: "Although several allegations were made by the public and in the media against the said organisation, no substance for such allegations could be found by the director."



REPUBLIC VAN SUID-AFRIKA

# STAATSKOERANT

(321)

## GOVERNMENT GAZETTE

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VOL. 323

KAAPSTAD, 6 MEI 1992

CAPE TOWN, 6 MAY 1992

No. 13957

KANTOOR VAN DIE STAATSPRESIDENT

STATE PRESIDENT'S OFFICE

No. 1239.

6 Mei 1992

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 55 van 1992: Wysigingswet op Onderwys en Opleiding, 1992.

No. 1239.

6 May 1992

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

No. 55 of 1992: Education and Training Amendment Act, 1992.

## ALGEMENE VERDUIDELIKENDE NOTA:

[ ] Woorde in vet druk tussen vierkantige hake dui skrapings uit bestaande verordenings aan.

Woorde met 'n volstreep daaronder, dui invoegings in bestaande verordenings aan.

## WET

Tot wysiging van die Wet op Onderwys en Opleiding, 1979, ten einde sekere uitdrukkings te skrap, te omskryf of nader te omskryf; voorsiening te maak dat ander persone as Swartes tot sekere skole toegelaat kan word; voorsiening te maak dat die Minister aanstellings of bevorderings van opvoeders terugwerkend kan doen of goedkeur; die boete wat 'n opvoeder by skuldigbevinding aan wangedrag opgelê kan word, te verhoog; sekere verouderde verwysings te verbeter; en die gebied Suidwes-Afrika van die toepassing van die Wet uit te sluit; en om voorsiening te maak vir aangeleenthede wat daarmee in verband staan.

*(Afrikaanse teks deur die Staatspresident geteken.)  
(Goedgekeur op 26 April 1992.)*

**D**AAR WORD BEPAAL deur die Staatspresident en die Parlement van die Republiek van Suid-Afrika, soos volg:—

Wysiging van artikel 1 van Wet 90 van 1979, soos gewysig deur artikel 1 van Wet 52 van 1980, artikel 1 van Wet 10 van 1981, artikel 28 van Wet 27 van 1981, artikel 1 van Wet 74 van 1984, artikel 19 van Wet 3 van 1986, artikel 5 van Wet 95 van 1987, artikel 9 van Wet 31 van 1988, artikel 1 van Wet 35 van 1989 en artikel 1 van Wet 42 van 1990 5

1. Artikel 1 van die Wet op Onderwys en Opleiding, 1979 (hieronder die Hoofwet genoem), word hierby gewysig—

(a) deur die omskrywing van “beampte” deur die volgende omskrywing te 10 vervang:

“ ‘beampte’ ’n beampte of werknemer soos omskryf in artikel 1 van die Staatsdienswet, **[1957, (Wet No. 54 van 1957)] 1984 (Wet No. 111 van 1984);**”;

(b) deur die volgende omskrywing na die omskrywing van “kalender- 15 maand” in te voeg:

“ ‘kantoor’ ’n werkplek in die Departement, uitgesonderd by ’n skool, waar ’n opvoeder sy werksaamhede verrig, hetsy in die hoofkantoor van die Departement, of in die kantoor van ’n streek, gebied of inspeksiekring in artikel 2(2) bedoel;”;

(c) deur die omskrywing van “nasionale staat” te skrap; 20

(d) deur die volgende omskrywing na die omskrywing van “openbare skool” in te voeg:

“ ‘opvoeder’ ’n onderwyser en ook ’n persoon wat onderwysbeheer en -hulpdienstefunksies in ’n kantoor verrig;”;

(e) deur die volgende omskrywing na die omskrywing van “sekondêre skool” in te voeg: 25

“ ‘selfregerende gebied’ ’n selfregerende gebied soos omskryf in



## GENERAL EXPLANATORY NOTE:

**[ ]** Words in bold type in square brackets indicate omissions from existing enactments.

       Words underlined with a solid line indicate insertions in existing enactments.

# ACT

To amend the Education and Training Act, 1979, so as to delete, define or further define certain expressions; to provide that persons other than Blacks may be admitted to certain schools; to provide that the Minister may make or approve appointments or promotions of educators with retrospective effect; to increase the fine which may be imposed upon an educator found guilty of misconduct; to emend certain outdated references; and to exclude the territory of South West Africa from the application of the Act; and to provide for matters connected therewith.

*(Afrikaans text signed by the State President.)*  
*(Assented to 26 April 1992.)*

**B**E IT ENACTED by the State President and the Parliament of the Republic of South Africa, as follows:—

Amendment of section 1 of Act 90 of 1979, as amended by section 1 of Act 52 of 1980, section 1 of Act 10 of 1981, section 28 of Act 27 of 1981, section 1 of Act 74 of 1984, section 19 of Act 3 of 1986, section 5 of Act 95 of 1987, section 9 of Act 31 of 1988, section 1 of Act 35 of 1989 and section 1 of Act 42 of 1990

1. Section 1 of the Education and Training Act, 1979 (hereinafter referred to as the principal Act), is hereby amended—

- 10 (a) by the insertion after the definition of “education” of the following definition:
 

“‘educator’ means a teacher and also any person who performs education control and auxiliary services functions in an office;”;
- (b) by the deletion of the definition of “national state”;
- 15 (c) by the insertion before the definition of “officer” of the following definition:
 

“‘office’ means a work-place in the Department, other than at a school, where an educator performs his functions, whether in the head office of the Department or in the office of a region, area or inspection circuit referred to in section 2(2);”;
- 20 (d) by the substitution for the definition of “officer” of the following definition:
 

“‘officer’ means an officer or employee as defined in section 1 of the Public Service Act, [1957 (Act No. 54 of 1957)] 1984 (Act No. 111 of 1984);”;
- 25 (e) by the insertion after the definition of “secondary school” of the following definition:
 

“‘self-governing territory’ means a self-governing territory as

artikel 38 van die Grondwet van die Selfregerende Gebiede, 1971 (Wet No. 21 van 1971);”.

#### **Invoeging van artikel 2A in Wet 90 van 1979**

2. Die volgende artikel word hierby in die Hoofwet na artikel 2 ingevoeg:

**“Toelating tot skole van persone wat aan ander bevolkingsgroepe behoort**

**2A.** Ondanks andersluidende bepalings van hierdie Wet of enige ander wet, kan die Minister, onderworpe aan die voorwaardes wat hy voorskryf—

- (a) in die geval van 'n openbare skool—
    - (i) die raad, komitee, bestuur of ander liggaam ingevolge artikel 7 ingestel; of
    - (ii) waar daar nie so 'n raad, komitee, bestuur of ander liggaam bestaan nie, enige beampte of opvoeder;
  - (b) in die geval van 'n Staatsondersteunde of private skool, die betrokke bestuursliggaam,
- magtig om persone wat aan 'n ander bevolkingsgroep behoort as dié in artikel 2(1) bedoel tot die skool toe te laat.”.

#### **Wysiging van artikel 11 van Wet 90 van 1979, soos vervang deur artikel 7 van Wet 74 van 1984**

3. Artikel 11 van die Hoofwet word hierby gewysig deur die volgende subartikel by te voeg:

**“(3) 'n Aanstelling of bevordering ingevolge subartikel (2) kan met terugwerkende krag geskied tot 'n datum deur die Minister bepaal.”.**

#### **Wysiging van artikel 13 van Wet 90 van 1979, soos gewysig deur artikel 5 van Wet 52 van 1980**

4. Artikel 13 van die Hoofwet word hierby gewysig deur na subartikel (2) die volgende subartikel in te voeg:

**“(2A) Die Minister kan, met terugwerkende krag tot 'n datum deur hom bepaal—**

- (a) 'n aanstelling of bevordering in subartikel (1)(b) bedoel, goedkeur;
- (b) 'n aanstelling in subartikel (2) bedoel, doen.”.

#### **Wysiging van artikel 16 van Wet 90 van 1979**

5. Artikel 16 van die Hoofwet word hierby gewysig deur subartikel (1) deur die volgende subartikel te vervang:

**“(1) 'n [Onderwyser] Opvoeder** wat by 'n openbare skool of 'n kantoor in diens is, kan deur die Minister verplaas word van die pos waarin hy diens doen na enige ander pos in dieselfde skool of kantoor of enige ander openbare skool of 'n kantoor of in enige ander inrigting onder die beheer van die Departement, hetsy daardie verplasing na 'n pos met 'n laer graad is al dan nie: Met dien verstande dat 'n verplasing wat 'n vermindering in so 'n [onderwyser] opvoeder se pensioengewende verdienste meebring nie sonder sy toestemming geskied nie, tensy die verplasing geskied as gevolg van 'n verlaging van [rang] posvlak wat na aanleiding van wangedrag of onbekwaamheid as [onderwyser] opvoeder opgelê word.”.

#### **Wysiging van artikel 18 van Wet 90 van 1979, soos vervang deur artikel 6 van Wet 52 van 1980**

6. Artikel 18 van die Hoofwet word hierby gewysig deur subartikel (1) deur die volgende subartikel te vervang:

**“(1) 'n Pos op die [onderwysdiensstaat] opvoedersdiensstaat van 'n openbare skool of 'n kantoor, of 'n [onderwyspos] opvoederspos ten opsigte waarvan 'n subsidie deur die Staat betaal word op die diensstaat van 'n Staatsondersteunde skool, word vir die doeleindes van die Regeringsdiens-**

defined in section 38 of the Self-Governing Territories Constitution Act, 1971 (Act No. 21 of 1971);”.

**Insertion of section 2A in Act 90 of 1979**

2. The following section is hereby inserted in the principal Act after section 2:

5           **“Admission to schools of persons belonging to other population groups**

2A. Notwithstanding any provision to the contrary contained in this Act or any other law, the Minister may, subject to such conditions as he may prescribe—

10           (a) in the case of a public school—

(i) authorize the council, committee, board or other body established in terms of section 7; or

(ii) where no such council, committee, board or other body exists, authorize any officer or educator;

15           (b) in the case of a State-aided or private school, authorize the governing body concerned, to admit to the school persons belonging to a population group other than the one referred to in section 2(1).”.

**Amendment of section 11 of Act 90 of 1979, as substituted by section 7 of Act 74 of 1984**

3. Section 11 of the principal Act is hereby amended by the addition of the following subsection:

“(3) An appointment or promotion in terms of subsection (2) may take place with retrospective effect to a date determined by the Minister.”.

25           **Amendment of section 13 of Act 90 of 1979, as amended by section 5 of Act 52 of 1980**

4. Section 13 of the principal Act is hereby amended by the insertion after subsection (2) of the following subsection:

30           “(2A) The Minister may, with retrospective effect to a date determined by him—

(a) approve an appointment or promotion referred to in subsection (1)(b);

(b) make an appointment referred to in subsection (2).”.

**Amendment of section 16 of Act 90 of 1979**

5. Section 16 of the principal Act is hereby amended by the substitution for subsection (1) of the following subsection:

35           “(1) Any [teacher] educator employed at a public school or an office may be transferred by the Minister from the post in which he is employed to any other post at the same school or office or at any other public school or an office or at any other institution under the control of the Department,

40           whether or not such transfer is to a post of a lower grade: Provided that a transfer involving a reduction in such [teacher’s] educator’s pensionable emoluments shall not be made without his consent, unless the transfer is in consequence of a reduction of [rank] post level imposed in connection with misconduct or inefficiency as [a teacher] an educator.”.

45           **Amendment of section 18 of Act 90 of 1979, as substituted by section 6 of Act 52 of 1980**

6. Section 18 of the principal Act is hereby amended by the substitution for subsection (1) of the following subsection:

50           “(1) A post on the [teaching] educators’ establishment of any public school or an office, or [a teaching] an educator’s post in respect of which a subsidy is paid by the State on the establishment of a State-aided school, shall for the purposes of the Government Service Pension Act, 1973 (Act

pensioenwet, 1973 (Wet No. 57 van 1973), geag 'n pos te wees op die vaste diensstaat van die staatsdiens wat ingedeel is by 'n afdeling in artikel **[3]** **7(1)(a)(i)** van die Staatsdienswet, **[1957 (Wet No. 54 van 1957)]** 1984 (Wet No. 111 van 1984), vermeld.”.

**Wysiging van artikel 19 van Wet 90 van 1979, soos gewysig deur artikel 7 van Wet 52 van 1980, artikel 10 van Wet 74 van 1984 en artikel 24 van Wet 3 van 1986** 5

7. Artikel 19 van die Hoofwet word hierby gewysig deur in subartikel (2) die woorde wat op paragraaf (b) volg deur die volgende woorde te vervang:  
“in 'n vaste hoedanigheid by so 'n skool of kantoor aangestel word.”.

**Wysiging van artikel 21 van Wet 90 van 1979, soos gewysig deur artikel 9 van Wet 52 van 1980 en artikel 9 van Wet 95 van 1987** 10

8. Artikel 21 van die Hoofwet word hierby gewysig deur paragraaf (c) van subartikel (1) deur die volgende paragraaf te vervang:  
“(c) as om ander redes as sy eie ongeskiktheid of onvermoë, sy ontslag doeltreffendheid of besuiniging by die betrokke skool of kantoor sal bevorder.”. 15

**Wysiging van artikel 23 van Wet 90 van 1979, soos gewysig deur artikel 2 van Wet 10 van 1981 en artikel 3 van Wet 42 van 1990**

9. Artikel 23 van die Hoofwet word hierby gewysig deur in paragraaf (b) van subartikel (23) die uitdrukking “R200” deur die uitdrukking “R2 000” te vervang. 20

**Wysiging van artikel 27 van Wet 90 van 1979**

10. Artikel 27 van die Hoofwet word hierby gewysig—
- (a) deur subartikel (2) deur die volgende subartikel te vervang:  
“(2) 'n **[Onderwyser]** Opvoeder bedoel in subartikel (1) mag nie 'n amp beklee wat volgens die oordeel van die Minister die uitvoering van sy pligte in diens van die betrokke skool of kantoor sal belemmer nie.”; en 25
  - (b) deur paragraaf (a) van subartikel (4) deur die volgende paragraaf te vervang:  
“(a) 'n nominasie of rekwisisie aanvaar as kandidaat vir verkiesing tot lid van die Parlement **['n provinsiale raad]** of 'n wetgewende liggaam van 'n **[nasionale staat]** selfregerende gebied of 'n onafhanklike staat; of”. 30

**Wysiging van artikel 28 van Wet 90 van 1979** 35

11. Artikel 28 van die Hoofwet word hierby gewysig deur paragrawe (b) en (c) van subartikel (1) deur onderskeidelik die volgende paragrawe te vervang:
- “(b) mag 'n **[onderwyser]** opvoeder in diens by 'n openbare skool, 'n kantoor of 'n Staatsondersteunde skool nie sonder die toestemming van die Direkteur-generaal besoldigde werk buite sy werk in diens van sodanige skool of kantoor verrig of hom verbind om sodanige werk te verrig nie; en 40
  - (c) kan geen **[onderwyser]** opvoeder in diens by 'n skool of kantoor bedoel in paragraaf (a) regtens aanspraak maak op bykomende betaling ten opsigte van enige amptelike diens of werk wat hy deur 'n bevoegde gesag aangesê is om te verrig nie.”. 45

**Vervanging van artikel 29 van Wet 90 van 1979**

12. Artikel 29 van die Hoofwet word hierby deur die volgende artikel vervang:

“Indeling van sekere poste op diensstate van openbare skole, kantore en Staatsondersteunde skole as poste in die Staatsdiens 50

No. 57 of 1973), be deemed to be a post on the fixed establishment of the public service which is classified in a division mentioned in section [3] 7 (1)(a)(i) of the Public Service Act, [1957 (Act No. 54 of 1957)] 1984 (Act No. 111 of 1984).”.

5 **Amendment of section 19 of Act 90 of 1979, as amended by section 7 of Act 52 of 1980, section 10 of Act 74 of 1984 and section 24 of Act 3 of 1986**

7. Section 19 of the principal Act is hereby amended by the substitution in subsection (2) for the words following upon paragraph (b), of the following words: “be appointed at such school or office in a permanent capacity.”.

10 **Amendment of section 21 of Act 90 of 1979, as amended by section 9 of Act 52 of 1980 and section 9 of Act 95 of 1987**

8. Section 21 of the principal Act is hereby amended by the substitution for paragraph (c) of subsection (1) of the following paragraph:

- 15 “(c) if for reasons other than his own unfitness or incapacity his discharge will promote efficiency or economy in the school or office in question;”.

**Amendment of section 23 of Act 90 of 1979, as amended by section 2 of Act 10 of 1981 and section 3 of Act 42 of 1990**

- 20 9. Section 23 of the principal Act is hereby amended by the substitution in paragraph (b) of subsection (23) for the expression “R200” of the expression “R2 000”.

**Amendment of section 27 of Act 90 of 1979**

10. Section 27 of the principal Act is hereby amended—

- 25 (a) by the substitution for subsection (2) of the following subsection: “(2) Any [teacher] educator referred to in subsection (1) shall not hold any office which in the opinion of the Minister will interfere with the performance of his duties in the service of the school or office concerned.”; and  
30 (b) by the substitution for paragraph (a) of subsection (4) of the following paragraph: “(a) accepts a nomination or a requisition as a candidate for election as a member of Parliament [a provincial council] or a legislative body of a [national state] self-governing territory or an independent state; or”.

35 **Amendment of section 28 of Act 90 of 1979**

11. Section 28 of the principal Act is hereby amended by the substitution for paragraphs (b) and (c) of subsection (1) of the following paragraphs, respectively—

- 40 “(b) no [teacher] educator employed at a public school, an office or a State-aided school shall perform or engage himself to perform remunerative work outside his employment at such school or office without the permission of the Director-General; and  
45 (c) no [teacher] educator employed at a school or office referred to in paragraph (a) may claim as of right additional remuneration in respect of any official duty or work which he is required by competent authority to perform.”.

**Substitution of section 29 of Act 90 of 1979**

12. The following section is hereby substituted for section 29 of the principal Act:

- 50 “Classification of certain posts on establishments of public schools, offices and State-aided schools as posts in the Public Service

29. Die Minister kan op aanbeveling van die **[Staatsdienskommissie]** **Kommissie vir Administrasie** 'n pos (uitgesonderd 'n **[onderwyspos]** **opvoederspos**) wat inbegrepe is by die diensstaat van 'n openbare skool, 'n kantoor of 'n Staatsondersteunde skool aanwys as 'n pos wat ingevolge die bepalings van die Staatsdienswet, **[1957 (Wet No. 54 van 1957)]** **1984 (Wet No. 111 van 1984)**, ingedeel moet word by die vaste diensstaat soos in artikel 1 van daardie Wet omskryf, en ten opsigte waarvan die bepalings van genoemde Wet van toepassing is.”.

**Wysiging van artikel 37 van Wet 90 van 1979, soos gewysig deur artikel 15 van Wet 31 van 1988**

13. Artikel 37 van die Hoofwet word hierby gewysig deur subartikel (2) deur die volgende subartikel te vervang:

“(2) Indien 'n ouer **[of voog]** van iemand wat uit hoofde van die bepalings van subartikel (1) verplig is om 'n skool gereeld te besoek, of die persoon in wie se bewaring of onder wie se toesig so iemand is, na 'n tydperk van ses maande vanaf die datum van die in daardie subartikel bedoelde kennisgewing sonder redelike oorsaak en na 'n skriftelike waarskuwing deur die Departement versuim om so iemand gereeld 'n gepaste skool te laat besoek, is hy aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete **[van hoogstens R150]**, of met gevangenisstraf vir 'n tydperk van hoogstens een maand, by skuldigbevinding by 'n eerste oortreding of met 'n boete **[van hoogstens R300]**, of met gevangenisstraf vir 'n tydperk van hoogstens twee maande, by skuldigbevinding by 'n tweede of daaropvolgende oortreding.”.

**Wysiging van artikel 40 van Wet 90 van 1979, soos gewysig deur artikel 12 van Wet 95 van 1987 en artikel 16 van Wet 31 van 1988**

14. Artikel 40 van die Hoofwet word hierby gewysig deur paragraaf (d) van subartikel (1) deur die volgende paragraaf te vervang:

“(d) 'n ouer **[of voog]** in verband met die onderwys van sy kind of ten einde 'n sportbyeenkoms, konsert of ander aktiwiteit van die skool waarby sy kind belang het, by te woon;”.

**Wysiging van artikel 44 van Wet 90 van 1979, soos gewysig deur artikel 14 van Wet 74 van 1984, artikel 25 van Wet 3 van 1986, artikel 13 van Wet 95 van 1987 en artikel 18 van Wet 31 van 1988**

15. Artikel 44 van die Hoofwet word hierby gewysig deur paragraaf (h) van subartikel (1) deur die volgende paragraaf te vervang:

“(h) betreffende die aanstelling van **[onderwysers]** **opvoeders** vir diens by openbare skole, kantore en Staatsondersteunde skole, en betreffende die gradering, bevordering, verplasing, diensbeeindiging, tug, gedrag, pligte, bevoegdhede en diensure van sodanige **[onderwysers]** **opvoeders**, en die bewoning van **[onderwyserskwartiere]** **opvoederskwartiere** deur sodanige **[onderwysers]** **opvoeders** en die betaling aan sodanige **[onderwysers]** **opvoeders** van vervoer-, verblyf en ander toelaes en vergoeding, as daar is, vir diens buite die voorgeskrewe diensure;”.

**Wysiging van artikel 45 van Wet 90 van 1979**

16. Artikel 45 van die Hoofwet word hierby gewysig deur subartikel (1) deur die volgende subartikel te vervang:

“(1) Behoudens die bepalings van hierdie Wet word die wette in die Bylae genoem hierby herroep in die mate in die derde kolom aangedui **[behalwe vir sover genoemde wette in die gebied Suidwes-Afrika, met inbegrip van die Oostelike Caprivi Zipfel, van toepassing is]**.”.

- 5           29. The Minister may on the recommendation of the **[Public Service]** Commission for Administration designate any post (other than **[a teaching] an educator's** post) included in the establishment of a public school, an office or a State-aided school as a post which is to be classified in terms of the provisions of the Public Service Act, **[1957 (Act No. 54 of 1957)]** 1984 (Act No. 111 of 1984), under the fixed establishment as defined in section 1 of the said Act, and in respect of which the provisions of the said Act shall apply.”.

10       **Amendment of section 37 of Act 90 of 1979, as amended by section 15 of Act 31 of 1988**

13. Section 37 of the principal Act is hereby amended by the substitution for subsection (2) of the following subsection:

- 15           “(2) If a parent **[or guardian]** or the person having the custody or charge of any person who by virtue of the provisions of subsection (1) is required to attend a school regularly, after a period of six months from the date of the notice referred to in that subsection fails, without reasonable cause and after a written warning by the Department, to cause such person to attend an appropriate school regularly, he shall be guilty of an offence and liable  
20           on conviction to a fine **[not exceeding R150]**, or to imprisonment for a period not exceeding one month on conviction of a first offence, or to a fine **[not exceeding R300]**, or to imprisonment for a period not exceeding two months, on conviction of a second or subsequent offence.”.

**Amendment of section 40 of Act 90 of 1979, as amended by section 12 of Act 95 of 1987 and section 16 of Act 31 of 1988**

- 25       14. Section 40 of the principal Act is hereby amended by the substitution for paragraph (d) of subsection (1) of the following paragraph:

          “(d) a parent **[or guardian]** in connection with the education of his child, or for the purpose of attending a sports meeting, concert or any other event of the school in which his child has an interest;”.

30       **Amendment of section 44 of Act 90 of 1979, as amended by section 14 of Act 74 of 1984, section 25 of Act 3 of 1986, section 13 of Act 95 of 1987 and section 18 of Act 31 of 1988**

15. Section 44 of the principal Act is hereby amended by the substitution for paragraph (h) of subsection (1) of the following paragraph:

- 35           “(h) as to the appointment of **[teachers] educators** for duty at public schools, offices and State-aided schools, and as to the grading, promotion, transfer, termination of services, discipline, behaviour, duties, powers and hours of attendance of such **[teachers] educators**, and the occupation of **[teachers'] educators'** quarters  
40           by such **[teachers] educators**, and the payment to such **[teachers] educators** of transport, subsistence and other allowances and remuneration, if any, for services outside the prescribed hours of attendance;”.

**Amendment of section 45 of Act 90 of 1979**

- 45       16. Section 45 of the principal Act is hereby amended by the substitution for subsection (1) of the following subsection:

50           “(1) Subject to the provisions of this Act the laws specified in the Schedule are hereby repealed to the extent set out in the third column **[except in so far as the said laws apply in the territory of South West Africa, including the eastern Caprivi Zipfel]**.”.

**Vervanging van uitdrukkings en invoeging van woorde in Wet 90 van 1979****17. Die Hoofwet word hierby gewysig—**

- (a) deur na die woord "beampte", waar dit ook al voorkom, behalwe in artikel 1, die woorde "of opvoeder" in te voeg;
- (b) deur die uitdrukkings "onderwysdiensstaat" en "onderwysdiensstate", 5  
waar dit ook al voorkom, deur onderskeidelik die uitdrukkings "opvoedersdiensstaat" en "opvoedersdiensstate" te vervang;
- (c) deur die uitdrukkings "onderwyser" en "onderwysers", waar dit ook al voorkom, behalwe in artikel 1, 18(2), 31 en 32, deur onderskeidelik die uitdrukkings "opvoeder" en "opvoeders" te vervang; 10
- (d) deur die uitdrukkings "onderwysersvereniging" en "onderwysersverenigings", waar dit ook al voorkom, behalwe in artikel 31, deur onderskeidelik die uitdrukkings "vereniging vir opvoeders" en "verenigings vir opvoeders" te vervang;
- (e) deur die uitdrukkings "onderwyspos" en "onderwysposte", waar dit 15  
ook al voorkom, behalwe in artikels 31 en 32, deur onderskeidelik die uitdrukkings "opvoederspos" en "opvoedersposte" te vervang;
- (f) deur na die uitdrukkings "openbare skool" en "openbare skole", waar dit ook al voorkom, behalwe in artikels 1, 5, 6, 7, 8, 10, 31, 32, 33(1), 34, 38, 39, 40, 41, 43 en 44(1)(c), (f) en (s), onderskeidelik die woorde "of 20  
'n kantoor" en "of kantore" in te voeg;
- (g) deur die uitdrukking "rang", waar dit ook al voorkom, deur die uitdrukking "posvlak" te vervang; en
- (h) deur die uitdrukking "Staatsdienskommissie", waar dit ook al voorkom, 25  
deur die uitdrukking "Kommissie vir Administrasie" te vervang.

**Kort titel en inwerkingtreding**

**18. (1)** Hierdie Wet heet die Wysigingswet op Onderwys en Opleiding, 1992, en tree in werking op 'n datum wat die Staatspresident by proklamasie in die *Staatskoerant* bepaal.

(2) Verskillende datums kan aldus ten opsigte van verskillende bepalings van 30 hierdie Wet bepaal word.



**Substitution of expressions and insertion of words in Act 90 of 1979**

17. The principal Act is hereby amended—
- (a) by the insertion after the word “officer”, wherever it occurs, except in section 1, of the words “or educator”;
- 5 (b) by the insertion after the expressions “public school” and “public schools”, wherever they occur, except in sections 1, 5, 6, 7, 8, 10, 31, 32, 33(1), 34, 38, 39, 40, 41, 43 and 44(1)(c), (f) and (s), of the words “or an office” and “or offices”, respectively;
- 10 (c) by the substitution for the expression “Public Service Commission”, wherever it occurs, of the expression “Commission for Administration”;
- (d) by the substitution for the expression “rank”, wherever it occurs, of the expression “post level”;
- 15 (e) by the substitution for the expressions “teacher” and “teachers”, wherever they occur, except in sections 1, 18(2), 31 and 32, of the expressions “educator” and “educators”, respectively;
- (f) by the substitution for the expressions “teachers’ association” and “teachers’ associations”, wherever they occur, except in section 31, of the expressions “association for educators” and “associations for educators”, respectively;
- 20 (g) by the substitution for the expressions “teaching establishment” and “teaching establishments”, wherever they occur, of the expressions “educators’ establishment” and “educators’ establishments”, respectively; and
- 25 (h) by the substitution for the expressions “teaching post” and “teaching posts”, wherever they occur, except in sections 31 and 32, of the expressions “educator’s post” and “educators’ posts”, respectively.

**Short title and commencement**

18. (1) This Act shall be called the Education and Training Amendment Act, 30 1992, and shall come into operation on a date fixed by the State President by proclamation in the *Gazette*.

(2) Different dates may be so fixed in respect of different provisions of this Act.

# Chalk-down threat after union snubbed

CAPE TOWN 12/5/72

CAPE TOWN — The national president of the 48 000-member SA Democratic Teachers Union (Sadtu) said in Cape Town yesterday that the union would resort to strike action next week after failing to gain recognition from education departments.

Shepard Mdadihana said Sadtu had met conditions set by the departments and been involved in draw-out negotiations for recognition.

Sadtu had been talking to the 18 various education departments and so far only the Transkei department had accorded it full recognition.

Mr Mdadihana denied that Sadtu was embarking on a

strike to the detriment of schoolchildren and said time lost by teachers during the mass action would be made up on weekends or in extended school hours.

The refusal to recognise the union had led to the harassment and dismissal of members, he said.

Minister of Education and Culture in the House of Representatives Abe Williams appealed to Sadtu not to strike and to consider the safety and future of schoolchildren instead.

Mr Williams denied that Sadtu and the education authorities were at loggerheads and

said negotiations with the union were still under way.

He said that as far as he was concerned, Sadtu still had to fulfil certain conditions set out by his department.

These were to provide a copy of the union's constitution, a list of paid-up members and a code of conduct, as well as signing a written agreement with his department.

Mr Williams urged Sadtu to give up its demonstrations because these would not ensure the safety of the children and were an outdated practice in a new South Africa of negotiations. — Sapa.

**Sadtu**

(321)

**faces  
court move**

cr 13/5/92

**Staff Reporter**

THE SA Democratic Teachers' Union (Sadtu) and the Department of Education and Training (DET) are set for a court action today.

Sadtu regional secretary Mr Randall van den Heever said his organisation was served with notice that the Minister of Education and Training would seek in a Pretoria Supreme Court action to restrain Sadtu from organising a mass protest action during school hours on May 21 and 22.

Sadtu was prepared to oppose the application for an interdict, Mr Van den Heever said.

# Oil slick puts troops on alert

Own Correspondent

DURBAN — Troops from 121 Battalion in Mthabatha were on standby yesterday to clean up Zululand beaches after a oil slick was spotted off the coast from the Mozambique border down to Sodwana Bay.

Environment Affairs spokesman Niel du Bois said although the slick consisted mainly of thin "sheen" oil which had been broken up by heavy seas, some patches were between 40km and 20km long and between 10km and 2km wide.

Du Bois said his department did not believe the Natal coast was doomed because the oil had been in the sea for at least three weeks and had lost much of its toxicity. Nevertheless, the threat to the coastline was serious. 810am 13/5/92

Du Bois said there was close co-operation between his department, the Natal Parks Board and the KwaZulu Bureau for Natural Resources who were doing everything possible to reduce the oil's impact on the environment.

The department's oil pollution officer Anton Molden, who has been monitoring the slick from the air, said although the

slick covered a large area it was mostly a thin layer "a few microns thick".

He was convinced the slick was part of oil spilled from the Katina P tanker while it was still sailing to Maputo last month and not oil discharged when the tanker broke in half several days later on April 26.

This would mean that the main slick — containing as much as 13 000 tons — had yet to appear, Molden said.

The main slick has not been sighted for at least two weeks and negotiations are continuing with the Katina P's owners to provide a long-range aircraft to help locate it.

Molden said the main slick would have drifted past Maputo by now, but was believed to be far out to sea.

The mouth of the ecologically sensitive Kosi system had been blocked off by sandbanks and inflatable booms.

A further 600m of booms was being flown from Cape Town to Durban yesterday and would be ready to block the St Lucia estuary if necessary.

## Sadtu served with interdict over plan for protest action

KATHRYN STRACHAN

(321)

THE SA Democratic Teachers' Union (Sadtu) was yesterday served with a court interdict restraining it from embarking on two days of national mass action planned for school hours later this month.

The case will be heard in the Pretoria Supreme Court this morning. 810am 13/5/92

The interdict application was made on behalf of Education and Training Minister Sam de Beer. Sadtu also received notification from House of Representatives Education Minister Abe Williams that his department would consider issuing an interdict.

Sadtu general secretary Randall van den Heever said, however, that teachers had been specifically asked to report to school and attend to their teaching duties before embarking on their campaign.

The decision to protest came after negotiations with education authorities concerning recognition of the union reached deadlock over the issue of teachers' right to strike. The action was also aimed at highlighting Sadtu's claim that teachers had been victimised by the authorities because of their union membership.

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cing business.

# Mass protest by teachers to go ahead

Own Correspondent

STAFF 1515192  
CAPE TOWN — Two days of national action by the country's largest teachers' union will go ahead next week even if authorities attempt to block it with a court order.

The 48 000-strong South African Democratic Teachers Union plans two days of rallies and marches next week to highlight Government refusal to accept the union's credentials.

National chairman Shepherd Mdladlana said yesterday that an expected application by the Department of Education and Training for an order blocking the protest had so far not materialised.

But the union would continue with its plans for countrywide protests on Monday and Tuesday despite any court order, he said.

The DET claimed the union action would disrupt schooling.

"We do not plan to disrupt school activities," Mr Mdladlana said.

This stand by the union seemed to have prevented the DET from going to court, he said.

# Union's 48 000 teachers set for two days of protest

Education Reporter

(321) 1984 15/5/92

TWO days of national action by South Africa's largest teachers' union will go ahead next week — even if authorities attempt to block it with a court order.

The 48 000-strong South African Democratic Teachers' Union plans two days of rallies and marches next week to highlight government refusal to accept the union's credentials.

National chairman Mr Shepherd Mdladlana said today that an expected application by the Department of Education and Training for an order blocking the protest had so far not materialised.

But the union would continue with its plans for countrywide pro-

tests on Monday and Tuesday even if there was a court order, he said.

The DET claimed the union action would disrupt schooling.

"They define school hours as between 7.30 am and 2.30 pm, but we do not plan to disrupt school activities," said Mr Mdladlana.

This stand by the union seemed to have prevented the DET from going to court, he said.

"The protest is continuing, whether it is at 6 pm or 9 pm, even if the DET gets an interdict."

He emphasised the action was not a "chalk-down" or a strike.

The protest stems from the failure by authorities to recognise the union and alleged victimisation of its leadership.

## Teachers' mass action stopped

PRETORIA. — The South African Democratic Teachers Union (Sadtu) has called off its planned mass action to hold a picket as well as its intention to deliver a petition to a Department of Education and Training official at the Union Buildings next week. (321)

This followed an urgent application in the Pretoria Supreme Court launched by the Minister of Education and Training yesterday against Sadtu, prohibiting its planned mass action on May 21 and 22 in Pretoria. ARCT 16/5/92

## 2-day protest by SADTU (32)

JOHANNESBURG. —  
The SA Democratic  
Teachers' Union will go  
ahead with its planned  
mass action tomorrow  
and on Friday for  
government recognition.  
SADTU general secre-  
tary Mr Randall van den  
Heever yesterday said  
marches, rallies and  
pickets had been  
planned during lunch-  
hours in Johannesburg,  
Cape Town, Kimberley,  
Durban, Bloemfontein,  
Pietersburg and Tho-  
hoyandu in the Northern  
Transvaal. — Sapa



## DET slates protests

PRETORIA — Department of Education and Training (DET) director-general Bernhard Louw, yesterday criticised SA Democratic Teachers' Union (Sadtu) plans for protests tomorrow and Friday. <sup>28/5/92</sup>

Sadtu general secretary Randall van den Heever told a Johannesburg news conference earlier that protests had been planned in Johannesburg, Cape Town, Kimberley, Durban, Bloemfontein, Pietersburg and Thohoyandou in Venda.

The union would be protesting against government's recognition of the National Professional Teachers' Organisation of SA, founded in March, while Sadtu, now two years old, was still not recognised.

Louw said the protests were in disregard of an agreement between the DET and Sadtu, noted in the Supreme Court last week, in which the union said it would not participate in protests on May 21 and 22.

Louw said Sadtu and the department were close to signing a recognition agreement. — Sapa.

# Six of the best or the worst?

STAR 21/5/92.



**Teachers are increasingly forced to tread a fine line in the blackboard jungle as irate parents turn to the courts and hostile pupils seek redress.**  
By PHIL MOLLER,  
Education Reporter

CRANING at schools is increasingly becoming a risky solution to discipline problems, opposed to the use of the stick, turn to the courts and as hostile pupils lay into teachers who dare to administer corporal punishment.

## Standards

Whether it should be applied or not is one subject over which most teachers and education authorities have had sharp differences of opinion.

The debate is coming back with renewed fervour in the wake of a successful legal suit against the Minister of Education and Children's Services, a pupil was given "six of the best". The court found excessive force had been used, and awarded damages of £25,000. The lines on the use of corporal punishment have been interpreted as too wide and open to abuse.

Part of the guidelines read: "Corporal punishment shall be used only in exceptional circumstances that require this type of disciplinary action. Such punishment shall be carried out in the presence and with the approval of the headmaster. It should not be used if the pupil has been previously warned, if the punishment is continued use of corporal punishment as brutal, barbaric and antiquated.

But there are still educators who believe the old school of thought which subscribes to the adage "spare the rod and spoil the child".

A principal of a school in Eldorado Park, south of Johannesburg, says abandoning caning would adversely affect the tone of discipline in schools.

He said: "The use of corporal punishment in schools is going to impoverish education and there will be a drop in standards," he said. "The principal interviewed by the Star declined to have their names mentioned, for different reasons.

While headmasters of schools in colour and white areas are concerned about the possible cause of departmental relations, most township principals refused to have their names

mentioned for fear of reprisal.

Increasing number of attacks on black educators and their property by "anti-authority" township pupils, "anger punish these kids because if I do so they will either attack me or petrol-bomb my house," said a Soweto headmaster.

In a number of coloured schools the message was simply: "We can't talk to the press because the authorities do not allow it."

"We follow the policy laid down by the Transvaal Education Department, which is a cautious response of most principals.

The case of the Randburg father who sued the Education and Culture Minister, asking for £25,000 in damages, was a landmark case, and their response to the use of the stick is carefully worded.

"Corporal punishment may be administered only by the headmaster, and only by the principal," said a headmaster. "Some principals said this rule was sometimes ignored because it was difficult to insist discipline in schools."

"The cane should be used, but very sparingly and as a last resort," one said. "A principal of a high school in Eldorado Park said that if the

case was not used at all, many pupils would have to be expelled.

This principal accused Democratic Party MP for Houghton, Mr. Mollie, of being an "anti-chair teacher".

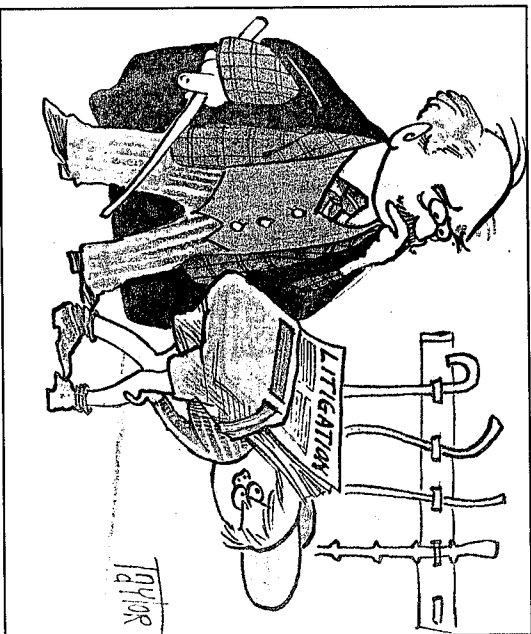
"It is easy for him to say caning is barbaric because he is not in the classroom. He does not go through it," said the headmaster, referring to Mr. Leon's remarks in Parliament on Monday.

Known educationist and Soweto high school principal Thamsanqa Kamble said corporal punishment should be administered only as a disciplinary measure and should not be used as a punishment.

Mr. Kamble said principals who feared to speak openly about instilling discipline in their schools could be applying corporal punishment to discipline.

"Do not punish children for getting answers wrong. Corporal punishment should be used to discipline a disciplinary transgression," he said. "Mr. Kamble once punished the entire school — a total of 1,500 pupils — when he was headmaster of Orlando High School.

Teachers may have to be punished and this must be done with sufficient justice," he said. □



# Schooling crisis as teachers vow to take to the streets

By Phil Molefe  
Education Reporter

STAR 21/5/92

The Congress of South African Students (Cosas) has thrown its weight behind two days of nationwide mass action planned by the South African Democratic Teachers' Union (Sadtu).

From today, schools are expected to grind to a virtual halt as members of the 60 000-strong teachers' union take to the streets countrywide to demand recognition from various racial education departments.

Soweto teachers will gather at Funda Centre in Diepkloof at 9 am and march to the offices of the Department of Education and Training in Braamfontein.

In Cape Town, protesting teachers are expected to march to Parliament.

The DET said the protests would be illegal as Sadtu had made a legally binding undertaking not to proceed with the protest action.

The rival National Professional Teachers' Organisation of SA (Naptosa) said the action would not only harm the children but would ultimately also alienate protesting teachers from the community.

Naptosa president Leepile Taunyane said: "The time is long overdue for all with a stake and interest in education to leave no stone unturned in order to stop all senseless acts which inevitably result in disruption of schools and are detrimental to the learning process of the child."

In Diepkloof yesterday, high schools were deserted following disruptions in the area on Tuesday.

Several houses were damaged by fire when rampaging pupils stoned a petrol tanker which overturned and burst into flames.

Only a few pupils in the area, The Star observed, made their way to school in the morning and returned home shortly after 9 am.

Schooling in other parts of Soweto was normal.

The situation in Soweto schools has been tense in recent days following calls by the local Cosas branch committee for matric candidates to boycott the exam fee set by the DET.

This week there had been fears that Cosas would call a class boycott to back up their call for a boycott of DET exam fees, but most area committees of the student body were not aware of the move.



Members of Sadtu's Lenasia branch took to the streets with placards yesterday. But they later returned to classes shortly after the picketing. *Sowetan* 22/5/92 ~~321~~ Pic: LEN KUMALO

# Teachers heed protest call

**HUNDREDS** of teachers were reportedly arrested and schooling was disrupted yesterday as thousands heeded a two-day protest action call by the South African Democratic Teachers Union.

Sadtu said about 400 teachers were arrested while picketing outside the Springs regional office of the Department of Education and Training while their representatives were

**By PHANGISILE MTSHALI**

in a meeting with the regional director.

About 6 000 teachers demonstrated outside the DET's Johannesburg regional offices demanding a meeting with the director.

Most of the 66 black secondary schools in the Johannesburg region were disrupted by the action.

At least 282 primary schools were partially disrupted.

Lenasia teachers held an hour-long placard demonstration along six main routes at 7am.

They also held a one-hour chalk down to hold workshops on recognition and labour education.

In Cape Town, the police kept a watch on Sadtu members and their supporters who marched from District Six to Parliament.

Sadtu's arch-rival, the National Professional Teachers' Organisation of

South Africa, has criticised the action, calling it "a senseless act that disrupted education to the detriment of pupils".

Naptosa's president Mr Leepile Taunyane said his federation would not condone activities that were contrary to its principle of professionalism.

Sadtu dismissed Naptosa statement as an "opportunistic outburst".

The teachers' protest action is expected to continue today.

*Sowetan* 22/5/92

321

# De Beer steps in after hundreds of teachers march on parliament

# Pay problems sorted out

JOHN VILJOEN

Education Reporter

BLACK Education Minister Mr Sam de Beer says pay problems among Western Cape teachers have been resolved and should not recur.

Some teachers working for the Department of Education and Training had experienced problems with their salaries over the past few months, he said.

Measures had been taken to avoid their recurrence after detailed investigations of the problems.

One of these measures was to shorten ave-

nues of communication on salary problems. Teachers could now report in writing any salary-related problems directly to the personnel office.

Highest priority had been given to rectifying salary errors, Mr De Beer said.

His action followed a march of several hundred teachers to the gates of parliament to demand government recognition for the South African Democratic Teachers Union.

The union took action for two days on the theme: "Recognise, don't victimise".

After a midday march from District Six to parliament, teachers presented memoranda

for the coloured, black and national education departments to Dr Bernhard Louw, director-general of the Department of Education and Training.

Mr De Beer said later an error in the computer programme for a new salary system resulted in some teachers not getting their service bonus at the end of last month.

Some teachers were still owed salary adjustments for attaining further qualifications. These delays were sometimes caused by incomplete or late submissions of documents, he said.

Money owed to 18 teachers working in act-

ing capacities would be paid this month.

"I would like to make it quite clear that I expect that the salary of every staff member to be correctly and timeously paid.

"I have requested the director-general to take disciplinary steps against officials when they have been found responsible for any member of staff not being paid correctly and on time," Mr De Beer said.

Earlier this week Dr Louw warned teachers not to leave their classrooms to protest and said their action was in contempt of an agreement the union and the DET reached in the Pretoria Supreme Court.

## 15 sit-in students are denied food, blankets

JOHN VILJOEN

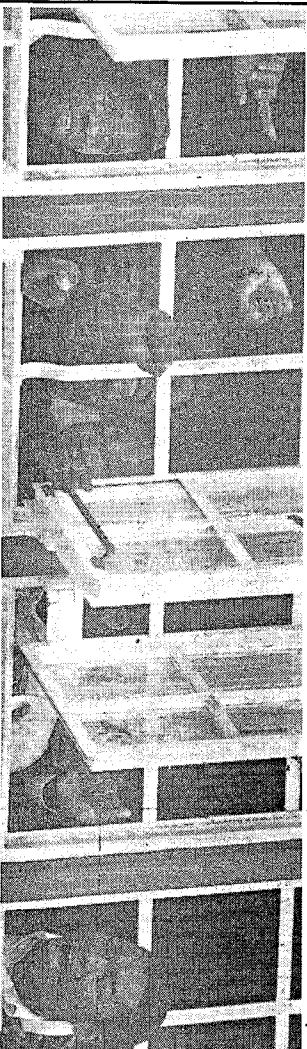
Education Reporter

FIFTEEN University of Cape Town students spent the night in the office of acting vice-chancellor Professor David Woods in protest at disciplinary charges against students arising from last year's campus strike.

The administration refused to allow students to take food and blankets to those in Professor Woods's office last night.

The students, members of the South Africa Students Congress, began the sit-in yesterday afternoon and their singing could be heard from outside the administration block this morning.

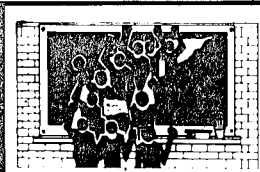
A SASSO member outside the building said his colleagues would stay in Professor Woods's office "for as long as it takes".



Picture: BRENTON GEACH. The Argus



# EDUCATION



## SADTU on Policy Issues: Putting Policy into Practice

New Nation  
(Learning Nation)  
22/5-28/5/92  
(32)



In the past few weeks we have looked at the process of education policy formulation. We looked at what the state and the mass movement are saying about education policy, and at some of the options which are being placed on the negotiating table. This week we will consider how education policy is put into practice.

### NEPI Proposal for a new System

In March this year, the Broederstroom National Educational Conference established 11 Principles which should shape a future education system. Many of these are similar to the key demands of People's Education which have been made since 1986. But the question remains - how do we turn these principles into reality? This is most important for teachers. For, whatever policy is decided upon, teachers will have to see to its implementation.

Let us use an example to show some of the many issues involved in putting policy into practice. A paper prepared for NEPI suggested the following possibilities for a new education system:

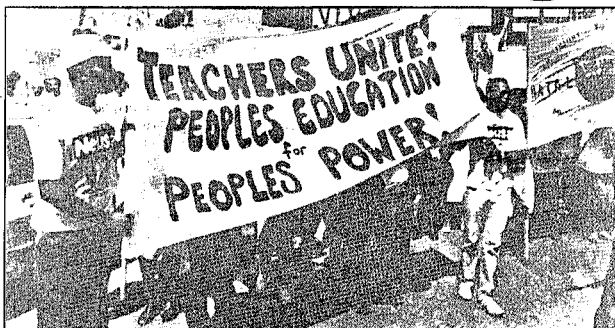
- There would be three phases
  - Primary (6 years)
  - Middle (3 years)
  - Secondary (3 years)
- Primary and Middle phases would offer a general, common curriculum and would be free and compulsory.
- The secondary phase would offer a specialised curriculum, and would neither be free nor compulsory.
- There would be a close relationship between formal and non-formal education sectors.
- There would be a network of "Education Advice Centres" to ensure that students were properly guided in their chosen course of study.

### Questions Which Arise when we try to put this System into Practice

This is just a basic summary of one proposal, but we can see that if it were to be accepted as policy, there would be numerous implications which we would have to address. The most important is that we are not beginning an education system. The new education system will have to start with what exists on the ground at present. Thus we must ask questions, such as:

- who will operate the Advice Centres, and how will those people be trained?
- What forms of certification will ensure a close link between formal and non-formal education?
- How will poor pupils with ability be funded in the secondary school phase?
- If we are going to introduce a new curriculum, do we have teachers ready to offer the subjects? And if we drop certain subjects (like Biblical Studies), what will happen to the teachers who teach those subjects at present?

**We have to prepare ourselves for policy change - it cannot just come about. But how do we do this?**



Only active teacher participation can ensure that policy is put into practice.

### Resistance to Change: A Major Factor which Stands in Our Way

Another NEPI paper has researched the process of educational change. This paper says that many people are going to insist that certain things about the present structure of education must remain. They call this strong tendency to resist too much change too soon, "the Principle of Continuity". The reason given for the principle is that change needs to take place while the system is still operating - like servicing a car while it is still driving down the road. The effect of this is that there are limits to what can be altered, and how soon. People who argue this often have a tendency to tinker with superficial aspects of the car, like the paintwork, while the engine is left untouched.

Of course we need to be creative in our thinking, and ask if a car is indeed the right vehicle in the first place, or whether we should be using a train, taxi or plane. If we do accept the car, we need to check whether we would not gain more in the long run by taking it off the road for a while, overhauling it completely, and then putting it back on the road. If not, it is possible that we will be moving down the road in a vehicle that has been deprived of proper attention for many years, and which will continue to breakdown on the road.

This continuity factor was noted by a delegation from the Education Policy Units at the Broederstroom Conference. The delegation, which toured the liberated Frontline States recently, had investigated the process of educational change. The people in the delegation learnt many important lessons. They learnt that the bureaucracy, such as the civil service, which African countries had inherited from the colonial regimes, acted as a major conservative force in education, and had been able to frustrate the people's attempts to change the system radically. This lesson can be seen in the case of a negotiated settlement such as in Namibia where the retention of the civil service was written into Resolution 435. We can be sure that De Klerk will be attempting to tie our hands in the same way, and we must be ready to fight this trick if we wish to see real changes to our education system.

### Strong Structures will Guarantee our Success

Other struggles in the world have shown that popular structures, well organised, will always beat a reactionary

force. South Africa is fortunate in that our long history of struggle has led to the development of strong union, civic, youth and student structures. These structures have a proud history of participation and democracy, and they will be the organs which will see the values of people's power carried forward into a post-apartheid era.

But, at the same time, we must acknowledge that the state has, through its own assaults on the people's organisations, become very clever in disrupting and dividing progressive forces. We see it in teacher politics, where the state is pouring resources into the development of reactionary teacher associations, and we see it in national politics. We need therefore to remain highly vigilant to avoid co-option and compromise; we must remain united and stand firm behind the principles and values we have established to ensure that these are carried forward into the future.

Structures like SADTU will therefore have to establish a two-fold process in educating its membership. One is to assist teachers to cope with the enormous problems they presently face on a daily basis - overcrowded classrooms, poor resources and so on. The other is to begin to prepare teachers for an unknown future - developing the skills and attitudes which will enable them to move easily into a new system. The closer together we can bring these processes the better, for it means that we will be determining the new system through the actions of our members. The actual experience of schooling, by teachers and pupils, has to be the written into every aspect of future education policy. In defining the principles, Broederstroom has established an endpoint. But it has also noted the disastrous state of education at the moment. Our urgent task is to take the education system from the present crisis into an effective system of democracy, growth and change. We know that this will only be achieved through effective organisation, and sustained commitment to a truly democratic South Africa free of all forms of discrimination.

This is the last in the series of articles produced by the REGIONAL EDUCATION COMMITTEE (REDCOM) OF SADTU (Southern Natal)

## Govt jobs deal angers teachers

THE Transvaal Teachers' Association and other provincial associations are angry that public service jobs were found for 6 000 "pen-pushing" employees of the discredited and now defunct Department of Development Aid, while 4 000 teachers are to lose their jobs from July. (321/92)

A spokesman for the TTA said alternative employment in government service could at least have been offered to the affected teachers. Government's priorities were questionable if 4 000 trained educators could be thrown out of their jobs while there was a crying need for teachers in the whole education system.

DP education spokesman Roger Burrows said the DP had called on Education and Culture Minister Piet Marais to ensure the continued employment of all the teachers involved in the retrenchment operation.

"The capacities in which the highly trained educators can be used are many and varied. It is scandalous they can be cut down in mid-career while bureaucratic pen-pushers from a discredited department are accommodated in alternative jobs".

Earlier this month Education and Cul-

GERALD REILLY

ture Minister Sam de Beer stressed "the tragedy" of so many skilled teachers being lost to the profession.

He indicated those who were interested could apply to his department for possible placement. A department spokesman was unable to say yesterday how many of the retrenched teachers had shown interest in the offer. 810am 26/5/92.

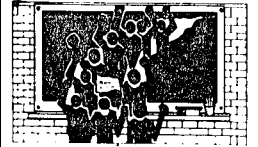
Meanwhile the TTA has circulated all teachers in the province on how to cope with the trauma of retrenchment and re-establish themselves in some other occupation. The TTA is also keeping a list of retrenched teachers looking for re-employment as teachers, possibly in private education institutions.

The number of Transvaal teachers to be retrenched is 2 300, according to the Education and Culture Department.

□ Meanwhile, Sapa reports that the Association of White Education Specialists of Education and Training said yesterday it dissociated itself from the "unacceptable" actions of the SA Democratic Teachers' Union in Cape Town and elsewhere.



# EDUCATION



## Education Policy Proposals: The Future of Schooling

New Nation Learning Nation 8/57-14/5/92



Over the last two weeks we looked at the broad field of restructuring education and training, and concluded that the entire process needed to be linked to programmes for the social and economic reconstruction of the nation. This confirms the often made statement that educational and political issues are inextricably linked.

This week we will focus more specifically on the formal education system, with particular attention on schooling.

### A New Education System? The State and NEPI

Attention is presently being given to the development of an appropriate education system for South Africa. The state has produced its Education Renewal Strategy (ERS) discussion documents (Parts 1 and 2), and the democratic forces are presently engaged in NEPI - the National Education Policy Investigation. The ERS has been produced in a glare of publicity, and has been condemned on most counts. The only redeeming feature is its stated commitment to non-racism, but this is countered by its strong emphasis on differentiated education. In this way it will serve to promote a class-based society, with present elites remaining largely unaffected. While it was presented as a discussion document, the State is already attempting to implement certain aspects of ERS - such as semi-privatisation of House of Assembly schools. The resolution of the Broedersroom Conference to demand the halting of unilateral restructuring in education is therefore an urgent matter.

By contrast, the National Education Policy Investigation is working in a less deterministic fashion, aiming to produce policy options which can then be discussed by the major stakeholders - the parents, teachers and pupils, as well as the broader interested community. This democratic approach is one of the core principles informing the ongoing work of NEPI, and the research is continually being discussed with relevant sectors and interest groups through consultative forums. This will ensure the overall direction of the project, as well as stimulating debate amongst the sectors from an early stage, so that when the final report is delivered later this year it will not be unknown to us.



The NEPI Research Group has called for free, compulsory, primary and middle school education

### NEPI: Where Do We As Teachers Come In?

Other principles guiding the NEPI project are those of equality, non-discrimination on grounds of race or gender, and redress of historical imbalances. The Editorial Group of NEPI is monitoring the work to ensure that researchers build these into the options being generated in each of the areas of education policy which have been identified. These areas include:

- Planning, Systems and Structure
- Administration and Control
- Curriculum (with a number of sub-groups here)
- Teacher education
- Language
- Early childhood education
- Adult education
- Human resource development
- Post secondary education
- Support services

Among these are some which are of particular concern to teachers, namely, the macro-policy issues (under Planning, Systems and Structure), issues of curriculum and that of teacher education. As the project nears completion, it is vital for teachers to consider the options which emerge, to debate them, and to put their collective weight behind the favoured option. Some emerging positions regarding each of these are presented here to enable such discussions to begin, but sectors are also urged to continue their work of policy formation as a parallel process. SADTU is planning to convene an Education Policy Conference later this year, at which we will attempt to refine the position regarding short and long term education policies. The Peoples' Education Conventions planned by the NECC for this year will also be a step towards the adoption of policy.

### NEPI Research Group: Planning, Systems and Structure

This group has done extensive work, ranging from a study of "how educational

change takes place" to issues relating to manpower needs. The research group has already come up with proposals along the following lines:

- The education structure is defined as the whole domain of education - including pre-school, as well as non-formal education and training.
- A preferred structure would be as follows:

Primary school	6 years	Free and compulsory, common curriculum
Middle school	3 years	Free and compulsory, common curriculum
Secondary school	3 years	Limited access. Neither free nor compulsory. Diversified curricula. State support for poor pupils

- In addition, an independent network of Education Support (and Resource) Centres are proposed, to provide Guidance, Counselling and other services to all learners in both formal and informal fields.
- State priorities in the short term should therefore be:

- compulsory primary and middle school for all
- assisted funding for children from poor families
- funding for non-formal and training sectors
- an effective national certification system
- establishing a network of Education Support Centres.

Some important comments that should be noted:

● Vocational and technical education is increasingly being shown to be ineffective in preparing children for the world of work. Even World Bank studies (which once favoured vocationalism) are now showing that a general education is a far better preparation for the adaptability and flexibility required in the modern world of work. Vocational education may well incorporate studies of "the world of work", the nature of production and the development of societies, but anything more specific will "trap" pupils in a particular work status, out of which they cannot emerge.

● Educational change is most effective when it is driven by a change in the system of certification. It is shown that establishing a desired "endpoint" will rapidly lead to the process being reshaped to meet that endpoint. Thus, by establishing a credible body to evaluate educational quality, changes would be made quickly to match the criteria of such a body.

### Conclusion

The above is a record of only two of the projects within one research group. There are many issues in these which need urgent attention; and there are many other matters arising from other research groups. An accessible summary of the reports is due to be produced shortly, and all sectors are urged to obtain these through their structures. These should be considered, debated and responded to, so that the final negotiating position can be clearly demarcated. What are our non-negotiables? What will we possibly consider negotiating?

NEPI is attempting to draw information from international experience which could help us in the reconstruction of South African education. It is up to us to ensure that the process is grounded in democracy, and serves the needs of the people. If we do not do so, we should not complain if the future of education looks just like the past.

Next week, we will present the final article in the series, which will consider putting policy into practice. We have learnt through struggle that we cannot wait for the day of liberation before we transform our schools and classrooms - indeed it is here that we must prepare the ground for that moment.

Written by the  
Regional Education  
Development Committee  
(REDCOM)  
of SADTU  
(Southern Natal)

### Teachers march for more

27 28/5/92  
ABOUT 100 public sector workers marched under a National Education Health and Allied Workers' Union banner to the Cape Provincial Administration offices yesterday to underscore their demands for pay increases across the board. (32)

**In the jungle**

About 60 000 teachers, it is claimed, took part in last week's two-day protest in an attempt to gain union recognition by 15 education authorities including the homelands. However, there are no indications that the protests have brought the issue any closer to resolution.

The action was instigated by the 40 000-member SA Democratic Teachers' Union (Sadtu), formed in October 1990 after three years of unity negotiations between 18 teacher unions. The action on Thursday and Friday included picketing, marches, demonstrations and rallies in various centres, in spite of a flurry of urgent State attempts to block them legally.

The action was planned to take place during lunchtime and after school hours, in order to minimise disruption of classes, but there were some cases where it began in the mornings. An irony is that the union, which according to national administrator Ron Naidoo has no political or union affiliations, admits that it is close to reaching agreement with at least five authorities. In some cases draft pacts are on the table.

But Sadtu general secretary Randall van den Heever says talks have stalled because the authorities want the union to forgo the right to public protest and mass action. "We're not prepared to do this at least until there is an accepted grievance procedure. We'd be tying our own hands if we agreed to anything less."

Another complication is that there are national negotiations in progress in tandem

cont - -A

with these individual bargaining forums, which should result in the emergence of a collective bargaining mechanism for teachers.

Van den Heever says, however, that this is likely to take at least a year to evolve.

Labour lawyer Chris Albertyn points out that though teachers don't at present have the right to strike, all workers have a legitimate right to collective bargaining and acceptable grievance procedures. "Whether teachers should have the right to strike is a thorny issue. I personally feel they should. However, it should be coupled with certain negotiated responsibilities which would apply even during industrial action.

**Teaching staff**

"These could cover limitations on the extent of the industrial action, such as agreements not to strike during the marking of exams, the maintenance of essential or skeleton services at schools, working-to-rule agreements, and even the rights of senior staff not to participate in industrial action."

Bernard Louw, head of the Department of Education & Training which runs black schooling, claims that though Sadtu members comprise only 10 000 (the union says 12 000) of its total 65 000 teaching staff, they are frequently responsible for disrupting education.

Teachers and principals who disagree with Sadtu frequently report attempts to intimidate them. But Louw concedes that there may be valid grounds for dissatisfaction, which the DET is prepared to investigate.

Teachers should not identify with actions which could harm children's education. But it seems that industrial relations pacts, incorporating bargaining, grievance, and responsibility agreements, are a reasonable aim. ■

# Teacher, beware thy crime so corporal

South 30/5-3/6/92

By Justin Pearce

"CRIMES" are committed daily by respected, educated professionals all over South Africa. These people are habitual "criminals" — they have committed the same "crime" regularly since the start of their professional careers.

Their "crimes" often take place in front of sizeable numbers of people, many of whom would have been victims of the same crime. Yet, neither the onlookers nor the victim will report the "crime". They are unaware of having any legal rights in such cases.

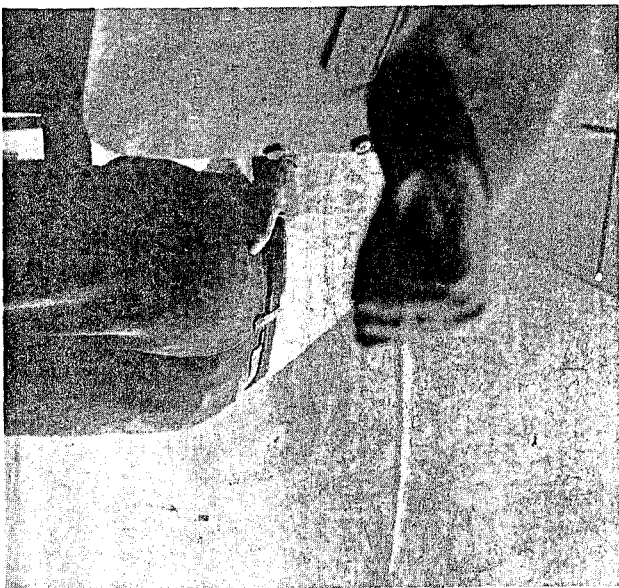
The "criminals" are, of course, teachers; their "crime", corporal punishment. Under South African legislation, corporal punishment is permitted only in a few situations.

## Corporal punishment

In a coloured school, only the principal may exercise corporal punishment. In a white school, the recipient of the punishment must be a boy, the beating must not take place in the presence of other pupils, and the offence must be serious to warrant corporal punishment.

In Indian schools, corporal punishment is not permitted at all.

Last year, SOUTHI reported about a 15-year-old girl at a coloured school who was beaten on the hand with a ruler for failing to answer a question correctly in a class-test. The girl had stitches in



**SIX: In some schools this familiar situation constitutes assault**  
Photo: Yunus Mohamed

her hand following a previous injury. The beating was inflicted on the existing wound, with the result that the stitches had to be replaced.

Quite apart from the medical implications, this act was illegal. Not only is beating unnecessary to maintain a disciplined learning

environment — it can be detrimental to the learning process, said Mr Terry Dowdall, senior lecturer in clinical psychology at UCT.

"Harsh corporal punishment turns children against a constructive involvement in learning. I have seen people who harbour deep anger years after leaving school, and who have been put off subjects in which they may have made a contribution."

## Psychological effects

"The long-term psychological effects of corporal punishment are obviously linked to the individual person, but there are circumstances in which it is damaging," Dowdall said.

South Africa is "out of step with the Western world" regarding corporal punishment, said Democratic Party MP Mr Tony Leon in parliament last week. While South Africa's claims of being part of the Western world are dubious at best, there is evidence which suggests the prevalence of corporal punishment in this country is linked to state repression and political violence.

"Corporal punishment creates a culture that is linked to an authoritarian society," Dowdall said. "A school is always a microcosm of a society, and a training ground for the people in that society."

"Corporal punishment creates a mentality where things are not resolved by debate, but backed by arbitrary violence."

Dowdall said a form of community service would be more appropriate for discipline at schools — pupils could for example clean up or do maintenance work.

"Presently, discipline is the exercise of arbitrary power, divorced from any sense of community."

The trend worldwide is away from corporal punishment, which was introduced to South African education from the British public school system.

In 1978, a test case in the European Court of Human Rights resulted in the decision that a caning amounted to a degrading punishment, and the practice was outlawed throughout Europe.

A recent report by the Department of Education and Culture (House of Assembly) states that "there is no doubt that legal action will be brought against the department as a test case when South Africa has adopted a charter of human rights."

## Barbaric

Responding to this report, Leon said: "It seems antiquated, barbaric and senseless for our educators to wait until a bill of rights is introduced, and then for a test case to be adjudicated, before taking the simple step of removing corporal punishment from our schools."

Changing the law is relatively easy. But there is no guarantee a change in the law will have any impact on the number of practices on

**DEPARTEMENT VAN LANDBOU-  
ONTWIKKELING****No. R. 1508****5 Junie 1992**

LOUISVALE-BESPROEINGSDISTRIK, AFDELING KENHARDT, KAAPPROVINSIE: WYSIGING VAN GRENSE INGEVOLGE ARTIKEL 76 (1) (c) VAN DIE WATERWET, 1956 (WET No. 54 VAN 1956)

Ek, André Isak van Niekerk, Minister van Landbou-ontwikkeling, wysig hierby kragtens artikel 76 (1) van die Waterwet, 1956, die grense van die Louisvale-besproeiingsdistrik, ingestel by Proklamasie 73 van 1918, soos volg:

- (a) Deur die insluiting van die restant van Gedeelte 19 en Gedeeltes 45 tot 48 van die plaas Keboes 37.
- (b) Deur die uitsluiting van die resterende gedeelte van Gedeelte 3 en Gedeeltes 25, 104, 191 tot 193 en 205 van die plaas Bethesda 38.

Die distrik staan steeds as die Louisvale-besproeiingsdistrik bekend.

**A. I. VAN NIEKERK,**

Minister van Landbou-ontwikkeling.

**DEPARTEMENT VAN ONDERWYS EN KULTUUR****No. R. 1511****5 Junie 1992**

DIE ONDERWYSORDONNANSIE, 1956  
(KAAP)

REGULASIES BETREFFENDE DIE OUDERDOMSGRENS VAN ONDERWYSERS VIR AFTREDE MET PENSIOEN

Die Minister van Onderwys en Kultuur het kragtens artikel 109 (6) van die Onderwysordonnansie, 1956 (Ordonnansie 20 van 1956) (KaaP), die regulasies in die Bylae uitgevaardig.

**BYLAE****Woordomskriving**

1. In hierdie Regulasies het 'n woord of uitdrukking waaraan in die Onderwysordonnansie, 1956 (Ordonnansie 20 van 1956) (KaaP), 'n betekenis geheg word, daardie betekenis.

**Ouderdomsgrens van onderwysers**

2. (1) Behoudens die bepalings van subregulasie (2) is die ouderdomsgrens van 'n onderwyser 65 jaar.

(2) 'n Onderwyser wat 'n bydraer is, moet, behoudens die bepalings van die Wet, op die eerste dag van die kalenderjaar wat volg op die kalenderjaar waarin hy die ouderdomsgrens bereik, met pensioen afgedank word: Met dien verstande dat so 'n onderwyser—

- (a) wat die ouderdom van 60 jaar bereik het, die reg het om op die eerste dag van die kalendermaand wat volg op die kalendermaand waarin 'n skoolkwartaal eindig, met pensioen af te tree mits hy die Departement minstens een kalenderkwartaal vooraf skriftelik kennis gee van sy voorneme om aldus af te tree;

**DEPARTMENT OF AGRICULTURAL  
DEVELOPMENT****No. R. 1508****5 Junie 1992**

LOUISVALE IRRIGATION DISTRICT, DIVISION OF KENHARDT, CAPE PROVINCE: AMENDMENT OF BOUNDARIES IN TERMS OF SECTION 76 (1) (c) OF THE WATER ACT, 1956 (ACT No. 54 OF 1956)

I, André Isak van Niekerk, Minister of Agricultural Development, hereby, in terms of section 76 (1) of the Water Act, 1956, amend the boundaries of the Louisvale Irrigation District, established by Proclamation 73 of 1918, as follows:

- (a) By the inclusion of the remainder of Portion 19 and Portions 45 to 48 of the farm Keboes 37.
- (b) By the exclusion of the remaining extent of Portion 3 and Portions 25, 104, 191 to 193 and 205 of the farm Bethesda 38.

The district shall still be known as the Louisvale Irrigation District.

**A. I. VAN NIEKERK,**

Minister of Agricultural Development.

**DEPARTMENT OF EDUCATION AND CULTURE****No. R. 1511****5 Junie 1992**

THE EDUCATION ORDINANCE, 1956  
(CAPE)

REGULATIONS RELATING TO THE AGE LIMIT OF  
TEACHERS FOR RETIREMENT ON PENSION

The Minister of Education and Culture has under section 109 (6) of the Education Ordinance, 1956 (Ordinance 20 of 1956) (Cape), made the regulations in the Schedule.

**SCHEDULE****Definition**

1. In these Regulations a word or expression to which a meaning has been assigned in the Education Ordinance, 1956 (Ordinance 20 of 1956) (Cape), shall have the meaning so assigned to it.

**Age limit of teachers**

2. (1) Subject to the provisions of subregulation (2) the age limit of a teacher shall be 65 years.

(2) A teacher who is a contributor shall, subject to the provisions of the Act, be retired on pension on the first day of the calendar year following the calendar year in which he attains the age limit: Provided that such a teacher—

- (a) who has attained the age of 60 years, shall have the right to retire on pension on the first day of the calendar month following the calendar month in which a school quarter terminates, provided he gives notice in writing to the Department at least one calendar quarter in advance, of his intention so to retire;

(b) wat onmiddellik voor die eerste dag van Julie 1973 die reg gehad het om voor bereiking van die ouderdom van 60 jaar met pensioen af te tree en wie se diens ononderbroke is, sodanige reg behoudens die bepalinge van subregulasie (3) behou; of

(c) wat onmiddellik voordat hy in die diens van die Departement aangestel word, 'n onderwysbetrekking onder enige Staatsdepartement in 'n permanente hoedanigheid beklee en ooreenkomstig 'n wet of ander bepaling wat sy diensvoorwaardes voorskryf, die reg het om voor bereiking van die ouderdom van 60 jaar met pensioen af te tree, sodanige reg behoudens die bepalinge van subregulasie (3) behou.

(3) 'n Onderwyser in paragraaf (b) of (c) van die voorbehoudsbepaling van subregulasie (2) genoem, moet die Departement minstens een kalenderkwartaal vooraf skriftelik kennis gee van sy voorneme om met pensioen af te tree en word met pensioen afgedank op die eerste dag van die kalendermaand wat volg op die kalendermaand waarin 'n skoolkwartaal eindig.

## DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1512

5 Junie 1992

### NATALSE ONDERWYSORDONNANSIE, 1969

#### WYSIGING VAN REGULASIES BETREFFENDE DIE DIENSVOORWAARDES VAN BLANKEONDERWYSERS IN STAATSKOLE EN PREPRIMÊRE SKOLE ONDER PROVINSIALE BEHEER

Die Minister van Onderwys en Kultuur het kragtens artikel 83 saamgelees met artikel 54 van die Natalse Onderwysordonnansie, 1969 (Ordonnansie 46 van 1969), die regulasies afgekondig by Provinsiale Kennisgewing No. 328 van 6 Julie 1972, gewysig soos uiteengesit in die Bylae.

#### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Provinsiale Kennisgewing No. 328 van 6 Julie 1972, soos gewysig by Provinsiale Kennisgewings Nos. 636 van 7 Desember 1972, 377 van 26 Junie 1975 en 739 van 18 Desember 1975.

2. Deel G van die Regulasies word hierby gewysig deur die volgende regulasie na regulasie G5 in te voeg:

#### "UITDIENSTREDINGSLEEFTEYE VAN ONDERWYSERS

G6. (1) In die geval van 'n onderwyser wat op 30 Junie 1973 lid van die Provinsiale en die Gebiedsdienspensioenfondse was en nie die keuse vermeld in artikel 6 (1) van die Provinsiale en die Gebiedsdienspensioenwet, 1969, gedoen het nie, is die uitdienstredingsleefteyd by bereiking waarvan so 'n onderwyser met pensioen afgedank moet word, die eerste dag van die jaar wat volg op die jaar waarin hy die ouderdom van 65 jaar bereik: Met dien verstande dat—

(a) sodanige onderwyser die reg het om af te tree voor die bereiking van sodanige ouderdom en na bereiking van die ouderdom van 60 jaar indien hy die Uitvoerende Direkteur minstens drie kalendermaande voor die dag waarop hy wil aftree skriftelik daarvan in kennis stel;

(b) who immediately prior to the first day of July 1973, had the right to retire on pension before attaining the age of 60 years and whose service has been uninterrupted, shall retain such right subject to the provisions of subregulation (3); or

(c) who immediately prior to his appointment to the service of the Department, occupies a teacher's post under any State Department in a permanent capacity, and in accordance with any law or other provision prescribing his conditions of service has the right to retire on pension before attaining the age of 60 years, shall retain such right subject to the provisions of subregulation (3).

(3) A teacher referred to in paragraph (b) or (c) of the proviso to subregulation (2), shall give notice in writing to the Department at least one calendar quarter in advance of his intention to retire on pension and shall be retired on pension on the first day of the calendar month following the calendar month in which a school quarter terminates.

## DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1512

5 June 1992

### NATAL EDUCATION ORDINANCE, 1969

#### AMENDMENT OF REGULATIONS GOVERNING THE CONDITIONS OF SERVICE OF WHITE TEACHERS IN GOVERNMENT SCHOOLS AND PROVINCIALLY CONTROLLED PRE-PRIMARY SCHOOLS

The Minister of Education and Culture has under section 83 read with section 54 of the Natal Education Ordinance, 1969 (Ordinance 46 of 1969), amended the regulations promulgated by Provincial Notice No. 328 of 6 July 1972, as set out in the Schedule.

#### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Provincial Notice No. 328 of 6 July 1972, as amended by Provincial Notices Nos. 636 of 7 December 1972, 377 of 26 June 1975 and 739 of 18 December 1975.

2. Part G of the Regulations is hereby amended by the insertion after regulation G5 of the following regulation:

#### "AGES FOR RETIREMENT OF TEACHERS

G6. (1) In the case of a teacher who was a member of the Provincial and the Territory Service Pension Fund as at 30 June 1973, and who has not made the election referred to in section 6 (1) of the Provincial and the Territory Service Pension Act, 1969, the age of retirement on the attainment of which such teacher shall be retired on pension, shall be the first day of the year succeeding the year in which he attains the age of 65 years: Provided that—

(a) such teacher shall have the right to retire at any time prior to the attainment of such age and after the attainment of the age of 60 years, on his giving written notification to the Executive Director at least three calendar months prior to the day on which he wishes to retire;

# The trends and myths of education's future

321

STAR 10/6/92

**THE LEGITIMATE** demands for parity in education mean that the high standard of white education will be difficult to sustain, according to Professor Graham Hall, rector of JCE.

In a keynote speech at a private-schools science conference at St Martin's Preparatory School this week, Professor Hall identified education trends for the future and set out to dispel what he said were myths. Society at large would have to lower its unrealistic educational expectations, he said.

What had to be realised was that white standards of education could not be sustained because resources and funds would be redistributed. There would have to be a reallocation of priorities.

Another myth was that education would continue to be largely segregated. The future education system would be based on parity.

Between the present and 1994/95, there would be major deliberations on education, he said, but already broad trends were emerging. These were:

- A single Ministry of Education.
- To prevent a bureaucratic organisation emerging, education would be devolved to nine or 10 smaller regions.
- Free, compulsory education in primary schools up to Grade 7 (the present Standard 5).

Professor Hall said it was debatable how long education would be free, but whites and blacks alike would have to accept that educating their children was going to cost between R1 000 and R2 000 a year per child after the compulsory, but

In a recent speech Johannesburg College of Education rector Graham Hall outlined future trends in South African education. ANITA ALLEN reports.

free, period.

● There would be a move towards more vocationally based education in a system which was formative and attempted to prepare children for life.

In this connection, pupils would demand a say in what was relevant. Their revolt against apartheid education had given them a sense of power and they would not give this up.

● Future education needs would be driven by financial considerations. The reality was that there would be considerably fewer funds to do considerably more. The biggest myth was that South Africa was a wealthy country, and the expectation that any future government could spend more on education was false, he said.

South Africa currently spent 5.8 percent of its gross national product on education, which made it one of the big spenders in world terms. This could rise to a maximum of 6 percent.

It was this reality which was the basis for present rationalisation programmes and the retrenchment of teachers in particular. This was a reflection of what the country could afford and not of what it needed.

Salaries formed about 80 percent of the bill of any educational institution and was a logical place to start cutting expenditure. Private schools, he said,

must not expect that government subsidies would continue.

● The future education system would have well-defined exit points — Grade 7, Grade 9 and Grade 12 (Stds 5, 7 and 10). Considering the entire population, it was estimated that 80 percent of pupils would leave at the Grade 7 exit point.

● The language issue had not been settled, he said. However, it appeared that the entrenched position of English and Afrikaans could change.

Primary schools would offer these languages as well as an African language. At the other end of the educational process, Grade 12 would require five subjects, instead of the present six, with only one language required.

Professor Hall said these and other important educational issues were contained in two discussion documents — the Educational Renewal Strategy Document, and a Curriculum Model for Education in South Africa.

Dealing with science education, Professor Hall said indications were that there would be an emphasis on science, technology and mathematics. This would be seen in the introduction of technology as a subject from Grade 1, which would concentrate on the application of scientific knowledge to improve the human condition.

Children would have to learn about the issues and problems of technology and how to compete in such a society. Professor Hall said the only way forward was to look at technology critically — "Drive it, don't let it drive you". □

suspect we are also joined by the party on the other side of the House. [Interjections.]

I want to point out that this is a most important environmental asset. It is a pristine river, the only one we have in the Peninsula that is protected, as I have said, from source to mouth, and it is essential that we maintain buffer areas along the river. That is what Zone C is. It is a buffer area.

It is essential that we protect the wetlands, some of which are in Zone C and others that are affected by Zone C.

It is so that the whole population of greater Cape Town in coming to use more and more areas like the Sterrenme River, the Silverme Valley and the wonderful heritage we have here. We have a responsibility in this House to ensure that those environmental gems are handed on. It is not just the responsibility of the people who elected us. It is a broader responsibility we have to all of the people of the Peninsula—all two and a half million of them—and to the people of South Africa as a whole.

I commend this case to the hon the Minister with confidence. I am sure he will not let South Africa down.

THE MINISTER: Mr. Chairman, the hon member for Wynberg put his case more correctly than he did with his interjection. It was the incorrectness of his statement that drew the aggression. If I am busy answering a question to the best of my ability, and somebody tells me by way of interjection that I am not answering, when I believe it is yet not completed my response, I believe it is unfair.

However, I want to say to the two hon members that I have certainly taken note of the messages which they seek to convey. Arguing the case for the environment and its sensitive areas as they have, I want them to know that we certainly take that to heart. However, I also appreciate—as the hon member indicated in his last response—that I am not in a position now to apply my mind to this matter.

Debate concluded.

## QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

## Rationalization of music centres at schools

\*1. Mr. A GERBER asked the Minister of Education and Culture:†

(1) Whether his Department has taken a decision on the possible rationalization of music centres at schools; if not, why not; if so,

(2) whether music teachers whose posts are abolished will be given the opportunity to retire on early pension; if not, why not; if so, what are the relevant details;

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

B719E

## THE MINISTER OF EDUCATION AND CULTURE:

(1) Only the Transvaal Education Department has a few music centres attached to specific schools and although a final decision has not been taken, some rationalization is under consideration;

(2) yes, they would enjoy all the benefits attached to the abolishment of posts as determined by the Education Affairs Act, Act 70 of 1968, read together with the stipulations of the Government Service Pension Act;

(3) no.

## College of Education for Further Training

\*2. Mr. A GERBER asked the Minister of Education and Culture:†

(1) (a) On what date, (b) in terms of what measures and (c) (i) at the request of and (ii) by whom was the College of Education for Further Training opened to all races;

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

B720E

## THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) 17 October 1991.

(b) authority delegated by the Minister to the rectors of colleges of education,

(c) (i) on the advice of the College Council,

(ii) the Rector of the College;

(2) no.

## Re-employment of retired teaching staff

\*3. Mr. L. LOUW asked the Minister of Education and Culture:†

(1) Whether it is his Department's policy to re-employ in an administrative capacity any teaching staff member who has accepted a retirement package; if not, why not; if so, why;

(2) whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, was employed at a regional office of his Department; if so,

(3) whether employees at this regional office had earlier been informed that no appointments would be made there; if so, why was the person concerned employed there;

(4) whether the prescribed procedure was followed before the post concerned was filled; if not, why not;

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

B744E

## THE MINISTER OF EDUCATION AND CULTURE:

(1) No, as it is policy to give persons benefit, the opportunity of following a career. In exceptional cases, however, for instance, if a suitable candidate is not available, the re-employment of somebody who has already accepted a retirement package, cannot entirely be ruled out;

(2) yes;

(3) no;

(4) yes.

Mr. R. M. BURROWS: Mr. Chairman, arising from the answer of the hon the Minister, can he indicate whether it is his intention to make regulatory commitments that the person who is receiving or is in receipt of an early retirement package shall not be employed in his Department for a three-year period after receiving such a package?

THE MINISTER: Mr. Chairman, I have not given attention to a definite period, but we have given some thought to it, even though we have not yet reached a final conclusion.

Mr. L. LOUW: Mr. Chairman, arising from the reply of the hon the Minister to paragraph (1) to which his answer was no, I want to ask whether this will also apply in the case where such a teaching staff member wants to return to teaching.

THE MINISTER: I gave a very clear reply to the question. The answer is no. I also put certain qualifications in respect of that. I think the hon member should study my reply properly, then it will be clear to him. I know he is thinking about a specific case. He is welcome to discuss it with me in my office.



Schulenburg, Arcadia and C F Vennmark, Lyntonwood Ridge. The donors are mainly countryside members of the Genealogical Society of South Africa. Researchers using the library of the HSRC are being requested to donate copies of information collected to the library of the HSRC.

The HSRC also receives copies of publications from the State Archives and the Master of the Supreme Court.

(2.3) The information for *South African Genealogical Registers* be edited and incorporated in the series. (Information that is not incorporated is kept in the family files.)

#### Academic hospitals: chairpersons of supervisory boards

286. Mr M J ELLIS asked The Minister of National Health:

(a) What are the names of the chairpersons of the supervisory board of each academic hospital and (b) what procedure is followed in the election or nomination of these chairpersons?

B713E

#### THE MINISTER OF NATIONAL HEALTH:

(a) Tygerberg Mr Carlo Loubser  
Groote Schuur Professor G Everingham  
Johannesburg Mr B B Humphris  
H F Verwoerd Mr C H H Scheepers  
King Edward VIII Dr T G Cleasby  
Gatankwa Advocate D D Mossop  
Universitas Dr J H Kruger

(b) The Minister of National Health appoints a chairman from members nominated by the relevant provincial administration and university.

Own Affairs:

#### College of Education for Further Training

69. Mr A GERBER asked The Minister of Education and Culture:

(1) Whether staff members of the College of Education for Further Training were consulted on the opening of this college to all races; if not, why not; if so, in what manner;

(2) whether they will be given the opportunity to retire on early pension; if not (a) why not and (b) in terms of what measures; if so, what are the relevant details;

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

B721E

#### THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the rector discussed the matter with all the members of the staff during a number of meetings and with the heads of department during meetings for heads of department;

(2) no.

(a) no posts were abolished.

(b) the relevant provisions of the Transitional Education Ordinance No 29 of 1953;

(3) no.

#### HOUSE OF ASSEMBLY

#### QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

#### Teachers' qualifications

281. Mr E W TRENT asked The Minister of Education and Training:

How many teachers at each school falling under his Department in the (a) Port Elizabeth and (b) Uitenhage metropolitan areas have (i) university degrees, (ii) three-year diplomas, (iii) senior certificates plus diplomas, (iv) qualifications lower than senior certificates plus diplomas and (v) qualifications lower than senior certificates?

B694E

#### THE MINISTER OF EDUCATION AND TRAINING:

School Names:	(i)	(ii)	(iii)	(iv)	(v)
(a) Emmafin Primary School	1	12	13	14	0
Lungisa Secondary School	8	10	16	1	0
Kwamagxaki Secondary School	5	16	27	1	0
Spenser Mabija Primary School	5	4	5	12	0
Sivuyiseni Primary School	2	7	2	23	0
Masakane Primary School	0	2	5	12	0
Kayser Ngwenya Primary School	0	0	0	17	0
Ebongweni Primary School	0	2	2	16	0
B J Myanda Primary School	0	4	4	13	0
W B Tshane Primary School	0	2	2	17	0
Ben Nani Primary School	0	4	4	12	0
Mzomitha Primary School	0	4	4	13	0
J K Zondi Primary School	0	4	4	11	0
K K Newuna Primary School	0	1	1	16	0
Sevie Primary School	0	2	2	15	0
Iltia Primary School	0	5	5	18	0
Phakama Primary School	0	0	0	22	0
Kwazakhele Secondary School	19	8	28	7	0
Aaron Gouda Primary School	0	10	10	5	0
Enkoseletweni Primary Farm School	0	0	0	2	0
Tamsanga Secondary School	13	12	27	1	0
Inkqubela Primary School	0	6	6	11	0
Matodlana Primary School	0	3	3	16	1
Ekikweni Primary School	0	2	2	14	0
Henry Ngema Primary School	0	1	2	18	0
Mzontsundu Secondary School	7	13	27	7	0
Masibambane Secondary School	8	15	20	12	0
Ilungeto Primary School	0	6	6	12	0
Engelteni Primary School	1	12	13	14	0
Nsamenwintundo Primary School	2	16	16	8	1
Douglas Mhopa Secondary School	16	23	35	1	0
Elundini Primary School	0	7	8	12	0
Mhoniwelo Primary School	0	34	34	16	0
Canzibe Primary School	0	10	11	15	0
Fumiskoma Primary School	0	11	11	15	0
Siyaphambili Primary School	2	13	16	10	0

# Teachers may retire sooner

(321)

CT 12/6/92

By BARRY STREEK

TEACHERS will soon have the option of retiring from the age of 50.

They will be able to exercise this option once draft legislation is tabled in Parliament next week.

Only permanent teachers who are members of the state pension fund and have at least 10 years of continuous service will have this choice.

Teachers who decide to leave the profession early will receive reduced pension benefits.

Chairman of the Ministers' Council in the House of Representatives Mr Jac Rabie said requests were received from various educational organisations for a more flexible approach regarding retirement age.

Mr Hennie Jansen, director of communication for the Department of Education and Culture, said yesterday said the retirement option would apply in all education departments.

He added: "It must, however, be stressed the draft legislation provides for early retirement as an option which teachers may exercise and is not compulsory."

## NEWS IN BRIEF

6/10/92 12/6/92  
New retirement age 321

TEACHERS will soon have the option of retiring from the age of 50, in terms of draft legislation to be tabled in Parliament next week. Permanent teachers who are members of the government pension fund and have at least 10 years' continuous service will be able to take advantage of the new dispensation. They will receive reduced pension benefits.

# Learning Nation



## The Need for Quality Teaching: Ideas from the SADTU Teachers' School

New Learning [12/16-18/6/92] (321)

The SADTU (Western Cape) Teachers' School was held in April 1992. It was the first of what is to be an annual event. The School was organised by a Subject Collective. SADTU will be launching Regional Subject Societies and a Curriculum Development Committee in the third term of 1992. The following is a shortened version of a speech made at the April Teachers' School.

### From the Heights of Struggle to the Depths of Model C Schools

Our struggles have challenged all aspects of education - but we have not won the demands of 1976. We have not in the past 16 years been able to achieve schooling for all. The implementation of the government's Education Renewal Strategy and the move towards Model C schools is making the achievement of the demands of 1976 even more remote. Model C places progressive teachers in serious trouble - we are an endangered species.

What would the future hold for teachers if the state gets its way? The scenario will be as follows: Teachers will be expected to sell themselves to the highest bidder. The idea of Model C schools is that only basic salaries will be paid by the state. All other things necessary for the life of the school will have to be provided by the community. In order to attract the best teachers, rich communities are sure to dangle perks in front of teachers. Given the economic situation in the country and the present salary structure, teachers will be drawn to "greener pastures". Let us look at "how green".

### in the Rich Schools....

Teachers, in the "safe green places" will have all the time they need, for it will be easy when the teacher-pupil ratio is 1 to 18! We will happily participate in extra-curricular activities: we will coach the cricket and soccer teams; organise the debating and wildlife society; rehearse the annual school play - why not? - the facilities will be readily available and teachers will be paid for all overtime. We will find it a most healthy

workplace and absenteeism should be low, especially if the Board of Trustees decides to honour you for full attendance. We will all be involved in study for certification for it will mean sure pay increases and promotions. We will be guaranteed an "expert" status supplemented by sizable monthly salaries.

### But, for the Majority of Teachers...

On the other side, in our barren schools, we have very few "green spaces". We have amongst us unconcerned teachers, teachers who chose teaching as a fourth or fifth career option when the more well-paid careers were unattainable; we have tired, demotivated, unhappy teachers who face tired, unhappy students. Teachers have lost the interest to teach, while students have lost the will to take responsibility for learning. We find that both cannot find each other in classrooms filled with 80 people. The school is deserted by teachers as soon as the bell goes, sometimes before. And, even if they wanted to stay, no real coaching could proceed without equipment. As it happens - no one is too interested - we are, of course, human and we often say: "there is life after and outside school". We certainly are not going to spend time preparing lessons - creativity is killed everyday by insurmountable problems and there's no one to talk to at school. This is all very familiar - yes? We can go on and on... Many schools are graveyards - sad, neglected places that no one is too keen to visit.

But, for the majority of us to scramble for and try to take the "green option" makes a mockery of the "red blood" of 1976, 1980 and 1985. For the majority of us, the privatisation of education planned for in the Model C schools and the Education Renewal Strategy of the government, is immoral and a clear

indication that the fight of 1976 is far from over.

### SADTU Teachers must set an Example

Those of us in SADTU have already found a way out. We're here! We've realised the need to organise ourselves into a union and to tackle our working conditions at the focal point - the classroom situation. We have admitted that we are tired, that we need to be energised - not only to experience personal growth, but also in order to tackle, in a critical and goal-directed approach, the education of our nation. What we therefore need is a new "Teacher Culture".

As teachers we need to reclaim the dignity and nobility of our labour. We need to ensure that our experience is recognised and implemented in a new education system. We must take back from so-called "experts" our role as initiators and developers of the curriculum.

We should begin to inspire each other and offer one another examples of a true learning and teaching spirit. This means asking questions. We must show an eagerness to support and share. We must refuse to turn a dead eye to sloppy classroom practice. We must reject the immoral shirking of our responsibilities. This also means that we have to stop hiding our skills and knowledge from one another - only displaying these skills during inspections and promotions! We need to ask ourselves simply, "Am I realising my full potential as a teacher?" As the hallmark of the **New Teachers' Culture** let us learn to do our jobs well. It should be a condition of service that all teachers, at regular intervals, have in-service training.

Let us take the "Back to School" campaign seriously in all its ramifications. Let us insist that all children have the right and the means to go to school. Let us ensure that we create the conditions in the classroom that make students want to come to school.

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We continue our series on Poetry. This week we look at how poems are influenced by social conditions.

#### Pg 15 ● Matric Literature

How do we identify different points of view when we read?

#### Pg 16 ● International Issues

We conclude our series on the Crisis of Development in Africa. Is there a way forward for our crisis-ridden continent? We look at the Transformation versus the Adjustment views.

#### Pg 17 NEW Skills

This week, we begin our new skills section in Learning Nation. Every week we will learn how to read and criticise a feature article. This week we teach the skills needed to help readers understand the article on Transformation and Adjustment.

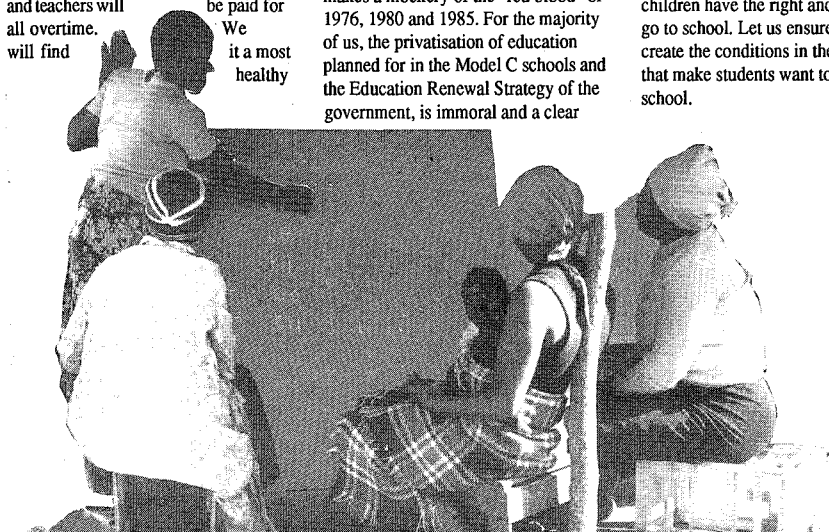
#### Pg 18 ● Build Your Organisation

This week: the role and functioning of the Executive Committee.

#### Pg 19 ● Matric History

The importance of understanding time when we examine the past

Learning Nation is published by New Nation and edited by SACHED TRUST, Tel: 333-9746



# Culture

## Poetry in its Social Context

last time, on the culture page, we looked at commentary or ways of speaking about poems. We are going to give more examples of commentary this week, but this time with an emphasis on the social context of poetry.

We have said before that there are some timeless themes that poets return to again and again, through the ages, and in all parts of the world. But, it is so generally agreed that poets write about the actual world that they live in, and that, in interpreting, or reading a poem, we can gain glimpses of that world. In other words, the poet's imagination cannot separate itself off from the political and social reality of a time or a place. The poems that follow will show us some of the ways in which a poet's social context can influence how he or she writes.

Excerpt from "I wandered lonely as a cloud" - by English poet William Wordsworth

*wandered lonely as a cloud  
that floats on high o'er vales and hills,  
when all at once I saw a crowd,  
host, of golden daffodils;  
beside the lake, beneath the trees,  
fluttering and dancing in the breeze*

Excerpt from "Crocodiles" - by South African poet Mzwakhe Mbuli

*How hard it is,  
write about slavery and not freedom,  
how hard and tormenting it is,  
to write about pain and not joy,  
when shall I write about daffodils?  
How can I write about the beauty of nature?  
When the ground is daily soaked  
with blood of the innocent*

The first poem was written around 200 years ago. Wordsworth belonged to a cultural movement called the Romantic movement, which developed at a time of great political change and social suffering in Europe. Romantic poets like Wordsworth believed that nature offered people strength and comfort in their suffering. Today, however, many poets believe that you are ignoring suffering if you write only about nature. Mbuli, for example is saying that it would be irresponsible for him to write about flowers. It would feel wrong. Instead he finds material for poetry in the suffering and the struggles of those around him.

Now look at the following two poems by Endre Ady and Wally Serote. What do you think links them? What makes them different?

Excerpt from "Echo of old Songs" by Hungarian poet Endre Ady

*damn, damn, damn.  
because I'm Hungarian, my life's tragic\* and absurd.\*  
(...)  
(Hungary) I hid you in myself, like a frightened prospect  
of decaying death, I hid you in my body - like the woods  
that cover last, diseased and dying things.  
...  
but now you flee to cluster upon cluster  
of furious black crowded skies.  
damn, damn, damn  
the Magyar curse is drilled like a well in me.  
...  
damn, damn, damn.  
All that's Hungary in my life is black and festering.*



Endre Ady

Excerpt from "Alexandra" by South African poet Wally Serote

*Were it possible to say,  
no other I have seen more beautiful mothers,  
most loving mother,  
and tell her there I will go,  
Alexandra, I would have long gone from you.  
...  
have seen people but I feel like I'm not one,  
Alexandra what are you doing to me?*

Elsewhere in the poem, he says that 'she' is a cruel mother, but also that he has no other mother and that he will accept her. In other words, he accepts the fact that he comes from Alexandra, even if it causes him pain. Ady, on the other hand is trying to show that he feels an anger that cannot be consoled or healed. He cannot free himself from the misery in his country. He talks about the Magyar (or Hungarian) curse, and says - 'All that's Hungary in my life is black and festering' The word 'festering' is usually used to describe a wound in the body that is getting worse and worse, maybe even beginning to rot.

Excerpt from "Through Every Moment" - by German poet Gottfried Benn

*Through every moment,  
through every word  
out of creation's wound  
the blood is poured,*

This poem was written by a Nazi supporter in the early 1930's. Nazis believed that they were building a new better type of society, based on discipline, order, respect for authority, and the racial superiority of the German people. Benn, together with other Nazis believed in eugenics - or the idea of breeding people in the same way as one breeds animals, in other words by eliminating or killing the weak, so that they will not have children.

This knowledge helps us to understand the poem, which we can now summarise like this: - because the new society will only emerge from blood and sacrifice, we must take joy in the process and see it as a whole.

We can see now that this seemingly harmless poem had a terrifying ideological function at the time. It was suggesting to people that mass-murder is not necessarily a crime.

Excerpt from "The Bad Merchants" by the Greek poet born in Mozambique, Demetrius Antoniou

*Father, we were simple men,  
we sold textiles\*  
and our souls were the textiles  
which no one bought.  
We didn't set the price by the edge,  
our measurements were precise, to the yard and the inch;  
we never sold remainders at half-price -  
that was our crime.  
(...)  
We only wanted a little niche\* in life:  
(...)  
Now by the same rule which we used  
judge Thou us. We have not expanded:  
Oh Father, we were poor merchants.*

This poem is about the death of a small-scale trader or merchant. The poet is putting himself in the place of the merchant's spirit. The spirit is standing before God. He feels guilty for having made his money from selling to the poor. He says that in the same way that he measured out cloth, he feels now that God is taking his measurement. What breathes life into this poem is clearly the difficult social position of those people who make their living sandwiched between rich businessmen (e.g. textile manufacturers) and poor workers or peasants. Marxist critics call a person in this position petit-bourgeois, and we can see from the poem that there is a particular quality to the way such a person thinks and suffers.

### • New words •

(...) - this means that part of the poem has been left out  
tragic - pointing towards an unhappy destiny/future which can never be overcome  
absurd - meaningless  
textiles - uncut cloth (from which we get the word clothes)  
niche - a little secure space

# When teachers fail th

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321

## SCHOOLS OF SHAME

When a child is not learning successfully, blame is seldom laid at the teacher's door. Invariably that is where it belongs. MARIKA SBOROS reports.

**Y**OU send your children to school to be educated in good faith. You don't expect that they will be abused by their teachers.

Yet many teachers betray children's trust and abuse them in ways that are as damaging as sexual or physical abuse, says a renowned American psychologist and expert in dyslexia.

And all because some children's brains process information differently from others.

Professor Roger Saunders, who has done pioneering work in the field for more than 30 years, is in South Africa to speak on the need to teach teachers to teach children appropriately.

He is convinced that academic abuse is rife in many countries, including South Africa.

Academically abused children show symptoms similar to sexually or physically abused children: depression, anxiety, behavioural problems. At school they may be labeled slow, disruptive, naughty, stupid, lazy, dreamers, or late developers, with a "short attention span".

## Self-esteem

The children may suffer overt abuse which includes corporal and other physical punishment, ridicule, humiliation and harassment.

The abuse may be subtle: a consistent but equally devastating and debilitating witting away of self-esteem by teachers who have an unerring instinct for honing in on what the child does wrong, rather than on what he or she can do right.

Red slashes and exasperated comments punctuate workbooks.

Some teachers take the line of least resistance and kick children out of the classroom into the corridor. Others withdraw sporting or other extra-mural opportunities in a vain attempt to force a child to learn, says Professor Saunders.

The resulting tragedy is that the children seek attention or ego fulfillment in negative experiences.

At best they hopelessly underachieve and become the class clown. At worst, they run the gamut from truancy to alcohol, drug abuse and other self-destructive behaviour.

Parents too, have suffered their share of abuse at the hands of education systems through the years.

"They have faithfully followed advice of teachers and specialists," says Professor Saunders. They have co-operated and their child has co-operated (at least in the early years of schooling) with well-meaning but often "lethal" advice from so-called specialists.

Expectations have risen and fall-

en with each academic report and each parent-teacher visit.

They have encouraged, and scolded, cajoled and berated, rewarded and punished. Finally, exhausted, they fall easily into the old trap of blaming the child for not learning.

Their anguish is communicated to the child and adds to his or her burden of guilt at failing to meet paren-

tal expectations.

Academic abuse is not easy to expose because it is not usually deliberate or personalised. Unlike the sexual or physical abuser, the academic abuser is rarely conscious of wilful wrongdoing, says Professor Saunders.

Educators who are caring, committed and honest professionals



## TOMORROW

The days of the can opener may soon be numbered.

# Teachers fail the first test

(321)



where it belongs. A teacher has a duty to teach each child appropriately, he says.

Academically abused children are victims of a system of teaching and learning that fails to recognise or respond to different learning styles.

Some children have blue eyes, others have brown eyes; some children, due to neurological differences in innate development, respond differently from others to conventional teaching methods.

These children may be just as intelligent as their peers, often more so, says Professor Saunders.

Teachers are the primary authority figure outside the home, viewed as trusted adults who have the answers. This perception is promoted by the school administration, which has its own interests to protect. The school, in turn, is reinforced by the "system" to which it belongs.

## Failure

Inexperienced or insecure teachers pose a special threat to the academically abused child. Their self-esteem depends on their pupils' success, and they may be quick to condemn youngsters who cannot learn by the method the teacher has been taught to use, he says.

They are unable to perceive or to accept that the child's lack of achievement is, in fact, a reflection of their failure to treat him or her appropriately. They may try to minimise or conceal a problem, in case it jeopardises their job, or is an obstacle to career advancement.

The problem is that in their days as students, teachers trusted professors who may not have properly prepared them to teach the "different learner", or to manage the special behavioural characteristics of language disabled children.

Even those teachers who have received some preparation for working with "different learners" may be hamstrung when it comes to applying their knowledge successfully. Overcrowded classrooms, inappropriately grouped classes and rigid administrators mitigate against creative excellence in teaching.

Professor Saunders hopes that as awareness grows of the need for flexibility in teaching methods, so will the number of fortunate children whose parents have received some help in understanding the neurological basis for a different learning style, as well as its academic consequences and manifestations.

They will be able to help their children face limitations of educational systems in which they find themselves and become "advocates" on behalf of their proper education.

each academic report and not-teacher visit.

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Educators who are caring, committed and honest professionals

would be shocked at his claim that they are abusers. Unfortunately, good intentions alone do not make good teachers.

"Educators are products of their own training, or lack of it," says Professor Saunders.

When a child is not learning successfully, blame is seldom laid at the teacher's door. Invariably that is

## Sadtu concerned

THE South African Democratic Teachers' Union has expressed concern about the way June 16 was honoured. *Sowetan 17/6/92*

"It is embarrassing and scandalous for the liberation movements to organise separate activities and over-emphasise their differences on such important days as June 16 and Sharpeville Day."

Sadtu regional secretary Mr MM Matomela said the organisation commended Transkei leader General Bantu Holomisa for declaring June 16 a public holiday. - Sapa. (321)



# Learning Nation

## SADTU: Teachers standing up for their rights

321

Learning N [New/N] 19/6-25/6/92

### SADTU's National Days Of Action: 21 and 22 May 1992

#### What was SADTU protesting about?

● On the 21st and 22nd of May, thousands of teachers all over South Africa demanded the recognition of SADTU on the basis of democratic Collective Bargaining rights. They also rejected the continuing legacies of Apartheid and authoritarianism which still manifests itself in education under the various ethnic departments.

The authorities response was to accuse SADTU of breaching faith with the DET, and of disrupting schoolchildrens education.

● The 2 day teachers protest was called because of the discrimination they suffer under the various departments of the DET. They realised that they had to do something about their plight as teachers. Nobody else would do it for them.

● The 2 day protest showed the DET that teachers are not prepared to play a secondary role in education when their rights are ruthlessly trampled upon. They cannot be expected to continue teaching as if nothing is wrong.

● SADTU believes that the conditions under which teachers teach, are the same conditions under which pupils learn. It is the teachers who put in the long, extra hours to ensure that pupils finally succeed in their examinations, and who work to ensure that students get good results. It is the teachers who make up for time which is lost for whatever reason in their classes. Teachers protested knowing full well that they will make up any time lost

The announcement by the South African Democratic Teachers' Union (SADTU) that teachers would embark on two days of national action on 21 and 22 May 1992 raised a fierce debate in the community about teachers' right to engage in mass action. Various people, from departmental officials to parent groupings, said that a teachers' strike is not in the interest of the education of the child. Although SADTU has often said that mass action by teachers does not necessarily imply a strike, this has done little to calm the fears of those who don't like trade union action on the part of teachers. We look at the reasons for the 2 day protest, and the struggles that SADTU is fighting.

### Unionism and professionalism

When SADTU was formed, the union was criticised by teachers who said that unionism and professionalism could not mix. However SADTU argue that their teachers union is linked to the movement towards the establishment of a democratic society in South Africa. SADTU's view is that we cannot talk about democracy whilst not supporting the struggles of workers wherever they may be found.

### Teachers have rights...

All workers in the labour field are fighting for improved working conditions and a living wage - factory workers, mine workers, public service employees, doctors, lawyers and journalists! So why can't teachers fight for improved conditions of service? The argument is used that teachers cannot use their rights and power as workers because they are teachers, and have a responsibility to their students. SADTU believes that it is wrong to use this argument. If the jobs of teachers in educating children is so important, why then are they being paid so little, and so unprofessionally treated?

"Teachers have been mistreated and exploited by government beaurocrats for far too long. Teachers in SADTU have decided to stand up and do something about their plight as workers and as educators of the nation - we

### Teachers need to fight racism

SADTU says that it is a problem that those teachers' organisations who argue that they are professionals, have up to now refused to break with South Africa's racist past and to participate in forming a unitary, non-racial structure. It almost seems as if

these organisations see the non-racialism in SADTU as unprofessional. SADTU sees this as a racist understanding. Furthermore, the fact that the government has recognised the National Professional Teachers Organisation of South Africa (NAPTOSA), whilst SADTU has been unable to gain recognition after a long struggle, shows clearly that the government is opposed to SADTU's position on non-racialism and trade union rights for teachers.

The two national days of action by SADTU

membership showed the government that teachers will stand up for themselves as professionals and as workers if their rights are being undermined.

The community needs to support teachers in their struggle. SADTU has the education of students at heart. But the union does not believe that the education crisis will be resolved by teachers and pupils merely being at school. If we wish to solve the crisis in education we need to transform the education system. SADTU's two days of action proved that its membership is prepared to move beyond empty words, and engage

## NOTICE TO ALL OUR READERS:

This is the last issue of **LEARNING NATION** in its present form. Look out for the new **LEARNING NATION** in a couple of months' time

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How poets understand the world we live in.

Learning Nation is published by New Nation and developed and edited by SACHED TRUST. SACHED generates the material through networking with service organisations, lobby groups and freelance writers. NEW NATION produces and distributes the

# Matric History

## History for Tomorrow's Classrooms

# Time in History

Last week we saw that historians are very concerned with the concept of time. And whereas we are more concerned with time in the **present** and the **future**, historians are far more concerned with **past time**.

This week we will look more closely at the historian's interest in past time.

## Historians and time

Historians **interpret** the role that men and women played in past time. To do this, historians study **sources the past has left behind**. They look back in time to try to understand, explain and describe **what** people did, **why** they did it that way and **what happened** as a result.

Historians are very interested in how things **change** over a period of time. They **measure change against time** and try to find the reasons for it.

## Time as a straight line

There are many different ways to understand time. Western historians use the **mathematical concept of time**. They assume that time runs in a **straight line** - a line of successive instants extending from a beginning to some infinite point in the future.

The idea that time runs in a straight line means the following things for historians:

\* Historians believe that all events in the past are **unique** and will never occur again. Events may have similarities, but they will never repeat themselves in exactly the same way.

\* Where there are gaps in the story of the past, the historian does not believe that nothing happened, but that we have simply **lost those parts of the story**. One of the major tasks of historians is to try to recover sources of information (written, pictorial, material or oral) which provide evidence of the lost parts of that story.

\* Historians try to find out what the **cause and effect** of an event is. In order to do this they must have a clear idea of time. They must know what happened **before and after** the event they are studying. Cause and effect have to fit into the **before-and-after time relationship**. For example, if we were studying the great miners' strike, and we said that one of its causes was the coming to power of Malan's National Party, we would be talking complete nonsense. The National Party came to power (1948) **after** the time of the strike (1946) and could therefore not possibly have been a cause of the strike!

Thus, putting events in **chronological** (or time) order is an important part of trying to understand the causes and effects of events.

## Measuring time

We saw last week that one of the units by which we measure time is the **year**. Let's get a clearer idea of some of the other ways historians measure time ...

\* In the western world most people count time from the birth of Jesus Christ. Any event is dated according to the number of years that it happened either before or after the birth of Christ.

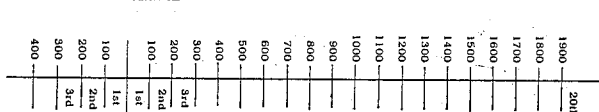
BC means before Christ and AD stands for 'Anno Domini', a Latin phrase which means 'in the year of the Lord'.

\* A **decade** is a period of ten years.

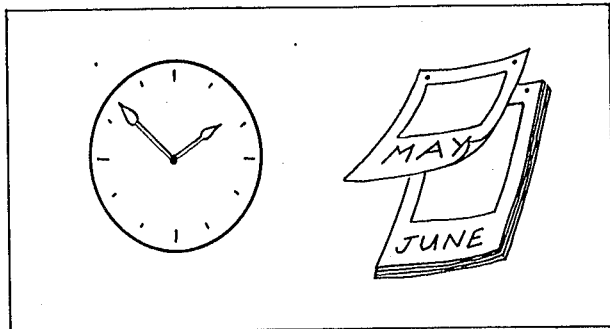
\* A **century** is a period of **one hundred years** and is usually measured from the birth of Christ. So for example, although it is **1992**, we're living in the **20th century AD**. In the year **2001**, the 21st century AD will begin.

Here is a timeline marked off in centuries:

BC Birth of Christ AD



\* A **centenary** is an event which is celebrated every **one hundred years**. So when we learn that the centenary of the so-called 'great' trek was held in 1938, we know that people were celebrating something which happened **one hundred years**



## Exercises

1. Here is a list of some of the ways in which we measure time. Fill in the units of time next to the list below:

- Time 24 hours ago \_\_\_\_\_
- Time over 7 days ago \_\_\_\_\_
- Time over 30 days ago \_\_\_\_\_
- Time over 365 days ago \_\_\_\_\_
- Time over 10 years ago \_\_\_\_\_
- Time over 100 years ago \_\_\_\_\_

2. Name the century in which the following events occurred:

- the 'great' trek \_\_\_\_\_
- the 1913 Land Act \_\_\_\_\_
- the unbanning of the ANC and the PAC \_\_\_\_\_

3. Write down any year in the following centuries:

- twentieth century \_\_\_\_\_
- nineteenth century \_\_\_\_\_

4. Give the meaning of the following words:

- centenary \_\_\_\_\_
- chronology \_\_\_\_\_

Next week we will look more closely at dates which are considered important in your matric history syllabus.

## Reference

Nisbet, J. et al (1984) **History Alive**, Shuter and Shooter, Pietermaritzburg.

## Check your answers

## Answers

- (a) a day (b) a week (c) a month (d) a year (e) a decade (f) a century
- (a) 19th (b) 20th (c) 20th
- (a) any year beginning with the number 19 (b) any year beginning with the number 18
- (a) the celebration of an event which happened 100 years previously (b) the arrangement of events in time order

## THE MINISTER OF LAW AND ORDER

- (1) No.  
After the inquest into the death of Mr Jacobs was concluded, the magistrate found that the death was due to a gunshot wound inflicted by an unknown person. At present there is insufficient evidence to charge a specific person for the murder.
- (2) No.
- (3) No.

## Own Affairs:

## Shortage of school hostel facilities:

## Orange Free State

11. Mr P J BERGMAN asked the Minister of Education and Culture:†

- (1) Whether he or his Department is taking any steps to make good the shortage of school hostel facilities in the Orange Free State; if not, why not; if so, what steps;
- (2) whether an increase in the establishment of informal hostels is being experienced in this province; if so, (a) why, (b) to what extent and (c) what steps his Department is taking in respect of the (i) transport costs of pupils living in such hostels and (ii) maintenance of hygienic standards at these hostels;

- (3) whether he or his Department has enquired of the Department of Education and Culture of the Administration: House of Assembly whether there are any alienated or unutilized hostel facilities in the Orange Free State; if not, why not; if so, whether he or his Department has made any attempts to acquire such facilities; if not, why not; if so, (a) what attempts and (b) with what result?

C32E

## THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. School hostels have been erected at Bloemfontein and Kroonstad.

## HOUSE OF REPRESENTATIVES

## THE MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 40. *(321)*  
(b) 1 January 1992. *(24)*
- (2) (a) Yes.  
(i) 1 January 1992.

(ii) The staff establishment of all colleges of education is reviewed annually, according to personnel provisioning scales, based on student figures as prescribed by the Commission for Administration.

- (b) Yes.  
(i) 1 January 1993.

(ii) The same as for (a)(ii) above.

- (3) (a) 90.

- (b) As yet the figure has not been determined.

- (4) (a) Yes. Students who fail are not excluded from re-admission to an education college. As a result of other disciplinary action against a student, however, re-admission of a candidate who failed cannot immediately take place in the year that follows but may be approved at a later stage.
- (b) If women students become pregnant between the time of selection of students and the time of joining the college, they will not be approved for teacher training. If a woman student has her studies interrupted in the first year because of pregnancy, she may be part of the first year quota of the following year.

(5) Year	(a) Students enrolled for final year	(b) Qualified teachers
1988	193	159
1989	185	161
1990	151	116
1991	144	131
1992	176	

Pupils who passed Standard 7: certain schools

18. Mr P T C NAPIER asked the Minister of Education and Culture: *(321)*

- (a) How many pupils passed Standard 7 at the (i) Dundee Primary School, (ii) Christened Primary School, Newcastle, (iii) Linn Hill Primary School, Ladysmith, (iv) Vryheid Primary School, (v) Utrecht Primary School and (vi) Floriston Primary School at the end of 1991 and (b) how many such pupils were attending the (i) Haythorne High School, (ii) Harding Senior Secondary School and (iii) Sunnyside Senior Secondary School as at the latest specified date in 1992 for which information is available?

C40E

## THE MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 25  
(ii) 23  
(iii) 28  
(iv) 24  
(v) 13  
(vi) 0. The curriculum extends up to and including Standard 5 only.
- (b) (i) 53  
(ii) 0  
(iii) 11.

## School hostel accommodation: Estcourt

19. Mr P T C NAPIER asked the Minister of Education and Culture: *(321)*

- (1) Whether any school hostel accommodation is available in Estcourt for pupils falling under his Department; if not, why not; if so, where;

- (2) whether any pupils will be accommodated there in 1993; if not, why not; if so, what are the relevant details;

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

C51E

## HOUSE OF REPRESENTATIVES

teur Athletic Federation for testing positive for steroids, at the stadium in New  
e US Olympic Games trials are being held.

Picture: AP

The release notes that marijuana is not a prohibi-  
ed substance — as far as sports bosses are co-  
cerned. — Sapa

# Teachers to receive 9,9% salary hike from July 1

Staff Reporter

TEACHERS at schools and colleges will receive general salary increases of almost 10% from July, the Minister of National Education, Mr Piet Marais, announced yesterday.

Mr Marais said in a statement that a general salary increase of 8.8% — with an additional 1.1% to provide for the salary backlog as at the end of June 1991 — had

been approved for educators at colleges and schools.

The overall increase of 9.9% puts teachers' salaries on a par with those of the rest of the public sector, according to the statement.

Mr Pieter Morkel, director of service conditions in the Department of National Education, said last night that in the case of universities and technikons subsidies would be increased to com-

pensate for the salary adjustment.

"In terms of the autonomy which these institutions (universities and technikons) enjoy, decisions regarding improvements in the employment benefits at those institutions, are the responsibility of the relevant councils.

"This salary adjustment will also eliminate the gender-based discrepancy which previously existed."

Bodies of  
drowned  
brothers  
recovered

Staff Reporter

THE bodies of two brothers who drowned while swimming at Mnandi Beach last week were spotted and brought ashore yesterday.

Family and friends of Mr Abdurahman Gaffoor, 24, and Mr Shouket Gaf-

## 3 THE NATION

### Boost for women teachers

The salaries of women teachers will soon be equal to those of their male colleagues, Deputy Director of the National Education Department Dr Rolf Stumph said yesterday. Dr Stumph said women's salaries would go up one notch in addition to the 9.9 percent increase both they and men were due to receive.

STUTZ . 23/6/92

(321)

## Teacher body welcomes 9,9% pay rise

Education Reporter

(32)

THE South African Teachers' Association has welcomed the 9,9 percent increase for teachers as a positive achievement in the economic circumstances.

The increase, announced by National Education Minister Mr Piet Marais at the week-

end, fell short of cost increases, Sata president Dr Malcom Venter said.

But he welcomed the attempt to correct the acknowledged backlog between educators and comparable qualified personnel in government service.

Had this backlog continued it

would have added to the uncertainty about teaching, Dr Venter said.

The implementation of the salary adjustment on July 1 and not later was important because of the reduction of staff in House of Assembly schools which took effect from August 1.

1973/6/192

## Equal pay for teachers soon

JOHANNESBURG. — The salaries of women teachers will soon be equal to those of their male colleagues, the deputy director of the National Education Department, Dr Rolf Stumph, said yesterday.

Dr Stumph said women's salaries would go up one notch in addition to the 9.9% increase both they and the men were due to receive.

This would not lead to an increase in school fees, he said.

Teachers' Federal Council chairman Mr Allan Powell said the announcement followed intensive negotiations. — Sapa

CT 13/6/92

■ THE Institute for a Democratic Alternative for South Africa (Idasa) Training Centre for Democracy is inviting applications from educators for a two-week winter school course from July 10 to 23. (321)

There are 50 places for practising teachers and specialist staff in teacher support agencies. The school aims to "encourage a culture of democracy" in education, and the programme combines personal enrichment for participants and practical applications of democracy in the classroom.

Inquiries should be directed to Vino Subramoney and Lafuno Nevhutalu at (011) 484-3694/7.

Winnipeg 206-21792



## EDUCATION

# 'W(h)ither the Curriculum' focus

By ERIC NAKI: East London

THE undemocratic manner in which the government introduced Model C status to white schools will feature prominently at the 104th conference of the white South African Teachers' Association (Sata), starting in East London today.

The estimated 250 delegates are also expected to focus on retrenchments resulting from the closure of a number of schools under the Department of National Education, a Sata statement said.

Some branches have indicated that a strong resolution may be taken on the matter. For instance, Sata's Cape Town branch has condemned retrenchments while the country is short of qualified teachers.

The issue of retrenchments will also feature prominently in panel discussions on Sata's relationships with the Teachers' Federal Council, the National Professional Teachers' Union and the predominantly black South African Democratic Teachers' Union.

The conference, entitled "W(h)ither the Curriculum", will also examine Aids education, working conditions for teachers, a language medium, outdoor education and strategies to cope with pupil-teacher ratios.

The conference is to be addressed by Professor David Freer, dean of education at the University of the Witwatersrand, who intends discussing various curriculum models that have been proposed for South Africa. — elnews

WITWATERSRAND UNIVERSITY OF TECHNOLOGY, JOHANNESBURG, SOUTH AFRICA

## EDUCATION BRIEFS

(321)

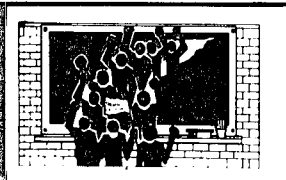
■ THE Department of National Education has promised female teachers salary parity with their male counterparts in the near future.

On Monday, DNE deputy director Rolf Stumpf said women's salaries would go up one notch in addition to the 9.9 percent increase both they and the men were due to receive. This would not lead to an increase in school fees, he said.

Because universities and technikons were autonomous, they could decide for themselves whether lecturers would receive the general increase or a higher one.

W. Mans 26/6 - 217/92

# EDUCATION



## SADTU's National Protest Action



New Nation (Learning) 29/5-4/6/92

(321)

Over the past few weeks, readers of Learning Nation have become acquainted with SADTU's struggle for recognition as a union.

SADTU has planned two days of action on 21 and 22 May to highlight the struggle that the union is waging for recognition. This article will look at the underlying reasons for SADTU's decision to embark on national action.

### The State will only Recognise SADTU on Apartheid terms

The DET and the DEC in the House of Representatives have accused SADTU of bad faith. The Departments say that they are ready to recognise our union, but that it is SADTU that is delaying the process by making unacceptable demands.

SADTU, in turn, is saying that the DET and the House of Representatives are only interested in recognising the union on the terms of these separate racial departments. The education departments want SADTU to accept a status in accordance with the Apartheid legislation presently applicable to all teachers. SADTU is demanding collective bargaining rights, but such rights are not provided for in the present laws.

### Grievance Procedures

SADTU is also demanding democratic grievance procedures. We know that, because no proper channels exist through which teachers can resolve grievances, teachers are forced to turn to more radical alternatives like marches and demonstrations. SADTU also believes that the absence of proper structures for resolving disputes gives the education departments the opportunity to victimise and intimidate teachers.

### SADTU Leaders Victimised

Two SADTU leaders, Cde Oupa Sebolai (Poitcheftroom) and Cde G.L. Lefuo (Botshabello) have been dismissed from their posts by the DET. SADTU believes that the DET has acted against these teachers because, as leaders in the community, they voiced the criticism of teachers against the DET.

In Gazankulu, Cde Chris Mashogo (a SADTU branch chairperson) was dismissed merely because he signed a list of grievances against the Department, along with other community leaders.

In Ciskei a major witch-hunt has been conducted against SADTU members, leading to the dismissal of SADTU members like Ronald Mbere. All attempts by SADTU to secure an appointment with the Chairman of the Council of State or his Education Minister have failed.

In Kwazulu SADTU is outlawed, and any teacher in the Kwazulu education department who is a member of SADTU faces dismissal.

### 'Sweetheart' Organisations encouraged

While this victimisation of SADTU continues unabated, the education departments of the state subtly support 'sweetheart' teacher organisations. These organisations, the Departments hope, will be less prepared to fight for their members than SADTU. SADTU has documents in its possession which clearly show that certain conservative teachers' organisations are receiving financial support from the education departments.

### Our Action will Also Highlight the Education Crisis

SADTU is also embarking on its days of action as a demonstration against the continuing crisis in education. Despite being in a period of political transition, the South African government continues to do just as they please in education. New school models are announced; new curriculum proposals are being implemented - without the involvement of democratic teachers' unions like SADTU.

### We Want Stop Order Facilities

The House of Representatives is still refusing to grant SADTU stop-order facilities, despite the fact that the union has met all conditions for that right. SADTU finds this situation totally unacceptable. The union is being blackmailed by the House of Representatives with the money of its own members.

The SADTU national protest is a way of showing our complete rejection of the authoritarian schemes of the Apartheid bureaucrats.

This article was prepared by:

The Sadtu National Office



112 Main Street  
Johannesburg



### SADTU PRESS STATEMENT

The South African Democratic Teachers' Union (SADTU), a national, non-racial union of 40 000 teachers, has called on its members to embark on two days of national action on 21 and 22 May 1992. On these two days teachers will first report to school to attend to their duties and thereafter embark on protest actions including pickets, marches and rallies.

This protest by teachers is precipitated by the following factors:

1. the victimisation of SADTU members by the various education departments;
2. the reluctance of the various education departments, the DET in particular, to recognise SADTU in terms of full democratic collective bargaining rights;
3. the inability of the present education departments to address the debilitating crisis in our schools effectively;
4. the callous continuation by the government of unilaterally restructuring education while being in a period of political transition;
5. the measly 8.8% salary increases with which the government endeavours to pacify hard-pressed teachers;

SADTU is particularly disturbed by their harassment suffered by Mr Oupa Sebolai (Chairperson - Western Transvaal Region) and Mr G.L. Lefuo (Chairperson - OFS Region) at the hands of the DET. Both have been dismissed for their participation in union activities.

In Lebowa, Ciskei and Kwazulu, SADTU members have suffered severe repression and victimisation.

As far as negotiations for recognition are concerned, the DET and other departments have resisted the allocation of democratic collective bargaining rights to SADTU. The Departments have, in fact, tried to stifle SADTU's democratic right to organise teachers by applying the restrictive clauses of Apartheid legislation to the recognition agreement presently being negotiated. In the meantime, when SADTU branches attempt to intervene on behalf of our members, they are officiously reminded by unsympathetic officials that SADTU is not recognised and does not have the status to represent its members.

SADTU has received numerous reports that some of the education departments are funding 'sweetheart' teacher organisations in an effort to counter SADTU.

SADTU is determined not to sacrifice the principles of democracy, non-racism and critical consciousness on which the Union has been founded. The Union is prepared to fight for the preservation of these values. We shall not succumb to the pressures by the Powers that Be to co-opt SADTU on the racist and discriminatory premises on which the present administrations in education are based.

# EDUCATION



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17 JULIE 1992



REPUBLIEK VAN SUID-AFRIKA

# STAATSKOERANT

## GOVERNMENT GAZETTE

FOR THE REPUBLIC OF SOUTH AFRICA

321

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Vol. 325

KAAPSTAD, 3 JULIE 1992

CAPE TOWN, 3 JULY 1992

No. 14096

KANTOOR VAN DIE STAATSPRESIDENT

STATE PRESIDENT'S OFFICE

No. 1789.

3 Julie 1992

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 106 van 1992: Tweede Wysigingswet op Onderwys en Opleiding, 1992.

No. 1789.

3 July 1992

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

No. 106 of 1992: Education and Training Second Amendment Act, 1992.

**ALGEMENE VERDUIDELIKENDE NOTA:**

Woorde met 'n volstreep daaronder, dui invoegings in bestaande verordenings aan.

**WET**

Tot wysiging van die Wet op Onderwys en Opleiding, 1979, ten einde die uitdienstreding van sekere opvoeders verder te reël; en om voorsiening te maak vir aangeleenthede wat daarmee in verband staan.

(Engelse teks deur die Staatspresident geteken.)  
(Goedgekeur op 18 Junie 1992.)

**D**AAR WORD BEPAAL deur die Staatspresident en die Parlement van die Republiek van Suid-Afrika, soos volg:—

**Wysiging van artikel 13 van Wet 90 van 1979, soos gewysig deur artikel 5 van Wet 52 van 1980**

1. Artikel 13 van die Wet op Onderwys en Opleiding, 1979, word hierby gewysig 5  
deur die volgende subartikel by te voeg:

“(7) Ondanks die bepalinge van subartikel (6), of andersluidende bepalinge van die een of ander wet, word die dienste van 'n opvoeder by 'n Staatsondersteunde skool wat—

(a) permanent in diens is in 'n pos ten opsigte waarvan 'n subsidie deur die Staat betaal word; 10

(b) lid is van die Regeringsdienspensioenfonds ingestel by artikel 3 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), of van die Pensioenfonds vir Tydelike Werknemers ingestel by artikel 3 van die Wet op die Pensioenfonds vir Tydelike Werknemers, 1979 (Wet No. 75 15  
van 1979); en

(c) minstens 10 jaar aaneenlopende pensioengewende diens voltooi het, geag deur die bestuursliggaam beëindig te wees te eniger tyd nadat hy die ouderdom van 50 jaar bereik het, mits sodanige opvoeder die betrokke bestuursliggaam minstens drie kalendermaande skriftelik kennis gee van sy 20  
voorneme om met pensioen uit diens te tree.”.

**Wysiging van artikel 21 van Wet 90 van 1979, soos gewysig deur artikel 9 van Wet 52 van 1980 en artikel 9 van Wet 95 van 1987**

2. Artikel 21 van die Wet op Onderwys en Opleiding, 1979, word hierby gewysig 25  
deur die volgende subartikel by te voeg:

“(8) Ondanks die bepalinge van subartikel (7), of andersluidende bepalinge van die een of ander wet, word die dienste van 'n opvoeder by 'n openbare skool of by 'n kantoor wat—

(a) in 'n vaste hoedanigheid aangestel is; 30

(b) lid is van die Regeringsdienspensioenfonds ingestel by artikel 3 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), of van die Pensioenfonds vir Tydelike Werknemers ingestel by artikel 3 van die Wet op die Pensioenfonds vir Tydelike Werknemers, 1979 (Wet No. 75  
van 1979); en

**GENERAL EXPLANATORY NOTE:**

Words underlined with a solid line indicate insertions in existing enactments.

# ACT

To amend the Education and Training Act, 1979, so as to further regulate the retirement of certain educators; and to provide for matters connected therewith.

*(English text signed by the State President.)  
(Assented to 18 June 1992.)*

**B**E IT ENACTED by the State President and the Parliament of the Republic of South Africa, as follows:—

**Amendment of section 13 of Act 90 of 1979, as amended by section 5 of Act 52 of 1980**

5 1. Section 13 of the Education and Training Act, 1979, is hereby amended by the addition of the following subsection:

“(7) Notwithstanding the provisions of subsection (6), or anything to the contrary in any other law contained, the services of an educator at a State-aided school who—

- 10 (a) is employed in a permanent capacity in a post in respect of which a subsidy is paid by the State;
- (b) is a member of the Government Service Pension Fund established by section 3 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), or of the Temporary Employees Pension Fund established by
- 15 section 3 of the Temporary Employees Pension Fund Act, 1979 (Act No. 75 of 1979); and
- (c) has completed at least 10 years' continuous pensionable service, shall be deemed to have been terminated by the governing body at any time after he reaches the age of 50 years, provided that such educator shall give
- 20 at least three calendar months' written notice of his intention to retire on pension to the governing body concerned.”.

**Amendment of section 21 of Act 90 of 1979, as amended by section 9 of Act 52 of 1980 and section 9 of Act 95 of 1987**

2. Section 21 of the Education and Training Act, 1979, is hereby amended by 25 the addition of the following subsection:

“(8) Notwithstanding the provisions of subsection (7), or anything to the contrary in any other law contained, the services of an educator at a public school or at an office who—

- (a) is appointed in a permanent capacity;
- 30 (b) is a member of the Government Service Pension Fund established by section 3 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), or of the Temporary Employees Pension Fund established by section 3 of the Temporary Employees Pension Fund Act, 1979 (Act No. 75 of 1979); and

(c) minstens 10 jaar aaneenlopende pensioengewende diens voltooi het, geag deur die Departement beëindig te wees te eniger tyd nadat hy die ouderdom van 50 jaar bereik het, mits sodanige opvoeder die Departement minstens drie kalendermaande skriftelik kennis gee van sy voorneme om met pensioen uit diens te tree.”.

5

**Kort titel en inwerkingtreding**

3. Hierdie Wet heet die Tweede Wysigingswetsontwerp op Onderwys en Opleiding, 1992, en tree in werking op dieselfde datum as artikel 1(b) en (d) van die Wysigingswet op Onderwys en Opleiding, 1992 (Wet No. 55 van 1992).



EDUCATION AND TRAINING SECOND AMENDMENT  
ACT, 1992

Act No. 106, 1992

- (c) has completed at least 10 years' continuous pensionable service, shall be deemed to have been terminated by the Department at any time after he reaches the age of 50 years, provided that such educator shall give at least three calendar months' written notice of his intention to retire on pension to the Department."

5

**Short title and commencement**

3. This Act shall be called the Education and Training Second Amendment Bill, 1992, and shall come into operation on the same date as section (1)(a) and (c) of the Education and Training Amendment Act, 1992 (Act No. 55 of 1992).

# Focus on achieving a unitary education system - Sonat

New Nation (African Focus)

317-977192

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**T**HE Society of Natol Teachers (Sonat) has challenged the community to focus on how to achieve a unitary and democratic future education system.

The challenge was made by Sonat president Green Thompson during the 50th annual conference under the theme 'Freedom and Responsibility', held in Durban at the weekend.

He said teachers, parents, students and organised communities have to decide if they are pro-active and participative in the struggle against forces which enforce class, race and gender inequalities in schooling.

Parents, he said, should be committed to the development of an education culture which needed him/her to strive for the best - to unlock the full potential of the child.

He urged parents to participate in fund raising, sporting and extra-curricular programmes for school improvement and for the development of human and material resources - the responsibility and housekeeping of ground, equipment and buildings. Turning to students, he said they

should take part in school improvement projects like literacy, art and cultural workshops and leadership dynamics. He also urged them to encourage the development of independent thinking, discussion and reading.

Suggesting that parents visit schools, he said: "Such visits make possible the meeting and the sharing of ideas and give dimension to open days and evenings and afford meaningful scope to Parents Teachers Students Associations (PTSA).

## Successes

"Parents and teachers get to know the problems, the frowns, the successes and the smiles which are pertinent in educating", he said. He also urged parents to volunteer for school work.

Thompson also appealed to teachers to improve their skills and their calibre by making full use of teaching programmes, seminars and workshops offered by different organisations to broaden their scenes of teaching.

"Keep up the teaching spirit. Fight against giving in under the weight of the overload and insufficient time off for study improvement. Do not let the

pyramidal syllabus and curriculum content wear you down," he said.

He blamed the continuing education crisis and violence in the township schools on the government.

"This is a legacy of apartheid. The poor authority response in solving the education crisis does not weaken the position taken by the black majority. Racist discrimination and insensitivity brought bitter dissatisfaction and painful disruptions to education and to life," Thompson explained.

He said there was a massive and expensive bureaucracy running education and the country which included 14 education departments, 11 presidents, prime ministers and chief ministers, who in the end, are costly to maintain.

"We are told the 'no money story'. The consequences are well known, that there is, teacher retrenchment, inadequate monetary allocation to buy school books and equipment, poor libraries and insufficient attention to school repairs, renovation and painting," Thompson added.

# Teachers deplore change in Model C

Teachers this week deplored the "hasty and undemocratic" manner in which the change to Model C had been effected in white schools.

This was during the 104th conference of the SA Teachers' Association (Sata) held at East London. Delegates also urged the government to move forward and introduce a unitary education system in South Africa.

The government came under scathing attack for not supplying information on the Model C option before bringing it to schools. Delegates argued school management committees had problems in making informed decisions on the issue, as it was introduced in a hasty manner and with insufficient information.

"This haste has caught us off-guard," said one delegate. He said the government could have at least provided such information to principals in good time and issued press releases.

"Under the system the morale in the classroom is that of confusion. It has caused a lot of unhappiness and uncertainty in the teaching profession," he said.

## New Ncds Appls Forum Conference 37-9/1/92

The motion was accepted by a large majority of more than 300 delegates to the conference.

On the issue of a unitary education system, delegates said they believed it was important, in view of current political and economic events, for

the central government to make a speedy move to one education for all. (S2) (S3)

They said the present education set-up was problematic and difficult to co-ordinate.

Teachers also unanimously accepted a motion reaffirming the principle of filling any teaching post by the most suitable candidate, irrespective of race, gender or ethnicity. (S2) (S3)

In another motion accepted by a large majority, the conference requested the government to commission research aimed at furnishing practical guidelines regarding the most effective ways of assessing, placing, and providing for pupils from widely divergent cultural and linguistic backgrounds within the same school.

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# Lebowa rejects Sadtu's recognition bid

The Lebowa Legislative Assembly has decided not to recognise the South African Democratic Teachers Union (Sadtu), which represents over 5 000 teachers in the homeland.

To tighten the grip on Sadtu, which represents over 40 000 members countrywide, the homeland went further to bar everyone, including its cabinet ministers, from challenging the assembly's decision.

Seshego member of parliament (MP), I Moloko, proposed the banning after disclosing that Sadtu was canvassing for membership in the whole of South Africa and that it should not be given statutory recognition in terms of the Lebowa Public Service Act No 2 of 1992 and Lebowa Education Act No 6 of 1978, which do not provide for teachers to belong to trade unions. Moloko's motion was seconded by James Mphahlele of Thabamopo.

Reacting to the Lebowa authority's move, Sadtu spokesperson Randall van der Heever said his union would continue representing more than 5 000 teachers in Lebowa.

"We have requested an interview with the Lebowa government on the question of the recognition of Sadtu as well as the victimisation that teachers suffer in Lebowa," said Randall.

*New Nation*

Union 3/71-9/7192



Randall van der Heever, Sadtu

He added that his union and the Lebowa government had reached an agreement in respect of problems pertaining to various teachers employed by the Lebowa government on September 23, 1991.

A Sadtu delegation held "very productive" meetings with the department in March this year about the formal recognition of the union, he said.

"We therefore have no reason to doubt that our fourth meeting with the Lebowa government will be as productive as meetings held in the past," he said.

Meanwhile, the Namagale Sadtu branch, Congress of South African Students (Cosas) and the Pan Africanist Students Organisation (Paso) announced that they had declared war against the Lebowa education department for dismissing several teachers.

A number of teachers have already been dismissed for allegedly associating with political structures and trade unions.

Local Sadtu activists said mass action, which would include sit-ins involving teachers and students at various schools, was being contemplated to place pressure on the homeland authorities to recognise the universal principle of freedom of association.

The spokesperson added that the date for mass action would be released soon after plans had been finalised.

# That's the road to take, girl

STAR 8/11/92

## ROLE REVERSAL

Schools need to teach young girls to go out into a changed adult world, and young boys that women can be leaders and men can do household chores. MPINE QAKISA reports.

IF women are to move up in the world, into positions of power, they need to be pointed in the right direction during their early days. Schools, through their teachers, play an important role in socialization of children, occupational choice and eventual levels of achievement.

Teachers need to be aware of their classroom attitudes, says Unisa education lecturer, Dr Eleanor Lemmer, because "a child lives up to a teacher's expectations".

Dr Lemmer spoke on gender in the classroom and how education affects girls and their future as wage earners, at a public lecture at Unisa recently.

Teachers are ideally placed to point young girls in the right direction, because they exercise one of the most important influences in a

young child's life, she says. "What the child learns is what the teacher teaches."

In all societies, at all times, says Dr Lemmer, the education of girls and women has been of less importance, in spite of the increasing numbers of women in the workplace and in the classroom.

International surveys have shown that women remain concentrated in the traditional female occupations, they are paid less than men and they are less likely to be promoted, and they remain under-represented in positions of management and leadership.

She attributes this problem to the "hidden or unintentional curriculum" to which young girls are subjected in the classroom.

When a teacher tells a girl in a class not to fight back because it is

not ladylike, she is merely "doing her job", training a girl to behave like a lady, says Dr Lemmer.

And when the same teacher tells a crying boy in a class that: "Boys don't cry, boys are brave, they should go out and shout back and fight back", she is also "doing her job".

A teacher may not even be aware that she is teaching a boy or giving him permission, "to confront, to argue, to shout and to pound his fist" if that is what he has to do to get what he wants.

Because children are taught in co-education classrooms, it is often assumed that they are treated alike, she says.

Unintentional teaching and learning about sex roles is found in educational materials and media as

well. Masculine toys often are complex, active, social, and encourage spatial, mathematical and scientific experiments, whereas feminine toys are more passive and encourage solitary play.

In textbooks used in primary schools, a female is portrayed as a mother, a housewife, a nurse, a teacher or even a witch.

Such learning materials teach girls that "in any case, women are going to be married one day and they don't need a job", she says. That is why girls are taught to be "calm, co-operative, sensitive but less independent".

A study in which teachers were asked to make recommendations about the children's careers, based on the identical information on the report cards that had a boy's name

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well. Masculine toys often are complex, active, social, and encourage spatial, mathematical and scientific experiments, whereas feminine toys are more passive and encourage solitary play.

In textbooks used in primary schools, a female is portrayed as a mother, a housewife, a nurse, a teacher or even a witch.

Such learning materials teach girls that "in many cases, women are going to be married one day and they don't need a job," she says.

That is why girls are taught to be "calm, co-operative, submissive but less independent."

A study in which teachers were asked to make recommendations about the children's career aspirations on the identical information for the report cards found that, in all cases, the girls that had a boy's name

on it were given challenging and prestigious career recommendations.

Teachers also tend unwittingly to treat children differently.

They spend about two-thirds more time talking to boys than girls because boys demand more attention in class.

"Girls are encouraged to seek attention by being patient and therefor become a faceless bunch about whom less personal detail is known. Boys are naughty but essentially intelligent, and are given more attention in the form of rewards and even punishments. Their failures are seen as lack of effort rather than lack of skill."

Girls, on the other hand, are often rewarded for conforming behaviour rather than for ability, says Dr Lemmer.

## Agents

Teachers are important adult role models, says Dr Lemmer. In virtually all Western countries the majority of teachers are female, major-school managers and principals are male. This teaches a child that women teach, men control.

Dr Lemmer says she is aware that teachers reflect the general society, but they are also agents of change.

Equality of opportunity for girls cannot be measured in terms of access to schooling but processes of schooling as well," she says.

Schools need to teach young girls to go out into a changed adult world and teach young boys that women can be leaders and men can do household chores.



Aiming for the skies . . . the process of schooling is vital to establish equality of opportunity for young girls going into adulthood.

# 1 363 teachers may lose jobs

(321)

CT 10/7/92

By IVOR CREWS

MORE than 1 300 Cape teachers could lose their jobs from August 1 when new staffing scales come into effect, the Cape Education Department said yesterday.

The new scales could lead to as many as 1 363 Cape teachers losing their jobs before the end of the year.

Director of communications for the CED Dr Orland Firmani said: "It's a provisional figure at this stage, as the circumstances in individual schools under the CED could change, and fewer posts could have to be abolished by the end of the year."

The CED determined only how many posts had to go and when. The decision on which posts had to be abolished would be taken by the schools' governing bodies, he said.

## New staff scales from August

Dr Firmani said that every year there were teachers who qualified for retirement, some whose temporary positions expired and others who resigned because of other commitments and for personal reasons.

"Because this group leaves the system in a natural way, less teachers will have to be retrenched," he said.

Since the instalment of Model C schools was approved earlier this year it has been estimated that 11 000 teachers nationally could lose their posts, according to a statement issued by the Department of Education and Culture, House of Assembly.

But if all schools accepted Model C, only 4 000 teachers would have to be retrenched, the statement said.

Altogether 639 schools in the Cape have accepted Model C, 34 have accepted the status quo, while eight chose Model B.

Teachers due to be retrenched at the end of July because of the new scale were notified in April and would receive benefits according to their existing conditions of service, Dr Firmani said.

Some schools would not have to abolish any posts because they were operating under quota, he said.

# Police warn TPA of landmines on proposed sites for squatters

*B10 day 10/1/92*  
POLICE have warned the TPA that there could be landmines on sites in the north-west Rand earmarked for the relocation of the Zevenfontein squatters, TPA officials said yesterday.

TPA deputy director-general of community development Len Dekker said at a news briefing yesterday the TPA was prepared for a showdown.

The police warning of landmines indicated the level of "radicalism" the TPA was up against in its plans to move the squatters to sites at Nietgedacht and Diepsloot West, he said.

Dekker said he and other TPA officials had received threatening phone calls.

He said landmines and radical actions, such as Nietgedacht and Diepsloot residents' picket outside JCI offices in central Johannesburg earlier this week, would not solve the problem.

Dekker rejected residents' claims that JCI had used the TPA to protect its investment at the exclusive Dainfern Country Club on the adjoining property. JCI had been the moderating influence at meetings, Dekker said, and claimed residents had used JCI as a scapegoat.

Norma Sharples, spokesman for the Nietgedacht Action Group (NAG) which organised residents in the affected areas, said Dekker's accusations were unfair. "We have a democratic right to picket and we have never broken the law," she said. Sharples said local residents' protest ac-

KATHRYN STRACHAN

tions had been peaceful, and their objective was only to be heard. NAG had made many requests for meetings with the TPA, but had been refused on the grounds that it was not a recognised body, she said.

The TPA cannot start development on the sites until two applications, brought by residents against the TPA, are heard in the Pretoria Supreme Court next week.

At a meeting scheduled for this afternoon between the TPA and the Crocodile Valley Authority, which represents local area committees in the region, the latter will advance the findings of its investigation into alternative sites.

Although the authority would not disclose its preferred sites yesterday, Dekker said he would be "very surprised" if Cosmo City was not included. He said the TPA rejected the Cosmo City option because more people would be affected by the plan, and it had already been identified as the natural extension area for Randburg's industrial development.

Dekker said all parties agreed that the success of the move depended on what services could be provided at the new sites. The RSC had indicated to the TPA that it had a R1,5m available for upgrading.

Dekker said the TPA did not have the funds to provide housing for the squatters, but said it would investigate ways of helping people to build their own houses.

## Protest enlists Van Riebeeck

Own Correspondent

CAPE TOWN — Members of Earthlife Africa, the Wildlife Society and the Eco-Programme yesterday draped a black cloak over the Jan van Riebeeck statue on the foreshore to protest against the transportation of a cargo of plutonium in Cape waters.

SA environmental groups are launching a mass campaign with Greenpeace International to protest against the transportation of the plutonium by a Japanese cargo ship.

A government spokesman said government was trying to persuade the Japanese government not to use the Cape route.

## 1 300 Cape teachers could lose jobs before year ends

Own Correspondent

CAPE TOWN — More than 1 300 Cape teachers could lose their jobs from August 1 when new staffing scales came into effect, the Cape Education Department (CED) said yesterday.

The new scales which were to come into effect from August 1, could lead to as many as 1 363 Cape teachers losing their jobs before the end of the year.

CED communications director Orland Firmani said the figure was provisional as the circumstances in individual schools under the CED could change.

The CED determined only how many posts must go and when. The decision on which posts have to be

abolished would be decided by the schools' governing bodies, he said.

Since Model C schools had been approved earlier this year it was estimated that 11 000 teachers nationally could lose their posts, the Department of Education and Culture said.

But if all schools accepted Model C, only 4 000 teachers would have to be retrenched.

Altogether 639 schools in the Cape chose Model C, 34 accepted the status quo while eight chose Model B.

Teachers due to be retrenched at the end of July were notified in April.



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**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Administrateurskennisgewing No. 310 van 18 November 1981, soos gewysig by Administrateurskennisgewing No. 6 van 4 Januarie 1985 en Goewermentskennisgewing No. R. 1513 van 5 Junie 1992.

2. Hoofstuk 9 van die Regulasies word hierby gewysig deur regulasie 16A deur die volgende regulasies te vervang:

**"Leeftye vir uitdienstreding van onderwysers"**

16A. (1) Behoudens die bepalings van subregulasie (2), het 'n onderwyser wat op 'n vaste grondslag in die onderwysdiens is, die reg om met pensioen af te tree en word hy met pensioen afgedank op die eerste dag van Januarie van die jaar wat onmiddellik volg op die jaar waarin hy die leeftyd van 65 jaar bereik het: Met dien verstande dat 'n onderwyser die reg het om met pensioen af te tree op die eerste dag van enige kalenderkwartaal nadat hy die leeftyd van 60 jaar bereik het, mits hy die Uitvoerende Direkteur minstens een kalenderkwartaal vooraf skriftelik kennis gegee het van sy voorneme om met pensioen af te tree.

(2) Ondanks die bepalings van subregulasie (1), het 'n onderwyser wat reeds die leeftyd van 50 jaar bereik het en wat minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die Uitvoerende Direkteur gegee het."

3. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. R. 1877

10 Julie 1992

**DIE ONDERWYSORDONNANSIE, 1953 (TRANSVAAL)**

WYSIGING VAN DIE AANSTELLINGS- EN DIENSVOORWAARDEREGULASIES VIR INSPEKTEURS VAN ONDERWYS AANGESTEL INGEVOLGE ARTIKEL 5 VAN DIE ONDERWYSORDONNANSIE, 1953, WAT NIE LEDE VAN DIE STAATSDIENS VAN DIE REPUBLIEK IS NIE EN VIR ONDERWYSERS GENOEM IN HOOFSTUK V VAN DIE ONDERWYSORDONNANSIE, 1953

Die Minister van Onderwys en Kultuur het kragtens artikel 121 van die Onderwysordonnansie, 1953 (Ordonnansie 29 van 1953) (Transvaal), die regulasies afgekondig by Administrateurskennisgewing No. 1053 van 23 Desember 1953, gewysig soos uiteengesit in die Bylae.

**SCHEDULE**

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Administrator's Notice No. 310 of 18 November 1981, as amended by Administrator's Notice No. 6 of 4 January 1985 and Government Notice No. R. 1513 of 5 June 1992.

2. Chapter 9 of the Regulations is hereby amended by the substitution for regulation 16A of the following regulation:

**"Ages for retirement of teachers"**

16A. (1) Subject to the provisions of subregulation (2), a teacher who is in the education service on a permanent basis shall have the right to retire on pension and shall be retired on pension on the first day of January of the year immediately following upon the year in which he attained the age of 65 years: Provided that a teacher shall have the right to retire on pension on the first day of any calendar quarter after he has attained the age of 60 years, provided he has, at least a calendar quarter previously, given the Executive Director written notice of his intention to retire on pension.

(2) Notwithstanding the provisions of subregulation (1), a teacher who has already attained the age of 50 years and who has completed at least ten years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the Executive Director."

3. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

**DEPARTMENT OF EDUCATION AND CULTURE**

No. R. 1877

10 July 1992

**THE EDUCATION ORDINANCE, 1953 (TRANSVAAL)**

AMENDMENT OF THE REGULATIONS PRESCRIBING THE CONDITIONS OF APPOINTMENT AND SERVICE OF INSPECTORS OF EDUCATION APPOINTED IN TERMS OF SECTION 5 OF THE EDUCATION ORDINANCE, 1953, WHO ARE NOT MEMBERS OF THE PUBLIC SERVICE OF THE REPUBLIC AND OF TEACHERS REFERRED TO IN CHAPTER V OF THE EDUCATION ORDINANCE, 1953

The Minister of Education and Culture has under section 121 of the Education Ordinance, 1953 (Ordinance 29 of 1953) (Transvaal), amended the regulations promulgated by Administrator's Notice No. 1053 of 23 December 1953, as set out in the Schedule.

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Administrateurskennisgewing No. 1053 van 23 Desember 1953, soos gewysig by Administrateurskennisgewings Nos. 211 van 16 Maart 1960, 219 van 28 Maart 1962, 594 van 5 September 1962, 888 van 2 Desember 1964, 214 van 23 Maart 1966, 609 van 19 Julie 1967, 624 van 19 Julie 1967, 625 van 19 Julie 1967, 962 van 18 September 1968, 348 van 2 April 1969, 1028 van 17 September 1969, 470 van 29 April 1970, 1355 van 18 November 1970, 469 van 14 April 1971, 1359 van 9 Augustus 1972, 2154 van 6 Desember 1972, 7 van 3 Januarie 1973, 534 van 3 April 1974, 1054 van 25 Augustus 1976, 490 van 20 April 1977 en 629 van 20 Junie 1979.

2. Regulasie 44 van die Regulasies word hierby gewysig—

- (a) deur in subregulasie (1) die woorde "behoudens die bepalings van subregulasie (2)" deur die woorde "behoudens die bepalings van subregulasies (2) en (2A)" te vervang;
- (b) deur in subregulasie (2) die woorde wat paragraaf (a) voorafgaan deur die volgende woorde te vervang:

"Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van subregulasie (2A) het 'n onderwyser wat—" ; en

- (c) deur na subregulasie (2) die volgende subregulasie in te voeg:

"(2A) Ondanks die bepalings van subregulasies (1) en (2), het 'n onderwyser wat reeds die leeftyd van 50 jaar bereik het en minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die Uitvoerende Direkteur gegee het."

3. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

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**DEPARTEMENT VAN PLAASLIKE BESTUUR,  
BEHUISING EN WERKE**

No. R. 1879

10 Julie 1992

**GESONDHEIDSKOMITEE VAN OTTOSHOOP****WYSIGING VAN SANITÊRE EN  
VULLISVERWYDERINGSTARIEF**

Die Minister van Plaaslike Bestuur: Volksraad publiseer hierby ingevolge artikel 164 (3) van die Ordonnansie op Plaaslike Bestuur, 1939 (Ordonnansie No. 17 van 1939), die regulasies hierna uiteengesit wat deur hom ingevolge artikel 126 (1) (a), van genoemde Ordonnansie gemaak is, saamgelees met Proklamasie R36 van 31 Maart 1989.

**SCHEDULE**

321

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Administrator's Notice No. 1053 of 23 December 1953, as amended by Administrator's Notices Nos. 211 of 16 March 1960, 219 of 28 March 1962, 594 of 5 September 1962, 888 of 2 December 1964, 214 of 23 March 1966, 609 of 19 July 1967, 624 of 19 July 1967, 625 of 19 July 1967, 962 of 18 September 1968, 348 of 2 April 1969, 1028 of 17 September 1969, 470 of 29 April 1970, 1355 of 18 November 1970, 469 of 14 April 1971, 1359 of 9 August 1972, 2154 of 6 December 1972, 7 of 3 January 1973, 534 of 3 April 1974, 1054 of 25 August 1976, 490 of 20 April 1977 and 629 of 20 June 1979.

2. Regulation 44 of the Regulations is hereby amended—

- (a) by the substitution in subregulation (1) for the words "subject to the provisions of subregulation (2)" of the words "subject to the provisions of subregulations (2) and (2A)";
- (b) by the substitution in subregulation (2) for the word preceding paragraph (a), of the following words:

"Notwithstanding the provisions of subregulation (1) and subject to the provisions of subregulation (2A) a teacher who—" ; and

- (c) by the insertion after subregulation (2) of the following subregulation:

"(2A) Notwithstanding the provisions of subregulations (1) and (2), a teacher who has already attained the age of 50 years and who has completed at least 10 years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the Executive Director."

3. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

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**DEPARTMENT OF LOCAL GOVERNMENT,  
HOUSING AND WORKS**

No. R. 1879

10 July 1992

**OTTOSHOOP HEALTH COMMITTEE****AMENDMENT OF SANITARY AND  
REFUSE REMOVAL TARIFF**

The Minister of Local Government: Housing of Assembly, hereby in terms of section 164 (3) of the Local Government Ordinance, 1939 (Ordinance No. 17 of 1939), publishes the regulations set forth herein-after, which have been made by him in terms of section 126 (1) (a) of the said Ordinance, read with Proclamation R36 of 31 March 1989.

15 JUL 1992

REPUBLIEK  
VAN  
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*Regulasiekoerant*  
*Regulation Gazette*  
**No. 4897**

Vol. 325

PRETORIA, 10 JULIE  
JULY 1992

No. 14149

## GOEWERMENSKENNISGEWINGS

### ADMINISTRASIE: VOLKSRAAD

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1871

10 Julie 1992

#### WET OP ONDERWYSAANGELEENTHEDE (VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE  
AANSTELLINGS EN DIENSVoorwaardes VAN  
ONDERWYSERS IN DIENS BY DEPARTEMENTELE  
INRIGTINGS

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikels 67 en 68 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermenskennisgewing No. R. 693 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

#### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermenskennisgewing No. R. 693 van 30 Maart 1990, soos gewysig by Goewermenskennisgewings Nos. R. 290 van 24 Januarie 1992 en R. 972 van 3 April 1992.

2. Regulasie 18 van die Regulasies word hierby deur die volgende regulasie vervang:

#### *"Ouderdom vir uitdienststreding*

18. (1) 'n Onderwyser het die reg om met pensioen af te tree en moet, behoudens die bepalings van subregulasies (2) en (3), aldus afgedank word wanneer hy die leeftyd van 65 jaar bereik het.

399—A

## GOVERNMENT NOTICES

### ADMINISTRATION: HOUSE OF ASSEMBLY

#### DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1871

(321)

10 July 1992

#### EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO THE  
APPOINTMENT AND CONDITIONS OF SERVICE OF  
TEACHERS EMPLOYED AT DEPARTMENTAL  
INSTITUTIONS

The Minister of Education and Culture has under section 112 read with sections 67 and 68 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 693 of 30 March 1990, as set out in the Schedule.

#### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 693 of 30 March 1990, as amended by Government Notices Nos. R. 290 of 24 January 1992 and R. 972 of 3 April 1992.

2. The following regulation is hereby substituted for regulation 18 of the Regulations:

#### *"Retirement age*

18. (1) A teacher shall have the right to retire on pension, and shall, subject to the provisions of subregulations (2) and (3), be so retired on attaining the age of 65 years.

14149—1

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van subregulasie (3), het 'n onderwyser wat by 'n ander departementele inrigting as 'n skool vir buitengewone onderwys, verbeteringskool of nywerheidskool in diens is, die reg om met pensioen af te tree of kan hy deur die Minister aldus afgedank word by of na bereiking van die leeftyd van 60 jaar, nadat skriftelike kennis van minstens drie kalendermaande deur sodanige onderwyser aan die Onderwyshoof of deur die Onderwyshoof aan die betrokke onderwyser gegee is.

"(3) Ondanks die bepalings van subregulasies (1) en (2), het 'n onderwyser wat reeds die leeftyd van 50 jaar bereik het en wat minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die Onderwyshoof gegee het."

## DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1872

10 Julie 1992

### WET OP ONDERWYSAANGELEENTHEDE (VOLKSRaad), 1988

#### WYSIGING VAN REGULASIES BETREFFENDE DIENSVORWAARDES VAN ONDERWYSERS BY STAATSONDERSTEUNDE SKOLE

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikel 97 van die Wet op Onderwysaangeleenthede (Volksraad) 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennissgewing No. R. 695 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennissgewing No. R. 695 van 30 Maart 1990, soos gewysig by Goewermentskennissgewing No. R. 292 van 24 Januarie 1992.

2. Regulasie 10 van die Regulasies word hierby deur die volgende regulasie vervang:

#### "Ouderdom vir uitdienststreding

10. (1) 'n Onderwyser het die reg om met pensioen af te tree en moet, behoudens die bepalings van subregulasies (2) en (3), aldus afgedank word wanneer hy die leeftyd van 65 jaar bereik het.

(2) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van subregulasie (3), het 'n onderwyser wat sonder 'n onderbreking van pensioengewende diens aangestel word by 'n staatsondersteunde skool in artikel 29 (2A) van die Wet bedoel, en wat onmiddellik voor so 'n aanstelling in diens was by 'n ander openbare skool as 'n

(2) Notwithstanding the provisions of subregulation (1) and subject to the provisions of subregulation (3), a teacher employed at a departmental institution other than a school for specialized education, a reform school or an industrial school, shall have the right to retire on pension or may be so retired by the Minister on or after attaining the age of 60 years, after written notice of at least three calendar months has been given by such teacher to the Head of Education or by the Head of Education to the teacher concerned. (321)

(3) Notwithstanding the provisions of subregulations (1) and (2), a teacher who has already attained the age of 50 years and who has completed at least ten years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the Head of Education."

## DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1872

10 July 1992

### EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

#### AMENDMENT OF REGULATIONS RELATING TO THE CONDITIONS OF SERVICE OF TEACHERS AT STATE-AIDED SCHOOLS

The Minister of Education and Culture has under section 112 read with section 97 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 695 of 30 March 1990, as set out in the Schedule.

### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 695 of 30 March 1990, as amended by Government Notice No. R. 292 of 24 January 1992.

2. The following regulation is hereby substituted for regulation 10 of the Regulations:

#### "Retirement age

10. (1) A teacher shall have the right to retire on pension, and shall, subject to the provisions of subregulations (2) and (3), be so retired on attaining the age of 65 years.

(2) Notwithstanding the provisions of subregulation (1) and subject to the provisions of subregulation (3), a teacher who is, without a break of pensionable service, appointed at a state-aided school referred to in section 29 (2A) of the Act, and who was immediately before such appointment employed at a public school other than a school for

skool vir buitengewone onderwys, 'n nywerheidskool of 'n verbeteringskool, die reg om by of na bereiking van die leeftyd van 60 jaar, nadat hy skriftelike kennis van minstens drie kalendermaande aan die bestuursliggaam gegee het, met pensioen af te tree.

(3) Ondanks die bepalings van subregulasies (1) en (2), het 'n onderwyser wat reeds die leeftyd van 50 jaar bereik het en wat minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 of 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die bestuursliggaam gegee het."

## DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1873

10 Julie 1992

### WET OP TEGNIESE KOLLEGES, 1981

#### WYSIGING VAN REGULASIES BETREFFENDE AANSTELLING EN DIENSVOORWAARDES VAN BEAMPTES EN WERKNEMERS IN DIENS IN ONDERWYSPOSTE BY TEGNIESE KOLLEGES

Die Minister van Onderwys en Kultuur het kragtens artikel 39 saamgelees met artikel 9 van die Wet op Tegniese Kolleges, 1981 (Wet No. 104 van 1981), die regulasies afgekondig by Goewermmentskennisgewing No. R. 901 van 26 April 1991, gewysig soos uiteengesit in die Bylae.

### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermmentskennisgewing No. R. 901 van 26 April 1991.

2. Regulasie 11 van die Regulasies word hierby deur die volgende regulasie vervang:

#### "Ouderdom vir uitdienstreding

11. (1) 'n Beampte of werknemer het die reg om met pensioen af te tree en word behoudens die bepalings van subregulasies (2) en (3), met pensioen afgedank met ingang van die datum waarop hy die leeftyd van 65 jaar bereik.

(2) 'n Beampte of werknemer wat met ingang van 'n datum voor 24 Junie 1955 in 'n onderwyspos by 'n kollege aangestel is, of op wie die bepalings van artikel 7 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), van toepassing is, het, ondanks die bepalings van subregulasie (1) en behoudens die bepalings van subregulasie (3), die reg om te eniger tyd voor of na bereiking van, in die geval van 'n manlike beampte of werknemer, die leeftyd van 60 jaar of, in die geval van 'n vroulike beampte of werknemer, die leeftyd van 55 jaar, aan die raad skriftelik kennis te gee van sy begeerte om met pensioen af te tree, en—

(a) indien hy aldus kennis gee minstens drie kalendermaande voor die datum waarop hy bedoelde leeftyd bereik, word hy met pen-

specialized education, an industrial school or a reform school, shall have the right to retire on pension on or after attaining the age of 60 years, after having given written notice of at least three calendar months to the governing body. (321)

(3) Notwithstanding the provisions of subregulations (1) and (2), a teacher who has already attained the age of 50 years and who has completed at least ten years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the governing body."

## DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1873

10 Julie 1992

### TECHNICAL COLLEGES ACT, 1981

#### AMENDMENT OF REGULATIONS RELATING TO THE APPOINTMENT AND CONDITIONS OF SERVICE OF OFFICERS AND EMPLOYEES EMPLOYED IN TEACHING POSTS AT TECHNICAL COLLEGES

The Minister of Education and Culture has under section 39 read with section 9 of the Technical Colleges Act, 1981 (Act No. 104 of 1981), amended the regulations promulgated by Government Notice No. R. 901 of 26 April 1991, as set out in the Schedule.

### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 901 of 26 April 1991.

2. The following regulation is hereby substituted for regulation 11 of the Regulations:

#### "Retirement age

11. (1) An officer or employee shall have the right to retire on pension, and shall, subject to the provisions of subregulations (2) and (3), be retired on pension with effect from the date on which he attains the age of 65 years.

(2) An officer or employee who has been appointed to a teaching post at a college with effect from a date prior to 24 June 1955, or to whom the provisions of section 7 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), apply, shall, notwithstanding the provisions of subregulation (1) and subject to the provisions of subregulation (3), have the right at any time before or after attaining the age of 60 years in the case of a male officer or employee, or attaining the age of 55 years in the case of a female officer or employee, to notify the council in writing of his desire to retire on pension, and—

(a) if he so gives notice at least three calendar months prior to the date on which he attains the said age, he shall be retired on pension

sioen afgedank met ingang van die datum waarop hy bedoelde leeftyd bereik of, indien hy bedoelde leeftyd na die eerste dag van 'n maand bereik, met ingang van die eerste dag van die maand wat onmiddellik op daardie maand volg; of

- (b) indien hy aldus kennis gee maar die kennis nie minstens drie kalendermaande voor die datum waarop hy bedoelde leeftyd bereik, gegee word nie, word hy met pensioen afgedank met ingang van die eerste dag van die vierde maand na die maand waarin die bedoelde kennisgewing deur die raad ontvang word.

(3) Ondanks die bepalings van subregulasies (1) en (2), het 'n beaampte of werknemer wat reeds die leeftyd van 50 jaar bereik het en wat minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel (1) van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die raad gegee het."

#### DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1874

10 Julie 1992

DIE ONDERWYSORDONNANSIE, 1956 (KAAP)

WYSIGING VAN REGULASIES BETREFFENDE DIE OUDERDOMSGRENS VAN ONDERWYSERS VIR AFTREDE MET PENSIOEN

Die Minister van Onderwys en Kultuur het kragtens artikel 109 (6) van die Onderwysordonnansie, 1956 (Ordonnansie 20 van 1956) (Kaap), die regulasies afgekondig by Goewermentskennisgewing No. R1511 van 5 Junie 1992, gewysig soos uiteengesit in die Bylae.

#### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 1511 van 5 Junie 1992.

2. Regulasie 2 van die Regulasies word hierby gewysig—

- (a) deur in subregulasie (1) die woorde "Behoudens die bepalings van subregulasie (2)" deur die woorde "Behoudens die bepalings van subregulasies (2) en (4)" te vervang; en
- (b) deur die volgende subregulasie na subregulasie (3) in te voeg:

"(4) Ondanks die bepalings van subregulasies (1) en (2), het 'n onderwyser wat reeds die leeftyd van 50 jaar bereik het en wat minstens tien jaar werklike ononderbroke diens voltooi het, welke diens pensioengewende diens is soos omskryf in artikel 1 van die Regeringsdienspensioenwet, 1973 (Wet No. 57 van 1973), die reg om voortydig met pensioen af te tree met verminderde pensioenvoordele, nadat hy skriftelike kennis van minstens drie kalendermaande aan die Departement gegee het."

with effect from the date on which he attains such age or, if he attains such age after the first day of a month, with effect from the first day of the month immediately following that month; or

- (b) if he so gives notice but the notice is not given at least three calendar months prior to the date on which he attains the said age, he shall be retired on pension with effect from the first day of the fourth month after the month in which the said notice is received by the council.

(3) Notwithstanding the provisions of subregulations (1) and (2), an officer or employee who has already attained the age of 50 years and who has completed at least ten years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the council."

#### DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1874

10 July 1992

THE EDUCATION ORDINANCE, 1956 (CAPE)

AMENDMENT OF REGULATIONS RELATING TO THE AGE LIMIT OF TEACHERS FOR RETIREMENT ON PENSION

The Minister of Education and Culture has under section 109 (6) of the Education Ordinance, 1956 (Ordinance 20 of 1956) (Cape), amended the regulations promulgated by Government Notice No. R. 1511 of 5 June 1992, as set out in the Schedule.

#### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 1511 of 5 June 1992.

2. Regulation 2 of the Regulations is hereby amended—

- (a) by the substitution in subregulation (1) for the words "Subject to the provisions of subregulation (2)" of the words "Subject to the provisions of subregulations (2) and (4)"; and
- (b) by the insertion after subregulation (3) of the following subregulation:

"(4) Notwithstanding the provisions of subregulations (1) and (2), a teacher who has already attained the age of 50 years and who has completed at least ten years actual uninterrupted service, which service is pensionable service as defined in section 1 of the Government Service Pension Act, 1973 (Act No. 57 of 1973), shall have the right to retire on pension prematurely with reduced pension benefits, after having given written notice of at least three calendar months to the Department."

# Now teachers to join in mass action

## Education Reporter

THE more than 38 000 members of the South African Democratic Teachers' Union are to join the mass action campaign.

The union yesterday accused the government of "not lifting a finger" to resolve the serious crisis in education and said "the time for mass action has arrived".

The union was considering strategies to support the mass action campaign. Teachers,

(321) ACT 14/7/92  
parents and students across the country were being consulted to finalise what form the union's involvement would take.

"It is clear that mass action has become the only viable non-violent tool left at the disposal of the democratic forces."

The union had been engaged in boardroom negotiations with the various education departments for two years in an ef-

fort to gain recognition, without success.

It accused the government and the education departments of negotiating in bad faith — "on one hand telling the world how committed to change they are and on the other continuing with the severest forms of repression of teachers."

While it supported the Back to School Campaign, the union believed action had to be taken over the "pathetic state" of education.



teachers in Karoo towns to help them give street children reading and writing lessons. *Guglan 14/7/92*

Teachers of the Masifundisane Aid Centre in De Aar and representatives from Namaqualand, Prieska, Warrenton, Pampierstad and Kimberley attended a workshop at the weekend.

Financing is a problem and potential sponsors are being urged to contribute R15 a child for educational materials.

### Teachers' course (32)

THE ANC has begun courses for

# Teachers<sup>(32)</sup> to strike?

Staff Reporter  
2/11/92

ABOUT 38 000 teachers, all mebers of the South African Democratic Teachers' Union (Sadtu), may go on strike for a week in support of the ANC's mass action campaign.

Sadtu general-secretary Mr Randal van den Heever said the union had decided in principle to support the broader mass democratic movement's call for mass action.

The union had noted Cosatu's call for a general strike from August 3 to 7 and was engaged in a strike ballot which would determine whether its members would join the general strike.

## EDUCATION

# 'Superman' teachers are fizzling

w/mail 17/7-23/7/92

(321)

**T**EACHERS are being expected to carry "superman" workloads and burnout threatens to erode professional standards at schools.

More than half of teachers' time is taken up by sports and extra-curricular activities, and parents will have to chip in — with time or money — to relieve an increasingly stressful situation.

These findings, based on a survey of 3 000 white Natal teachers, were presented at the 76th annual conference of the Natal Teachers' Society by the former chief superintendent (curriculum affairs) and now director of examinations for the Independent Examinations Board, Clive Talbot.

Information for his five-year study was collected from all Natal Education

*Parents are being warned that  
they will have to chip in to  
help prevent teacher  
burnout eroding  
professional standards.*

**By PORTIA MAURICE**

w/mail 17/7-23/7/92

Department (NED) schools in 1988 and from half the region's primary schools in 1989 and 1990. Altogether, 2 397 high school teachers and 1 152 primary school teachers were asked to keep detailed diaries of their activities outside their formal timetables for two-week periods.

"The results clearly show that excessive teacher workload has

become a major problem within the NED, even before the massive cuts (retrenchments) of the past three years," Talbot told the conference, adding that with teacher stress and burnout being so common, redesigning curricula would be a useless task.

He said NED teachers were becoming "frustrated and despondent" about trying to offer a professional service amid conditions they do not know how to change.

Talbot alerted education managers to "highly disturbing" complaints from teachers that their job was never finished and that because of excessive workloads, their jobs "obtrude inordinately upon their private lives, to the detriment of both".

More than half the respondents

worked more than 50 hours a week during the test period. Only 15 percent recorded having put in less than 37.5 hours a week.

Talbot said teachers spend more than half their working time outside the classroom: 24 percent on preparing lessons, marking books and the like, while almost a third (29 percent) of this non-contact time is occupied with activities not specifically related to their teaching timetable. Co-curricular activities, of which sport is the most time-consuming, take up more than five hours a week. Administrative and clerical tasks take up relatively little time, but they are a major source of irritation.

Because teaching is seasonal, this exhaustive pace is unlikely to be sustained throughout the year. But, though teachers work for only 40 weeks a year, their annual workload is higher than the usual 40-hour week for 49 weeks a year in commerce and industry, he added.

While recognising that extra-mural activities contribute to the education of "the whole child", Talbot described as "sheer madness" the expectation that graduates should be spending large amounts of time on activities "not central to the educational process".

He proposed instead that parents take over from teachers the supervision of these activities.

Talbot also suggested that:

- Administrative tasks be cut down.
- Schools be encouraged to computerise record systems.
- Meeting times be reduced.
- Teachers be given more freedom and autonomy in time management.

# EDUCATION BRIEFS

(32A)

■ THE mass action campaign of the African National Congress/South African Communist Party/Congress of South African Trade Unions alliance may spread to the education arena. (11-23/11/92)

The 38,000-strong South African Democratic Teachers' Union this week said the "time for mass action had arrived" as the government was "not lifting a finger" to resolve the serious education crisis. The union has for two years waged an unsuccessful battle for recognition with education authorities.

Meanwhile, sources within the National Education Forum say it will soon unveil a set of practical proposals for resolving the crisis.

26/11/92 - 23/11/92

## Teachers support action

ABOUT 38 000 teachers, all members of the South African Democratic Teachers' Union, may go on strike for a week in support of the ANC's mass action campaign.

The union's general-secretary Mr Randal van den Heever said the union had decided in principle to support the call for mass action.

The union had noted Cosatu's call for a general strike from August 3 to 7 and was engaged in a strike ballot to

determine if it would join the strike. Should the vote be against a general strike, the union would still take part in mass action, he said. (32)

The union's members were committed to make up for any teaching time lost.

"We believe that conditions prevailing in education are so problematic that it is imperative that teachers and educationists come out with up-front protest action," he said.

CF 18/7/92

**G**ENDER should be put on the education agenda and affirmative action — including a protective code upheld by an ombudsman — may be needed to ensure girls get equal treatment in South African classrooms.

This is the thrust of a study on how gender affects schooling, just completed as a working paper for the National Education Policy Investigation (Nepi).

"In general, women and girls have been treated cursorily in the education debate, with priority being given to issues of race and class," says researcher Kaie Truscott.

Syllabi will have to be recast and text books rewritten with greater participation from women. A Gender in Education Code may be needed to secure girls' rights while learning and "gender watchdogs" to hear grievances from pupils, teachers or parents when it is broken.

Ironically, in many ways Truscott's findings fly in the face of popular belief. Girls are attending school in slightly greater numbers than boys. On the whole, school attendance for girls has grown in tandem with the whopping 536 percent increase in African pupils at secondary schools between 1970 and 1990.

They seem to have tremendous staying power — despite greater pres-

# Boys will be boys — but this

## must change

Wired 24/7-30/1/12

*In an apartheid-ridden society gender discrimination has been sidelined. An in-depth study recommends positive counter-action must be taken.*

By FORTIA MAURICE

sure of domestic work and second-class classroom status. For every 100 African girls who started Standard 6 in 1970, only two managed to reach matric by 1974. Now, for every 100 who entered high school in 1986, 69 had reached matric within five years. Participants in the Nepi study suggest that educational qualifications are now also being considered when determining *lobola*. One told a story about her friend whose parents are demanding 25 cows or R25 000 in

at Wits Technikon, for example, male students gravitate towards the large engineering, business and mines schools, while women are in business school, biological and health technology, art and design and communications technology. At business school men concentrate on marketing and sales management, production management, computer data processing, cost and management accounting and company administration. Women, on the other hand, go for personnel management, marketing, retail business management and cost and management accounting.

At universities, more than 60 percent of black women study languages and literature, education and social science — in contrast to white men for whom commerce, social science and law are the most popular.

Gender bias also permeates the curriculum. School subjects, she says, are taught with a "distinctly male (and racial) bias". Truscott points out that it

Truscott traces this sexual division of labour back to the classroom. Jobs that women do in paid employment reflect the caring, servicing role of wife and mother, she says, whereas society expects men to act in positions of authority and responsibility at work.

Gender differentiation is especially stark in technical schooling. At Wits Technikon, for example, male students gravitate towards the large engineering, business and mines schools, while women are in business school, biological and health technology, art and design and communications technology. At business school men concentrate on marketing and sales management, production management, computer data processing, cost and management accounting and company administration. Women, on the other hand, go for personnel management, marketing, retail business management and cost and management accounting.

At universities, more than 60 percent of black women study languages and literature, education and social science — in contrast to white men for whom commerce, social science and law are the most popular.

Gender bias also permeates the curriculum. School subjects, she says, are taught with a "distinctly male (and racial) bias". Truscott points out that it

is not enough to add women to the list of examples given in textbooks. A range of practical skills should be taught to both boys and girls. This could include "home skills" — incorporating how to maintain home appliances, cooking and nutrition. Or "machines in our lives" — about how basic motors, hairdryers and washing machines work.

Other aspects of the "hidden curriculum" Truscott mentions are that: ● While most teachers are women, most principals, senior teachers and inspectors are men.

● The needlework/housecraft/typing vs woodwork/metalwork/technical drawing divide for girls and boys. ● Girls being discouraged from doing subjects like maths and science. ● High levels of corporal punishment, sexual harassment and classroom rape.

# Scores of teachers may quit

By Phil Molefe  
Education Reporter

321

STAR 28/7/92

Scores of teachers could be lost to the profession after the announcement yesterday by Minister of National Education Piet Marais that educators in schools and colleges would be offered early retirement packages.

He said teachers and lecturers would be able to take early retirement with reduced benefits. Details are expected to be published in a Government Gazette within 10 days.

The move follows an announcement in March that 4 000 teaching posts at "white" schools would be scrapped — a plan which has already resulted in the retrenchment of about 2 000 teachers.

Deputy director-general of

the Department of National Education Dr Rolf Stumpf said the educators would not receive the same scale of benefits that they would have received if they had stayed on until their prescribed time and age.

He said the decision to allow teachers to retire early was largely in response to requests by teachers' associations.

"Other reasons include the rationalisation exercise that is going on in our departments as well as the declining birth rates in certain sections of society," he said.

The early retirement decision will affect teachers in all racial education departments, he said.

Observers fear that the white education departments, which had been experiencing dwindling numbers in pupil enrolment, may lose the highest number of teachers.

## Police respond to criticism by Goldstone

MOOI RIVER - The police yesterday stressed they had done all they could to implement the Goldstone commission's recommendations aimed at ending violence, although they had misinterpreted one and had difficulties with others.

Ladysmith district police commissioner Col Geoffrey Barbour and Mooi River police station commander Capt Jonathan Dewing were giving evidence before a Goldstone commission committee investigating the failure of peace efforts in Bruntville.

Goldstone's recommendations included stricter action on the carrying of dangerous weapons, the appointment of a senior police officer to oversee unrest policing in Bruntville, improved ways of gathering information on crimes and violence, the ending of searches without warrants and the use of police vehicles with false numberplates, and the implementation of peace structures.

The police counsel conceded that the recommendation on dispatching a police officer to Mooi River police station to oversee unrest policing had been "misinterpreted".

Dewing had taken over this role, while remaining the station commander.

The issue of dangerous weapons in public had also posed problems as police had arrested people carrying spears soon after January's commission, but the attorney-general had failed to prosecute.

The practice of using false numberplates had ceased, as had searches without warrants.

This was contested by the ANC's legal representative John Jeffrey, who named three houses and dates on which they had been searched without the necessary documentation.

Dewing said police had attempted to assist in peace structures but these had failed dismally.

Responding to questions from Jeffrey, Barbour said police regarded the ANC as the aggressors.

He added the perception that police favoured and collaborated with Inkatha hostel dwellers was incorrect.

Jeffrey questioned Barbour on what his view was of ANC supporters' reaction to the recent dropping of charges against about 170 hostel dwellers implicated in a massacre in Bruntville last December.

Barbour conceded they must have felt "negative" towards police, but added that evidence on this issue would be led later. - Sapa.



# Schools will grind to halt

**CHALK DOWN Teachers will join mass action**

next week against the advice of Paso and Azasco:

## Sowetan Reporters and Sapa

**M**EMBERS of the South African Democratic Teachers' Union and National Education Crisis Committee will go on strike next Monday and Tuesday.

Education in the townships will virtually grind to a halt.

Sadru general secretary Mr Randall van den Heever said yesterday the thousands-strong teacher union had called on its members to observe next week's strike action.

The strike has been called by the ANCSA Communist Party/Congress of SA Trade Unions in alliance as part of the mass action programme to force the installation of an interim government and a constituent assembly.

The Azanian Students' Convention and the Pan Africanist Students Organisation oppose the school stayaway and have called on pupils and teachers not to support the campaign.

Azasco's national publicity secretary Mr Mark Mfikeo said that while his organisation believed mass action was a legitimate weapon of

the struggle, they would not tolerate its abuse.

And the Department of Education and Training said yesterday "time is not on our side" and warned that last year's disastrous results could be repeated if pupils did not get down to serious studying immediately.

Dr Peter Mandel of the DET said for every day a student missed school, his performance level would drop by one percentage point.

"If a student missed 50 days his performance ceiling would be 50 percent, which would seriously affect the student's results at the end of the year," he said.

Van den Heever said Sadru had asked members to negotiate with parents and pupils to make up for any work lost during the stayaway.

"We are hoping that they can organise for any examinations which have been planned for those two days to be rescheduled," he said.

Regional secretary of the NECO Mr Sbu Sithole said they were due to meet in Durban to draft a formal response.

He said, however, that "from all indications" there was general acceptance among pupils and teachers that they would participate.

"We are fully supportive of the demands made

by the alliance. We just need to work out our approaches to those pupils who will be writing examinations," he said.

Some branches of the ANC said they would respect the rights of those pupils who would go to school to write examinations.

Meanwhile, church leaders yesterday met State President FW de Klerk in Pretoria and ANC president Mr Nelson Mandela later during the day in an effort to avert the planned two-day strike and to "save the country from disaster".

Emerging from the two-hour meeting with De Klerk, leader of the delegation Bishop Wilfred Napier, president of the SA Catholic Bishops' Conference, said the talks were "open and frank".

The delegation included SA Council of Churches general secretary the Rev Frank Chikane, Professor Johan Heyns of the NG Kerk, the Rev Beyers Nande and Anglican Bishop of Johannesburg the Rev Duncan Buchanan.

In his official statement De Klerk said both parties agreed not to issue statements on the meeting "at this stage". A statement on the meeting with the ANC was also not forthcoming although Mandela had earlier said the strike would go on.

The church delegation met officials of the SA Consultative Conference on Labour Affairs and the Congress of SA Trade Unions on Monday in an 11th-hour bid to stop the strike.

# Teachers to down chalk

29/7/92  
Sowetan  
321  
■ **SCHOOLS CALLED OUT** Teachers to join students for two-day stayaway next week:

SADTU and the NECC announced yesterday they would take part in next week's general strike.

The strike is part of the ANC-SACP-Cosatu programme of rolling mass action.

The teachers join Cosas which has called on students to stay away from school on Monday and Tuesday.

The Azanian Students' Convention and Pan Africanist Students' Organisation have condemned the call for teachers and pupils to support the general strike.

They said those who suffered would be black children. The Department of Education and Training said the school stayaway would be disastrous.

**See story page**

**2**

**EDUCATION BRIEFS***W/Man 31/7-6/8/92*

■ **EDUCATION** and Culture Minister Piet Marais this week said educators in schools and colleges would be offered early retirement packages, details of which would be published in a *Government Gazette* within a week. (321)

Marais said teachers and lecturers in all ethnic education departments would be able to take early retirement with reduced benefits.

## Utasa support mass action campaign

THE Union of Teachers' Associations of South Africa (Utasa) has announced that it supported the mass action campaign but it indicated that the campaigns should not interfere with normal schooling throughout the country.

Utasa chairperson, George Strauss, stated that the activities of the campaigns should be kept far from school premises as to ensure that the culture of learning was not disrupted.

During the campaigns, Strauss said, the educational rallies should be held to better the knowledge of most students who had experienced class disruptions during the past months.

He said that Utasa condemned the existing violence and urged local government to display its responsibility to bring the culprits to book.

New Nation

[Pupils Forum] 31/7-6/8/92

(321)

According to the spokesperson of the Education for present and future generation of South Africa, the mass action campaign should not interfere with normal schooling throughout the country.

## Teachers can retire at 50

PRETORIA. — Educators will be able to retire at 50, with reduced benefits, if they have completed at least 10 years continuous actual pensionable service.

A statement yesterday by National Education Minister Mr Piet Marais said that measures had been finalised, and came into effect on July 1.

Pension benefits of members of the Government Service Pension Fund would be reduced by 0,4% a month for retirement within 10 years before the normal retirement age, after which the reduction would become 0,1% a month for the remainder of the period before the normal retirement age.

— Sapa (32) CT 15 10 12

# Join the 'teaching revolution'

507 22 18-26/892  
HOW do you turn education into something enjoyable and relevant? The people at Young People's Theatre Educational Trust believe that educational drama is the way to go.

The trust uses theatre as a means of education, working with pupils in township schools and training teachers how to use drama as an educational tool.

Educationalists can join this "teaching revolution" by phoning (021) 6971881. The invitation also applies to anyone keen to host the outreach programme, which operates in children's homes, old-age homes and community centres.

Some teachers study full-time with the trust, but most are reached by the in-service training scheme that provides part-time classes for teachers.

The trust's Living English programme, aimed at improving the English language skills of upper-primary school pupils, is one example of how drama-in-education works.

321  
Pupils are given a scene to act out — such as parents visiting a children's home where the children speak only English. A member of the trust takes the role of a "social worker" who can speak English and Xhosa.

The other actors can ask the "social worker" for help with words they don't know, but the crucial aspect is that they formulate and pose questions. This encourages them to use language creatively.

The use of drama provides a realistic context in which pupils can improve their language skills, says artistic director Ms Phyllis Klotz.

Educational drama is based on a philosophy which Klotz believes is the antithesis of the didactic methods used in schools here — especially those run by the Department of Education and Training.

The trust also runs classes in rural districts. At the moment, the focus is on De Doorns.

There is also a community out-



**PHYLLIS KLOTZ**

reach project which operates on request in children's homes, old-age homes and community centres.

"Here the emphasis is on personal development and pleasure," Klotz says.

She says that once people have become involved in educational drama, they can use the philosophy from Sub A to matric.

## Parents fight strike (32)

**The Argus Correspondent** 22/8/72  
JOHANNESBURG. — Soweto parents have refused to support a teachers' strike but have backed their demands.

They urged teachers to postpone the strike to allow community representations to the authorities.

More than 2 000 teachers plan to strike from September 2 unless two dismissed colleagues are reinstated, 127 suspension letters are withdrawn and their union is recognised.

# Last-ditch meeting on teachers' strike

JOHANNESBURG. — The Soweto Education Co-ordinating Committee is to seek an audience with the Department of Education in a bid to resolve the pending chalk-down by teachers which threatens to bring beleaguered Soweto schools to a virtual halt.

The SECC was asked to intervene in the issue following a series of meetings with the South African Democratic Teachers' Union.

Soweto parents have refused to support the teachers' strike but have backed their demands.

The SADTU decided at the weekend to go on strike if the DET did not meet its demands to reinstate two dismissed SADTU members and to review and withdraw pending disciplinary procedures against more than 100 other Soweto teachers.

SECC chairman Mr David Maepa yesterday said he felt it was regrettable that the SADTU and the DET had deadlocked on the issue.

"We believe that the teachers have legitimate demands that require urgent attention. We also believe that SADTU has explored and is still exploring every possible avenue to settle these matters."

DET regional chief director Mr Richard Motau said he was willing to grant the SECC an audience "any time or anywhere".

● DET director-general Mr Bernhard Louw will meet the SADTU's national executive tomorrow for discussions on whether the department will officially recognise the union.

● Education and Training Minister Mr Sam de Beer has condemned the call for a strike.

Speaking after addressing members of the newly-formed Forum of Recognised Teachers' Association in Pretoria yesterday, Mr De Beer said a "chalk-downs" would not solve teachers' problems, and warned that such actions would be catastrophic for education. — Sapa



ET 2818182

## PAC in teacher stayaway threat

JOHANNESBURG. — The Pan Africanist Congress's West Rand region yesterday threatened to launch a community stayaway if Soweto teachers' grievances were not immediately addressed by the Department of Education and Training. (32)

Twenty-two people were arrested after an unlawful march at White City in Soweto yesterday, police said.

The PAC's women's wing yesterday added its voice to the education crisis in Soweto. — Sapa

## Call for govt (32) to avert strike

JOHANNESBURG. —  
The SA Council of  
Churches yesterday  
called on the govern-  
ment to urgently address  
grievances raised by the  
SA Democratic Teach-  
ers' Union so as to avert  
a looming teachers'  
strike. CP 21/8/92

● A meeting between  
SADTU and Education  
and Training Minister  
Mr Sam de Beer has  
been postponed from  
Monday until September  
10. — Sapa

## DET slated by parents

JOHANNESBURG. — A Soweto parents' delegation yesterday accused the Department of Education and Training of arrogance and intransigence because of its failure to meet them to discuss the threatened strike by teachers.

The parents said they had gone to the DET yesterday morning to discuss the "chalk-down" called for next week by the SA Democratic Teachers' Union.

Officials of the department refused to meet them, telling them they had not made arrangements for a meeting, the parents said. This was not the case. — Sapa

# Teachers set for national strike?

(321)

SOUTH  
By Justin Pearce

29/8-  
2/9/92

TEACHERS across South Africa could soon down chalk in a strike called by the South African Democratic Teachers' Union (Sadtu) following two years of negotiation on recognition for their union.

Issues are the failure of education departments to recognise the union and alleged harassment of Sadtu members.

The union claims the Department of Education and Training (DET) has expelled or suspended Sadtu members from schools.

Sadtu also points to the refusal of education departments to grant the union stop order facilities on teachers' salaries. Sadtu sees this as an attempt to cripple the activities of the non-racial union.

"We are now running out of options and cannot restrain our members from becoming radical in their approach to the current crisis," says a statement issued by Sadtu's head office last week.

The Departments of Education and Culture in the House of Delegates and the House of Representatives both confirmed they were engaged in negotiating the recognition of Sadtu. The DET did not respond to requests for comment.

The ANC accused the departments of "scapegoating" unions and the ANC.

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## Minister's bid to stop teachers' strike

PRETORIA. — The Minister of Education and Training will meet with national executive members of the SA Democratic Teachers' Union today on the eve of a threatened strike by teachers.

Last week the minister, Mr Sam De Beer, condemned the call for a strike saying chalk-downs would not solve teachers' problems.

A statement by the Department of Education and Training (DET) issued here yesterday said the possible recognition of the union would be discussed.

The DET said the discussion would follow an agreement signed between Dr Bernard Louw, director-general of education and training and Sadtu recently, establishing a formal relationship between the DET and Sadtu.

About 10 000 DET educators are members of Sadtu. This represents about 16% of the 63 000 employed by the department, the statement said. — Sapa

CR 31/82

# Teachers' union recognised

8/04/92 11/9/92  
GOVERNMENT had agreed to recognise the SA Democratic Teachers' Union (Sadtu), Education and Training Minister Sam de Beer said in Pretoria yesterday.

The announcement follows two years of discussions between the 50 000-strong union and education authorities.

The union had threatened a nationwide strike if its appeal for recognition was rejected.

But Sadtu general secretary Rappall van den Heever said although Sadtu's national office had, in the light of the "historical breakthrough", called off the strike, Soweto teachers might still take action.

The Soweto branch, which is demanding the reinstatement of two dismissed colleagues, would decide at a meeting today whether to strike.

Van den Heever said the national office was working "around the clock" to resolve

KATHRYN STRACHAN

the dispute with the DET. The matter of dismissed teachers would be discussed in meetings between the union and the DET.

At a news conference yesterday, De Beer said recognition for Sadtu followed a recommendation by DET director-general Bernhard Louw, who had convinced him the union was sincere in its intention to work constructively with the department.

De Beer told Sadtu representatives the accord was a major achievement "in view of the many impediments militating against co-operation in the past two years".

De Beer went on to say that his department had at times witnessed "intolerant conduct" displayed by people who claimed to represent Sadtu — and appealed to the union to "keep its house in order".

☐ To Page 2

## Teachers

8/04/92 11/9/92  
With less than two months to go before year-end exams, De Beer asked teachers to make up for lost time. He acknowledged, though, that "little short of a miracle will be required".

Previous recognition talks have stumbled over teachers' demand that they be allowed to strike. According to Louw the accord was reached only after both parties agreed to put the contentious issue on hold.

321  
The issue would be handled by a forum set up by the National Education Department.

Van den Heever said the union would continue to campaign for the inclusion of a collective bargaining agreement.

The union hoped to reach similar agreements with the Indian and coloured education authorities after meetings scheduled to begin today.

☐ From Page 1

# Accord averts strike by teachers

CT 1/9/92

(321)

Own Correspondent

JOHANNESBURG. — The government has agreed to recognise the SA Democratic Teachers' Union, Education and Training Minister, Mr Sam de Beer, announced yesterday.

The announcement came after two years of discussions between the 50 000-strong union (Sadtu) and education authorities.

The union had threatened a nationwide strike if its appeal for recognition was rejected.

But Sadtu general secretary Mr Randall van den Heever said that although Sadtu's national office had, in light of the "historical breakthrough", called off the strike, Soweto teachers might go ahead with the action.

The Soweto branch, which is demanding the reinstatement of two colleagues, would decide today whether to strike.

Mr Van den Heever said the national office was working "around the clock" to resolve the dispute with the DET.

In an address to Sadtu representatives yesterday, Mr De Beer said the accord was a major achievement 'in view of the many impediments militating against co-operation in the past two years'.

He went on to say that his department had at times witnessed "intolerant conduct" displayed by people who claimed to represent Sadtu, and appealed to the union to "keep its house in order".

With less than two months to go before year-end exams, Mr De Beer asked teachers to make up for lost time and acknowledged that "little short of a miracle will be required".

Previous recognition talks have stumbled over teachers' demand that they be allowed to strike. Yesterday's accord was reached only after both parties agreed to put the contentious issue on hold.

Mr Van den Heever said the union would continue to campaign for the inclusion of a collective bargaining agreement.

## Bus protest D-Day today

**PROTEST** actions, including a possible bus boycott, have been threatened unless Cape Town's Golden Arrow Bus Services reinstates fired workers and responds to demands against service cut-backs by today.

The ANC and PAC are among the 11 organisations demanding a freeze on retrenchments.

● Meanwhile Khayelitsha school pupils will not be reporting for classes at the old Cape Technikon in District Six this week because of the ongoing bus strike, the NECC said yesterday.

— Sapa, Staff Reporter

# Sadtu now wants wider recognition

By Justin Pearce

321

South 12/9-16/9/92

FOLLOWING its recognition by the Department of Education and Training (DET), the South African Democratic Teachers' Union (Sadtu) now is scheduling meetings to finalise recognition agreements with the Department of Education and Culture in the House of Delegates, and the education departments of KwaNdebele, Gazankulu, and Lebowa.

The DET, the largest of South Africa's 18 fragmented education departments, announced this week it will recognise South Africa's biggest teachers' union.

Sadtu greeted the recognition by the DET as an "historic landmark in the establishment of democratic labour rights for teachers in South Africa".

The relationship between the DET and the union has till now

been tense, with Sadtu accusing the DET last month of victimising union organisers.

"We'd like to think this represents a change of heart on the part of the DET," said Sadtu general secretary Mr Randall van den Heever. "Since the announcement that Sadtu would be recognised there has been very good co-operation between the union and the DET."

But he cautioned: "We hope that this is not just a honeymoon phase."

Minister of Education and Training Mr Sam de Beer described the agreement as beginning "a significantly new relationship and understanding because I will in future be able to consult Sadtu on educational matters".

Sadtu represents 45 000 teachers countrywide, 10 000 of them

employed by the DET.

Formed in October 1990, the union has sought recognition with the DET since January 1991. Van den Heever accused the state of initially adopting "a deliberate ploy to retard the process".

"When we began negotiating, the DET put a 30-page agreement in front of us. None of the existing unions had been recognised in terms of such an agreement — they were recognised in terms of a one-page letter.

"The delays have been caused by various disputes and deadlocks resulting from this document."

De Beer said the DET had not been prepared to recognise Sadtu until the department was satisfied with the union's constitution, code of conduct and proof of membership.



SM 219192

# Nod for teachers' union (32) hailed (68)

Labour Reporter

The Congress of South African Trade Unions has welcomed Monday's decision by the Department of Education and Training to finally recognise the SA Democratic Teachers' Union.

"It's a positive step towards resolving differences between teachers and the DET amicably," said Cosatu spokesman Keith Madonsela.

By recognising the union, the DET had accepted that teachers also had rights as workers. That set a precedent for other government departments, he said.

National Health and Welfare Minister Dr Rina Venter and the Transvaal Provincial Administration should take a leaf out of the DET book and legalise the National Education, Health and Allied Workers' Union, Mr Madonsela said.

# Sackings: Soweto teachers to strike

(321) CT 2/9/92

Own Correspondent

JOHANNESBURG. — Thousands of Soweto teachers begin a strike today — less than two months before year-end exams in government schools — to protest against the sacking of two of their colleagues.

SA Democratic Teachers' Union (Sadtu) assistant general secretary Mr Thulas Nxesi said the strike was likely to spread.

Some 5 000 Soweto teachers took the strike decision at an emotionally charged meeting yesterday, and teachers in Katlehong and Tembisa meet today to discuss solidarity action.

The union says the two teachers were dismissed last year.

The protest was also in support of a third teacher, who had been "arbitrarily transferred" in May, said Mr Nxesi.

Another grievance was pending disciplinary procedures against more than 100 Soweto teachers for participating in the recent general strike.

## Forum to 'resolve crisis in education'

JOHANNESBURG. — The recently-formed National Education Conference, consisting of 14 anti-apartheid organisations, yesterday announced a two-pronged action programme aimed at resolving the crisis in education.

NEC members said at a press conference that it would form a National Education Forum whose decisions would be "binding", and engage the state and business on educational matters.

The second aim would be to develop mass educational campaigns.

Key matters requiring urgent attention were racial disparities in per capita expenditure and the state's unilateral restructuring of the education system. — Sapa

Mr Nxesi said the victimisation of teachers was at the centre of tensions between Sadtu and government.

Teachers had decided to strike at this critical stage because they "couldn't stand it anymore", he said.

"We believe strongly that the strike depends on the material conditions of the teachers, and not on the time of exams," he said.

Teachers would report daily to Sadtu's office in Diepkloof instead of going to school.

Although the dismissal cases are the subject of continuing discussions between Sadtu and the

Department of Education and Training (DET), Mr Nxesi said an urgent meeting would be called with the department to try and resolve the dispute.

The strike decision came a day after Education and Training Minister Mr Sam de Beer announced that the government had, after negotiating for two years, agreed to officially recognise the union.

Mr De Beer said earlier this week that much progress had been made between his department and the union and it would be tragic if a strike — which would affect the lives of thousands of children — were to go ahead.

# Soweto teachers down chalk, empty schools

CT 3/9/92 (321) (140)

JOHANNESBURG. — Schools in Soweto were deserted yesterday as thousands of teachers began an indefinite strike less than two months before year-end exams.

More than 5 000 teachers gathered at the Funda Centre in Diepkloof yesterday morning to protest against the Department of Education and Training's (DET) alleged victimisation of three of their colleagues.

An emergency meeting, which continued into the night, was held between the South African Democratic Teachers' Union (Sadtu) and the DET yesterday afternoon to try to resolve the situation.

The DET was prepared to continue the meeting until consensus was reached, DET director general Dr Bernhard Louw said in a statement released in Pretoria.

The Congress of South African Students (Cosas)



**DESKLESS** ... Pupils from Khayelitsha attended class in a previously whites-only school in District Six yesterday. There are no desks and teacher Mr Lindile Zoko taught pupils seated on the floor.

Picture: STEWART COLMAN

yesterday called on Soweto pupils to return to school today despite the strike by the township's teachers.

The strike was called on Tuesday by Sadtu to pressure the DET to unconditionally reinstate three Soweto school teachers dismissed ear-

lier this year.

The Soweto Education Co-ordinating Committee said yesterday the strike was a necessary evil as attempts to avoid the action had been frustrated by the DET. The DP yesterday condemned the strike as irresponsible. — Own Correspondent, Sapa

# Threat to close schools: DET, union set to clash

ET 5/9/92  
JOHANNESBURG. — Confrontation between the South African Democratic Teachers' Union and the Department of Education and Training is looming in the Free State because of threats by the department to close down schools unless principals evicted by students are allowed back to their posts.

Sadtu's spokesman for the region, Mr Leoki Nkonka, said yesterday the DET threatened to close down schools in Odendaalsrus, Wesselsbron, Bultfontein and Virginia next week if the principals were not allowed back to their offices.

Mr Nkonka said the principals had been expelled by students, "but

strangely enough the blame is put on Sadtu".

He said students had promised the principals would be allowed back if management councils were replaced by parent/teacher/student associations.

● Meanwhile in Soweto, not all pupils turned up yesterday despite the end of the teachers' strike.

DET spokesman Mr Solomon Mashokoe said his department recorded less than 75% attendance at all Soweto schools.

More than 5 000 Soweto teachers, mostly Sadtu members, ended their two-day strike yesterday. — Sapa

# Soweto teachers back at school

JOHANNESBURG. — Thousands of Soweto teachers returned to school today following a two-day strike that brought education in the township to a halt.

About 5 000 teachers who gathered at Ipelegeng Centre in Soweto yesterday resolved to abandon the strike when they accepted an agreement reached between the S.A. Democratic Teachers' Union (Sadu) and the Department of Education and Training (DET).

Sadu Soweto branch general secretary Mr Veli Myrandu said the DET, after a seven-hour meeting on Wednesday, had agreed to teachers' demands that four of their dismissed colleagues be reinstated, and that a moratorium be placed on the disciplinary procedures facing 127 Soweto teachers.

A DET spokesman said the department had entered into the settlement as an "extraordinary arrangement because of its great concern about the volatile situation in Soweto".

A new, non-racial single system of education would most likely be in place within the next 18 to 24 months, Education and Training Minister Mr Sam de Beer said yesterday.

Speaking at a meeting of the Conference of Ministers of Education, Mr De Beer said that at a time of rapid political changes and progress in education, it was all the more crucial for all education departments to work towards a common goal. — Sapa



321

ST 4/9/94

Recognition for  
Sadtu 'soon'

Political Staff

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THE recognition agreement between the South African Democratic Teachers Union and the Department of Education and Training will be signed next week.

DET director-general Dr Bernard Louw said yesterday he had hoped to sign the agreement in Cape Town yesterday, but Sadtu president, Mr Shepherd Mdladlana, could not be contacted.

"But we will sign it any day now, possibly on Tuesday in Pretoria," Dr Louw said.

சுதந்திரம் (32)  
**Teachers sign accord**

JOHANNESBURG. — The Department of Education and Training and the South African Democratic Teachers' Union yesterday signed a recognition agreement in Pretoria.

# Sadtu to fight education changes

By Rehana Rossouw

321  
A NATIONAL campaign against the restructuring of education is to be launched by the South African Democratic Teachers Union (Sadtu) on Monday with a march to parliament.

The union hopes that, hours after parliament is surrounded by ANC supporters on opening day, scores of teachers, public servants and concerned parents will march to the building to express their dissatisfaction with recent cost cuts announced by the Department of Education and Culture (DEC) in the House of Representatives.

The restructuring will involve retrenchment and early retirement

of teachers, freezing of posts and cutbacks on textbook requisitions.

At Sadtu's national council last week, attended by delegates from 15 regions, the union decided to embark on an immediate program of action to combat the unilateral decisions taken by the DEC.

"We decided to call for an urgent meeting with the director of education on Friday to discuss these threats to teachers' job security," Sadtu said in a statement.

The meeting was cancelled, however, but Sadtu has decided to go to the DEC's offices and demand a meeting.

"Sadtu's call for a national campaign and days of action in its various regions is not a call for a stay-

South 10/10 - 14/10/92  
away or disruption of the tuition program at schools," the union said.

"Teachers' action will entail picketing before and after school, calling assemblies and workshops to discuss with parents, students and teachers the implications of unilateral restructuring of education.

"Sadtu is deeply concerned at the arrogance with which the government departments are carrying on with unilateral measures which fundamentally affect the welfare of teachers.

"Sadtu is committed to combating this authoritarian and high-handed approach with all means at its disposal."



## Recognition for union (32)

CT 17/9/92  
THE House of Delegates' Department of Education and Culture yesterday became the second education department to agree to signing a recognition agreement with the South African Democratic Teachers Union (Sadtu).

# Teachers bid for bargaining power

## Own Correspondents

PRETORIA. — A bargaining mechanism for negotiations on service conditions between teachers and the education authorities is currently being discussed, National Education and Culture Minister Mr Piet Marais said at the weekend.

He told the Transvaal Teachers' Association confer-

ence here that negotiating would be on a basis "hitherto unknown in service condition negotiations".

Current demographic projections indicated that growth in the number of pupils would be so high that the economy would be unable to sustain a schooling system which was mostly free.

"We are thinking in terms of a system which will provide for largely free primary schooling, after which there could be increasing charges."

Schools which had been racially segregated by statute would no longer be segregated, he said, except by the situation in the vicinity of the school.

An SA Democratic Teachers'

Union (Sadtu) spokesman said yesterday that the union's lengthy battle for official recognition — which was finalised earlier this month — was only the first phase of their campaign. CT 21/9/92

Sadtu was now focusing on the second phase; the demand for collective bargaining rights for teachers, he said.

# Teachers may reject retirement package

JOHN VILJOEN

Education Reporter

APR 29 1992

HOUSE of Representatives teachers are considering legal action to halt a controversial early retirement plan.

They have until October 12 to respond to a Department of Education circular offering an early retirement package.

The package is part of an attempt by the department to cut spending and trim teacher numbers by more than 5 000.

A department spokesman yesterday declined to comment on the uncertainty surrounding teaching posts saying the minister, Mr Abe Williams, was expected to make a statement early this week.

But at a meeting called by the South African Democratic Teacher's Union (Sadtu) in Bonteheuvel yesterday, teachers were told the legality of the package would be tested.

Mr Dullah Omar, director of the Community Law Centre at the University of the Western Cape, and a member of the ANC national executive, said the best legal brains available would review the package.

The retirement scheme was immoral and racist and, if a case could be established the department would be taken to court, he said.

Teachers should not expect too much from the courts however, and would have to support any possible legal steps with some form of physical action, said Mr Omar.

He said the government was unilaterally restructuring education and the retirement package offer was designed to divide teachers.

"Golden handshakes" of more than R150 000 plus monthly payments were mentioned at the meeting, but there is uncertainty over the exact terms of the package.

Teachers were given pledges of support for possible mass action by the National Education Health and Allied Workers Union, Congress of South African Trade Unions and Dutch Reformed Mission Church speakers.

Teachers were asked to place the interests of education above the opportunity to 'get rich quick'.

At the end of the meeting, teachers resolved not to respond to the department's request for applications for the plan, pending greater clarity.

They resolved that teachers who had applied for the scheme should withdraw their applications.

Sadtu will seek an urgent meeting with departmental officials over the scheme.

The union will also discuss it at its national council which starts in Johannesburg today.

**EDUCATION** *Government accused of unilaterally restructuring education departments*

# 'Need for one department'

Soweto 6/11/92  
321  
SETBACK Education on

way down from the gutter:

**By Sonti Maseko**

THE strike by thousands of teachers at coloured schools across the country was yet another compelling reason for a single education department for all.

Teachers in the Transvaal, Natal, Eastern and Western Cape abandoned classes for two weeks. They held pickets along major routes to the cities in the mornings and evenings.

They met with parents to explain that about 6 000 teachers were to be retrenched by the Department of Education and Culture in the House of Representatives (HoR).

The House had devised a "rationalisation" package that was meant to save on expenditure and rationalise personnel.

Apart from the planned retrenchment, some 8 000 temporary teachers would not have their contracts renewed and they could be retrenched at one month's notice without any benefits.

The package also meant severe cutbacks in State expenditure on education.

The plan, ready to be put into operation, was uncovered through a leak from the HoR.

The Government was seen to be unilaterally restructuring education without involving parents, teachers or any of the parties involved. That has created suspicion, anger and resentment.

More seriously what it means is that although the Government has stated that it was moving away from grand apartheid, the approach was still very much that of the old order, observers says.

Coloured education was addressed through the HoR, Indian education through the House of Delegates, the DET handling black education and the "homeland" governments controlling their own education departments.

## Misguided theory

The decision to "rationalise" education is based on the theory that there is a surplus worked out by the department. The teachers on the ground argue strenuously that there is in fact a shortage of teachers.

They say there is a need to increase spending on education.

Teachers in areas like Bosmont and Eldorado Park which border on black townships report that their schools have been taking more and more children from Soweto and other areas where schooling is unstable.

They argue that the surplus seen by the Government is artificial.

The South African Democratic Teachers Union which has been at the forefront of the campaign estimated that the teacher-pupil ratio would increase to 1:60, that essential educational equipment would not be provided or repaired and that the financial burden for education will be borne by parents.

One teacher at Riverlea High School, where fees are R30 a child a year, said with unemployment and the state of the economy, more than half of the parents at the school were unable to pay the school fees.

It would be disastrous if the Government implemented financial cutbacks, he said.

"Our education will move from the gutter to nothing," he added.

Teachers argue that the crisis in the department was precipitated by bad management of the budget.

They are calling for a commission of inquiry into the use of funds.

Faced with large scale resistance from teachers who were threatening to leave the internal examinations unsupervised as a bargaining chip, the Minister of Education and Culture in the HoR, Mr Abe Williams, has announced the scrapping of the "rationalisation" package.

However, as a lasting solution it would seem that the long standing demand by black political parties and education bodies for a single education structure and consultation was the only sensible thing for the authorities to do.

## NEWS IN BRIEF

### Bursaries still funded

THE House of Assembly administration would continue funding bursaries for teaching students despite rationalisation, Minister of Education and Culture Piet Marais said yesterday. (32-1)

Government also decided to exempt education staff from bursary and leave obligations in cases where they could not be offered appropriate posts.

B1007 16/10/92

## Sadtu given official nod

Education Reporter

NATIONAL Education Minister Piet Marais has announced his official recognition of the South African Democratic Teachers' Union (Sadtu) as a representative teachers' organisation.

This meant representatives of the union could now be appointed to education policy advisory bodies, Mr Marais said in a statement yesterday.

Recognition brought certain privileges, such as representation on these bodies, but also responsibilities, Mr Marais said. Responsibilities included making a positive contribution in the process of education.

## DP attacks high cost of retrenching teachers

Education Reporter

THE cost to taxpayers of retrenching white teachers is staggering, according to the Democratic Party.

DP education spokesman Roger Burrows said some teachers had been re-employed by the same department, getting retirement benefits, together with teacher salaries.

"The government is irresponsible to enter into this type of agreement without accurately forecasting the staggering cost to the taxpayer of retrenching teachers who are needed in the

education system," he said.

"If the government had applied a little more brains and a lot more flexibility, it could have retained the teachers and used them to teach pupils of whatever colour."

Figures indicated that retrenched teachers would get an average lump sum of R140 000 and an annual pension payment averaging R32 000 each.

The 5 010 retrenched teachers would cost the taxpayer R740 million this year and R160 million a year thereafter, Mr Burrows said.

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KLM, the wor

# Official recognition for Sadtu

By BARRY STREEK

THE South African Democratic Teachers' Union (Sadtu) yesterday obtained official recognition from the Department of National Education.

Sadtu said it viewed this as "a major victory, and a direct consequence of the mass action campaigns conducted by the membership in support of the demand for recognition".

It regretted that it had taken two years to finalise agreement but it hoped this paved the way for recognition by the House of

Representatives and particularly the House of Assembly.

"Sadtu is outraged at the stubborn refusal of some homeland dictators to recognise Sadtu, or, in the case of KwaZulu and Ciskei, to even permit membership of the union.

"Sadtu will intensify its programmes of mass action in those areas to ensure that teachers are able to exercise their right of free association."

It also said it trusted that its recognition would speed up the inevitable move to a single,

national, non-racial education department.

The Minister of National Education, Mr Piet Marais, said Sadtu's recognition meant that representatives of the union were now eligible for appointment to education policy advisory bodies.

Yesterday's decision means that Sadtu has now been recognised by the Department of Education and Training, the Department of National Education, the Department of Education and Culture in the House of Delegates and the education departments of some of the homelands.

CT 20/11/92

(321)



# Teacher training centre plan for Jo'burg



Need for training... ORT chairman Sydney Gamsu.

By Brian Sokutu

ORT South Africa, a Jewish development organisation, plans launching a science and technology training centre in Johannesburg.

Making this announcement on Saturday when addressing the organisation's national conference in Killarney, Johannesburg, ORT chairman Sydney Gamsu, said the ORT Science and Technology Education Project (ORT-STEP) would initially concentrate on training science and mathematics teachers.

This, Gamsu said, would "upgrade the present low standard" in these areas.

ORT has already approached departments of National Education and Training, and Manpower for the training centre's accreditation which Gamsu said would "provide a fast and efficient dissemination of technical knowledge".

The centre, which will work with other South African technology institutes like Promac and Protech, has among its board of directors, ANC general secretary Cyril Ramaphosa and Harmful Business Practices Committee chairman Professor Louise Tager.

## Founded

Gamsu said his organisation hoped to set up similar projects throughout the country.

ORT South Africa is part of World ORT — an organisation founded 112 years ago to provide job skills training to eastern European Jewish communities.

World ORT has implemented more than 100 projects in more than 50 countries, including South Africa.

The organisation has over the years helped to set up development projects overseas, which include the Mother and Child Care Programme and community health projects in Argentina, Brazil, Ghana, Peru, Uruguay and Zaire.

"ORT has become a new world leader in hi-tech training. Students include new immigrants from eastern Europe and Ethiopia," said Gamsu.

A newly established ORT project in Chile was aimed at providing computer literacy skills to 5 000 teachers within the next three years, said Gamsu.

Those who need more information should telephone: (011) 728-7154.

**MINISTRY OF LAW AND ORDER**

No. 3215

27 November 1992

SECURITY OFFICERS ACT, 1987  
(ACT No. 92 OF 1987)**EXEMPTION IN TERMS OF SECTION 10 (5) (a) OF  
THE ACT**

By virtue of the power vested in the Minister of Law and Order by section 10 (5) (a) of the Security Officers Act, 1987 (Act No. 92 of 1987), which power has been delegated to me in terms of section 36 of the Act, I, Barend Johannes du Plessis, Commanding Officer, Administration Services of the South African Police, hereby determine that the security officers' listed below are hereby exempted from the provisions of the Act as indicated with respect to their names:

Security officer	Provisions of the Act
Gallagher, W. M.; New Zealand ID No. E518996 (Gallagher Power Fence) .....	All of the provisions
Aldridge, S. L.; New Zealand ID No. E182161 (Gallagher Power Fence) .....	All of the provisions
Richardson, N. A.; Australia ID No. E5130048 (Gallagher Power Fence) .....	All of the provisions

**B. J. DU PLESSIS,**Commanding Officer: Administration Services:  
South African Police.**MINISTERIE VAN WET EN ORDE**

No. 3215

27 November 1992

WET OP SEKURITEITSBEAMPTES, 1987  
(WET No. 92 VAN 1987)**VRYSTELLING INGEVOLGE ARTIKEL 10 (5) (a) VAN  
DIE WET**

Kragtens die bevoegdheid verleen aan die Minister van Wet en Orde by artikel 10 (5) (a) van die Wet op Sekuriteitsbeamptes, 1987 (Wet No. 92 van 1987), welke bevoegdheid ingevolge artikel 36 van die Wet aan my gedelegeer is, bepaal ek, Barend Johannes du Plessis, Bevelvoerende Offisier, Administrasiedienste van die Suid-Afrikaanse Polisie, hierby dat die ondervermelde sekuriteitsbeamptes hierby vrygestel word van die bepalings van die Wet soos teenoor hulle name aangedui:

Sekuriteitsbeampte	Bepalings van die Wet
Gallagher, W. M.; New Zealand ID No. E518996 (Gallagher Power Fence) .....	Al die bepalings
Aldridge, S. L.; New Zealand ID No. E182161 (Gallagher Power Fence) .....	Al die bepalings
Richardson, N. A.; Australia ID No. E5130048 (Gallagher Power Fence) .....	Al die bepalings

**B. J. DU PLESSIS,**Bevelvoerende Offisier: Administrasiedienste:  
Suid-Afrikaanse Polisie.**DEPARTMENT OF NATIONAL  
EDUCATION**

No. 3203

321

27 November 1992

NATIONAL POLICY FOR GENERAL  
EDUCATION AFFAIRS ACT, 1984**NOTICE OF DETERMINATION OF POLICY**

I, Pieter Gabriel Marais, Minister of National Education and of Education and Culture in the Ministers' Council of the House of Assembly, hereby give notice in terms of section 2 (2A) of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), that I have determined general policy in terms of section 2 (1) of the said Act to be applied in respect of the salaries and conditions of employment of educators.

**DEPARTEMENT VAN NASIONALE  
OPVOEDING**

No. 3203

27 November 1992

WET OP DIE NASIONALE BELEID VIR  
ALGEMENE ONDERWYSSAKE, 1984**KENNISGEWING VAN BELEIDSBEPALING**

Ek, Pieter Gabriel Marais, Minister van Nasionale Opvoeding en van Onderwys en Kultuur in die Ministersraad van die Volksraad, gee hierby ingevolge artikel 2 (2A) van die Wet op die Nasionale Beleid vir Algemene Onderwysake, 1984 (Wet No. 76 van 1984), kennis dat ek kragtens artikel 2 (1) van genoemde Wet algemene beleid bepaal het wat ten opsigte van die salarisse en diensvoorwaardes van opvoeders gevolg moet word.

The document setting out this policy may be obtained on written request from the Director-General, Department of National Education, Private Bag X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister of National Education and of Education and Culture in the Ministers' Council of the House of Assembly.

(321)

**No. 3217**

**27 November 1992**

**NATIONAL MONUMENTS ACT,  
No. 28 OF 1969**

**WITHDRAWAL OF GOVERNMENT NOTICE No.  
1581 OF 12 AUGUST 1988**

By virtue of section 5 (1) (c) of the National Monuments Act, 1969 (Act No. 28 of 1969), the National Monuments Council hereby withdraws Government Notice No. 1581 of 12 August 1988 in its entirety.

Deed of Transfer T74143/1990, dated 17 June 1990.

**G. S. HOFMEYR,**

Director: National Monuments Council.

**GENERAL NOTICES**

**NOTICE 1057 OF 1992**

**PROVINCIAL ADMINISTRATION OF THE  
CAPE OF GOOD HOPE**

**VREDENBURG: PROPOSED DREDGING BELOW  
THE HIGH WATER MARK OF THE SEA AT STOMP-  
NEUSBAAI**

Notice is hereby given in terms of section 3 (5) of the Sea-Shore Act, 1935 (Act No. 21 of 1935), that it is proposed to enter into a lease with St Helena Bay Fishing Industries Ltd in which provision is made for the proposed dredging.

A locality sketch of the area affected by the proposed dredging lies for inspection at the office of the Chief Director: Works, Provincial Administration of the Cape of Good Hope, Room 409, 9 Dorp Street, Cape Town.

Objections to the proposed lease must be lodged with the Chief Director: Works, Private Bag X9078, Cape Town, 8000, on or before 28 December 1992.

(27 November 1992)

**NOTICE 1058 OF 1992**

**PROVINCIAL ADMINISTRATION OF THE  
CAPE OF GOOD HOPE**

**HERMANUS: PROPOSED CONSTRUCTION OF  
TEMPORARY STRUCTURES IN THE SEA AT  
WALKER BAY**

Notice is hereby given in terms of section 3 (5) of the Sea-Shore Act, 1935 (Act No. 21 of 1935), that it is proposed to enter into a lease with CSIR in which provision is made for the proposed construction.

Die stuk waarin sodanige beleid uiteengesit word, is op skriftelike aanvraag verkrygbaar van die Direkteur-generaal, Departement van Nasionale Opvoeding, Pri-vaatsak X122, Pretoria, 0001.

**P. G. MARAIS,**

Minister van Nasionale Opvoeding en van Onderwys en Kultuur in die Ministersraad van die Volksraad.

**No. 3217**

**27 November 1992**

**WET OP NASIONALE GEDENKWAARDIGHEDE,  
No. 28 VAN 1969**

**INTREKKING VAN GOEWERMENSKENNISGE-  
WING No. 1581 VAN 12 AUGUSTUS 1988**

Kragtens artikel 5 (1) (c) van die Wet op Nasionale Gedenkwaardighede, 1969 (Wet No. 28 van 1969), trek die Raad vir Nasionale Gedenkwaardighede hiermee Goewermenskenningsgewing No. 1581 van 12 Augustus 1988 in sy geheel in.

Transportakte T74143/1990, gedateer 17 Junie 1990.

**G. S. HOFMEYR,**

Direkteur: Raad vir Nasionale Gedenkwaardighede.

**ALGEMENE KENNISGEWINGS**

**KENNISGEWING 1057 VAN 1992**

**PROVINSIALE ADMINISTRASIE VAN DIE  
KAAP DIE GOEIE HOOP**

**VREDENBURG: VOORGESTELDE BAGGERWERK  
BENEDE DIE HOOGWATERMERK VAN DIE SEE TE  
STOMPNEUSBAAI**

Ingevolge artikel 3 (5) van die Strandwet, 1935 (Wet No. 21 van 1935), word hiermee bekendgemaak dat dit die voorneme is om 'n huurooreenkoms met St Helena Bay Fishing Industries Ltd aan te gaan waarin voorsiening gemaak word vir die voorgestelde baggerwerk.

'n Liggingsplan van die gebied wat deur die voorgestelde baggerwerk geraak word, lê ter insae by die kantoor van die Hoofdirekteur: Werke, Provinsiale Administrasie van die Kaap die Goeie Hoop, Kamer 409, Dorpstraat 9, Kaapstad.

Besware teen die voorgestelde verhuring moet by die Hoofdirekteur: Werke, Priwaatsak X9078, Kaapstad, 8000, ingedien word voor of op 28 Desember 1992.

(27 November 1992)

**KENNISGEWING 1058 VAN 1992**

**PROVINSIALE ADMINISTRASIE VAN DIE  
KAAP DIE GOEIE HOOP**

**HERMANUS: VOORGESTELDE KONSTRUKSIE  
VAN TYDELIKE STRUKTURE IN DIE SEE TE  
WALKERBAAI**

Ingevolge artikel 3 (5) van die Strandwet, 1935 (Wet No. 21 van 1935), word hiermee bekendgemaak dat dit die voorneme is om 'n huurooreenkoms met WNNR aan te gaan waarin voorsiening gemaak word vir die voorgestelde konstruksie.

# Teachers' union, ANC to join forces

(221)



Staff Reporter CT 2/12/92

THE SA Democratic Teachers' Union (Saddu) and the ANC will join forces to campaign against unilateral restructuring of the education system.

This was said by ANC regional assistant secretary, Mr Willie Hofmeyr, at a Saddu/ANC press conference yesterday.

He said the crisis in schools had now reached such monumental proportions "that we fear yet another generation of children is to be sacrificed to the cynicism and muddle-headedness of a regime that has proved itself unfit to govern".

Ms Margie Keegan of the ANC Claremont branch's education forum called for a moratorium on the implementation of Model C "in so-called coloured and black schools", saying that if it led to hardship in wealthier schools, it would have a greater effect on the less advantaged.

# Education gets a new teacher

**JOHN VILJOEN**

Education Reporter

A CAPE Town man is to play a key role in the effort to create a new education system acceptable to all South Africans.

Mr Clive Roos, chief executive officer of the South African Teachers' Association (Sata), will exchange his Rondebosch office for one in Pretoria when he takes up his post as chief director in the Department of National Education next month.

Known for his formidable negotiating skills, Mr Roos, 48, is taking up a challenging post which has stood vacant for some time.

Among his tasks is determining a national policy with regard to educa-

tion systems.

The challenge, in his words, is "to ensure that this country ends up with an education system that is broadly acceptable to the majority of the people".

It must be "affordable and economical, and make a meaningful contribution to the development of all the people who pass through it".

In the long run, a new education system for South Africa should make a contribution to economic growth and stability, he says.

Various political parties and other organisations had laid education discussion documents on the table.

"Out of this must come some sort of system."

He would not give his views on the key elements of the new structure nor on the future of the controversial Model C system before taking office. A product of Observatory Boys' High and the University of Cape Town, Mr Roos has taught at various schools including Settlers and Fish Hoek High and serves on numerous education bodies.

Still a keen cricketer, he represented South-West Africa and played country districts cricket. As a rugby player he turned out as captain for False Bay and Bellville First XV.

Now, he is devoting his energies to the renewal of South African education.

This has to take place within severe economic constraints, but he re-

M41211219821  
mainly optimistic.

Some of his optimism stems from a recent success — the merging of the Sallie Davids College of Education and the Cape Town College of Education, effective from January 1.

Mr Roos, chairman of the Sallie Davids College Advisory Council, views the merger as a proud achievement.

The move joins two colleges from separate own affairs departments — a unique situation — after consultation with all organisations and committees involved.

Mr Roos's negotiating skills will come in handy again when he delves into labour relations with various teacher bodies, another of his responsibilities.



**□ PLOTTING THE FUTURE:** Clive Roos, new chief director in the Department of National Education.

**SCHEDULE**

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 2281 of 31 October 1986, as amended by Government Notices Nos. R. 1477 of 29 June 1990 and R. 2784 of 22 November 1991.

2. Regulation 2 of the Regulations is hereby amended by the substitution for paragraph (a) of sub-regulation (2) of the following paragraph:

"(a) The minimum number of pupils of school age in such school shall be 20: Provided that the Head of Education may in exceptional cases where in his opinion sufficient reasons exist therefore, approve a deviation from this condition to the extent determined by him;"

**DEPARTMENT OF EDUCATION AND CULTURE**

No. R. 3396

24 December 1992

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

321

**AMENDMENT OF REGULATIONS RELATING TO  
THE CONDITIONS OF SERVICE OF TEACHERS AT  
STATE-AIDED SCHOOLS**

The Minister of Education and Culture has under section 112 read with section 97 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 695 of 30 March 1990, as set out in the Schedule,

**SCHEDULE**

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 695 of 30 March 1990, as amended by Government Notices Nos. R. 292 of 24 January 1992 and R. 1872 of 10 July 1992.

2. Regulation 10 of the Regulations is hereby amended by the substitution for subregulation (2) of the following subregulation:

"(2) (a) Notwithstanding the provisions of subregulation (1) and subject to the provisions of subregulation (3), a teacher who is appointed at a state-aided school other than a state-aided school for specialized education, and who before such appointment last occupied a teaching post at a public school other than a school for specialized education, an industrial school or a reform school, shall have the right to retire on pension on or after attaining the age of 60 years, after having given written notice of at least three calendar months to the governing body.

(b) A teacher referred to in paragraph (a) shall retain the right to retire on pension as provided in that paragraph, if, after the appointment referred to in paragraph (a), he is consecutively appointed at further state-aided schools other than state-aided schools for specialized education."

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 2281 van 31 Oktober 1986, soos gewysig by Goewermentskennisgewings Nos. R. 1477 van 29 Junie 1990 en R. 2784 van 22 November 1991.

2. Regulasie 2 van die Regulasies word hierby gewysig deur paragraaf (a) van subregulasie (2) deur die volgende paragraaf te vervang:

"(a) Die minimum getal leerlinge van skoolgaande ouderdom in sodanige skool is 20: Met dien verstande dat die Onderwyshoof in uitsonderlike gevalle waar daar volgens sy oordeel voldoende redes daarvoor bestaan, kan goedkeur dat daar van hierdie voorwaarde afgewyk word in die mate wat hy bepaal;"

**DEPARTEMENT VAN ONDERWYS EN KULTUUR**

No. R. 3396

24 Desember 1992

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

**WYSIGING VAN DIE REGULASIES BETREFFENDE  
DIENSVOORWAARDES VAN ONDERWYSERS BY  
STAATSONDERSTEUNDE SKOLE**

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikel 97 van die Wet op Onderwysaangeleentheide (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 695 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 695 van 30 Maart 1990, soos gewysig by Goewermentskennisgewings Nos. R. 292 van 24 Januarie 1992 en R. 1872 van 10 Julie 1992.

2. Regulasie 10 van die Regulasies word hierby gewysig deur subregulasie (2) deur die volgende subregulasie te vervang:

"(2) (a) Ondanks die bepalings van subregulasie (1) en behoudens die bepalings van subregulasie (3), het 'n onderwyser wat aangestel word by 'n ander staatsondersteunde skool as 'n staatsondersteunde skool vir buitengewone onderwys, en wat voor so 'n aanstelling laas 'n onderwyspos beklee het by 'n ander openbare skool as 'n skool vir buitengewone onderwys, 'n nywerheidsskool of 'n verbeteringskool, die reg om by of na bereiking van die leeftyd van 60 jaar, nadat hy skriftelike kennis van minstens drie kalendermaande aan die bestuursliggaam gegee het, met pensioen af te tree.

(b) 'n Onderwyser in paragraaf (a) bedoel, behou die reg om met pensioen af te tree soos in daardie paragraaf bepaal indien hy, ná die aanstelling in paragraaf (a) na verwys, agtereenvolgens aangestel word by verdere staatsondersteunde skole anders as staatsondersteunde skole vir buitengewone onderwys."

2. Die Regulasies word hierby gewysig deur die opskrif daarvan deur die volgende opskrif te vervang:

"REGULASIES BETREFFENDE BESTUURSLIGGAME VAN STAATSONDERSTEUNDE SKOLE VIR BUITENGEWONE ONDERWYS".

3. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur die omskrywing van "Direkteur" te skrap; en

(b) deur na die omskrywing van "lid" die volgende omskrywings in te voeg:

" 'staatsondersteunde skool' by die toepassing van hierdie Regulasies 'n staatsondersteunde skool vir buitengewone onderwys; en

'Uitvoerende Direkteur' 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel. "

4. Regulasie 2 van die Regulasies word hierby gewysig—

(a) deur die woorde wat paragraaf (a) voorafgaan deur die volgende woorde te vervang:

" 'n Bestuursliggame van 'n staatsondersteunde skool bestaan uit die getal lede wat die Minister bepaal, van wie—"; en

(b) deur paragraaf (a) deur die volgende paragraaf te vervang:

"(a) 'n getal wat die Minister bepaal, maar hoogstens tien, aangewys deur die verenigings of liggame wat deur die Minister aangewys is en wat die versorging van gestremde persone bevorder, onderneem of hulle daarvoor beywer; en".

5. Regulasie 5 van die Regulasies word hierby gewysig deur die volgende subregulasie na subregulasie (3) in te voeg:

"(4) Behoudens die bepalings van subregulasie (3) beklee die lede van 'n bestuursliggame ondanks die verstryking van hul ampstermyne bedoel in subregulasie (1), hul ampte tot 'n nuwe bestuursliggame ooreenkomstig regulasie (2) saamgestel word".

6. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

2. The Regulations are hereby amended by the substitution for the heading thereof of the following heading:

"REGULATIONS RELATING TO GOVERNING BODIES OF STATE-AIDED SCHOOLS FOR SPECIALIZED EDUCATION".

3. Regulation 1 of the Regulations is hereby amended—

(a) by the deletion of the definition of "Director";

(b) by the insertion before the definition of "member" of the following definition:

" 'Executive Director' means an Executive Director of Education referred to in section 4 of the Act;";

(c) by the insertion after the definition of "member" of the following definition:

" 'state-aided school' in the application of these Regulations, means a state-aided school for specialized education; and".

4. Regulation 2 of the Regulations is hereby amended—

(a) by the substitution for the words preceding paragraph (a), of the following words:

"A governing body of a state-aided school shall consist of the number of members determined by the Minister, of whom—"; and

(b) by the substitution for paragraph (a) of the following paragraph:

"(a) a number determined by the Minister, but not exceeding ten, designated by those associations or bodies which have been designated by the Minister and which promote, undertake or are concerned with the care of handicapped persons; and".

5. Regulation 5 of the Regulations is hereby amended by the insertion after subregulation (3) of the following subregulation:

"(4) Subject to the provisions of subregulation (3), the members of a governing body shall, notwithstanding the expiration of their terms of office referred to in subregulation (1), hold office until a new governing body is constituted in accordance with regulation 2."

6. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

No. R. 290

24 Januarie 1992

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE  
AANSTELLINGS EN DIENSVOORWAARDES VAN  
ONDERWYSERS IN DIENS BY DEPARTEMENTELE  
INRIGTINGS

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikels 67 en 68 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 693 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

No. R. 290

24 January 1992

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

(321)

AMENDMENT OF REGULATIONS RELATING  
TO THE APPOINTMENT AND CONDITIONS OF  
SERVICE OF TEACHERS EMPLOYED AT DEPART-  
MENTAL INSTITUTIONS

The Minister of Education and Culture has under section 112 read with sections 67 and 68 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 693 of 30 March 1990, as set out in the Schedule.

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 693 van 30 Maart 1990.

2. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur die omskrywing van "Direkteur" te skrap;

(b) deur in die Engelse teks in die omskrywing van "school quarter", die uitdrukking "section 66 (1) (g)" deur die uitdrukking "section 6 (1) (g)" te vervang; en

(c) deur na die omskrywing van "skoolvakansie" die volgende omskrywing in te voeg:

" 'Uitvoerende Direkteur' 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel."

3. Regulasie 18 van die Regulasies word hierby gewysig—

(a) deur in subregulasie (2) die woorde "skriftelike kennis van minstens drie maande" deur die woorde "skriftelike kennis van minstens drie kalendermaande" te vervang; en

(b) deur die voorbehoudsbepaling by subregulasie (2) te skrap.

4. Regulasie 26 van die Regulasies word hierby deur die volgende regulasie vervang:

**"HERVESTIGINGSKOSTE**

26. Die bepalings van Hoofstuk F van die Staatsdiensregulasies uitgevaardig kragtens die Staatsdienswet, 1984 (Wet No. 111 van 1984), uitgesonderd regulasie F 11, asook enige interpretasie, beslissing, reëling of voorskrif deur die Kommissie vir Administrasie met betrekking tot hervestigingskoste ten opsigte van beames en werknemers in die Staatsdiens, is *mutatis mutandis* van toepassing op onderwysers in diens by departementele inrigtings: Met dien verstande dat 'n verwysing daarin na 'n aanbeveling van die Kommissie vir dié doel geag word 'n verwysing te wees na die goedkeuring van die Minister en 'n verwysing daarin na die Departementshoof geag word 'n verwysing te wees na die Onderwyshoof."

5. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

**SCHEDULE**

(321)

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 693 of 30 March 1990.

2. Regulation 1 of the Regulations is hereby amended—

(a) by the deletion of the definition of "Director";

(b) by the insertion after the definition of "calendar year" of the following definition:

" 'Executive Director' means an Executive Director of Education referred to in section 4 of the Act; and

(c) by the substitution in the definition of "school quarter" for the expression "section 66 (1) (g)", of the expression "section 6 (1) (g)".

3. Regulation 18 of the Regulations is hereby amended—

(a) by the substitution in subregulation (2) for the words "written notice of at least three months", of the words "written notice of at least three calendar months"; and

(b) by the deletion of the proviso to subregulation (2).

4. The following regulation is hereby substituted for regulation 26 of the Regulations:

**"RESETTLEMENT EXPENDITURE**

26. The provisions of Chapter F of the Public Service Regulations promulgated under the Public Service Act, 1984 (Act No. 111 of 1984), excluding regulation F 11, as well as any interpretation, decision, ruling or direction by the Commission for Administration regarding resettlement expenditure in respect of officers and employees in the Public Service, shall *mutatis mutandis* apply to teachers employed at departmental institutions: Provided that a reference therein to a recommendation of the Commission shall for this purpose be deemed to be a reference to the approval of the Minister, and a reference therein to the Head of Department shall be deemed to be a reference to the Head of Education."

5. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

No. R. 291

24 Januarie 1992

**WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRaad), 1988**

WYSIGING VAN REGULASIES BETREFFENDE AANSTELLINGS EN DIENSVORWAARDES VAN PERSONE ANDERS AS ONDERWYSERS, AANGESTEL BY DEPARTEMENTELE INRIGTINGS

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikels 67 en 68 van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 694 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

No. R. 291

24 January 1992

**EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988**

(321)

AMENDMENT OF REGULATIONS RELATING TO THE APPOINTMENT AND CONDITIONS OF SERVICE OF PERSONS OTHER THAN TEACHERS, APPOINTED AT DEPARTMENTAL INSTITUTIONS

The Minister of Education and Culture has under section 112 read with sections 67 and 68 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 694 of 30 March 1990, as set out in the Schedule.



**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermmentskenningsgewing No. R. 694 van 30 Maart 1990.

2. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur die omskrywing van "Direkteur" en "superintendent van onderwys" te skrap; en

(b) deur na die omskrywing van "tydkring", die volgende omskrywing in te voeg:

" 'Uitvoerende Direkteur' 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel; en".

3. Regulasie 18 van die Regulasies word hierby gewysig—

(a) deur in paragraaf (b) van subregulasie (1), die woorde wat subparagraaf (i) voorafgaan deur die volgende woorde te vervang:

"Groep B—Werknemers, uitgesonderd dié wat in Groep A, Groep D en Groep E ingedeel is, wat in diens is by openbare skole, indien normaalweg nie van hulle verwag word om gedurende skoolvakansies wanneer onderrig opgeskort is, aan diens te bly nie—";

(b) deur in paragraaf (d) van subregulasie (1), die woorde wat subparagraaf (i) voorafgaan deur die volgende woorde te vervang:

"Groep D—Werknemers wat in diens is as algemene assistente by openbare skole, indien normaalweg van hulle verwag word om gedurende skoolvakansies aan diens te bly alhoewel onderrig opgeskort en die skole gesluit is, en wat—"; en

(c) deur in paragraaf (e) van subregulasie (1), die woorde wat subparagraaf (i) voorafgaan deur die volgende woorde te vervang:

"Groep E—Werknemers wat in diens is as algemene assistente by openbare skole, indien normaalweg nie van hulle verwag word om gedurende skoolvakansies wanneer onderrig opgeskort is, aan diens te bly nie—".

4. Regulasie 27 van die Regulasies word hierby gewysig deur in die Engelse teks die volgende woorde in te voeg na die woorde "If an employee is absent from duty" in paragraaf (a) van subregulasie (3):

"on account of illness".

5. Regulasie 30 van die Regulasies word hierby gewysig deur in die Engelse teks die volgende woorde "for the period that he is a member of the Reserve of Officers," in subparagraaf (v) van paragraaf (d) van subregulasie (1), deur die volgende woorde te vervang:

"for the period that he as a member of the Reserve of Officers,".

**SCHEDULE**

321

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 694 of 30 March 1990.

2. Regulation 1 of the Regulations is hereby amended—

(a) by the deletion of the definitions of "Director" and "superintendent of education"; and

(b) by the insertion after the definition of "employee" of the following definition:

" 'Executive Director' means an Executive Director of Education referred to in section 4 of the Act;".

3. Regulation 18 of the Regulations is hereby amended—

(a) by the substitution for the words preceding subparagraph (i) in paragraph (b) of subregulation (1), of the following words:

"Group B—Employees, excluding those classified in Group A, Group D and Group E, who are employed at public schools, if it is normally not expected of them to remain on duty during school holidays when teaching is suspended—";

(b) by the substitution for the words preceding subparagraph (i) in paragraph (d) of subregulation (1), of the following words:

"Group D—Employees employed as general assistants at public schools, if it is normally expected of them to remain on duty during school holidays although teaching is suspended and the schools are closed, and who have completed—"; and

(c) by the substitution for the words preceding subparagraph (i) in paragraph (e) of subregulation (1), of the following words:

"Group E—Employees employed as general assistants at public schools, if it is normally not expected of them to remain on duty during school holidays when teaching is suspended—".

4. Regulation 27 of the Regulations is hereby amended by the insertion in paragraph (a) of subregulation (3) of the following words after the words "If an employee is absent from duty":

"on account of illness".

5. Regulation 30 of the Regulations is hereby amended by the substitution for the words "for the period that he is a member of the Reserve of Officers," in subparagraph (v) of paragraph (d) of subregulation (1), of the following words:

"for the period that he as a member of the Reserve of Officers,".

6. Die volgende regulasie word hierby in die Regulasies ingevoeg na regulasie 44:

#### "HERVESTIGINGSKOSTE

45. Die bepalings van Hoofstuk F van die Staatsdiensregulasies uitgevaardig kragtens die Staatsdienswet, 1984 (Wet No. 111 van 1984), uitgesonderd regulasie F 11, asook enige interpretasie, beslissing, reëling of voorskrif deur die Kommissie vir Administrasie met betrekking tot hervestigingskoste ten opsigte van beamptes en werknemers in die Staatsdiens, is *mutatis mutandis* van toepassing op werknemers: Met dien verstande dat 'n verwysing daarin na 'n aanbeveling van die Kommissie vir die doel van hierdie regulasie geag word 'n verwysing te wees na die goedkeuring van die Minister en 'n verwysing daarin na die Departementshoof geag word 'n verwysing te wees na die Onderwyshoof."

7. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

No. R. 292

24 Januarie 1992

#### WET OP ONDERWYSSAANGELEENTHEDE (VOLKSRAAD), 1988

#### WYSIGING VAN REGULASIES BETREFFENDE DIENSVORWAARDES VAN ONDERWYSERS BY STAATSONDERSTEUNDE SKOLE

Die Minister van Onderwys en Kultuur het kragtens artikel 112 saamgelees met artikel 97 van die Wet op Onderwysaangeleentheid (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskenningsgewing No. R. 695 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

#### BYLAE

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskenningsgewing No. R. 695 van 30 Maart 1990.

2. Die volgende regulasie word hierby in die Regulasies ingevoeg na regulasie 8:

#### "BESTUUR WAARIN ONDERWYSER NIE MAG DIEN

8A. 'n Onderwyser dien nie in die bestuur van 'n vereniging of liggaam wat lede van die bestuursliggaam van die staatsondersteunde skool waar die onderwyser in diens is, aanwys nie."

3. Regulasie 10 van die Regulasies word hierby gewysig—

(a) deur die bestaande regulasie te nommer as subregulasie (1); en

6. The following regulation is hereby inserted in the Regulations after regulation 44:

#### "RESETTLEMENT EXPENDITURE

45. The provisions of Chapter F of the Public Service Regulations promulgated under the Public Service Act, 1984 (Act No. 111 of 1984), excluding regulation F 11, as well as any interpretation, decision, ruling or direction by the Commission for Administration concerning resettlement expenditure in respect of officers and employees in the Public Service, shall *mutatis mutandis* apply to employees: Provided that a reference therein to a recommendation of the Commission shall for the purpose of this regulation be deemed to be a reference to the approval of the Minister, and a reference therein to the Head of Department shall be deemed to be a reference to the Head of Education."

7. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

No. R. 292

24 January 1992

#### EDUCATION AFFAIRS ACT (HOUSE OF ASSEMBLY), 1988

#### AMENDMENT OF REGULATIONS RELATING TO THE CONDITIONS OF SERVICE OF TEACHERS AT STATE-AIDED SCHOOLS

The Minister of Education and Culture has under section 112 read with section 97 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 695 of 30 March 1990, as set out in the schedule.

#### SCHEDULE

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 695 of 30 March 1990.

2. The following regulation is hereby inserted in the Regulations after regulation 8:

#### "MANAGEMENT ON WHICH TEACHER SHALL NOT SERVE

8A. A teacher shall not serve on the management of an association or body which designates members of the governing body of the state-aided school where the teacher is employed."

3. Regulation 10 of the Regulations is hereby amended—

(a) by numbering the existing regulation as subregulation (1); and

(b) deur die volgende subregulasie as subregulasie (2) in te voeg:

"(2) Ondanks die bepalings van subregulasie (1), het 'n onderwyser wat sonder 'n onderbreking van pensioengewende diens aangestel word by 'n staatsondersteunde skool in artikel 29 (2A) van die Wet bedoel, en wat onmiddellik voor so 'n aanstelling in diens was by 'n ander openbare skool as 'n skool vir buitengewone onderwys, 'n nywerheidskool of 'n verbeteringskool, die reg om by of na bereiking van die leeftyd van sestig jaar, nadat hy skriftelike kennis van minstens drie kalendermaande gegee het, met pensioen af te tree."

4. Regulasie 12 van die Regulasies word hierby gewysig deur in die Engelse teks die woord "and" aan die einde van subparagraaf (iv) van paragraaf (c), deur die woord "or" te vervang.

5. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

No. R. 293

24 Januarie 1992

WET OP ONDERWYSAANGELEENTHEDE  
(VOLKSRAAD), 1988

WYSIGING VAN REGULASIES BETREFFENDE  
DIENSVORWAARDES VAN PERSONE ANDERS  
AS ONDERWYSERS, IN DIENS BY STAATS-  
ONDERSTEUNDE SKOLE

Die Minister van Onderwys en Kulture het kragtens artikel 112 saamgelees met artikel 97 van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 696 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 696 van 30 Maart 1990.

2. Regulasie 5 van die Regulasies word hierby gewysig deur in paragraaf (a) van subregulasie (2) die woord "onderwyser" deur die woord "werknemer" te vervang.

3. Die volgende regulasie word hierby in die Regulasies ingevoeg na regulasie 8:

**"BESTUUR WAARIN WERKNEMER  
NIE MAG DIEN**

8A. 'n Werknemer dien nie in die bestuur van 'n vereniging of liggaam wat lede van die bestuursliggaam van die staatsondersteunde skool waar die werknemer in diens is, aanwys nie."

4. Regulasie 14 van die Regulasies word hierby gewysig deur subparagraaf (v) van paragraaf (c) soos volgend tipografies reg te stel:

"(v) behoudens die bepalings van artikel 74 saamgelees met artikel 98 van die Wet, weens ongeskiktheid vir die pligte wat aan sy pos verbonde is of onvermoë om daardie pligte op 'n bekwaame wyse uit te voer,

(b) by the insertion of the following subregulation as subregulation (2):

"(2) Notwithstanding the provisions of subregulation (1), a teacher who is, without a break of pensionable service, appointed at a state-aided school referred to in section 29 (2A) of the Act, and who was immediately before such appointment employed at a public school other than a school for specialized education, an industrial school or a reform school, shall be entitled to retire on pension on or after attaining the age of sixty years, after having given written notice of at least three calendar months."

4. Regulation 12 of the Regulations is hereby amended by the substitution for the word "and" at the end of subparagraph (iv) of paragraph (c), of the word "or".

5. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

No. R. 293

24 January 1992

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO  
THE CONDITIONS OF SERVICE OF PERSONS  
OTHER THAN TEACHERS, EMPLOYED AT STATE-  
AIDED SCHOOLS

The Minister of Education and Culture has under section 112 read with section 97 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 696 of 30 March 1990, as set out in the Schedule.

**SCHEDULE**

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 696 of 30 March 1990.

2. Regulation 5 of the Regulations is hereby amended by the substitution in the Afrikaans text for the word "onderwyser" in paragraph (a) of subregulation (2), of the word "werknemer".

3. The following regulation is hereby inserted in the Regulations after regulation 8:

**"MANAGEMENT ON WHICH EMPLOYEE  
SHALL NOT SERVE**

8A. An employee shall not serve on the management of an association or body which designates members of the governing body of the state-aided school where the employee is employed."

4. Regulation 14 of the Regulation is hereby amended by the typographical correction of subparagraph (v) of paragraph (c), as follows:

"(v) subject to the provisions of section 74 read with section 98 of the Act, on account of incompetence for the duties attached to his post or inability to perform those duties in an efficient manner,

die koste verbonde aan die vervoer van homself, sy huishouding en persoonlike besittings vanaf sy hoofkwartier na sy toekomstige woonplek; en".

5. Die Regulasies word hierby gewysig deur die woord "Direkteur" waar dit ook al voorkom, deur die uitdrukking "Uitvoerende Direkteur" te vervang.

No. R. 294

24 Januarie 1992

WET OP ONDERWYSAANGELETHEDE  
(VOLKSRaad), 1988

WYSIGING VAN REGULASIES BETREFFENDE  
KOSHUISE INGESTEL VIR OPENBARE SKOLE

Die Minister van Onderwys en Kultuur het kragtens artikels 19 en 112 van die Wet op Onderwysaangeleenthede (Volksraad), 1988 (Wet No. 70 van 1988), die regulasies afgekondig by Goewermentskennisgewing No. R. 697 van 30 Maart 1990, gewysig soos uiteengesit in die Bylae.

**BYLAE**

1. In hierdie Bylae, tensy uit die samehang anders blyk, beteken die uitdrukking "die Regulasies" die Regulasies afgekondig by Goewermentskennisgewing No. R. 697 van 30 Maart 1990.

2. Regulasie 1 van die Regulasies word hierby gewysig—

(a) deur die omskrywing van "Direkteur" te skrap; en

(b) deur na die omskrywing van "toelatingskomitee" die volgende omskrywing in te voeg:

" 'Uitvoerende Direkteur' 'n Uitvoerende Direkteur van Onderwys in artikel 4 van die Wet bedoel. "

3. Regulasie 2 van die Regulasies word hierby gewysig deur die volgende subregulasie na subregulasie (1) in te voeg:

"(1A) Die Minister kan, om redes wat hy as voldoende ag, toestemming verleen dat daar van die bepalings van subregulasie (1) (c) afgewyk word in die mate en op die voorwaardes deur hom bepaal. "

4. Regulasie 4 van die Regulasies word hierby gewysig—

(a) deur die bestaande regulasie te nommer as subregulasie (1); en

(b) deur die volgende subregulasie as subregulasie (2) in te voeg:

"(2) Behoudens die voorbehoudsbepaling by subregulasie (1), beklee die lede van 'n koshuisraad ondanks die verstryking van hul ampstermyne bedoel in subregulasie (1), hul ampte tot 'n nuwe koshuisraad ooreenkomstig regulasie 2 saamgestel word. "

5. Regulasie 36 van die Regulasies word hierby gewysig deur subregulasie (1) deur die volgende subregulasie te vervang:

"(1) Met ingang van 1 April 1990 kan die Minister met die instemming van die Minister van Begroting, onderworpe aan die voorwaardes wat hy bepaal, na goeddunke 'n losiesbeurs toeken aan 'n leerling wie se ouer na die mening van die

any costs involved in his own transport and the transport of his household and his personal belongings from his headquarters to his future residence; and".

5. The Regulations are hereby amended by the substitution for the word "Director", wherever it occurs, of the expression "Executive Director".

No. R. 294

24 January 1992

EDUCATION AFFAIRS ACT  
(HOUSE OF ASSEMBLY), 1988

AMENDMENT OF REGULATIONS RELATING TO  
HOSTELS ESTABLISHED FOR PUBLIC SCHOOLS

The Minister of Education and Culture has under sections 19 and 112 of the Education Affairs Act (House of Assembly), 1988 (Act No. 70 of 1988), amended the regulations promulgated by Government Notice No. R. 697 of 30 March 1990, as set out in the Schedule.

**SCHEDULE**

1. In this Schedule, unless the context indicates otherwise, the expression "the Regulations" means the Regulations promulgated by Government Notice No. R. 697 of 30 March 1990.

2. Regulation 1 of the Regulations is hereby amended—

(a) by the deletion of the definition of "Director"; and

(b) by the insertion after the definition of "council" of the following definition:

" 'Executive Director' means an Executive Director of Education referred to in section 4 of the Act; "

3. Regulation 2 of the Regulations is hereby amended by the insertion after subregulation (1) of the following subregulation:

"(1A) The Minister may, for reasons he deems to be sufficient, grant permission that there may be deviated from the provisions of subregulation (1) (c) to the extent and on the conditions determined by him. "

4. Regulation 4 of the Regulations is hereby amended—

(a) by numbering the existing regulation as subregulation (1); and

(b) by the insertion of the following subregulation as subregulation (2):

"(2) Subject to the proviso to subregulation (1), the members of a hostel council shall, notwithstanding the expiration of their terms of office referred to in subregulation (1), hold office until a new hostel council is constituted in accordance with regulation 2. "

5. Regulation 36 of the Regulations is hereby amended by the substitution for subregulation (1) of the following subregulation:

"(1) With effect from 1 April 1990, the Minister may with the concurrence of the Minister of the Budget, subject to the conditions he may determine, grant a boarding bursary to a pupil whose

TEACHERS — GENERAL

JANUARY — JULY

# Sadtu hails results

Sowetan 6/1/93.

By Jed Battersby

321  
■ Says upheavals did not cause serious disruption:

THE SOUTH African Democratic Teachers Union (SADTU) yesterday welcomed the improved DET matric results and said last year's upheavals had not seriously disrupted education.

Of the 325 720 pupils who sat for the final examinations last year, 130 341 (43,8 percent) passed. This was an improvement on the 39,2 percent pass rate of 1991.

In a statement released yesterday, SADTU said students and teachers deserved praise for their hard work under adverse conditions.

"Sadtu has come to the opinion that the improvement in the pass percentage should be welcomed, however marginal it may seem."

SADTU said they doubted the DET's claim that upheavals in black education had been a major contributing factor to the low pass rate.

"Whatever upheavals there have been in 1992 have not seriously disrupted education," Sadtu said.

"Sadtu wishes to call for the implementation of an interim government and along therewith the implementation of a credible and legitimate education authority which can inspire confidence and exercise the necessary authority over the development of acceptable standards."

Sadtu said labour action by teachers in 1992 was aimed at upgrading conditions under which learning took place and was limited to short periods of time.

They believe the improvement in the matric results was due to the extra commitment on the part of teachers and pupils.

"Sadtu therefore wishes to thank teachers and pupils for this demonstration of their commitment to excellence."

## Hostels set on fire

Sowetan 6/1/93.

Sowetan Correspondent

321  
■ Youths on rampage in Mooi River's black township:

YOUTHS using petrol set fire to six hostel blocks and an office complex in Mooi River's Bruntville township yesterday morning.

This was the fourth attack on the hostels in the Natal Midlands township by arsonists in four days.

On Saturday the hostel kitchen was destroyed in an attack in which a gas cylinder was set alight. On Sunday, attackers tried to set fire to the hostel with petrol-soaked mattresses, tyres and wood.

And according to the Inkatha Freedom Party, the hostel was also petrol-bombed on Monday morning.

No police were present, a Mooi River

resident said.

Youths also threw stones at the buildings. Another resident said he was threatened by a youth armed with an AK-47 assault rifle. The hostels, which each house about 50 people, were empty. The resident said that people sympathetic to the Inkatha Freedom Party lived in the hostels but were away for the holidays.

Bruntville hostel was at the centre of a recent Goldstone Commission investigation which recommended it be fenced as soon as possible. This recommendation was welcomed by the African National Congress but rejected by the IFP.

## Govt debt a key issue this year

THE bulls will be encouraged by this week's sharp drop in capital market yields. But clumsy marketing of government's ballooning debt in 1993 will quickly send them in search of other hunting grounds.

The debt is a key issue facing the market this year. Too much stock dumped on the market will send rates soaring and ultimately raise government's borrowing costs. So the Reserve Bank, which sells government stock, will be hoping Finance Minister Derek Keys has other tricks up his sleeve when he announces his Budget in March. A combination of higher taxes and borrowing will limit the effect on the bond market.

*Blom 11/193*  
Institutions, with expected cash flows of about R40bn, clearly have the cash to lend government.

One way for the Bank to raise funds without hurting the market could be for it to twist the arms of the institutions and encourage them to take parcels of stock.

The market frowns on this sort of practice as the institutions usually get preferential rates.

The Bank has moved away from this vogue in recent times, but faced with marketing billions in government paper, it could be tempted to follow this route.

So far, the Bank has done a fine job of selling government debt, helped by the bull run in the second half of the year.

*(320)*  
Turnover in RSA bonds for the financial year to end-December saw it trade about R190bn in the bonds, easily making it the biggest player in the market. Of this, net financing took care of about R11bn.

But a question mark hangs over its ability to sell debt in a bear market.

Apparently, the Bank made a loss in the bear market last year, but still made a profit for the year.

What a pity it would be if bears mauled the market, forcing the Bank to repurchase all the debt it managed to sell during 1992.

## Public servants seek agenda

321

GERALD REILLY

PRETORIA — The 18 public service organisations — including six teacher bodies — representing more than 400 000 workers, have demanded an agenda before Friday's meeting with President F W de Klerk.

In his invitation to the organisations, De Klerk said service conditions would be discussed.

However, the co-ordinator of the caucus of 12 organisations, Anton Louwrens, said a December appeal to Administration Minister Org Marais for an agenda had gone unanswered, and without an agenda to assist preparations the meeting could be valueless — and some leaders feared it would be no more than a lecture.

Finance and Trade and Industry Minister Derek Keys, National Health Minister Rina Venter and Marais will also attend the meeting. *SDM 12/1/93*.

Louwrens said government workers wanted urgent answers to uncertainties relating to job security, pensions and retrenchments.

"We want to know precisely how government intends cutting state spending in the public sector by 3% in the new financial year," he said.



# Sadtu MUST disband, says scientist

By THEMBA KHUMALO Press

TOP nuclear physicist Dr Gordon Sibya has called for the disbandment of the SA Democratic Teachers Union (Sadtu) to pave way for the formation of a SA Teachers' Fund which will help to improve the plight of black schoolchildren.

He accused the teachers' union of seeking to ignite a strike over "peripheral issues which would not warrant the downing of tools under any normal circumstances".

Sibya, the director of the Science and Engineering Academy of SA (Seas), said Sadtu consisted of a "false" leadership which had the zeal to strike at the drop of a hat to the detriment of black education.

He was reacting to recent widely

publicised reports that the union was threatening to go on strike if the DET did not meet its demands and stopped harassing branch leaders.

Sibya, whose academy has helped hundreds of science students to pass Physical Science and Mathematics exams over the years, said Sadtu was helping to gradually turn blacks into a permanent underclass.

An alternative to Sadtu's disbandment was that the union should be converted into a professional teachers' body rather than remaining a group of activists and a union.

Sibya said there were many other ways for Sadtu to deal with the dismissal of teachers.

"Why can't Sadtu be realistic and approach bodies like Lawyers for Human Rights in London for their intervention on the firing of teachers. They must also be proactive and organise scholarships for teachers to improve their lot."

He advised Sadtu to look into the possibility of defeating the "enemy through brain power rather than by toy-toying during school hours".

"We agree with them that they have serious problems, but we disagree with their method of resolving them," he said.

In an earlier interview Sadtu assistant general secretary Thulas Nxesi said his union achieved in a two-day strike what it could not in 18 months of negotiations.



**ALTERNATIVES... Defeat the enemy with brain power, says nuclear physicist Dr Gordon Sibya.**

CTPress 17/1/93  
**Teachers will feel the pinch** (321)

TEACHING bodies have expressed dissatisfaction with President FW de Klerk's announcement that public servants should not expect more than a five percent pay hike this year – and would pay more taxes.

President of the National Professional Teachers' Organisation of SA, LM Taunyane, said the proposed increase and the fact that it was non-negotiable were unacceptable to Naptosa.

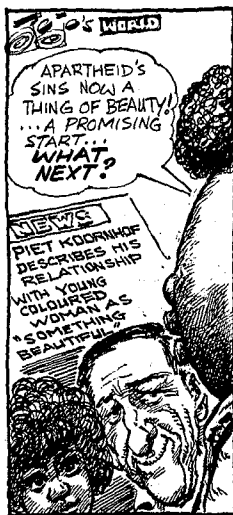
This was "something which thousands of teachers in the lower salary categories will be unable to cope with", he said.

## **Sadtu president for Sweden**

SA Democratic Teachers Union president Mr Sheperd Mdladlana left for Sweden yesterday to get official recognition for Sadtu from Educational International.

The EI will be created by the merger of the World of Confederation of Organisations of the Teaching Profession and the International Free Federation of Teachers Union on January 26. Mdladlana said Sadtu secretary general Mr Randall van den Hoeve would attend the last meetings of both the IFFTU and WCOTF.

(321) Sweden 19/1/93.



# Principal holds on to matric results

Sowetan 20/11/93

By Alinah Dube

■ Students cannot be admitted to tertiary institutions:

SEVERAL Soshanguve students who wrote matric last year cannot be admitted to tertiary institutions because their results are still being withheld by the principal of a local school.

Former students of the Reitumetse High School told *Sowetan* that their principal refused to release their matric symbols because they failed to bring back books that were loaned to them during last year.

They were given a date on which to return the books and when they failed to do so, the principal decided not to release the results.

"Although we have read about our passes in newspapers, tertiary institu-

tions cannot accept us without a statement detailing the symbols obtained in each subject.

"We have been to the school on numerous occasions but the principal keeps on postponing the matter, saying he is busy with the admission of new students," the students said.

Some said the registration of students at institutions where they wished to study had already been completed.

A spokesman for the Department of Education and Training yesterday said he would investigate the matter.

# Sadtu unhappy with increment

Sowetan 20/11/93

By Tsale Makam

■ Slams government for lack of affirmative action

THE SA Democratic Teachers' Union is dissatisfied that the Government has offered a salary increase of five percent to teachers.

Sadtu spokesman Mr Annche Dohen said in a statement this week following a meeting between the union and President FW de Klerk last Friday: "The proposed increase does not match the current inflation rate.

"We regret that there is clearly no

attempt to embark on affirmative action to cater for the under-qualified with long experience."

Sadtu criticised the State for dragging its feet instead of merging the education departments and "justification of the apartheid budget".

The union further criticised the "mismanagement of public funds and the waste and under-utilisation of existing resources".

Dohen said Sadtu demanded that

the state: Halts its unilateral restructuring and rationalisation programme;

Practically demonstrates its intention to stop retrenchments, its implementation of Model C schools and privatisation of education; and

Consult with all the relevant role-players in education and political parties and set up an education forum to negotiate interim arrangements under which education can be democratically restructured.

321

# focus on education

**Q:** CAN we still blame apartheid for the problems experienced in education?

Yes, definitely. The problems we have to deal with now are still essentially the same

ones:

A total lack of management capacity to ensure that the system operates efficiently. This only exacerbates the lack of legitimacy that the Department of Education and Training faces, especially in the black community.

There is a serious shortage of qualified teachers in black schools, which is extremely ironic since the Government is retrenching thousands of highly qualified white teachers and wasting a very precious human resource which will cost the country dearly.

Black schools still experience a great shortage of educational resources, human, material and physical, and of basic teaching facilities.

Despite Government textbooks, blackboards, laboratories, libraries and classrooms, where the average teacher pupil ratio is 40 or 60 to one in black schools, it is only 18 to one in white schools, where the classrooms have a capacity of 30.

This means there is on average a total of 12 seats open in each white classroom. There are still a lot of white schools standing empty, while in many rural areas children are still taught under trees because of the lack of classrooms.

Black teachers have to cope with the overcrowded classes while some of them still haven't received their salaries for months. They often have to wait two to three months to get paid.

All these factors culminate in a decline of the morale of pupils, teachers and parents. Students not only lose confidence in the system, but also in themselves as individuals. And even if they do pass examinations, they realise that their education does not guarantee them admission to a tertiary institution or future employment.

We have to start asking ourselves if we can still afford to throw more than 200 000 children on to the streets with no prospect of employment or opportunities for tertiary education.

Q: In some circles strategies like boycotts, teacher strikes and stay-aways used by your organisation and its affiliates like Cosas and Sadu are criticised for aggravating an already unbearable situation.

A: We never call for students to take to the streets just for the sake of it.

People tend to think, when pupils and teachers do not embark on mass action, that there is learning taking place in the schools. This is far from the truth. It is usually the existence of circumstances that make learning impossible that leads to mass action in the first place.

The country should not run away from the fact that pupils and teachers have become impatient

National Education Co-ordinating Committee acting general secretary Mr James Maseko outlines problems in black education and what NECC is doing to help improve the situation **Esma Anderson** reports:

*Sowetan 29/1/93*



**NECC acting general secretary Mr James Maseko.**

for fundamental change, that is why they are still pressurising the Government to address the injustices in black education. And if these imbalances and short-term needs are not addressed this year, we are likely to be heading for a complete collapse in black education.

Q: What is your organisation's contribution to alleviating the crisis?

When the NECC was formed in 1985 we functioned as a crisis committee to interface grassroots structures and the state in the education crisis. But we soon realised that the major task facing the country was not just to resolve the crisis but to restructure and transform the education system in its totality.

That is why we have established Education Policy Units (EPU's) at the universities of Natal,

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**While the average teacher-pupil ratio is 40 or 60 to one in black schools it is only 18 to one in white schools where the capacity is 30**

UWC, Fort Hare and Wits. Their main task is to conduct research on future education policy for the whole country.

In addition we have also launched a People's Education Programme (PEP) aimed at embarking on grassroots-based educational debates on introducing qualitative changes in education. As part of PEP we have established subject commissions to conduct research and workshops on curriculum reform. Three books have been published by some of these committees on the subjects of mathematics, history and English.

Then we have also launched a programme called Educational Institutional Governance Programme to establish democratic structures of school governance, like the Parent Teachers Student Associations (PTSA's) who provide training for those involved in school management.

There is the Back To School Programme which provides extra tuition for students and produces alternative support material like study guides and past examination question papers.

Our Open Schools Programme was launched to advocate the opening of schools to all South Africans and to begin concretely to prepare for the establishment of a single education system that will bring totally new challenges to all of us in education and we have to be prepared for that.

But our major contribution was the launch of the National Education Policy Investigation, which was a two-year research project on future policy options for education.

\* This article has been shortened and is published with permission from *The Vrye Weekblad-Sowetan* quarterly *State of the Nation* report.



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Picture: LEON MÜLLER  
Weekend Argus.

☐ **ON THE MARCH:**  
A group of the placard-carrying marchers on their way to parliament.

### Radio opens up

**JOHANNESBURG.** — The SABC's signal distribution company, Sentech, says deregulation legislation is expected within months and new broadcasters may take to the airwaves around the country before the end of the year. — Sapa  
© 1993 ARI 30 11/93

## 'Give us books, teachers' —

### cry marchers

**LENORE OLIVER, Weekend Argus Reporter**

**(32) Argus 10/11/93**  
SEVERAL hundred teachers, principals and parents marched to parliament soon after it opened to demand job security and the scrapping of unilateral restructuring.

The placard-carrying marchers, most of them members of the South African Democratic Teachers Union (Sadtu), handed a memorandum to director-general Dr Johan Garbers, who stood in for National Education Minister Mr Piet Marais.

The marchers arrived at parliament about one hour after State President Mr F W de Klerk began his opening address.

Police, some with shotguns, lined up opposite the Stalplein gates to parliament as the marchers stood in sweltering heat.

The marchers carried placards which read: "De Klerk give us books", "Jobs for all teachers" and "Education is a right".

The memorandum was addressed to Mr De Klerk, Mr Marais and Finance Minister Mr Derek Keys.

"We want to say to the government that they must immediately appoint substitute teachers for the thousands of untrained children," said Sadtu regional chairman Miss Wivienne Carelse.

"They must stop the unilateral restructuring because it is taking place in a racist nationalist environment," she said.

The memorandum demanded an immediate response to Sadtu's demands.

# Race loophole ‘will be closed’

CT/12/93 (28) (31)

By PETER DENNEHY

A LEGAL loophole which still allows governing bodies of Model C schools to refuse children admittance on racial grounds is to be closed in future.

Dr H J S Stone, the superintendent-general of the education department in the House of Assembly, announced this today in a statement.

He was spelling out the implications of the State President's announcements on education, and the Education Renewal Strategy report. It has already been established that a school cannot exclude a pupil who comes from its neighbourhood on the grounds of his or her parents not being able to pay the school fees.

## Racial grounds

“Criteria for the acceptance of pupils to schools run with state funds remain in accordance with

the internationally accepted education-relevant considerations ... but under a new dispensation a pupil cannot be refused admittance on racial grounds,” Dr Stone said.

He explained yesterday it was still possible for a Model C governing body to admit only white pupils, but this would change.

“The new minister responsible for education in the transition phase and his administration will draw up new legislation,” he said. “That will have to be brought to Parliament. We don’t know whether it will be this year or next.”

In the meanwhile, however, the department “will be managed as now until the transitional process has been completed”, and schools will be run as they are at present “under the present prevailing legislation”.

The emphasis placed by the State President on the right to differentiated education for

those who want it — “based on religious and cultural values and the mother tongue with equal state aid” — remained of the utmost importance for state-aided (Model C) schools under his department.

Whether or not there would be a single education department would be determined in consultation with all stakeholders, he said yesterday.

## Broad policy

The Education Renewal Strategy put forward the possibility of regional departments of education, with a single department making broad policy.

In his statement, he gave the assurance that there would be no further “drastic scaling-down of the staffing establishment” at schools.

It was not foreseen that envisaged changes would affect present standards, Dr Stone said.

## Progress on parity



GERALD REILLY

321

PRETORIA — Progress towards parity in education was being made but the ideal could not be achieved overnight, National Education and Culture Minister Piet Marais said at the weekend. 810M 8/2/93

Education was provided at 27 000 institutions by 460 000 people. For this, R20,351bn or 19,5% of the national budget would be spent during this financial year.

Parity in financing had been reached in the university and technical sectors, in teachers' salaries and service conditions, and in policy on building norms.



- (2) yes, the principal had an interview with both pupils and moved one of them to another class;
- (3) (a) 630;  
(b) 101;
- (4) no.

**\*2. Primary school in Parow: circular to parents**  
 \*2. A GERBER asked the Minister of Education and Culture:

- (1) Whether the principal of a certain primary school in Parow, the name of which has been furnished to the Minister's Department for the purpose of his reply, addressed a circular to parents on or about 3 December 1992 in which parents were informed that no exercise books and textbooks would be issued to pupils whose school fees for February 1993 had not been paid on the first school day; if so, what is the name of this school;
- (2) whether any of the pupils in this school did not comply with this requirement; if so, how many;
- (3) whether any action was taken against these pupils; if so, in what way;
- (4) whether the circular concerned has the approval of his Department;
- (5) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes,  
 Laetsoekool Parow-005;
- (2) yes,  
 173;
- (3) no;
- (4) no;
- (5) no.

**Education: staff members in non-contact posts reduced** (321) (582)

\*3. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether his Department has reduced the number of staff members in non-con-

HOUSE OF ASSEMBLY

- tact posts; if not, why not; if so, by what (a) number and (b) percentage have these posts been reduced;
- (2) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) Yes,  
 (a) 160,  
 (b) 13,64%;
- (2) No.

**Teaching posts disestablished**  
 \*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether he or his Department has made any calculations regarding the number of teaching posts that will have to be disestablished in 1993; if not, why not; if so, what is this number;
- (2) whether he will make a statement on the matter?

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No,  
 because the information on which the staffing establishment is based, is not yet available;
- (2) No.

*For written reply:*

*General Affairs:*

**Johannesburg: criminal activities**

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

- (1) How many cases of (a) murder, (b) public homicide, (c) assault with intent to do grievous bodily harm, (d) common assault, (e) rape, (f) robbery, (g) theft of vehicles and cycles, (h) theft of other items, (i) damage to property, (j) house-breaking with intent to steal and theft, (k) possession of drugs, (l) drunken driving, (m) vagrancy and (n) prostitution were reported at each specified police

station in the Johannesburg police district in 1992;

- (2) whether special steps are being taken to prevent any escalation of criminal activities in the northern suburbs of Johannesburg; if so, what steps are being taken in (a) northern suburbs in general and (b) Johannesburg North parliamentary constituency/particular?

**THE MINISTER OF LAW AND ORDER:**

- (1) The tables follows as set out in Annexure.
- (2) Yes.

(a) The following steps are being carried out in the Northern suburbs of Johannesburg:

- areas are patrolled with radio-equipped vehicles on a daily basis. Helicopters are utilised in problem areas, when available;
- special crime-prevention units have been established at stations and a district crime-prevention unit has been established in Randburg. Patrols are carried out by members who are dressed in multi;
- administrative personnel are also utilised on a regular basis in order to carry out crime-prevention operations;
- shops and businesses are also patrolled on foot by uniformed members of the Business Watch; and

- a contact point has been established at Galo Manor which operates successfully.

(b) The following steps have been carried out in the Johannesburg North constituency:

- crime-prevention units are utilised for the prevention of crime together with other units;
- foot patrols are carried out on a daily basis by police assistants;
- members on investigation duties concentrate on identifying criminals with the aid of companions with the aim of subsequent arrest;

- administrative personnel are utilised at specific times for patrols on a daily basis;
- reservists are also utilised on a daily basis for patrols and the attending of complaints;
- established plot and neighbourhood watches are also utilised;
- crime forums at which the South African Police and the public establish crime tendencies and strategies, take place on a monthly basis;
- patrols by means of helicopters and mounted members take place regularly; and
- crime-prevention actions such as footpatois, cordoning-off and searching, roadblocks and searches are carried out according to determined crime tendencies.

(1)	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Booyseans	65	72	281	1 078	90	567	1 705	1 756	614	1 765	93	263	0	0
Britton	35	9	100	353	31	85	553	807	248	891	41	59	0	0
Cleveland	35	11	104	247	29	283	709	755	230	824	23	51	0	0
Jeppe	108	30	349	536	66	542	908	962	306	490	60	122	0	0

HOUSE OF ASSEMBLY

consultation before changes are made. This is actually of critical importance in the process of renewal that the hon. the Minister has spoken about today. The hon. the Minister knows that the changes his department has introduced in schools so far have been grossly unpopular. For example, for model C schools—all the model schools, for that matter—the cutback in teacher-pupil ratios, early retirements, the reduction in monetary allocations and so on, have all been highly unpopular matters which have genuinely affected the schools very seriously.

Much of the unhappiness that these changes have brought about in the schools was caused by the lack of genuine consultation with the various teachers and parent bodies over how these changes, especially with regard to model schools, would be introduced.

My colleague the hon. member for Pinetown has already stated the need for fair warning to be given to schools before the hon. the Minister introduces any new changes, and changes, as I say, I believe have to be, would go further than that. I believe that the hon. the Minister has got to undertake to consult fully and widely with all parent and teacher bodies before any new ideas are introduced. [Time expired.]

MR. R. M. BURROWS: Mr. Chairman, it is obvious that the hon. the Minister believes in the ageing that "a not answer turneth away wrath." That may well be the case, but let me, for example, cite the reference in answer to a question from the hon. the Minister of Finance's benchmate asked a little earlier. That hon. Minister is thinking—I say thinking and not that he is going to do it—of abolishing the tax deductible of donations at secondary level. I am not certain that the hon. the Minister of Education and Culture, has consulted the independent schools, the private schools, because it is going to affect them fundamentally.

My difficulty lies not with the fact that the hon. the Minister is not revealing everything to us, it lies with the fact that he can stand up and categorically answer no to the question whether he intends abolishing the various school models currently in existence, when the answer is clearly yes.

He has the House of Assembly's Education Affairs Act, Act No. 79 of 1988, but by this time next year that Act and the 60-plus other education Acts will have to be consolidated into something else. The models, as we know them, will have to change. He actually has to tell the world that. How they are going to change, the rest of that, would take two months or a year. The hon. the Minister has to communicate to all the parents and teachers the concept of change and of preparing schools to make decisions on a different basis to that legislated at the moment.

THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, I think the hon. member knows only too well that I stopped referring to models quite some time ago, because I think it confuses people, and it is better to refer to what the real situation is going to be. We are going to have private, State and State-aided schools. I am not in disagreement with the hon. member. I believe we agree fully about that.

The content of the models we will have to determine as we go along during the stage of transition. I have been requested by the hon. member for Durban North, during that stage, to give this House the assurance that consultation will take place and that it will be genuine consultation with a wide spectrum of people.

All the key stakeholders in education will have to be involved, otherwise the Government is not going to succeed in putting together a new system which will be seen as legitimate by the people in whose interests that education system should actually be implemented.

"This interpellation should, in fact, not have taken place today, because we have no problem with the hon. members. We agree wholeheartedly on the course that has to be adopted and the way will be paved by means of complete, open and extensive consultation and negotiation.

Debate concluded.

#### QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

*Question standing over from Wednesday, 16 February 1993:*

Medical benefits of teachers retiring on accelerated pension

\*5. Mr. A GERBER asked the Minister of Education and Culture:†

- (1) Whether teachers under the control of his Department who accepted an offer in 1992 to retire from service on accelerated pension, enjoy the same medical benefits as teachers retiring at the usual age; if not, why not;
- (2) whether he will make a statement on the matter?

B28E

THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, as in the Public Service, the medical benefits are the same. However, the liabilities regarding the payment of membership fees differ.
- (2) No.

MR. R. M. BURROWS: Mr. Chairman, arising from the reply of the hon. the Minister, with regard to the differences that have evolved regarding the subscriptions for those persons who have retired and the problems surrounding that, can the hon. the Minister indicate whether it is his intention to make recommendations regarding State contributions to such medical aid fund contributions?

THE MINISTER: Mr. Chairman, with regard to the follow-up question of the hon. member for Pinetown, I should like to explain that the history of this matter is very complicated. I went through all the documents and could not satisfy myself that I actually had all the necessary facts.

One of the reasons for that is that quite a number of role-players were involved. Therefore, on my initiative, I am involving some of the important role-players as to take place very soon. Until that has happened, it would, I believe, be inappropriate for me to express any

further opinions. My instructions are that they should clarify quite a number of matters about which I require greater clarity.

†Mr. A GERBER: Mr. Chairman, further arising from the reply that the hon. the Minister has given, I would just like to ask whether the implications in regard to the higher contributions that teachers have to pay for medical benefits were pointed out to them beforehand when the package for accelerated retirement was offered to them.

†THE MINISTER: Mr. Chairman, that is precisely one of the factors on which I cannot get clarity. I am receiving information from various sources, where various role-players were involved, and I find it difficult to correlate the information. I cannot therefore, I believe, give a reply at this state that will not embarrass me later once it is placed on record. I would just like to satisfy myself as to the true facts, then the hon. member can ask me again in a week or three's time.

#### New questions:

Forest Hill, Johannesburg: complaint lodged with school principal

\*1. Mr. A GERBER asked the Minister of Education and Culture:†

- (1) Whether a complaint, details of which have been furnished to the Minister's Department for the purposes of his reply, was recently lodged with the principal of a certain high school in Forest Hill, Johannesburg, if so, what was the nature of this complaint;
- (2) whether a solution was found which satisfied the complainant; if so, what solution;
- (3) how many (a) White and (b) Black pupils were enrolled at this school on the tenth school day in 1993;
- (4) whether he will make a statement on the matter?

B28E

†THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, a parent claimed that her daughter was threatened by a boy;

# Teachers threaten to take mass action

Union angry over rationalisation

JOHN VILJOEN  
Education Reporter

THE South African Democratic Teachers' Union (SadtU) is to begin a campaign of mass action next month against rationalisation in education.

The union has also criticised the Department of Education and Culture for a "piecemeal" approach to the crisis over substitute teachers.

The union announced its plans at a press conference after a meeting with House of Representative authorities yesterday.

Details will be decided at a meeting of the union's national executive in Johannesburg at the end of the month.

Union head Mr Randall van den Heever said the campaign

would be a national effort involving a broad spectrum of affected parties.

Teachers were prepared to strike but this would be a last resort, he said.

The campaign would revolve around a list of demands given to authorities yesterday.

These included the appointment of substitute teachers, a halt to the closure of training colleges and an inquiry into alleged mismanagement of funds in the House of Representatives.

At the start of their meeting with education authorities the union delegates were told SadtU had been officially recognised and were asked to sign a formal agreement.

While describing recognition as a "big breakthrough", the

union's Western Cape chairwoman Ms Vivien Carelse said she was concerned at the almost "flippant" way the announcement was made.

The union refused to sign the recognition agreement yesterday and will do so at a date to be set by the national executive.

SadtU would use recognition, which enabled it to declare disputes, as a "fighting tool", Ms Carelse said.

Mr Van den Heever criticised the department for responding "piecemeal" to schools arriving with busloads of teachers, pupils and parents to protest outside its offices.

It seemed that the schools which made the most noise were assisted when it came to the crisis over staffing. This was "madness", he said.

ATL 18/2/93

321

ATL 18/2/93

## HOUSE OF ASSEMBLY

Senior Certificate examination: other departments

## QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Senior Certificate examination: Education and Training

5. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1992 Senior Certificate examinations?

BILLIE

The MINISTER OF EDUCATION AND TRAINING:

(iv) 9 799 and (v) 46 590.

(a) 92 232.

(b) 38 734.

(c) 8 319.

(d) 53 498.

(e) (i) 11.

(ii) 89.

(iii) 598.

(iv) 3 757 and

(v) 17 204.

HOUSE OF ASSEMBLY

6. Mr K M ANDREW asked the Minister of Education and Training:

How many pupils at schools not falling under the control of his Department (a) wrote, (b) passed, (c) obtained matriculation exemption in, (d) failed, and (e) obtained (i) A, (ii) B, (iii) C, (iv) D and (v) E aggregates in, his Department's 1992 Senior Certificate examinations?

BIZE

The MINISTER OF EDUCATION AND TRAINING:

(a) 221 170

(b) 98 549

(c) 23 984

(d) 122 621

(e) (i) 10.

(ii) 123.

(iii) 1 171.

(iv) 9 799 and

(v) 46 590.

## Teacher/pupil ratio

10. Mr R M BURROWS asked the Minister of Education and Training:

(i) (a) What is the teacher/pupil ratio in his Department for (i) primary and (ii) secondary schools and (b) in respect of what date is this information furnished?

(2) whether his Department has statistics on the teacher/pupil ratio in the education departments of the self-governing territories; If so, what are the relevant ratios? 321

BIZE

(2) Yes.

## The MINISTER OF EDUCATION AND TRAINING:

(1) (a) (i) Primary schools . . . . . 1 : 40,32  
(ii) Secondary schools . . . . . 1 : 35,06

	Primary	Secondary
Qwaqwa . . . . .	1 : 33,53	1 : 32,57
Lebowa . . . . .	1 : 41,05	1 : 36,01
Gazankulu . . . . .	1 : 42,42	1 : 35,08
KwaZulu . . . . .	1 : 51,28	1 : 39,94
KwaNdebele . . . . .	1 : 41,36	1 : 36,40
KaNgwane . . . . .	1 : 42,01	1 : 37,28

HOUSE OF ASSEMBLY

# Sadtu threat to disrupt schools

(371)

Staff Reporter

CTH/2/93

THE SA Democratic Teachers' Union (Sadtu) has threatened to disrupt schooling nationally from March in a campaign against rationalisation.

Sadtu general secretary Mr Randall van den Heever expressed disappointment at a press conference yesterday that the government seemed determined to press on with cutbacks and restructuring.

A Sadtu national executive committee is due to be held on February 26 and 27, and the proposed campaign will be discussed there.

He said Sadtu would consult with the Union of Teachers' Associations of South Africa (Utas), civic organisations, student organisations, trade unions and political organisations before the campaign was launched.

"As far as disruption in schools is concerned, we are planning a campaign of mass action. There is such despair and crisis in education that if strong action is decided on democratically, then we will be committed to it," he said.

Mr Van den Heever spoke yesterday after an "agonised" meeting with Mr Awie Muller and officials from the Department of Education and Culture in the House of Representatives.

# Teachers 'becoming unionised'

JOHN VILJOEN  
Education Reporter

TEACHERS worldwide were becoming more aware of their role as trade unionists, South African Democratic Teachers' Union (Sadtu) head Mr Shepherd Mdladlana said on his return from a visit to Sweden and Norway.

The union joined representatives of 30 million teachers from around the world as founder members of a new international teachers' body — Education International — established in Stockholm this month.

Contact with colleagues from around the world at the Stockholm congress revealed a worldwide mood among teachers, said Mr Mdladlana.

"There is a growing international trend among teachers that they should view themselves as professionals AND trade unionists."

Those teachers who believed

they were professionals — and professionals only — were fooling themselves, he said.

Mr Mdladlana said that President De Klerk believed he could announce a meagre five percent pay rise for teachers because they were viewed as "obedient servants" in this country.

His union firmly supported the concept of teachers as trade unionists.

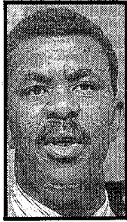
The Stockholm congress adopted a resolution condemning the continuing administration of education in South Africa on apartheid lines.

Mr Mdladlana said the Sadtu delegation also paid a fact-finding visit to Norway.

In spite of Norway's economic problems, the government showed an impressive amount of concern for the education of its children.

He was interested to note that Norwegians did not send handicapped children to special schools, but catered for them in normal institutions.

● A Norwegian teachers' delegation invited by Sadtu arrives in South Africa on March 1 for a 12-day visit. Their programme will include a meeting with Transkei leader General Bantu Holomisa and visits to various education departments.



Mr Mdladlana

# News in brief

## Bargains galore here

DO YOU want a bargain — anything from a car, house, gearbox, fridge or furniture?

All these things you can find in your copy of *Sowetan* every day in the paper's Classified section. There are many more services offered in our Classifieds, such as education centres, driving schools, where to apply for jobs and our column on penpals.

## Briefly in court again

A MAN charged with the abduction of a 10-year-old Yeoville, Johannesburg, girl appeared briefly in the Johannesburg Regional Court yesterday.

Mr Bhonoto Mpungose (38) of Bellevue, Johannesburg, was not asked to plead. The case was postponed to April 5. Mpungose is on bail of R1 000.

## Tribute in Atteridgeville

THE SA Defence Force at the weekend paid tribute in Atteridgeville, Pretoria, to the courage of 823 men who died when the SS Mendi sank in the Atlantic Ocean in 1917.

The men were travelling from the English port of Plymouth to the French port of Le Havre when the SS Mendi was hit by another ship, the SS Darro, on February 21 1917 during a night of bad weather. A total of 805 privates, 17 non-commissioned officers and five officers drowned or froze to death in one of the country's worst military disasters. The men, all from the Native Labour Corps, were seconded for duty in France when the disaster occurred.

## Sadtu goes global

THE SA Democratic Teachers' Union has been accepted as an affiliate of the new

*Sowetan* 23/2/93 (321)  
Education International and will form part of the international union's family of 30 million teachers.

The EI was formed at a conference in Stockholm, Sweden, on January 26 after two former international teacher unions dissolved and merged into a new international body.

## Taxi rank torched

BETWEEN 200 and 300 youths torched a taxi and a taxi office and pulled down 16 parking shelters at a taxi rank in Katlehong after a meeting on Sunday afternoon, East Rand police said yesterday. About R50 000 damage was caused and police are investigating a charge of property damage.

## Clothiers to retrench

CAPE clothing manufacturer Rex Trueform is to retrench at least 570 workers next month, citing the continued severe recession as the reason.

In a letter to staff, the company said there had been a further fall-off in orders for garments manufactured in many departments.

Last year hundreds of Rex Trueform workers were retrenched when its Wynberg and Atlantis plants closed.

## Policeman under fire

SHOTS were fired at a policeman of the Internal Stability Unit in Ratanda near Heidelberg at the weekend, East Rand police said yesterday. *Sowetan*

He was uninjured. 23/2/93

They said two men approached Sergeant R de Jager while he and colleagues were looking for a man in the township. One of the men pulled out a firearm and shot at De Jager before they fled. — *Sowetan Reporters and Sapa.*

## Police at teachers' sit-in

JOHANNESBURG. — Police were called to restore order at a Department of Education office here, where 19 teachers are staging a sit-in to back demands for the reinstatement of retrenched colleagues.

Security officer Mr G Stewart said the protesters caused "a racket" as they danced and chanted, causing dismay in other offices.

A spokesman for the teachers said talks were expected to resume with the authorities tomorrow.  
— Sapa



One of the members said that he suggested that a certain period should expire before such a question is put. No, I am not saying that at all. I am saying that there is a perfectly valid reason why, such a consideration has not been finalised yet. Such a consideration could be that these people are not in the country. I think the hon member's question implies that I am saying that they are not in the country, while he is saying that they are. If that is his position, then he is welcome to let us have the time, the place, etc.

Furthermore, I think that it should also be noted that I said that what is under consideration is perhaps an amendment to the Extradition Act. What would come into play then would be whether the papers were in order or not. There are various factors which could delay such a consideration.

Mr. T. L. TANDERS: Mr. Chairman, further to the question asked by the Minister of Justice, I must assume that hon. the Minister is referring to the Republic of South Africa and not including the TRC's states. I say this because it is common knowledge that one of the gentlemen I referred to has been in the Republic of Bophuthatwana, for example. Yet no effort was made by the authorities of the TRC Government to apprehend the gentleman and to extradite him to the Republic of Transvaal.

THE MINISTER: Mr. Chairman, I have been waiting for the how member to put his foot into this trap. He is now saying that we have jurisdiction over the Republic of Bopuhatswana. That is obviously his position. He cannot counter this. That is the inevitable conclusion I must draw. He maintained that the Republic of Bopuhatswana was not an independent country. Yet he has come here to question me on the matter of extradition as though Transkei were such an independent country. In other words, he is contradicting himself completely. I have

been waiting for him to put his foot into that trap. I think that that now really finalises this debate.

**Mr L T LANDERS:** Mr Chairman, further arising from the hon the Minister's reply . . .

THE CHAIRMAN OF THE HOUSE: Order! That is now the fifth and last question I shall be allowing. The hon member for Durban Suburbs may proceed.

MR. L. LANDERS: Mr. Chairman, I want to ask the hon. the Minister if he is aware of the fact that it was reported in *The Citizen* of this morning that one Lucky Malaza was arrested in Soweto and taken from there to Bophuthatswana to face charges of bank robbery, etc. Perhaps the hon. the Minister can explain to this House why it is possible to arrest Lucky Malaza in the Republic of South Africa . . .

AN HON MEMBER: Without delay.  
MR T LANDERS: . . . without delay

that is his position. It is ludicrous.

\*2. Mr L T LANDERS asked the Minister of Home Affairs:—

Whether a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, was deported from the Republic on or about 23 July 1992; if so, (a) what is this

person's name and (b) why was he (i) deported from and (ii) allowed to enter the Republic;

(2) whether criminal charges in respect of alleged criminal activities were brought against this person during his stay in the Republic; if so, what charges;

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

- (1) The person concerned was not removed from the Republic. He however left the Republic on 17 July 1992 after he had been formally declared a prohibited person on 10 July 1992 and instructed in writing to leave the Republic by 24:00 on 17 July 1992.

- (1) The person concerned was not removed from the Republic. He however left the Republic on 17 July 1992 after he had been formally declared a prohibited person on 10 July 1992 and instructed in writing to leave the Republic by 24:00 on 17 July 1992.

(a) Bruce Anderson, alias John Whyte.  
(b) (i) As already indicated he was in-

strued to leave the Republic owing to the fact that he had been declared a prohibited person. The aforesaid formal steps were taken because his application for the extension of the validity of his work permit that expired on 28 February 1992, had been refused.

(ii) Mr Anderson entered the Republic on a temporary residence permit for business purposes on 27 July 1983.

(2) The Department of Home Affairs has no information which suggests that criminal charges in the Republic were brought against Mr Anderson during his stay here. For the honourable member's information however it may be mentioned

that participants of alleged criminal activities abroad were received during February 1988. Mr Anderson had however left the country on 8 August 1986 before he could be confronted with that information. It was later established that he entered the USA again afterwards under the name "John Whyte", and that he manipulated his continued stay here by way of using false names, fictitious addresses, fictitious work particulars and unauthorised exceeding of residence permits.

(3) No

Mr. L. T. LANDERS: Mr. Chairman, arising from the hon the Minister's reply, I want to ask him whether the Department of Home Affairs declared Bruce Anderson a forbidden person because of the false information he supplied to the Department?

The MINISTER: Mr Chairman, I thought that I had been explicit. I said that the decision had not been taken because he had failed to renew his temporary residence permit. That was not granted, and therefore he became a person who was, not wanted in the Republic of South Africa.

**MR. L. T. LANDERS:** Mr Chairman, further arising from the hon the Minister's reply, is it true, as has been alleged—and I am not saying that it is so—that Bruce Anderson signed an affidavit in which he said that he had supplied arms to the Inkatha Freedom Party?

The MINISTER: Mr Chairman, I have no knowledge of such an affidavit, and I do think that it is irrelevant to the question which has been asked.

\*3. Mr J C OOSTHUIZEN asked the Minister of National Health:†

Whether her Department recently made food parcels available to members of Parliament for distribution among the needy; if so, (a) to which members, (b) on how many occasions, (c) in which cases were there no welfare organizations that could have undertaken this distribution and (d) what was the total cost thereof to her Department? C13E

**THE MINISTER OF HEALTH SERVICES  
AND WELFARE (for the Minister of National  
Health):**

### Own Affairs:

### Farm school teachers: transport subsidies

\*1. Mr C I NASSON asked the Minister of Education and Culture: ~~(321)~~ (321)

(1) Whether transport subsidies payable to teachers teaching at farm schools but residing elsewhere were abolished on or about 31 December 1992; if so, ~~if~~

- (2) whether his Department considered the implications of such abolition in respect of those teachers who had incurred financial obligations on the assumption that they would be entitled to these subsidies; if not, why not; if so, to what extent;
- (3) whether he will make a statement on the matter?

C12E

# THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes.
- (2) Yes. The payment of transport allowances in the Public Service was stopped in its totality from 1 July 1992. Because the Department considered the implications of such a measure, special arrangements were made to extend the payment of transport allowances for this Department until 31 December 1992.
- (3) No. A statement is not deemed necessary.

THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, arising from the hon. the Minister's reply, I should like to ask him whether, in stopping the transport subsidies to teachers, he took into account the fact that there are teachers that have to travel up to 180 kilometres a day to and from their schools.

THE MINISTER: Mr. Chairman, it was not my Department that stopped the transport subsidies. It was a decision of the Commission for Administration on the conditions of service for public servants. My Department was very well aware of the problems mentioned. We discussed the matter at various levels of education. We also discussed it at the Committee of Ministers of Education. It was also discussed at the Committee of Heads of Education. Because we are sympathetic to the situation, we asked that the matter be extended. We submitted it again. The financial implications of the budget permitting, I should like to make a further proposal to the hon. the Minister of State Expenditure that in exceptional cases consideration be given to whether transport subsidies could assist these teachers.

However, it is also clear that in cases where accommodation was available, teachers continued applying for transport subsidies. It is also important that a teacher who teaches at a school becomes part of that particular community, so

that the teaching and teaching activities and the learning process can be extended by the community after school. However, my Department will pursue this debate.

THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, further arising from the hon. the Minister's reply, with regard to the last part of his reply, I should like to ask whether he is aware of the fact that building societies do not grant loans to teachers who are teaching in the distant rural areas or near farms. Teachers at Langtangah, for example, cannot obtain loans because the building societies regard Langtangah as a risk, want to ask whether the hon. the Minister took this into account, and also the fact that teachers teaching at farm schools, where accommodation is not available, obtain accommodation in the towns and receive a housing subsidy for the houses. In the case of a teacher who has to travel up to 170 kilometres a day, he loses approximately R1 600 per month in transport subsidies. The hon. the Minister of Health Services and Welfare...

THE CHAIRMAN OF THE HOUSE: Order! The hon member must please put the question only.

THE MINISTER: Mr. Chairman, lastly I wish to ask the hon. the Minister whether he would please negotiate further with the hon. the Minister of State Expenditure to grant a State transport subsidy to the teachers.

THE MINISTER: Mr. Chairman, when we discuss education matters, we do so with great circumspection and no decision is taken as if the total situation has not been taken into account. Unfortunately I cannot determine the policy of the building societies. However, this Department has in the past already given the assurance through the hon. the Minister of Local Government, Housing and Agriculture, that in cases where teachers need a guarantee for a State subsidy, our Department will guarantee it. Furthermore I wish to state clearly that when education bodies are invited to enter into discussions with the education authorities, I would appreciate it if they would place the matter on the agenda and if the Department and the education bodies representing the teachers, were to place this matter as a point to be negotiated.

THE MINISTER OF EDUCATION AND CULTURE: Mr. Chairman, further arising from the hon. the Minister's reply, I wish to

ask whether he is fully aware of the further implications for our school children of this cancellation of transport subsidies. Is he aware of the fact that in some cases teachers now have to hitch-hike in order to get to school? Is he aware of the fact that on Friday, 12 February this year, the Primary School Maifakes River either started late, or that there was no school on that day because the teachers could not get to the school?

THE MINISTER: Mr. Chairman, I am not aware of that at all. I am still waiting for a regional office to inform me thereof. If there are specific cases of which the hon member is aware and he wishes to make representations on behalf of those education bodies, we shall attend to it.

## Certain primary school complaints

\*2. MR S S OOSTHUIZEN asked the Minister of Education and Culture:

- (1) Whether his Department has at any time received complaints about the principal of a certain primary school, the name of which has been furnished to the Minister's Department for the purpose of his reply; if so, what is the name of this school;
- (2) whether these complaints related to the employment at the said school of a teacher whose name has also been furnished to the Minister's Department, and/or other alleged irregularities; if so, what are the relevant details;
- (3) whether this teacher occupies a permanent post at present; if not, what kind of post does she occupy;
- (4) whether the post concerned was advertised; if not, why not; if so, what are the relevant details;
- (5) whether any steps have been taken against the principal in respect of the complaints referred to in paragraph (2) of this question; if not, why not; if so, what steps?

C10E

# THE MINISTER OF EDUCATION AND CULTURE:

- (1) Yes. Meeting Primary School.
- (2) Yes. The complaint concerns the appointment of a teacher at the mentioned

school with effect from 1 January 1993. The particular teacher, for reasons which coincide with departmental policy in this regard, successfully applied. The transfer, however, was facilitated within a relatively short period of time.

- (3) Yes. The teacher occupies a post on a permanent basis.
- (4) No. Only vacant posts are advertised.
- (5) No. The particular principal has not contravened any provision of the Education Act or regulations promulgated thereunder.

MR S S OOSTHUIZEN: Mr. Chairman, arising out of the hon. the Minister's reply, I should like to say that he referred in his reply to the fact that the transfer was accomplished in a relatively short time. As the transfer of teachers generally takes the very long time, I should like to know from the hon. the Minister whether the relatively short time that is being referred to was because that only vacant posts are advertised. I want to ask him when this particular post became vacant.

THE MINISTER: Mr. Chairman, a relatively short period can also be very long. However, I should like to say that the school committee, the principal, the inspector and the Department decided on this transfer. Our Department clearly decided a policy change in respect of education institutions. The Education Department does not interfere with the appointment of teachers at school level. That is the responsibility of the school committee, the parent community and the regional council, and when there is a discussion on transfers it occurs between the bodies concerned. I as the Minister am not consulted in that matter. I have delegated the task and I think it is an improvement on previous traditions whereby appointments were done at schools.

MR S S OOSTHUIZEN: Mr. Chairman, further arising out of the hon. the Minister's reply, I want to say he has just referred to the school committee and the parent community. For the hon. the Minister's information I want to say to him that I have here a copy of the minutes of a meeting of the school committee concerned, which I have also included in a letter to the Director of Education. In these minutes the school committee felt during the meeting that

# Compromise seen over VAT

Political Staff

(320) AUG 27/2493

A COMPROMISE on raising VAT — a crucial, but unpopular cash source for the state — is believed to be central to talks between Finance Minister Mr Derek Keys and convener of the Coordinating Committee on VAT Dr Bernie Fanaroff.

No statement was expected from the low-key talks, held in Johannesburg late yesterday, but sources said the discussions would have an important bearing on how VAT would be dealt with in the March 17 Budget.

There was a threat of a Cosatu-sponsored tax boycott if staple foods were not given a zero-rating.

At the same time, the government desperately needed to up the rate of VAT to at least 13 percent to help close the deficit, which was now about R30-billion.

Against high company and personal tax, VAT is seen as the only avenue left for the government to achieve real income gains in the Budget.

Indications are that Cosatu and the government may be prepared to compromise.

CH 28 12 1983

# Sadtu bid to avert crisis

By THEMBA KHUMALO and MOSES MAMAILA

IN a desperate bid to prevent the total collapse of education in black schools, Sadtu has called for an urgent meeting between its leadership and Education Minister Dr Sam de Beer.

The call was made by the union's national president Shepherd Mdlalana during a press briefing in Johannesburg yesterday.

Meanwhile, it appears normal classes may resume at Soweto schools tomorrow if pupils abide by the decisions taken at a meeting on Friday of pupil representatives and community organisations.

The meeting, which was also attended by the Congress of South African Students (Cosas), Pan Africanist Students Organisation Congress (Paso), Inkatha and the SA Democratic Teachers Union (Sadtu), resolved that in the interest of black education, pupils and teachers should return to class tomorrow.

ANC PWV region spokesman Obed Bapela said a five-man delegation had been appointed to raise the grievances with DET officials tomorrow.

Trouble in Soweto schools started two weeks ago after Cosas called on pupils to embark on a "go slow" to protest the DET's increased examination fees.

Midway through the strike Cosas called off their action but this was met with stiff opposition by pupils who felt that the organisation had no mandate to call off the strike without first consulting them.

Instead they went on the rampage hijacking and burning delivery trucks in the township.

Paso said in principle they supported Cosas but did not go along with the "go slow" and the burning of vehicles.

In another education crisis the DET suspended classes at Lethabong Secondary School in Soshanguve near Pretoria, after pupils assaulted two teachers, stoned passing cars and damaged class windows on Wednesday.

According to sources, trouble started after the expulsion of five pupils by the school principal allegedly on the recommendation of teachers who were tired of the pupils' misbehaviour.

In Mamelodi, Vista Campus was closed temporarily last week after angry students went on the rampage and stoned cars in protest against the exclusion of some students when they reopened early in February.

# Teachers demand meeting with FW

CT3 3193 (321)  
JOHANNESBURG — The South African Democratic Teachers' Union (Sadtu) will as a last resort demand a meeting with President FW de Klerk before March 12 to try to resolve the country's education crisis.

Sadtu general-secretary Mr Randall van der Heever said here yesterday that if the meeting with Mr De Klerk did not happen Sadtu members would embark on mass action.

He said problems to be discussed were the lack of resources and facilities at schools, problems leading to poor matriculation results, the government's rationalisation plans, unilateral restructuring by the Department of Education and Training (DET) and the retrenchment of teachers.

Mr Van der Heever said Sadtu would also raise the DET's proposed five percent salary increase for teachers, which was too little. — Sapa



Follow the leader... a Sadtu member leads teachers in a protest song as they leave the Johannesburg Magistrate's Court yesterday.

Picture: Ken Oosterbroek

## Schools crisis falls under Goldstone's scrutiny

By Helen Grange

The Goldstone Commission has turned its attention to the schools crisis and has requested submissions on the intimidation of teachers, a commission source said yesterday.

A "go slow" at schools has disrupted education in Soweto this year, and there have been frequent reports on the intimidation of teachers by pupils.

The commission's new focus was initiated last month when it said it had received disturbing information about a number of incidents of violence and intimidation involving teachers.

Meanwhile, the commission is expecting reports on inquiries it held last year, including probes into the Boipatong massacre and train violence.

An inquiry into attacks on policemen continues from Monday

in Pretoria, while in Cape Town the investigation into the smuggling of illegal arms into South Africa goes on today.

The commission's recommendation on guidelines to prevent mass demonstrations and protests turning violent has been gazetted for further submissions.

Current investigations by the commission's special investigation team are being kept under

heavy wraps, as the work is "too sensitive", a source said.

It has also been established that the investigations into Military Intelligence is still in progress. It was launched in the wake of a raid on an MI building which revealed that former Civil Co-operation Bureau operative Ferdi Barnard had been employed by MI in 1991.

It is understood investigators are making good progress.

## Little school as teachers strike

JOHANNESBURG. — There was little schooling in Soweto yesterday as most teachers stayed away in protest against what they claim was the retrenchment of 30 of their colleagues.

A Department of Education and Training spokesman said a few schools were trying to continue with lessons between 8am and 11am. He said there was no schooling at most schools in the township because pupils returned home as soon as they realised there were no teachers.

Soweto members of Sadtu have been on strike for more than two weeks over the alleged retrenchments. — Sapa

Star 5/3/93  
**Teachers warn  
(321)  
of national strike**

By Phil Molefe  
Education Reporter

The South African Democratic Teachers' Union (Sadtu) yesterday warned of a possible national teachers' strike to protest against the Government's offer of a 5 percent wage increase and the unilateral restructuring of education.

And pressure is mounting for President de Klerk to meet angry black and white teachers.

Sadtu general-secretary Randall van den Heever said the union would be balloting its members to test the opinion of teachers about a national strike.

The union has also decided to call for a national day of action on March 17 when Finance Minister Derek Keys presents the Budget.

Van den Heever said on that day all Sadtu structures would be called on to demonstrate their opposition to unilateral restructuring, rationalisation and retrenchments.

Sadtu would also be canvassing the opinion of its regions with a view to formulate a programme of mass action.

He said the teachers' body

would call for an urgent "crisis summit" with De Klerk before next Friday.

Meanwhile, various teachers' organisations have voiced their opposition to the 5 percent salary increase offered by the Government.

The Teachers' Federal Council (TFC) said yesterday it would "turn to other strategies" if the Government did not improve working conditions.

TFC chairman Allan Powell said the increase was "totally unacceptable" and called for an urgent meeting with De Klerk.

This call was echoed by the president of the National Professional Teachers' Organisation of South Africa, Leepile Taunyane.

The Transvaal Teachers' Association and the Orange Free State Teachers' Association also said the increase was unacceptable.

⊗ About 500 Soweto parents attended a meeting called by the local Sadtu branch to discuss the deepening crisis in the township schools.

The meeting, also attended by representatives of various community organisations, did not reach a solution on how the current problems could be tackled.

⊗ More reports — Page 3



## Sit-in protest: 20 on charges

JOHANNESBURG. —

5-1-193  
Twenty teachers and members of the South African Democratic Teachers Union appeared in the Magistrate's Court here yesterday on charges of trespassing. (322)

5-1-193  
They were arrested on Tuesday while staging a sit-in at the offices of the Department of Education and Training. (321)

The case was postponed to March 25.

More than 100 Sattu members marched from the court to the city library in support of the 20. — Sapa

# DET, Sadtu agree on issues: Strike averted

Staff Reporter

A NATIONAL teachers strike was averted yesterday when the Department of Education (DET) and the SA Democratic Teachers' Union (Sadtu) reached agreement on several issues in a lengthy meeting in Parliament.

The talks were led by Minister of Education and Training Mr Sam de Beer and Sadtu deputy president Mr Poobie Nackler.

Sadtu said yesterday that a strike ballot was being held in all regions in expectation of the failure of the talks.

The DET has agreed to immediately withdraw charges against teachers who were arrested while holding a sit-in in the department's Johannesburg offices during the week.

The department also gave an assurance that, until March 12 this year, no

further temporary teachers would have their contracts terminated.

"The department has no general programme for the reduction of teacher numbers and subsequent retrenchments. The rationalisation programme does not apply to DET teachers," said Mr De Beer. CT 613193

The parties have agreed to discuss the position of the approximately 30 teachers in Johannesburg whose contracts have expired. They hope to reach an agreement next Friday.

● The Western Cape region of the DET and a delegation from Ikamvalethu Finishing School in Langa failed to reach agreement on the solution to the school's accommodation problems yesterday.

Regional director Dr J H P Brand said discussions would go on despite the deadlock.

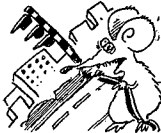
Of those, 14 had serious injuries. — Sapa-Reuter

## Taxi hijackings: Two die

TWO people were killed in separate taxi hijackings at the corner of Eiselen and Seisor streets, Davyton, yesterday. Police said taxi-owner Clemens Themba Marwa fired back at his attackers but was fatally wounded. In the second hijacking a passenger was fatally shot. — Sapa

## Kamikaze Irish mice

DUBLIN — An army of kamikaze Irish mice brought the town of Tralee to a standstill and burnt themselves out. The mice chewed their way through the cables operating the traffic lights. A council worker reported finding dead mice everywhere in the control box. — Sapa-Reuter



## Transvaal man drowns

DURBAN — A Heidelberg holidaymaker, Graham Barry Scott, has drowned at Ballito, on the Natal north coast. Livesavers recovered his body. — Sapa

## Raid on Ratanda township

SIXTEEN people were arrested in connection with charges of murder, attempted murder and attacks on police yesterday, after an operation through the East Rand's Ratanda township. — Sapa

## Shot husband, acquitted

A WOMAN who shot her husband several times was acquitted yesterday. Pretoria Supreme Court judge Mr Justice L F Weyers said he thought Roda-Marie Gernandt (45) had lied, but there was a reasonable possibility her story could be true. Gernandt said she had fired at husband Leonard in self-defence. He had been drinking all day. — Sapa

## Death of top businessman

ONE of South Africa's top scientists and businessmen, Dr Henry Dyer (65), has died in Johannesburg. — Sapa

## Teachers not to be charged

CAPE TOWN — Charges are to be withdrawn against 24 teachers arrested after a sit-in at the DET offices in Johannesburg. Education and Training Minister Sam de Beer announced this yesterday, after a meeting with the South African Democratic Teachers Union. — Sapa

## Teachers not to be charged

CAPE TOWN — Charges are to be withdrawn against 24 teachers arrested after a sit-in at the DET offices in Johannesburg. Education and Training Minister Sam de Beer announced this yesterday, after a meeting with the South African Democratic Teachers Union. — Sapa (321)

## Sadtu sole SA body in world group

By MARLAN PADAYACHEE

THE South African Democratic Teachers Union (Sadtu) has become the country's sole representative in a newly-merged world teachers' organisation.

Soon after the World Confederation of Organisations of the Teaching Profession (WCOTP) and the International Federation of Free Teachers' Union recently came together and formed Education International in Stockholm, Sadtu was granted membership.

Sadtu's delegates to the merger meeting, general-secretary Randall

van der Heever and president Shepherd Mdiadlana, said they had struck "more deals" for the union's own 60 000 members back home. (32)

"The new world body is a blend of professionalism and trade unionism and our instant membership has given us impetus to push ahead to turn Sadtu into a solid trade union for all teachers," Mr Van der Heever said.

He said Education International would seek affiliation to the International Confederation of Trade Unions (ICTU) which would encourage SADTU to debate the question of seeking affiliation to a trade union organisation like Cosatu.

## HOUSE OF DELEGATES

## THE MINISTER OF CORRECTIONAL SERVICES:

## QUESTIONS

Indicates translated version.

For written reply:

## General Affairs:

## Prisoners released on parole/granted amnesty

6. Mr M RABAB asked the Minister of Correctional Services:

- (1) (a) How many prisoners were released on parole in the 1992 calendar year and (b) how many such prisoners had been granted amnesty by the State President;
- (2) whether he will make a statement on the matter?

D57E

(2) No.

(1) (a) From 1 January 1992 to 31 December 1992, 38 058 prisoners were released on parole.

- (b) The State President did not grant any general special remission of sentence (amnesty) to prisoners during 1992.

However, if the Honourable Member is referring to the carried over effect of the amnesties of previous years, I have to confirm that these figures are not kept centrally. These can therefore only be obtained by means of a manpower-intensive countryside survey, as was *inter alia*, explained in my reply in the House of Representatives to question number 2 for oral reply on 18 March 1992 (Hansard coll 463-469).

## HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

## General Affairs:

## Education and Training: amount spent

60. Mr M BURROWS asked the Minister of Education and Training:

- (a) What actual and/or estimated amount was spent by his Department in 1991 and 1992, respectively, on (i) salaries of teachers and principals, (ii) salaries of administrative staff, (iii) salaries of inspectorate and executive officials, (iv) salaries of any other specified staff, (v) capital expenditure, (vi) supplies and services, (vii) equipment and (viii) other items and (b) what percentage of the total education expenditure by his Department in each of these years does each of the above-mentioned amounts constitute?

B154E

## THE MINISTER OF EDUCATION AND TRAINING:

The information as requested in (a) (i) to (a) (iv) is not readily available and a total amount for personnel expenditure is supplied:

## 1991-92 financial year

	R 000	%
(a) (i)-(a) (iv)	2 610 351	74,30
(v)	290 385	8,27
(vi)	118 126	3,36
(vii)	46 674	1,32
(viii)	447 782	12,75
TOTAL	3 513 318	100,00

## 1992-93 financial year

	R 000	%
(a) (i)-(a) (iv)	3 233 730	70,37
(v)	464 241	10,10
(vi)	198 080	4,30
(vii)	133 551	2,90
(viii)	566 844	12,33
TOTAL	4 596 246	100,00

Note:

- (1) The amounts in respect of the 1991-92 financial year are the actual expenditure and therefore differ from the amounts given in reply to question number 284 of 1992.

- (2) The 1992-93 financial year has not yet drawn to a close. The amounts for the relevant financial year are based on the Additional Estimates of Expenditure for 1992-93.

## Admissions to teacher-training institutions

refused (3-1)

62. Mr M BURROWS asked the Minister of Education and Training:

- (1) How many persons were refused admission to teacher-training institutions under the control of his Department in respect of the current academic year,
- (2) (a) what policy is being applied at present in regard to the acceptance of a specific number of persons into his Department's teacher-training institutions and (b) on what demographic projection and school admissions is the current acceptance policy into such institutions based.

- (3) whether his Department is experiencing a shortage of teachers; if so, (a) what is this shortage and (b) in what categories of skills is this shortage found?

## THE MINISTER OF EDUCATION AND TRAINING:

- (1) Approximately 75 000 applicants were refused admission. Since a large number of persons applied to more than one college, it is impossible to say exactly how many persons were refused admission.

- (2) (a) The Department annually determines the maximum number of students who may be enrolled at each college of education, as well as the intake of first year students. Ideal class group sizes, the subjects to be offered, the current teacher: pupil ratio in schools, the ideal teacher: pupil ratio (1:40 (primary) and 1:35 (secondary)), the projected increase

(321) in pupil numbers, the availability of classrooms, the number and qualifications of serving teachers as well as the facilities available at each college of education must be considered.

(b) Projections made by the Department itself are based on studies done by the Department of National Education and the Research Institute for Education Planning of the University of the Orange Free State.

(c) No. There is no general shortage of teachers, but there is a shortage of posts and fully qualified teachers in subjects such as Mathematics, Physical Science, Accountancy, Biology, Technical subjects, English and Afrikaans.

#### Free air-time for anti-Aids advertisements

67. Mr M J ELLIS asked the Minister of Home Affairs:

(1) Whether any representations concerning free air-time on radio and television for anti-Aids advertisements of any form and/or Aids information or education programmes have been made to him; if so, (a) by whom, (b) when and (c) what was (i) the purpose of and (ii) his response to these representations, if not.

(2) whether he will give consideration to the matter? B138E

#### The MINISTER OF HOME AFFAIRS:

(1) No. (a), (b) and (c) fall away.

On the other hand, the SABC has received requests for and has broadcast as requested, free Public Service Announcements on Aids on Television (none for radio) during 1992. Particulars are as indicated below.

On 5 November 1992 the advertising agency Hunt Lascaux TBWA (Pty) Ltd requested the SABC on behalf of the Department of National Health and Population Development's Aids programme, that four television spots be broadcast in terms of the SABC's policy on National Public Service Announcements. Three four spots were broadcast

on an ad hoc basis as Public Service Announcements between 27 November 1992 and 27 December 1992.

Earlier in the year Public Service Announcements on Aids were also broadcast ad hoc between June and September 1992. This was a campaign which was requested by Dr Mandu Homshaw of the Aids Unit. The theme of these television spots was "Experts Explain".

Public Service Announcements allocated per calendar year and the Department of National Health and Population Development should therefore re-apply for PSA-status for 1993 if further such like service announcements are required. The SABC has thus far not received a request from them for the continuation of their anti-Aids campaign.

(2) Should such a request be received it would be considered, as in all other cases, in accordance with the guidelines for such programmes and advertisements.

#### Education Renewal Strategy: effect

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

(1) Whether, with reference to the reply to Question No 110 on 19 March 1992, he or his Department, in finalizing the Education Renewal Strategy, has made any calculation regarding the likely effect on teacher personnel of the application to all education departments of a ratio of 1 college/school educator (CS educator) per 35 pupils in primary schools and 1 CS educator per 32 pupils in high schools; if not, why not; if so, what are the likely effects of the application of such ratios;

(2) whether he will make a statement on the matter? B279E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes. The financing plan contained in the ERS was developed within the context of a restructured education system which differs fundamentally from the present one. The plan will be gradually phased in over a period of ten years. The likely effect on teacher personnel of the appli-

(322) cation to all education departments of the envisaged ratio of 1 school educator per 35 pupils in primary schools and 1 school educator per 32 pupils in high schools within the total framework of the financing plan in the ERS, will be that 337 140 school educators will be required by the total education system by the year 2003. It is, however, foreseen that 20% of the learners who would normally have completed their last three school years by means of contact education will do so by means of distance education by the year 2003. It is also foreseen that by the year 2003 a further 20% of the learners who in the past would have completed their last three school years within the school system, will move on to the vocational training system, thus leaving formal education. This in all probability will influence the number of school educators required by the total education system.

(2) No.

Van den Heever Commission: steps against persons

132. Lt-Gen R H D ROGERS asked the Minister of Education and Training:

Whether, with reference to his reply to Question No 10 on 4 February 1992, any action has been taken against persons named in the Fourth Report of the Van den Heever Commission; if so, (a) what action, (b) against whom, (c) when and (d) with what result? B302E

The MINISTER OF EDUCATION AND TRAINING:

No.

The Attorney-General examined the report and resolved that he would take no further action. Since the officials whose behaviour was investigated, are either deceased or have resigned from the Department of Education and Training, and because the Government had suffered no losses, no departmental action had been taken against individuals.

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

## 'Breathe easy over Model C posts' <sup>321</sup>

NO large-scale reduction of subsidised teaching posts in Model C schools was planned during the coming financial year, said the Minister of Education and Culture, Mr Piet Marais.

Replying yesterday to the second reading debate on the Education Affairs Amendment Bill, he said the number of subsidised posts would be negotiated with teachers.

Movement to comparable personnel-scales also had to be negotiated and based on full information.

The Education Renewal Strategy's recommendation on reduced subsidised posts in State-aided schools also had to be fully negotiated. — Sapa.



APR 10/3/93

## Further teachers' pay rise spiked

Political Correspondent

(321)

PRESIDENT De Klerk has ruled out further pay increases for teachers over and above the general five percent public sector package but has agreed to meet the professional teachers' organisations to discuss other problems.

Mr De Klerk announced that he had agreed to requests for a meeting with the National Professional Teachers Organisation of South Africa, the Federal Teachers Council and the South African Democratic Teachers Union.

All three organisations sought meetings with the president.

The teachers had also made it clear that they wished to raise the question of the limit on general salary increases in the public sector to five percent from July this year.

But Mr De Klerk said in a statement that "there is unfortunately no room for any upward adjustment of salary increases. Circumstances which led to the decision to limit the general increase to five percent have not changed".

# No more than 5% rise for teachers

CT 10/3/93 (321)

By BARRY STREEK  
Political Staff

PRESIDENT FW de Klerk yesterday ruled out any prospect of increases for teachers' salaries beyond the 5% already announced.

"The circumstances which led to the decision to limit the general increase to 5% have not changed in any way," the Office of the State President said in a statement.

Mr De Klerk was, however, prepared to meet three teachers' unions because of his and the government's concern about present tendencies in education.

But "in order not to evoke expectations", Mr De Klerk had "stated clearly that there was unfortunately no room for any upward adjustment of salary increases".

The statement said Mr De Klerk had received requests from the National Professional Teachers' Organisation of South Africa and the Federal Teachers' Council, who wanted to see him together, and from the South African Democratic Teachers' Union.

"In all three cases the requests emphasised, inter alia, the problems in education, the process of restructuring, rationalisation and the importance of education."

Reference had also been made to the decision to limit general salary increases in the public sector to 5% as from July 1 this year.

"The State President and the government are concerned about the present tendencies in education and welcome the opportunity to deliberate on the underlying problems," the statement said.

## More pay but less of budget

Political Staff

SALARIES paid by the government to teachers in black schools went up by R623,4 million between 1991 and 1992 — but declined as a portion of the departmental budget, the Minister of Education and Training, Mr Sam de Beer, said in Parliament yesterday.

Replying to a question by Mr Roger Burrows (DP, Pinetown), he said in 1991, salaries of R2 610,4 million were 74,3% of his department's budget, but last year R3 233,7 million formed 70,4% of the budget.

Total spending was up from R3 513,3 million in 1991 to R4 596,2 million last year.

## 5% and not a ~~Star 10/3/93~~ cent more, teachers told

Political Staff

CAPE TOWN — President de Klerk has ruled out any further pay increases for teachers over and above the general 5 percent public-sector package, but has agreed to meet the professional teachers' organisations to discuss other problems in education.

De Klerk announced yesterday that he had agreed to requests for a meeting with the National Professional Teachers' Organisation of South Africa, the Federal Teachers' Council and the South African Democratic Teachers' Union.

The organisations wish to discuss the restructuring of education, rationalisation and the importance of education in South Africa's transition.

Teachers also want to raise the question of the limit on general salary increases in the public sector to 5 percent from July this year.

But De Klerk said in a statement yesterday that "there is unfortunately no room for any upward adjustment of salary increases. The circumstances which led to the decision to limit the general increase to 5 percent have not changed."

However, he expressed concern about "present tendencies" in education and welcomed the opportunity for discussion.

## REGION H: EASTERN TRANSVAAL

<i>Prison</i>	<i>% over-populated</i>
Barberton Maximum	36,0
Barberton Medium A	56,2
Barberton Medium B	35,5
Bethal Male	7,7
Emelo	0,8
Lydenburg	27,2
Middelburg (TV)	38,6
Nelspruit	38,6
Newcastle	53,2
Standerton Medium A	13,0
Standerton Medium B	8,6
Utrecht	17,1
Vryheid	42,7
Waterfall Medium A	19,6
Waterfall Medium B	50,3
Witbank Male	37,2

## REGION I: NATAL

<i>Prison</i>	<i>% over-populated</i>
Beville	43,8
Bulwer	34,9
Dundee	29,4
Durban Medium B	63,9
Durban Medium C	32,4
Durban Medium D	5,8
Empangeni	101,6
Eshowe	39,6
Escourt	20,9
Glencoe	10,3
Greytown	11,8
Isopo	30,4
Kokstad	83,1
Kranskop	78,1
Ladysmith (Natal)	35,9
Maratjie	18,2
Melmoth	14,2
Pietermaritzburg	51,3
Port Shepstone	57,9
Seventon	37,8
Stanger	32,2

A new prison for 350 prisoners is planned at Umzimvo.

The Department of Correctional Services annually provides a priority list of identified building projects to the Department of Public Works with a view to incorporating them in the Department of Public Works's five year building programme according to which building work is programmed for a term of five (5) years.

This programme is revised annually accord-

HOUSE OF ASSEMBLY

ing to the availability of funds. The fact that a specific project appears on the major works services programme does not imply that it will be executed within five (5) years.

The average rate of over-population in South African prisons on 31 December 1992 was 28,2% in comparison with 15,67% on 31 December 1991.

## ANNEXURE A

## ANALYSIS OF THE PRISON POPULATION AS ON 31 DECEMBER 1992

<i>Sentenced</i>	<i>Up to and including 6 months</i>	<i>More than 6 months to under 2 years</i>	<i>2 years to 5 years</i>	<i>5 years to 10 years</i>	<i>Longer than 10 years to 20 years</i>	<i>Longer than 20 years and imprisoned for life</i>	<i>Indeterminate sentences</i>	<i>Unsentenced</i>	<i>Other categories</i>	<i>TOTAL</i>
6 973	11 316	33 698	22 746	7 626	1 761	3 886	20 408	284	108 698	108 698
										*Not daily average as mentioned in (1) (b) above.

## Self-governing territories/TBVC counties/land purchased by TBVC counties/land

97. Mr P G SOAL asked the Minister of Regional and Land Affairs:

- (a) What was the total accumulated amount spent on purchasing land for the purpose of consolidation in respect of the (i) self-governing territories and (ii) independent Black states as at 31 December 1992; and (b) how much land was added to each such territory or state in 1992? B223E

## THE MINISTER OF REGIONAL AND LAND AFFAIRS:

(a) In terms of the White Paper on Land Reform it is no longer the policy of the Government to acquire large extents of land for addition to the TBVC States and Self-governing Territories. The acquisition of land can, however, not be summarily terminated and the Government is therefore, prepared to adopt a flexible approach to this matter. Land

will, however, no longer be incorporated into the TBVC States and the Self-governing Territories for the purpose of state forming as in the past. (b) (i) and (ii) Separate statistics are not available. The total accumulative amount spent from 31 August 1936 until 31 March 1992 in respect of the acquisition of land amounted to R1 403 373 297. The South African Development Trust has been abolished on 31 March 1992.

(b) Former SA Development Trust properties which had already been included in the areas of jurisdiction of the various self-governing territories on 31 March 1992, have been transferred in ownership to the said authorities on 1 April 1992 by Proclamation R28/1992, on the understanding that, where practically feasible, it will be transferred to tribes/communities.

No land, being the property of the former South African Development Trust, situated outside the areas of jurisdiction of the self-governing territories, has however, been incorporated into the areas of jurisdiction of the said authorities during 1992, or transported to the Self-governing territories.

The extent of the land transferred to the various self-governing territories on 1 April 1992 by Proclamation R28/1992, is as follows:

KwaZulu	1 013 487 hectares
Lebowa	506 325 hectares
Gazankulu	304 086 hectares
KaNgwane	146 821 hectares
KwaNdebele	16 738 hectares
Qwaqwa	46 499 hectares
TOTAL	2 033 956 hectares

## Prisons: provision for disabled persons

127. Mr A J LEON asked the Minister of Correctional Services:

- (1) (a) How many members of the current prison population are (i) physically, (ii) visually and/or (iii) auditorily disabled and (b) in respect of what date is this information furnished;

(2) whether any prisons make special provision for disabled persons; if not, why not; if so, (a) which prisons and (b) for what categories of disablement in each case? B297E

## THE MINISTER OF CORRECTIONAL SERVICES:

- (1) (a) (i) 67 (of which two are dependent on wheelchairs) (ii) 61 (only one eye in all cases) (iii) 14 (partially in all cases) (2) 2 March 1993.

(2) No. Structurally prisons do not cater specially for disabled persons except for those prison hospitals which are designed in such a way that a wheelchair can be accommodated in passages and bathrooms. However, provision for disabled persons is made in the sense that such persons are accommodated where it is convenient for them with due consideration of the nature of their disability. This sometimes necessitates a transfer to a large prison where a 24 hour nursing service is available. (a) and (b) Fall away.

## Own Affairs:

Teachers: retirement on accelerated pension

6. Mr A GERBER asked the Minister of Education and Culture: (321) (1) How many teachers in his Department retired from service on accelerated pension in 1992;

(2) whether any of these teachers have since been re-employed as teachers by his Department; if so (a) how many as at the latest specified date for which information is available and (b) why? B92E

## THE MINISTER OF EDUCATION AND CULTURE:

(1) 5 492 (early retirement 234; medical grounds 74; retrained 5 045; prior to 1-4-1992 converted to state-aided school 159) in the two main categories which are considered for accelerated pension, namely:

HOUSE OF ASSEMBLY

Hansard

Hansard

## THE MINISTER OF EDUCATION AND CULTURE:

- (a) Any teacher who has reached the age of 50 and has at least ten years actual uninterrupted pensionable service, has the right to be retired on early pension with actuarial adjustment (diminished benefits) at own request. A teacher may also leave on early retirement if de-carred until on medical grounds.
- Teachers, whose services are terminated as a result of rationalisation, qualify for a retirement package, which also implies accelerated pension;
- (2) Yes,
- (a) 367 as on 15 February 1993.
- (b) The posts of people who retire on medical grounds, at normal retirement age on early pension, extensive own choice of extra retirement become vacancies for which qualified educators may be considered for appointment.
- Legally a person may be considered for re-employment if he/she is the most suitable applicant for a post. Some people who are retrenched are still relatively young and further career possibilities cannot be withheld from them. The relatively small number of educators who have been re-employed, illustrates the preference given to educators other than those who have left service.
- The number 5 045 (question 1) represents posts that were abolished and which cannot be filled again by the Department. However, after the post has been abolished by the Department the governing body itself may maintain and finance the post.

## Subsidies for State-aided ordinary schools

16. Mr A GERBER asked the Minister of Education and Culture:

- (a) What amount was budgeted by his Department in respect of subsidies for State-aided ordinary schools in the 1992-93 financial year and (b) what part of that amount was paid over in subsidies?

B195E

Hansard

Hansard

- (b) (i) in the Department as a whole  
35 in permanent posts, 46 in permanent relieving posts, 271

## (ii)

	CEd	Med	O/S	T/I
Temporary teaching posts	111	39	6	115
Permanent teaching post	26	9	0	0
Permanent relieving	0	0	0	46
Administrative	0	0	1	0
Part-time	0	0	1	0

## Expenditure at schools

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

- What (a) total amount was spent and (b) was the per capita expenditure in the 1992-93 financial year on (i) school textbooks, (ii) library books, (iii) hostel accommodation subsidies, (iv) pupil transport subsidies, (v) school audio-visual equipment, (vi) school buildings, (vii) stationery and (viii) school furniture at schools falling under his Department?

B211E

## THE MINISTER OF EDUCATION AND CULTURE:

The following are provisional expenses as the financial year only ends at the end of March 1993:

- (a) (i) R7 646 076  
(ii) R2 080 021  
(iii) R24 702 584  
(iv) R62 558 880  
(v) R113 297  
(vi) R120 821 082  
(vii) R9 914 455  
(viii) R20 257 360.

- (b) not available, as all schools that changed over to Model C schools are responsible for their own running costs.

\* A total amount of R890 386 is allocated by the CED for (v) and (viii) as well as for other equipment and is not indicated.

\* Expenses for audio visual equipment

## Model C schools: amount collected

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

- (1) Whether his Department has information on the total sum collected by Model C schools in compulsory school fees and by way of fund-raising activities since the inception of Model C schools up to the latest specified date for which figures are available; if not, why not; if so, what (a) was the total sum that was collected in each province in 1992 and (b) is the annualized sum projected to be collected in each province, using the figures in respect of 1992 as a guide;
- (2) what percentage of Model C school expenditure at primary and high schools is being funded by the State at present;
- (3) whether he will make a statement on the matter?

B212E

## THE MINISTER OF EDUCATION AND CULTURE:

- (1) No, state-aided schools are autonomous and each school determines its own school fees. Audited financial statements are drawn up at the end of the financial year, which closes on 31 March. Within six months after the end of the financial year the governing body submits a copy of the financial statements to the Head of Education.
- (a) and (b) Fall away;

\* Expenses for audio visual equipment

for the same cause that the late William Marsh sought to make provision in his will.

With regard to the requirement that the provision in question must be in conflict with the public interest, the Court *inter alia* held that—

the interests of the public in this country, the inhabitants of which are mainly non-white in colour, cries out for the need to house and to care for destitute children, whatever their ethnological characteristics may be.

- (2) No.  
(3) A statement is not necessary.

#### Melanie Commission: transcriptions of telephone conversations

\*13. Adv J S PRINSLOO asked the Minister of Transport:

- (1) Whether he intends making public the contents of transcriptions of telephone conversations of a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, which were submitted to the Commission of Inquiry into the Affairs of the Multiracial Motor Vehicle Accidents Fund (Melanie Commission) in 1992; if not, why not; if so, (a) when, (b) in what manner and (c) what is the name of the person concerned;

- (2) whether he will make a statement on the matter? B321E

#### The MINISTER OF TRANSPORT:

- (1) No, because I never received the transcriptions and their contents are therefore also not known to me.  
(a) (b) and (c) fall away.  
(2) No.

#### Unlawfully absent teachers: salaries

\*14. Mr J M BEYERS asked the Minister of Education and Training:

- (1) Whether there are currently any teachers in the service of this Department to whom, while they are unlawfully absent from duty, teachers' salaries are still being paid; if so, (a) how many and (b)

what is the total estimated amount paid out monthly by his Department in respect of such teachers during the latest specified period of 12 months for which information is available; (321)

- (2) whether he is constantly kept informed of developments in this connection; if not, why not; if so, what are the relevant details;

- (3) whether he intends taking any remedial steps in this connection; if not, why not; if so, what steps;

- (4) whether he will make a statement on the matter? B323E

#### The MINISTER OF EDUCATION AND TRAINING:

A teacher who is unlawfully absent from duty is not entitled to the payment of a salary for the periods of absence.

During the period of twelve months ending 28 February 1993 altogether 2 249 teachers were at some time or another unlawfully absent from duty. An amount of R1,895 million is at present being recovered from them.

It happens from time to time that teachers stay away from service unlawfully and that information about such absences reaches the Department's regional offices after salary cheques have been issued. As soon as this is established, the payments for periods of the authorised absence are disallowed. Such payments are recovered from the individuals without delay.

The administration of the salaries of personnel is according to Financial Regulations 1 (1) (g) and (i) issued according to the Exchequer Act, 1975, the responsibility of the accounting officer, who is accountable to Parliament. The Minister is therefore not constantly informed regarding the situation concerning the disallowances account.

The phenomenon of salary disallowances occurs in all departments. This phenomenon is exacerbated in the case of the Department of Education and Training since it employs a large number of personnel and administrators in schools country-wide and in isolated places.

The Department introduced a new personnel and salary system during 1992, which improves the control over this problem. The

improvement of personnel administration is continuously attended to. (321)

#### Private accommodation of political office-bearers: compensation

\*15. Mr P G SOAL asked the Minister of Public Works:

With reference to the reply to Question No 33 on 23 February 1993, (a) when was the scheme introduced in terms of which compensation is paid to political office-bearers who occupy private residences as official accommodation; (b) why was this scheme deemed necessary; (c) subject to what conditions is approval given for a political office-bearer to reside in private accommodation; and (d) what total amount was so paid to political office-bearers since the introduction of the scheme up to and including 28 February 1993? B324E

#### The MINISTER OF PUBLIC WORKS:

- (a) From 1982 until 31 December 1990 individual requests were approved on an ad hoc basis. The present scheme, as dealt with in the answer to Question 33, has been in operation since 1 January 1991.

- (b) Due to a shortage of official ministerial residences at the time and in view of the high cost of administering and maintaining the official residences, this optional scheme was approved to provide an equitable basis for expenses should they elect to use private dwellings as official residences.

- (c) To qualify for full participation in the scheme, a private residence must be of similar status to official residences and comply with guidelines set by the Department of Public Works for evaluation purposes. In cases where comparative standards are not met after evaluation, the Minister of Public Works has been empowered by the Cabinet to approve a reduced compensation, after consultation with the Chairman of the relevant Ministers' Council or the Administrator where applicable.

- (d) From 1982 to 28 February 1993 a total amount of R4 785 520,35 has been paid.

#### N3 bypass road: Pietermaritzburg

\*16. Mr R F HASWELL asked the Minister of Transport:

Whether a final decision has been made on the bypass, construction and financing of the N3 bypass road at Pietermaritzburg; if so, what are the details? B327E

#### The MINISTER OF TRANSPORT:

No. Three routes have been identified and evaluated from an environmental viewpoint. A draft report in this regard was submitted during December 1992. There are no real differences between the three routes and a decision regarding a route will be taken based on engineering principles.

In the meantime the Department is still undertaking the evaluation of the effects of fog conditions on the routes. This year was not favourable for this evaluation because fog conditions seldom occurred. This evaluation will most probably be done during the next rainy season.

Until the above-mentioned investigations are completed the Department will not be able to make any recommendation regarding a route to the South African Roads Board.

#### City/town councils: Coloured/Indian representatives

\*17. Mr R F HASWELL asked the Minister of Local Government:

Whether he intends introducing legislation in terms of which Coloured and Indian management and local affairs committees will be granted full representation on city and town councils; if not, why not; if so, what are the relevant details? B328E

#### The MINISTER OF LOCAL GOVERNMENT:

Yes, but as part of comprehensive and negotiated reform steps.

As I stated in reply to question 10 of 17 February 1993 and the Interpellation Question of 19 March 1993, for the purposes of 3 March 1993 elections for the political management of the apartheid system, an acceptable arrangement will have to be found to ensure that all interested parties and through negotiation, so as to arrive at restructured local authorities.

# Teachers to decide on F.W. talks

(32)  
Education Reporter  
ST 11/3/93

THE Teachers' Federal Council will decide this weekend whether to pursue their request for a meeting with President De Klerk.

Council head Mr Allan Powell said his body aimed to serve the best interests of teachers and had to decide whether this would be achieved by meeting Mr De Klerk.

He was "disappointed, but not surprised" by Mr De Klerk's refusal to discuss the 5 percent pay rise for public servants.

President De Klerk has agreed to meet the TFC, the South African Democratic Teachers' Union and the National Professional Teachers' Organisation of South Africa, but not to discuss the salary issue.

The TFC's standing committee would meet at the weekend to decide whether to pursue the meeting with the State President or not, Mr Powell said.

# Increases for civil servants and teachers

## Political Staff

THOUSANDS of civil servants and teachers will receive salary increases this year way above the five percent across-the-board increases to be granted to all civil servants by the government on July 1.

A spokesman for the Commission of Administration said about 40% of ordinary civil servants and about 60% of all teachers will also receive notch increases of between four and seven percent.

Only those civil servants and teachers at the top of their scale and those on fixed salaries will receive five percent increases.

These increases will be higher than the average paid in the private sector, which the Afrikaanse Handelsinstituut estimated at between six and eight percent.

Teachers on the top scale of R94 632 a year will receive increases of about R4 700.

These salaries exclude housing subsidies and retirement benefits, including gratuities.



# White teachers join education conflict

Education Reporter

(521) 12/13/92  
A MAJOR white teachers body, the South African Teachers' Association (Sata), has warned of abandoning responsible negotiation and resorting to "other strategies" to resolve the "logjam" with the government.

President De Klerk should attend urgently to the impasse between teacher bodies and the government, association president Mr Roger Cope said.

Mr Cope said morale among teachers was low. This had been

caused by the continuing retrenchment of qualified and experienced teachers and the apparent lack of a total plan for a future education dispensation.

The association's general committee, which met today, criticised the lack of constitutional progress and encouraged all political leaders to continue urgently the task of negotiating a new constitution.

Teachers were unhappy over the lack of progress in establishing the new co-ordinating ministry for education, Mr Cope said.

The association strongly opposed the state's unilateral offer of a five percent salary increase, amounting to an effective annual increase of only 3,75 percent.

"It is becoming progressively more difficult for the Sata to sustain its customary method of responsible negotiation and it will be forced to consider resorting to other strategies in an effort to ensure the best education dispensation possible for its members and the children whom they teach," Mr Cope said.

# Working in the blackboard jungle

SOUTH 13/3-17/3/93

(32)

**I**T'S A profession many see as easy. One where you go home early, have tea and lunch breaks every day, and take long and frequent holidays. It is, say those involved in the cut and thrust of capitalism, not "real work".

The profession is teaching and, despite its centrality to the community, it is still often perceived as the underdog.

But, say those who stand before a class day after day, of teaching involves far more than getting students through a syllabus.

"Our job is to teach but we are also social workers," a Mitchell's Plain teacher said.

"Every day we deal with the consequences of broken homes, poverty and teen sex."

The problems are not confined to the

Cape Flats or the Peninsula.

Teachers all over the country deal daily with issues and problems that fall outside the scope of a neatly-constructed syllabus and subjects taught at training colleges.

Teachers in African schools are hardest hit.

Not only do they deal daily with the social problems brought on by spiralling socio-economic conditions, they also face problems with basic necessities of the profession.

"I have been teaching for 20 years and every year the problem of overcrowding is there," a Guguletu teacher said.

"There are never enough buildings or books so we try and deal with these as best we can through sharing textbooks and plaitooning with other schools to ensure we at least have a roof over our heads when we teach.

"But the consequences of poverty, violence

and an uncertain political situation are more difficult to handle, especially when most schools in our areas do not have guidance teachers and every student needs counselling." The Mitchell's Plain teacher agrees.

Recently she and a few colleagues attempted to assist the family of a girl whose parents no longer receive their disability grants by collecting money for groceries.

"You cannot simply teach when you have a child sitting in your class with a grumbling stomach or no shoes," the teacher said.

Children of poverty-stricken families also often have to work after school and cannot take part in extra-mural activities and have little time for homework or studying.

A Rylands teacher said: "I had a student last year who had to work in a shop the day before he wrote the Physical Science final examination."

Teachers faced with these situations have to spend extra time with students ensuring they are able to perform their best in exams.

The Rylands teacher outlined further issues teachers had to cope with in schools like his.

"We also have to deal with the consequences of poor socio-economic conditions in the region, particularly child abuse."

The teacher said although the school finally had a guidance teacher this year, individual teachers were often called upon to act as social workers in these situations.

Teachers also have to offer advice on sexual matters, including information on tests if a student thinks she may be pregnant.

While teachers are predominantly white

schools do not have to deal with socio-economic problems on such a large scale, their jobs also extend beyond just teaching.

Unrealistic parental expectations and pushy parents are some of the more frequent problems teachers in these schools are faced with.

"This issue is more far-reaching than many people think," a Johannesburg High School teacher explained.

"At one level we have to deal with parents and convince them to allow their child to achieve to the best of his or her ability, whatever that may be.

"At another, we have a child sitting in the classroom who feels completely inadequate because their parents have told them what they are doing is not good enough and they can do better. We need to be aware of this and encourage the child as much as possible."

Teachers at historically white schools say a major problem is the influx of foreign pupils.

"We have students from places like Taiwan, China and Zaire filling our classrooms," a private college teacher explained.

"Just basic communication is difficult under these circumstances, but teaching English is even more of a challenge."

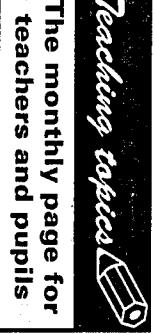
The opening up of schools has also presented new challenges for these teachers.

Most white children receive a decidedly Eurocentric cultural start to life, and this has been reflected in traditional teaching.

"For a long time now, I have been including African literature in story-telling to my Sub As," a Primary teacher commented.

"I found that some children did not know what a 'wood' was, for example, when telling the tale of 'Little Red Riding Hood'.

"It is vital that we teachers are aware of the terms of reference of all children in a class."



OVERCROWDING: A chronic problem for teachers

**THE TEACHERS' Resource Forum** is a grouping of teacher resource projects which have been working with secondary and primary school teachers for three years.

Here are some of the resource projects listed in their booklet to help teachers.

#### Learning Roots

P.O. Box 1161, Cape Town, 8000

This independent school newspaper focuses on pupil issues, youth trends and culture.

This year the paper expands to include a subject supplement, Taproots, which caters for Sids 6 to 10 pupils.

Contact Shamuel, Mike or Avril at tel. 696 8414 or 697 4936.

#### Teacher Action Research Project

Faculty of Education, UWOC, Private Bag X17, Bellville, 7535

TARP aims to encourage more effective teaching. The project includes:

- Supporting individual teachers in their classroom practice.
- Facilitating team work.
- Running workshops on areas of concern.
- Conducting workshops for staffs which

# Help for teachers

SOUTH 13/3 - 17/3/193.

look at development and structure of schools.

Contact Sue Davidoff or Denise Miller at tel. 959 2654

#### Teaching and Learning Resources

School of Education, UCT, Rondebosch, 7700

TLRC is a resource and inservice centre for teachers. It runs short courses on Maths, Science, Reading, Life Skills, Afrikaans, Geography and History.

Contact Glynn Lloyd at tel. 650 3276.

#### Mathematics Education Project

School of Education, UCT, Rondebosch, 7700

Together with teachers, MEP explores the consequences of changing the content and methodologies of taught maths, and looks at the implications of these changes on

resources, the syllabus and testing systems.

This work includes:

- One-off workshops
- Short and long (over two terms) courses
- School-based work with maths departments

● The development of teaching materials

Contact Jane Combe (secondary), Wendy Colyn (primary), Zain Davis (materials) at tel. 650 3368.

#### Materials Development Project

Faculty of Education, UWOC, Private Bag X17, Bellville, 7535

MDP publishes and distributes teaching materials, teaching ideas and activities available to others. It has published:

- "Our Community in our Classrooms" by

Roy Prinsloo and Maureen Robinson, documenting the experiences of Hiedelweid History teachers who decided to bring local history into the school curriculum.

● "We Are The World" by June Pym, experiences with Geography teaching.

Contact Maureen Robinson, Lorette Bell and Brenda Sonn for further information, tel. 959 2858 or 959 2442.

#### Democratic Education Resource and Information Centre

Guguletu Comprehensive School, Shop 13, Eyema Shopping Centre, Guguletu

DERIC offers:

- Resources and Teaching Aids — a library covering areas from pre-primary to tertiary, exam papers, magazines, worksheets, demonstration model of human anatomy, maps and charts, transparencies and videos.

● Equipment — copy printers, photostat machines, duplicator, punch and gullotine, two video recorders and TVs can be loaned.

Contact Stan Nyonyama or Mike Dwight at tel. 637 1803, or Monde Mokoena at tel. 361 3359.

CHILDREN

# Strike ballot warning if meeting fails

Staff Reporter

TEACHERS could go on a nationwide strike if the South African Democratic Teachers Union (Sadtu) meeting with President F W de Klerk today is not satisfactory.

"If this meeting fails to deliver we will ballot our members to test their readiness for a national strike action," Sadtu regional chairman Ms Vivienne Carelse said yesterday.

Ms Carelse said they regarded the meeting between Sadtu and President De Klerk as the last hope for averting a full-scale crisis.

Mr De Klerk said last week he was not prepared to discuss the 5% increase for civil servants at the meeting.

But Ms Carelse said: "Our delegation to the meeting has been mandated that this question remains on the agenda and that it must be raised and discussed."

# Fireworks expected as teacher bodies meet F W on crisis

By AYESHA ISMAIL

321

PRESIDENT FW de Klerk is to meet a national delegation of the South African Teachers' Democratic Union (Sadtu) in Cape Town tomorrow.

The meeting is expected to be fiery as Mr de Klerk said this week he was prepared to meet teacher organisations, but was not prepared to discuss the five-percent increase across the board for civil servants. *STimes (Cape metro)*

However, Sadtu's chairman, Ms Vivienne Carelse, said that the five-percent increase, with which teachers were unhappy, would remain on their agenda for tomorrow. *14/3/93*

The South African Teachers' Association (Sata) has also criticised the government for its "unilateral offer of five percent".

Sata said in a statement the increase was unacceptable because of the amount and the manner in which it was announced. This had been contrary to accepted negotiations practice.

It called on Mr de Klerk to resolve as a matter of urgency the logjam that had developed between teachers' bodies and the government.

"It is becoming progressively more difficult for Sata to sustain its customary method of responsible negotiation," it said.

"Sata will have to consider resorting to other strategies in an effort to ensure the best education dispensation possible for its members and the children they teach."

It is expected representatives of the Department of Education and Culture, the Department of Education and Training and the Department of National Education will attend the meeting tomorrow.

Ms Carelse said Sadtu's agenda included the crisis in education and rationalisation.

A report-back meeting for teachers is to be held at Community House, Salt River, at 5.30pm tomorrow.

# Teacher body wants rise now



C/press 14/3/93

By THEMBA KHUMALO

AN education crisis could result unless government ups its proposed five per cent teachers' salary increase, due to take effect from July. (321)

That's the warning from Leepile Taunyane, president of the National Professional Teachers Organisation of South Africa (Naptosa).

Apart from intense financial pressure, Taunyane said many teachers

had to cope with very large classes and difficult working conditions.

He said Naptosa was concerned that no reply had been received to a letter sent to State President FW de Klerk in February requesting a meeting to discuss salaries.

Naptosa fears it will be more difficult to make the necessary upward adjustments after the Budget is announced this week.

# FW and teachers in crisis meeting

Soweto 15/3/93 (321)

By Sonti Maseko

**T**HE South African Democratic Teachers Union (Sadtu) meets President FW de Klerk in Cape Town this morning in make-or-break discussions on the crisis in black education.

The meeting will take place in the face of mounting opposition by political and labour organisations to expected increases in the prices of food and petrol and a rise in VAT when the Finance Minister Derek Keys tables the Budget on Wednesday.

Sadtu members across the country will stay away from classes on Wednesday to join the African National Congress and Congress of South African Trade Unions in a "national day of action" to be marked by rallies, marches and other forms of protest action against the Budget.

Analysts have already predicted that education, which already receives 20 percent of the Budget slice, is unlikely to get more.

The Sadtu delegation meeting the State President will be led by national president Mr Shepherd Mdladlana, accompanied by general secretary Mr Randall van den Heever, media officer Mr Thulas Nxesi and four deputy presidents. Before leaving for Cape Town yesterday, Van den Heever said the union would raise four issues:

- The continuing crisis in education;
- The unilateral restructuring of education by the Government;
- The implementation of a policy of rationalisation and retrenchment of teachers; and
- The imposition of a 5 percent salary increase for teachers by the Government.

Sadtu said while it already had received indications that the Government regarded the 5 percent increase as non-negotiable, the issue however still remained on the union's agenda.

The union had decided to go ahead with the meeting as there were other important issues.

"To assess the success of the meeting we shall conduct a strike ballot among our members on all the four issues and the outcome of the ballot will determine whether we should embark on a national strike," Van den Heever explained.

Sadtu will demand the immediate establishment of a crisis committee by the Government and all the key players in education to find ways to address the crisis. There was widespread dissatisfaction with the 5 percent increase as about about 70 percent of the teachers were in the low-income category and earned a "take home salary of about R700 a month which is below the breadline," Van den Heever said.

While the 30 percent increase demanded by Sadtu might sound ridiculous, the union regarded R1 200, which is accepted by Cosatu, as the minimum living wage, Van den Heever said.

ARG 15/12/73

## FW meeting teachers today

(32)

**Staff Reporters**

A CONFRONTATION is likely today at a meeting between President De Klerk and the powerful South African Teachers' Democratic Union (Sadtu).

Demands for a better pay deal, improvements in working conditions and concern about rationalisation will probably dominate the agenda.

The scene was set for a clash with teachers when Mr De Klerk last week ruled out pay increases above the five per cent general package for the public sector.



# Deadlock: Strike by teachers looms

A NATIONAL teachers' strike of black and coloured teachers is looming following a deadlock in the salary talks between President F W de Klerk and the SA Democratic Teachers Union (Sadtu) yesterday.

Sadtu president Mr Shepherd Mdladlana told a press conference yesterday that the refusal of Mr De Klerk to budge on his 5% pay increase offer meant teachers would have to act.

Sadtu is demanding a 25% increase.

Regional chairman Ms Vivienne Carelse confirmed last night that a strike ballot would be completed in two weeks.

If the vote is in favour,

it is expected most of Sadtu's 60 000 members will strike.

Meanwhile, white teachers have also become increasingly militant about the 5% offer.

The SA Teachers' Association (Sata) has warned of abandoning responsible negotiations and resorting to



**REPORTING BACK** ... Secretary-general of Sadtu Mr Randall van den Heever (right) reports on Sadtu's talks with President F W de Klerk yesterday. With him is Mr Shepherd Mdladlana.

Picture: ANNE LAING

"other strategies" to resolve the dispute.

The giant Union of Teachers' Associations of SA (Utasa) also rejected the 5% increase, but would not say yesterday if it would consider striking. The government and Sadtu reached

To page 5

From page 1

## Strike

agreement on the question of rationalisation and retrenchment of teachers.

A moratorium of 11 days on further retrenchments was declared and it was agreed that no further rationalisation would take place until April 1, when the government plans to establish a new education department.

The government and Sadtu meet again today.

● Teachers in House of Representatives-run schools in Natal were to have begun a mass action campaign yesterday, but postponed it to "plan a joint campaign with Sadtu", Society of Natal Teachers spokesman Mr Henry Hendricks said.

● Teachers in HoD schools in Durban's Reservoir Hills area embarked on a go-slow yesterday morning.

# FW firm on 5% pay rise: Teachers to try again

(321)  
ARG 16/3/93

**MICHAEL MORRIS**  
Political Correspondent  
and **JOHN VILJOEN**  
Education Reporter

THE South African Democratic Teachers' Union is having further talks with the government today after a marathon session with President De Klerk yesterday on the hotly contended 5 percent public service pay rise.

The union has reported no progress on the key issue of salaries after a meeting with President De Klerk and several ministers at Tuynhuys.

Today's meeting will focus on problems in Coloured education — schools run by the Department of Education and Culture in the House of Representatives. The meeting would be "technical".

Yesterday's talks at Tuynhuys — at which Mr De Klerk was accompanied by education ministers, the Minister of Finance and senior officials — were dominated by demands for a higher than 5 percent pay package.

But Mr De Klerk continued to rule out an increase.

Government spokesman Mr Dave Steward said the President told the Sadtu delegation "he would have liked to have been able to give more pay to teachers and that he was sympathetic to the problems of teachers, but that economic realities made it impossible to be more forthcoming".

He said the government explained

that its decision to establish a new Department of Education Co-ordination from the beginning of next month "did not constitute unilateral restructuring".

"This would simply be the start of a process in which all stakeholders would be fully consulted."

Mr Steward said the government and Sadtu recommitted themselves to negotiating a new education system.

Sadtu president Mr Shepherd Mdladlana said after yesterday's meeting that there was a dispute with the government over the five percent increase. Sadtu has advocated a 30 percent payrise for teachers.

Importantly, however, Mr De Klerk recognised the pay decision was unpopular, and realised that tension among teachers was very high, Mr Mdladlana said.

"We have impressed on him that it may have serious implications and consequences for education."

"It would have been better for the State President to have said: 'I am prepared to open negotiations'. But he is not prepared to. It is a closed matter. What do you expect teachers to do then?"

The union would deliberate before deciding on further action, but would proceed with a national day of action to coincide with tomorrow's budget, he said.

# FW refuses to budge on teachers' pay demands

3/10/93 16/3/93

321

TIM COHEN

CAPE TOWN — A showdown looms between government and teachers at black schools following a lengthy high-level meeting yesterday where President FW de Klerk refused to increase teachers' salaries beyond the 5% promised to all civil servants.

The three-and-a-half hour meeting, which included six Sadtu national office bearers and a government team, ended inconclusively on the subject of salaries.

Sadtu is demanding a 30% increase and has not ruled out strike action if the demand is not met.

Union representatives said after the meeting at Tuynhuys that the outcome of the talks would have to be discussed with members, and added that teachers were likely to be angered by De Klerk's refusal to budge on salaries.

Government spokesman Dave Steward said in a statement after the meeting that De Klerk had explained why it was not possible to grant salary increases of more than 5%.

He was sympathetic to teachers' problems but economic realities made it impossible to be more forthcoming, he said.

Another meeting between the government team, which included Education and Training Minister Sam de Beer and directors-general of the various education departments, and the Teachers' Federal Council and the Naposa is expected soon.

The delegations at yesterday's meeting discussed other subjects, including the restructuring of education and current problems such as retrenchments.

Government had explained that its decision to set up a new Education Co-ordination Department from April 1 did not constitute unilateral restructuring, and would simply be the start of a process in which all stakeholders would be consulted.

Steward said government and Sadtu had recommitted themselves

to continuing negotiations on establishing a new education system.

It was agreed that further discussions would be held between them today on the question relating to the DET and the House of Representatives' Education and Culture Department.

Sadtu president Shepherd Mdilana said at a media conference that it was clear no thought had been given to the possibility of transferring teachers to departments where there was a shortage, before the decision was taken to retrench.

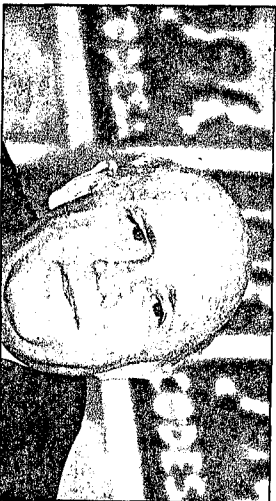
It had been agreed that there would be a meeting today between Sadtu, National Education Minister Piet Marais and the departments involved in retrenching teachers.

Government had agreed to an 11-day moratorium on retrenchments to April 1 — the day the new department would come into being.

Marais had agreed to meet the NEC working committee soon and to set up a departmental crisis intervention mechanism.

Sun City heist stalls Lucky trial | DP outrage

# FV slaps Sadt



FV de Klerk - has told teachers that a five percent salary increase is his final offer. Sadtun has reacted bitterly to the news.

## in the face

South 16/3/93.

(321)

By Scott Maseko and Sadtun Maseko

**T**he Government's offer of a five percent salary increase for teachers remained unchanged after a three-and-a-half hour meeting between the State President, F. V. de Klerk, and a Sadtun delegation in Cape Town yesterday.

A statement issued by the Government after the meeting said the President had told the South African Teachers' Union (SATU) that the Government was sympathetic to the problems faced by teachers, economic realities made it impossible for him to give teachers a larger increase.

However, the State President said he would consult widely with everybody involved in teaching when education ministers met on Wednesday. The Government also threatened under a single ministry from April 1, also announced the outcome of negotiations on the future of education.

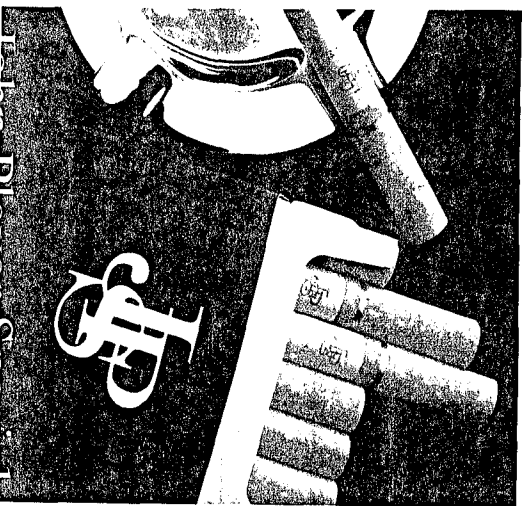
Makgatho said the outcome of the meeting would be the subject of a press conference before any decision was taken on further action, said the State President was made aware of "the situation before any decision was taken on further action."

Meanwhile opposition to the five percent salary increase intensified yesterday. Sadtun said the Government's offer was a "slap in the face" for teachers.

A pamphlet distributed at the meeting called on teachers to prepare for a national strike in support of their demands for a 30 percent increase for teachers in the low-salary category.

The pamphlet stated: "The apartheid Budget gives little, but takes a lot." The pamphlet stated: "The apartheid Budget gives little, but takes a lot."

The pamphlet stated: "The apartheid Budget gives little, but takes a lot."



Star 16/3/93

# Teachers fume at 5% 'slap in face'

By Phil Molefe  
Education Reporter

(32)

The Government may be headed for a confrontation with angry teachers after President de Klerk's refusal to budge on the offered 5 percent wage increase for public servants.

De Klerk and Finance Minister Derek Keys met a delegation of the South African Democratic Teachers' Union (Sadtu) in Cape Town yesterday to discuss the 5 percent limit, the restructuring of education and the retrenchment of teachers.

The 60 000-strong teachers' union is demanding a 20 percent wage increase.

A new wave of protest will start tomorrow when thousands of teachers take to the streets as Keys presents the Budget to Parliament.

Sadtu is co-ordinating countrywide protest action in what it calls a "national day of protest".

And next Wednesday, hundreds of thousands of pupils are expected to participate in marches in major cities to demand the scrapping of exam fees.

For the first time, all three major student organisations — the Congress of

South African Students, the Pan African Students' Organisation (Paso) and the Azanian Students' Movement — will co-ordinate the marches and other forms of protest.

"We will stop at nothing to have exam fees scrapped," said Paso spokesman Thabo Tauatsoala.

Commenting on the meeting with De Klerk yesterday, Sadtu president Shepherd Mdladlana said the President knew there was anger over the salary issue but failed to move decisively.

"It would have been better for the State President to have said he was prepared to reopen negotiations, but it would seem the matter is closed," said Mdladlana.

Earlier yesterday, Sadtu members gathered at a meeting at Soweto's Regina Mundi Church and declared the 5 percent offer a "slap in the face".

A pamphlet called on teachers to prepare for a national strike ballot.

Government spokesman Dave Steward said after the meeting that De Klerk would have liked to have given teachers a bigger salary increase, but economic realities dictated otherwise.

# Teachers start national pay protest

By Sonti Maseko

(321)

*Sowetan* 17/3/93  
■ National strike ballot is next step after De Klerk's 'slap in face':

ABOUT 100 000 teachers countrywide under the auspices of the South African Democratic Teachers' Union have begun a national campaign to protest against a five percent salary increase offered by the Government.

Sadtu's assistant general secretary, Mr Thulas Nxesi, said the union would begin a series of bilateral meetings with anti-apartheid movements following the deadlock over the issue "now that De Klerk has failed to deliver".

Sadtu will also hold a national strike ballot.

In a statement issued yesterday Sadtu also

called on its members to protest against what it called the apartheid Budget to be delivered in Parliament today by Finance Minister Mr Derek Keys.

A wave of demonstrations by political and labour organisations is planned across the country to coincide with the tabling of the Budget.

In Johannesburg Sadtu's Southern Transvaal region members will hold a march to picket outside the offices of the Receiver of Revenue at noon today.

Meanwhile, a meeting continued yesterday between National Education Minister Mr Piet

Marais and Sadtu to seek a solution to the rationalisation programme, which the union said has led to thousands of teachers being retrenched.

Sadtu reported that the meeting with De Klerk on Monday deadlocked on the five percent salary increase question.

The president is reported to have remained adamant that the poor state of the economy does not allow him to approve a bigger salary increase.

The Government has also denied Sadtu's charges of unilaterally restructuring education.

# CHALKDOWN

## Teachers dig in

### Over 5% rise

By GUY OLIVER  
and ANDRÉ KOOPMAN

**SCHOOLS** throughout South Africa will grind to a halt today as more than 100 000 teachers embark on a national chalkdown in protest against the government's refusal to grant them more than a five percent salary increase.

The protest — which will also include widespread picket demonstrations — will mainly affect the sector of primary and secondary schools. For representatives (both Department of Education and Training and the House of Delegates (Hdop)).

Some schools in the House of Assembly (HoA) schools will also be affected. Mass action was called by the South African Democratic Teachers' Union (Sadtu) and the Union of Teachers' Associations of South Africa (Uasa) after a meeting presided by F W de Klerk. Salaries, unilateral restructuring, rationalisation and retention on the salary scale — on Sadtu has a strong base in the Department of Education. The government has dug in on the

five percent increase but teachers are not happy. Adamant that this is not enough.

The dispute could plunge black education into a crisis — last seen in the 60s.

Sadtu Western Cape chairwoman Ms theme Carls said it was time for teachers' members would take strike action.

Part of the agenda would be an "open day" to hold a strike ballot. At Athlone's Civic Centre.

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From page 1

### Chalkdown

ing process by President F W de Klerk in January, with a view to having it revised or set aside.

He said that though legal opinion obtained from a panel of legal advisers indicated the council would have a valid case, in such an action, it was decided to deal with the government's unilateral action in a different manner.

"The matter has not been finalised and the dispute with the government continues," he said. CT 7/3/93

Sadtu vice-president Mr Duncan Hindle said 35% of SA teachers had a take-home pay of less than R700 a month.

"For those teachers to earn what is generally regarded as a living wage, R1 200, a salary increase of at least 30% is required," he said.

Mass action called by the Teachers' Union of South Africa (Tusa) — got under way yesterday with many schools closing their doors and sending pupils home at 10am.

Sonat vice-president Mr Henry Hendricks said parents of children called schools had been their children away from school today.

"We have had strong support for the action and most parents will heed our call," he said. Sadtu said a national strike would be unavoidable unless there was agreement on salaries, unilateral restructuring, rationalisation and retention.

"Strike ballooning at schools will start to take place as early as Monday next week," a Sadtu spokesman said.



Strike ballooning at schools will start to take place as early as Monday next week, a Sadtu spokesman said.

Picture: ANNE LANG

Backlash over salaries and benefits

Star 17/3/93

# Teachers twist (321) Pretoria's arm

By Phil Molefe  
Education Reporter

Relations between the Government and major teachers' organisations reached a new low yesterday when the influential Teachers' Federal Council (TFC) suspended its participation in more than 20 advisory bodies to the various education departments.

TFC chairman Allan Powell said the Government's handling of teachers' salaries and other service benefits "can be blamed on a labour dispensation which has lost all credibility".

Powell said the council would reconsider its position only if an agreement was reached on a credible labour dispensation for educators.

The TFC is the main teachers' organisation that enjoys statutory Government recognition. It is the umbrella body for white teachers' unions country-wide.

## Living wage

As the row between the Government and the South African Democratic Teachers' Union (Sadtu) over a 5 percent salary increase offer continues, thousands of angry teachers were set to demonstrate outside Parliament today in protest against the "apartheid Budget" being delivered by Finance Minister Derek Keys.

Sadtu, which is co-ordinating national protest action, said it expected more than 100 000 teachers to march to Parliament to demand a "living wage" for educators.

The protest has been backed by the Union of Teachers' Associations of South Africa (Utasa).

Schools under the Department of Education and Training, the House of Representatives and the House of Delegates were set to grind to a halt as teachers took to the streets.

## Library

Thousands of teachers are also expected to assemble outside the Johannesburg Public Library today for a march to the offices of the Transvaal Provincial Administration and the Department of Education and Training.

Sadtu spokesman Oupa Mpetha said teachers were expected to link up with other State employees in a march organised by the Congress of South African Trade Unions to the local TPA offices.

Marches were also planned for Pretoria, Durban and Port Elizabeth.

Sadtu general secretary Randall van den Heever said yesterday the union would proceed with plans to ballot its members for a national teachers' strike.

Another Sadtu spokesman told Sapa: "Strike balloting at schools will start as early as Monday next week."

The strike threat follows Sadtu's abortive attempt on Monday to convince President F W de Klerk to improve the 5 percent offer. The union is demanding a 25 percent increase.



# Many teachers take home <sup>(32)</sup> 17 1/3%<sup>2</sup> less than R700 a month

MORE THAN a third of the teachers in South Africa take home less than R700 a month.

That is the crux of the dispute which has brought relations between the government and major teachers' organisations to an all-time time low, and has culminated in today's nationwide chalkdown.

Today's mass action was called by the South African Democratic Teachers Union (Sadtu) and the Union of Teachers Associations of South Africa (Utas) after the deadlock at a meeting this week between Sadtu and State President F W de Klerk on salaries, unilateral restructuring, rationalisation and retrenchments.

Salaries — the teachers wanted a 25% increase, the government was prepared to give 5% — proved to be the rock on which the talks foundered.

Sadtu vice-president Duncan Hindle said figures from the Department of National Education showed 35 per cent of the teaching population in South Africa had a take-home pay of less than R700 a month.

"In order for those teachers to earn what is generally regarded as a living wage — at least 30 per cent is required," Mr Hindle said.

Mass action called by the so-called coloured Society of Natal Teachers, a member of Utas, got underway yesterday with many schools closing their doors and sending pupils home at 10am.

Sonat vice-president Henry Hendricks said parents of children at Hor schools had also been called on to keep their children away from school today.

"We have strong support for the action and most parents will heed our call," he said.

The 4500-member, predominantly white, Natal Teachers Society has also pledged its support for Sadtu's action programme.

In a statement NTS president Andrew Layman said his society would suspend until further notice its participation in all advisory bodies of the Department of Education and Culture in the House of Assembly.

Announcing the nationwide chalkdown yesterday, Sadtu said unless there was agreement on the salary issue and on unilateral restructuring, retrenchments and rationalisation in education, a national strike would be unavoidable.

"Strike balloting at schools will start to take place as early as Monday next week," a Sadtu

spokesman said.

The mass action campaign has the backing of the Pan Africanist Congress, Azanian People's Organisation, African National Congress, South African Students' National Congress of South Africa, National Education Union and Allied Workers Co-ordinating Committee.

Commenting on the proposed chalkdown, the Minister of Education in the Indian House of Delegates, Mrs Devi Govender, told SABC radio that politics should be kept out of schools. She hoped Sadtu would call off the protest action.

TPC chairman Allan Powell said the government's handling of teachers' salaries and other service benefits can be blamed on a labour dispensation which has lost all credibility.

Powell said the council would only reconsider its position if an agreement was reached on a credible labour dispensation for educators.

The TPC is the main teacher organisation that enjoys statutory Government recognition, and is the umbrella body for white teachers' unions nationwide.

Today thousands of angry teachers are expected to demonstrate outside Parliament in protest against the apartheid

budget" being delivered by Finance Minister Derek Keyes.

Sadtu said it had planned a wave of protests in major cities in a showdown with the Government over its offer of a 5% wage increase for public servants, which Sadtu finds unacceptable.

In Johannesburg, thousands of teachers are expected to assemble outside the City Public Library before the throng marches to the offices of the Transvaal Provincial Administration and the Department of Education and Training.

Sadtu spokesman Oupa Mpetsha said teachers were expected to link up with other State employees in a march organised by the Congress of South African Trade Unions to the local TPA offices.

Mpetsha said the Johannesburg march would draw teachers from the Reef townships of Tembisa, Kagiso, Kaitleng, Tokozo, Vosloorus and Daveyton.

Marches were also planned for Pretoria, Durban and Port Elizabeth.

The southern Natal branch of Sadtu said yesterday its members would embark on a chalkdown strike from today over what they called the Government's intransigence to meet teachers' demands.

Rally at Athlone to be followed by Budget Day demo outside parliament

# Teachers to march in pay rise protest

(S21) ARG 17/3/93

## Staff Reporters

HUNDREDS of Western Cape teachers, all members of the South African Democratic Teachers Union (Sadtu), were poised to leave their classrooms today to attend a rally in Athlone.

The move is likely to paralyse coloured and black schools, although the union has not called on pupils to stay away from classrooms.

But there appeared to be some confusion about early closing and pressure from parents for a normal school day.

The Athlone meeting is part of Sadtu's national day of action to protest against the government's reluctance to increase a proposed 5 percent pay rise for teachers.

"We've also identified today as the time to demonstrate against the apartheid Budget," said Sadtu spokesman Ms Vivien Carelse.

Some teachers would join a National, Education, Health and Allied Workers Union march to parliament today.

She said teachers would have a strike ballot next week.

"Today is part of a national day of action. Actions will differ from region to region."

As far as she knew there would be a "chalkdown" in Natal.

Ms Carelse said Sadtu, which met President De Klerk on Monday, was not planning another meeting with him.

"We are angry. Mr De Klerk can avert a teaching crisis by considering collective bargaining for this financial year."

Sadtu's move does not appear to have the support of all teachers and parents.

Early today, a teacher at Trafalgar High School in Zonnebloem said the principal was meeting parents.

"Parents are not happy that the children will be sent home," he said.

"The school is under instructions from the parents not to do anything that will interfere in the school day."

Pupils at Spes Bona High in Athlone were due to write "mini-exams" today.

"All seems normal — the pupils are arriving as usual," a teacher said at 8am.

Pupils were also reported to be arriving at Alexander Sinton High in Crawford.

Meanwhile, the Minister of National Education, Mr Piet Marais, has commented on action against the government announced by the white Federal Teachers Council.

He said today it was encouraging that the council had decided to continue negotiations with the government.

He felt there was no reason the situation could not be resolved satisfactorily.

An issue to be resolved was to bring about new ways in which teachers could negotiate their service conditions.

These are expected to include mediation and arbitration mechanisms to which teachers are not entitled at present but already apply in many other sectors.

Referring to protest moves by Sadtu, Mr Marais said that government talks with the body were continuing.

Talks with Sadtu yesterday on rationalisation in the teaching profession had gone well and would possibly continue next week, he said.

● See page 8.

# Teachers take to the streets nationwide

By Phil Molefe  
and Moutshiwa Moroke

(32)

Schooling in several parts of the country was severely disrupted yesterday as thousands of angry teachers took to the streets to protest against the Government's offer of a 5 percent wage increase.

Rallies, marches and pickets in major cities marked the launch of the teachers' national day of protest planned to coincide with Budget day.

The mass action was organised by the South African Democratic Teachers' Union (Sadtu) and backed by the Union of Teachers' Association of SA and the mainly white Natal Teachers' Society.

Department of Education and

Training director-general Dr Bernhard Louw warned yesterday that teachers who participated in the mass action would not be paid.

Johannesburg came to a near standstill as thousands of teachers and supporters marched through the city to the Department of Education and Training offices in Braamfontein.

The march began outside the Johannesburg Public Library in President Street at 1 pm and moved into Rissik Street, disrupting lunch-hour traffic.

Sadtu members from other areas arrived in buses to swell the crowds.

Black, coloured and Indian schools in Durban were hit by a 100 percent chalk-down as

teachers abandoned their charges to demand increased service benefits, according to Sadtu general-secretary Randall van den Heever.

He said about 8 000 teachers in Durban were involved in the strike. Teachers also held mass meetings in KwaMashu, Lamontville and Claremont, near Durban.

About 2 000 Sadtu members attended a mass rally in Athlone, Cape Town, and some of the teachers later joined a march to Parliament organised by the National Education and Health Workers' Union.

Eastern Cape schools came to a standstill.

Pupils were left without classes for the day while sever-

al thousand teachers held a rally in Port Elizabeth and their colleagues in Grahamstown and Cradock took part in a march.

In QwaQwa, more than 7 000 Sadtu members marched to the offices of the commissioner-general in Phuthaditjhaba and handed in a memorandum.

The teachers' march was joined by members of the Congress of South African Students and the National Unemployed Workers Co-ordinating Committee.

Van den Heever said Sadtu would proceed with plans to ballot its members for a strike over wage increases, retrenchment of teachers and the unilateral restructuring of education.

NEWS 30 percent increase demand • Smelly affair in Tembisa

# Schooling is disrupted

**T**HOUSANDS of teachers severely disrupted schooling throughout the country yesterday when they protested against the Government's 5 percent salary offer for public servants.

Thousands of South African Democratic Teachers Union (Sadtu) members and affiliates protested in the Cape, Johannesburg, Durban and other places to demand an end to unilateral restructuring of education and a 30 percent across-the-board salary increase.

Sadtu said most teachers earned a below-the-breadline salary.

Most Department of Education schools in the Cape Peninsula closed at 11 am to allow teachers to attend protest meetings and take part in protest marches. The deputy principal of the Alexander Sinton School in Crawford, near Cape Town, Mr Basil Swart, said teachers were

*Sowetan 18/3/93*  
**■ FIVE PERCENT** (321)

## Teachers join protest against Government salary offer:

to attend a meeting at the Athlone Civic Centre and some would join a Nehawu protest march on Parliament. Swart said he understood all schools in the area were to close but that pupils were not technically involved. A Mitchell's Plain principal said some teachers would attend the rally at Athlone. In Durban thousands of pupils stayed away from school. Teachers were at schools but

were not teaching, said Sadtu national organiser Mr Mo Ally.

In Johannesburg thousands of teachers came out in support of the national teachers' protest.

Sadtu members and teachers belonging to other bodies, including the Transvaal United African Teachers Association, gathered outside the Johannesburg public library to register their demands. After speeches of solidarity from different organisations the teachers marched to the Johannesburg regional offices of the DET to hand over a memorandum.

Sadtu general secretary Mr Randall van den Heever said a ballot would be held nationally on Monday to determine if teachers wanted to go on strike or not. In Pretoria a DET spokesman, Mr Jeff Makwakwa, said the situation differed from one area to the other.

In most areas however there was no normal schooling.

# 1 000 teachers call for strike poll

324

ARG 18/3/93

**DENNIS CRUYWAGEN**  
Staff Reporter

**MORE** than 1 000 teachers have adopted a resolution calling on Western Cape members of the South African Democratic Teachers' Union to hold a strike ballot next Wednesday and Thursday.

The result of the ballot will be announced after a Sadtu regional executive meeting next Saturday.

Many Cape Flats schools closed early yesterday as teachers, black and white, left their classrooms to take part in a Sadtu-organised day of action which closed hundreds of schools countrywide.

Hundreds of teachers attended the Athlone meeting which, in a resolution, also rejected the apartheid budget and the government's 5 percent increase for teachers.

In a keynote address, Sadtu national president Mr Shepherd Mdladlana said it was unacceptable that the government could underwrite the SA Grand Prix.

"... Yet they can't increase teachers' salaries by more than 5 percent."

He said President De Klerk, "if he continues to undermine the masses the way he is doing", should heed some of the lessons given to Russian leader Mr Boris Yeltsen.

Mr De Klerk had said apartheid was dead, but he, like Mr

Yeltsen, would learn that people could not eat slogans.

"Mr De Klerk is faced with a serious crisis. That crisis is called teachers."

Mr Mdladlana said the union should also stop sloganeering and start challenging government.

"We want engagement now."

He said it was not good enough for teachers to say they opposed rationalisation. "We want to see you act."

He said possible allies had approached Sadtu, but added that alliances could only be structured on principles.

He said an alliance should look not only at a future scenario in which the government had been "demolished", but also at challenging and fighting a future government.

While the Teachers Federal Council was considering legal action against the government, Sadtu "believes in our masses of teachers and not the legal route."

● Sadtu, which has 22 branches in the Western Cape, also called for an end to unilateral restructuring of essential services, demanded an end to the retrenchment of teachers, the freezing of teaching posts, rationalisation and privatisation.

The meeting also passed resolutions demanding a public inquiry into the closing of teachers' training colleges, and the immediate provision of textbooks, stationery and essential equipment to all schools.

# Protests begin as teachers strike

321

CT 18/3/93

JOHANNESBURG. — Thousands of teachers severely disrupted schooling in South Africa yesterday when they embarked on a "chalk-down" strike in protest at the government's five percent salary offer for public servants.

Thousands of South African Democratic Teachers' Union (Sadtu) members protested in the Cape, Johannesburg, Durban and other cities and towns to demand a 30% across-the-board salary increase and an end to unilateral restructuring of education.

Department of Education and Training (DET) teachers who participated in the strike would not be paid, DET director-general Dr Bernhard Louw warned in Pretoria.

He said the department endorsed the principle of no-work no-pay.

Sadtu said most teachers earned a below-the-breadline salary.

Pre-school education was drawn into the conflict when about 50 women protested outside Parliament against what they said was the government's neglect of early school education, reports said.

In Durban thousands of pupils stayed away from school, and although teachers went to work, they were not teaching the syllabus.

Sadtu national organiser Mr Mo Ally said instead teachers were discussing the Budget with high school pupils.

He claimed there was a "100% pupil stayaway" at House of Representatives schools in the greater Durban area, and about 50% of pupils stayed away from Indian House of Delegates schools.

Thousands of teachers came out in support of the national teachers' protest in Johannesburg, with Sadtu members and teachers belonging to other bodies gathering outside the Johannesburg library to register their demands.

A Sadtu Southern Transvaal memorandum addressed to National Education Minister Mr Piet Marais called for an end to unilateral restructuring of education departments and an end to rationalisation, retrenchments and early retirements. — Sapa, Own Correspondent



**PROTEST . . .** Crowds of teachers participating in yesterday's "chalk-down" gathered in the Athlone Civic Centre to support Sadtu's protest against five percent salary increases.

Picture: HAROLD KING

# Teachers criticise allocation

CT 18/3/93 321

Staff Reporter

THE National Education Co-ordinating Committee, citing the government's "unashamed unilateral restructuring", has dismissed any positive effects from yesterday's R22,7 billion budgetary shot in the arm for education.

Although the amount — a 19,2% increase from last year — was described as heartening by the Urban Foundation, it received short shrift from the NECC and the SA Democratic Teacher's Union (Sadtu) yesterday.

Mr Keys told Parliament the education allocation made adequate provision for the start of the government's "Education Renewal Strategy" (ERS) with R17m.

NECC spokesman Mr Desmond Thompson said the government's "unnegotiated



and illegitimate Education Renewal Strategy forms the cornerstone of the education Budget.

"Who does government think they are, spending the people's money on their own discredited plans?" Mr Thompson said.

"It is quite obvious that this Budget is a continuation of the undemocratic way of doing things under apartheid," he said.

Sadtu, embroiled in a wage and education dispute with the government, said it was "shocked" Mr Keys had earmarked funds for the strategy.

In a statement Sadtu said they had "been assured by the State President and the Minister of National Education, Mr Pjet Marais, the ERS is a mere discussion document and in no way implies a formal policy position which the government wants to unilaterally implement".

# Teachers take to the streets in protest

BLACK schools across the country were disrupted yesterday as teachers took to the streets in protest at government's refusal to budge from its offer of a 5% pay hike and the poor state of education.

In Cape Town thousands of teachers from the 60 000-strong SA Democratic Teachers' Union (Sadtu) attended a rally to highlight their demands, while in Johannesburg thousands of chanting and toy-toting teachers marched from the Library Gardens to the National Education Department offices in Braamfontein.

Sadtu spokesman Albert Chaneë said the protests were to force government to open negotiations on increases. A Sadtu official told the cheering crowd the demonstration was a signal that teachers were prepared

KATHRYN STRACHAN

to take "drastic action" should government ignore their demands. The union was demanding a 30% increase in the total salary allocation, said Chaneë, with the emphasis on improving the salaries of underqualified teachers — most of whom were earning less than a living wage. (321)

Teachers in black, coloured and Indian schools had to resort to strike action because they did not have access to other forms of pressure, he said, such as the white Teachers' Federal Council action of withdrawing from more than 20 education advisory bodies.

ERICA JANKOWITZ reports Cosatu has

☐ To Page 2

## Teachers

backed a programme of action initiated by public sector unions to "combat the government's unilateral decisions" on wage increases and restructuring.

It has also opposed the 5% reduction in public sector staff as expenditure could be more effectively reduced by eliminating wastage and corruption.

Unions involved in the campaign include the National Education Health and Allied Workers' Union, SA Democratic Teachers' Union, SA Municipal Workers' Union and Post Office and Telecommunications Workers' Association.

The unions outlined a four-point programme of action yesterday to resolve the issues: the reopening of negotiations on wage increases and retrenchments; the extension of the Labour Relations Act to cover public sector workers; intensive consultations with interested parties "to develop a united front against government actions"; and a programme of action at local level during April followed by a national focus on the "crisis in the public sector" from May.

● Picturo: Page 3

☐ From Page 1



## New face of local government

LINDA ENSOR

CAPE TOWN — The Local Government Department was formulating proposals for reforming local government structures which could be put on the table for negotiation, Minister Arthur Dreyer said yesterday. Despite the fact that the Municipal Executive Committee, Deport said a salient feature of the proposals would be the disappearance of management committees and local affairs committees as separate entities, and the creation of a single council for a municipality's whole area of jurisdiction.

Another highlight of the consultation of legislation relating to local authorities. Consultations were taking place as a matter of urgency to finalise a package of reform measures because he did not see municipal elections scheduled for next year taking place under the existing system.

It was time for organised local government to do away with the own affairs aspect as there was no justification for the existence of racially-based organisations, he said.

# Education organisations set

## deadline for FW's response

KATHRYN STRACHAN

TEACHER and education organisations have given President F W de Klerk until April 1 to respond to their demand for the establishment of a national education forum to address the crisis in the sector.

The deadline coincides with government's expected announcement of a new co-ordinating department intended to bring the fragmented education system closer to unity.

Speaking at a news conference in Johannesburg yesterday, SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever said only establishment of a national education forum could save the beleaguered sector.

The new government co-ordinating structure would not provide a binding negotiating process with extra-parliamentary groups and was part of the state's pattern of unilateral restructuring, he said.

To back their demands, student organisations have already planned a national day of action on March 24, to include boycotts and demonstrations. Sadtu is currently conducting a national strike ballot — also aimed at increasing the 5% salary rise offered by the state — the result of which will be known within a week.

National Education Co-ordinating Committee (NECC) president James Maseko said teachers and pupils were desperate to return to "effective teaching and learning".

Once they had a signal that government was committed to addressing the problems, there would be a return to normal schooling.

Establishment of a national forum would provide the necessary space to the democratised and frustrated pupil and teacher masses, Maseko said.

However, they were taking government's repeated refusal to take this step as a clear sign of its determination to shape education according to its own needs.

He added that the NECC was concerned about "elements who had tried to hijack student and teacher struggles for sinister ends", and called on the organisations to close ranks and engage in co-ordinated and disciplined action.

GRAID REILLY, reports from President the National Professional Teachers' Organisation of SA (Nepotsa) is to withdraw from all education advisory bodies because of "sheer frustration" at governments

inability to resolve the pay dispute. Earlier this week the Teachers' Federal Council withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

Nepotsa president Leopold Tauyanne said yesterday Nepotsa had warned of the disruption and unrest that could follow government's unilateral stance on the pay issue. This had now happened.

It was tragic the crisis in education had escalated at a time when the country was moving toward a non-discriminatory education system.

Our Durban correspondent reports Society of Natal Teachers (Sontat) vice-president Henry Hendricks said lessons resumed at House of Representatives schools yesterday.

He said a Sontat delegation had been invited to meet officials from the departments of education and culture and national education Cape Town next week.

Free State legislation, reports Sadtu's Free State branch, yesterday accused GraQwa police of using live ammunition on "peaceful demonstrators" in Puthulathaba on Wednesday.

The accusation was rejected by GraQwa police spokesman Captain Walter Molele.

# The struggle continues - Sadu boss

Sowetan 19/3/93

Sowetan & Radio Metro

## Talkback



with Tim Modise

By Isaac Molele

THE strike by the South African Democratic Teachers' Union was a last resort to force the Government to accede to their demands.

Assistant general secretary of Sadu Mr Thulis Nxesi told Sowetan/Radio Metro Talkback Show listeners last night that teachers would not abandon their fight for higher salaries.

He said statistics conducted by Sadu had shown that more than 65 percent of black teachers were paid low salaries.

Nxesi said his organisation would not rest until the Government had acceded to the teachers' demands after its meeting with State President F.W. de Klerk last week failed to resolve the issue.

He said Sadu would not agree to the

five percent salary increase as teachers, blacks in particular, were getting low salaries.

"The majority of teachers, particularly black teachers, are not getting a living wage."

"The so-called lowly qualified teachers come from the black community. They fall in either Category A or B. The majority of them get less than R1 000."

"Within the so-called Indian and the coloured communities, the teachers are in most cases, either in Category B or C."

"But with whites, the least qualified teachers are in category C, while the majority are in Category D or E," Nxesi said.

"Teachers must compromise and

go back to school. The education crisis will only be resolved once the Government has been removed from power."



John, Diepkloof  
"I want to point fingers at anybody. I think the teachers must try to be in their classes. Let's do it for the sake of our children. We are still having a long way to go."

Abbey, Tembisa

"I want to know what will happen to teachers who are not members

of Sadu. I feel that the strike action is not correct."

Tefo, East Rand

"Our policy is not to intimidate those who do not support the strike."

Nxesi

"I think Sadu's strike is ill-timed."

Sinky, Tembisa

"I feel the demand of teachers is a genuine one. I'm on their side."

Abbey, Hillbrow

## next Talkback topic

The Sowetan/Radio Metro Talkback show opens the line on Monday. Share your view with host Tim Modise between 7pm and 8pm.

Dial the hotline (011) 714-8063

**NEWS** Teacher admits 'playing around'

# 'No work, no pay', teachers warned

*Sowetan 19/3/93*  
**By Sonti Maseko  
and Lulama Luti**

THE Department of Education and Training would apply the "no work, no pay" rule against teachers who stayed away from work on Wednesday in protest against the Budget.

DET's director general Dr Bernhard Louw said this was a position the South African Democratic Teachers Union was fully aware of.

Louw said in terms of the Memorandum of Agreement, signed by both parties last year, the rule would be applied in cases where employees were absent from work without leave.

On Wednesday thousands of Sadtu members, disgruntled with a five percent increase in their salaries, demonstrated against what they called the "apartheid Budget". Louw said according to reports

■ NECC sends open letter to  
President De Klerk: *(321)*

received by the DET, many teachers did not observe the call for the action.

Meanwhile, the National Education Coordinating Committee has sent an open letter to State President FW de Klerk calling on him to reopen negotiations on the salary increases for teachers.

Speaking at a media briefing in Johannesburg yesterday, NECC general secretary Mr James Maseko said De Klerk had been given until April 1 to respond.

The letter also calls for the establishment of an education negotiation forum which Maseko said could help defuse what could degenerate into an even deeper crisis in black education.

He said copies of the letter would be sent to the leaders of all political organisations in the country.

# Educators <sup>(321)</sup> call for new forum <sup>(160)</sup> CT 19/3/93

JOHANNESBURG. — Teacher and education organisations have given President FW de Klerk until April 1 to respond to a demand for the establishment of a national education forum to address the crisis in the sector.

The deadline coincides with government's expected announcement of a new co-ordinating department which is intended to bring the fragmented education system closer to unity.

SA Democratic Teachers' Union (Sadtu) spokesman Randall van den Heever yesterday said the new department would not provide a binding negotiating process with extra-parliamentary groups.

He dismissed the department as a part of a unilateral restructure forced on education by government.

To back their demands, student organisations have already planned a national day of action on March 24, which will include boycotts and demonstrations.

Sadtu is currently conducting a national strike ballot aimed at getting a salary increase higher than the 5% on offer from the state. The result of

## Teachers to meet FW

JOHANNESBURG. — The National Professional Teachers' Organisation of South Africa (Naptosa) has accepted President FW de Klerk's offer to meet for discussions on the state of education.

The acceptance follows Wednesday's nationwide chalkdown by 100 000 teachers.

Earlier this week the Teachers Federal Council (TFC) also withdrew from government education advisory bodies in protest against the "non-negotiable" 5% pay hike.

Naptosa presidents Mr Leepile Taunyanne said in spite of Mr de Klerk's public announcement that a proposed salary increase of five percent was non-negotiable, Naptosa would urge him to reconsider. — Sapa, Own Correspondent

the ballot will be known within a week.

Sadtu national president Mr Shepherd Mdladlana said teachers' associations were considering uniting under an umbrella body.

He said many white teachers had contacted him "wanting to pull out of their own organisations and to join Sadtu, as well as wanting to participate in the strike ballot because they too feel the (economic) pinch".

● The torching of copies of the Natal Witness newspaper earlier this week by teachers in Maritzburg who disagreed with one of its editorials came under fire from newspaper editors yesterday. — Own Correspondent, Staff Reporter, Sapa

# R17m programme to upgrade teachers

CT 19/3/93

By BARRY STREEK  
Political Staff



AN innovative R17 million-a-year programme to upgrade the qualifications of unmatriculated teachers would like to expand its operations to the Western Cape, Promat's executive director Mr Larry Robertson said last night.

However its possible expansion into the Western Cape was dependent on receiving sufficient funding, he said.

It was also looking at the possibility of extending its operations to Port Elizabeth and Healdtown in the Eastern Cape, but because of financial restrictions it would probably concentrate on the Transvaal area and Durban for the time being.

Mr Robertson said Promat (Promotion Matriculation) provided intensive training to unmatriculated teachers, who number 49 000 at present, and helped 3 000 teachers improve their qualifications.

There was no quick fix solution, but for lasting peace in the educational arena, it would be necessary to build new foundations and structures.

## Reports on *Star* 19/3/93 teachers' pay hikes refuted

(321)  
The Teachers' Federal Council has rejected radio news reports that increments in teachers' salaries would amount to 12 percent and not 5 percent.

TFC chairman Allan Powell said yesterday it was misleading of the reports to suggest that when annual increments were added, all public servants would get a 12 percent increase.

"The TFC gains the impression that, for unknown reasons, misleading information is being published to create the impression that teachers are in a far better position than is actually the case," Powell said.

He said the 5 percent increase from July 1 would boil down to 3.75 percent if spread over the 1993/4 financial year.

The Minister of Finance had made no reference to annual increments in his Budget speech and the question now arose where the radio station had obtained its information, he said.

About half of all teachers were already on the maximum notch and thus did not qualify for annual increments. — Sapa.



Day of action ... Teachers toyi-toyi and chant outside the Johannesburg library

Photo: GUY ADAMS

THE South African Democratic Teachers' Union (Sadtu) was finalising preparations yesterday for next week's strike ballot over the government's five percent wage offer — but a "yes" vote will not necessarily lead to strike action.

Following the crisis intervention of the Congress of South African Trade Unions, Sadtu agreed this week to refer the ballot result to the public service bargaining forum. Set up in 1991 to negotiate a new public service labour dispensation, this comprises a range of unions and associations.

Also in response to the government's pay offer, the normally moderate Teachers' Federal Council (TFC), an umbrella body for white teachers' unions, was talking about the need to be armed with union weapons, including the right to strike.

"Until now, it hasn't been the style of the TFC to become involved in strike actions," said a representative of the organisation, which resigned this week from 20 government advisory bodies over the wage issue. "But we're looking for a credible labour dispensation. The possibility of the TFC becoming a trade union is not excluded."

Late yesterday the National Professional Teachers' Organisation of South Africa (Naptosa) also withdrew from participating in advisory structures "until the state is prepared to address the problem of the inadequate negotiating process effectively". Naptosa represents 12 unions and associations across the country, including the Transvaal United Teachers' Association, the Transvaalse Onderwysersvereniging and the South African Teachers' Association.

Some reports have indicated that the increase will be more than five percent, as it will be in addition to normal annual civil service increments for experience.

Hitting out at these, a representative of one teachers'

If teachers  
vote 'yes' it  
needn't  
mean strike

union said: "That annual increment is applicable only to newly appointed teachers. The scale is a fairly short one; teachers reach the top of the scale in four or five years. The vast majority of teachers are not going to benefit from increments."

On Wednesday, more than 100 000 teachers stayed away from schools across the country to march in demonstrations marking Sadtu's national day of action against the five percent offer, the government's unilateral restructuring of education, rationalisation and retrenchments.

Most Department of Education and Training schools in Cape Town were shut by 11am as teachers marched on parliament. Durban reported a total stayaway by pupils in "coloured" schools, 50 percent attendance in Indian schools and 90 percent attendance at DET schools — where, according to Sadtu national organiser Mo Ally, high school teachers taught the Budget instead of the syllabus.

In Johannesburg, more than 6 000 teachers toyi-toyed and chanted their way from a rally in the park in front of the public library to the DET offices in Braamfontein. Before the speeches began, they sang "We can strike and teach at the same time" to the tune of a freedom song.

Ernest Letsela, Sadtu's southern Transvaal regional chairman, told the crowd the government wanted "to keep the public sector workers as international beggars with a meagre five percent salary increase, which they will further axe with tax". Jay Naidoo, general secretary of the Congress of South African Trade Unions, was greeted with wild applause and ululation.

Teachers who stayed away would not be paid, said DET director general Dr Bernhard Louw. The department would apply the principle of no-work, no-pay in terms of a memorandum signed by the DET and Sadtu in September.



**TIGHT-LIPPED TACTICS:** Standing next to the school's guards, Silverstream principal, Mr Matthew Louw (in safari-suit), refuses to give his side of the story to a South reporter

Photo: Guy van Raaij

## Strike ballot for teachers

By Rehana Rossouw

SOUTH 26/3-24/3/93

MEMBERS of the South African Democratic Teachers' Union (Sadt) this week resolved overwhelmingly to prepare for a strike ballot in Western Cape schools next week.

This is the first time in the history of South African education that a nationwide strike ballot will be held.

Over 1 000 teachers packed Athlone Civic Centre this week for a mass rally marking the union's national Day of Action against education restructuring, rationalisation and government pay offers.

Sadt regional chairperson, Ms Vivienne Carelse, said: "If other methods do not succeed, we can use our full might, our last resort — strike action."

She said by regularly reminding teachers they were "professional", the government was trying to "dupe" them into believing they were different from other workers.

"They have reduced you to slaves and you do not have the protection of a proper service contract. The government can decide to reduce salaries and restructure education if it wants to without consulting you."

Cosatu regional vice-chairperson, Mr Danny Brown, said: "De Klerk has thrown a bone to teachers and they are fighting among themselves for it without checking how much meat is on it while he watches."

Sadt national chairperson Mr Shepard Madladlana warned that "when Sadt sneezes, the whole country will catch a cold".

He said President De Klerk pushed Sadt's back against the wall and teachers would show him they would not accept his refusal to address the crisis in education.

On March 24 and 25, teachers in the Western Cape will vote on whether to strike at schools in the region. The results will be released on March 27.



# Talks can't stop teachers strike

By Diane Coetzer

SOUTH 20/3 - 24/3/93

**M**ETTINGS between representatives and the 60 000-strong South African Democratic Teachers' Union (Sadu) this week seemed unlikely to prevent a strike by teachers.

As teachers took to the streets in their hundreds, with other public sector workers, to protest their five percent salary increase, strike balloons were already being prepared and schools seemed set to be disrupted once again.

Joining Sadu in its programme of mass action against the increase, unilateral restructuring and rationalisation is the Union of Teachers' Associations of South Africa (Uasa).

Uasa president Mr Archie Vergoine said while the union's members still had to be consulted, strike action could not be ruled out. "If all else fails, we will strike."

The mostly white 4 500-member Natal Teachers' Society also pledged its support for Sadu's mass action.

In a bid to stem the groundswell of resistance to the five percent increase, President F W de Klerk, Finance Minister Mr Derek Keys, the various education ministers and senior officials met with Sadu at either this week.

They discussed the salary increase, unilateral restructuring, retrenchments, rationalisation and the continuing crisis in education.

Although the meeting was "cordial", according to Sadu, it ended in deadlock and Sadu declared a dispute over the increase.

"The state president said while he agreed the decision was unpopular and angered teachers, he was not prepared to budge on salary increases," Sadu president Mr Shephard Madladlana said.

"We told him this was unacceptable and tried to impress on him the consequences of this stand."

Mr Madladlana said teachers were unhappy with the president's unilateral action earlier this year when he summoned public service unions and organisations to Pretoria and informed them of the increase.

"There was no consultation with these organisations. It would have been better had he said: 'I am open to negotiations'."

"But he did not. What else are teachers to do?"

Sadu is asking for a salary increase of 30 percent, particularly for those taking home less than R700 a month.

Statistics of the Department of National Education reveal that up to 35 percent (91 282) of South Africa's teachers fall in or below Category A. The minimum salary of such a teacher is R1 369. After deductions, the take-home pay is less than R700.

For such teachers to earn take-home pay of R1 200 — regarded as a living wage — an increase of more than 30 percent is needed.

Also, up to 70 percent (180 524) of the country's teachers fall in or below Category C, where the take-home pay is not much more than R1 200.

Mr Vergoine said teachers were "furious" about facing an increase in the cost of living due to the VAT and the petrol price increase.

"Teachers will have to cope with a smaller take-home pay, which is especially traumatic for those in the lower wage categories."

"Teachers will be struggling to cope with the increased cost of living and an increase in their workload as substitute teachers were not appointed."

Vergoine said Sadu and Uasa will hold talks nationwide next week.

A second meeting between Sadu and government representatives on Tuesday on rationalisation and restructuring in the House of Representatives ended with little progress made. National Education Minister Mr

Piet Marais was present for the first time with Hok Education Minister Mr Pieter Sautman and officials.

Expressing the union's disappointment with the outcome, Sadu regional chairperson Ms Vivienne Carle said: "It was made clear to us that rationalisation was inevitable and we will just have to accept it."

She said the union's demands remained the same and the programme of mass action, which began on Wednesday, would continue.

Among the demands were:

- The appointment of substitute teachers.
- The immediate payment of outstanding salaries and other service benefits to temporary teachers from January 1.
- The immediate provision of textbooks, stationery and essential equipment to all schools.
- An end to rationalisation and restructuring.
- A public, independent enquiry into mismanagement in the Hok.

# How can I survive on R3 980,80 a month?

WHEN Martin S graduated from university 10 years ago, he knew he'd never be a wealthy man.

But, as a senior history teacher, head of department with two degrees and an extra teaching diploma, he never dreamed the day would come when he would seriously have to consider quitting the classroom and finding another job.

That's the decision he now faces. The alternative is to join a growing band of desperate teachers who are moonlighting to support their families.

## Poorer

At the Cape school where Martin teaches, some of his colleagues fish for additional income, while others spend their weekends working as bar-men or as till attendants at supermarkets.

"Over the years I have become poorer and poorer and, although I know there are many people who are worse off than I am, the situation is ridiculous.

"President FW de Klerk's five percent increase offer for teachers is a joke. We have never been

Teachers say they are struggling to make ends meet. **JOCELYN MAKER** interviews one of them.

given an increase that even matched the current inflation rate.

"Teachers are not a militant lot by nature, but we shouldn't have to grovel for a living wage," he said.

"Many teachers want to leave and there are a large number who have already moved into more lucrative positions. I am angry with the government's stance on teachers' salaries."

Martin is "too exhausted" at night or over weekends to contemplate taking an extra job.

"We have enormous responsibilities, and teaching is anything but a half-day job with lovely long holidays in between," he said.

His day starts at 7.40am and rarely ends before 6pm, when he makes his way home to spend at least another two hours preparing for the following day.

Throughout the year he also helps pupils with extra afternoon lessons.

As a departmental head, he has to do an enormous amount of administration work. During winter he takes charge of seven soccer teams and during summer he coaches tennis. He also has to organise fixtures and transport to and from other schools.

"Teaching for up to six hours a day before a classroom of youngsters is a mentally and emotionally draining experience.

"Often when I go home at night to my own children, I am exhausted, but I have to share and give of myself again."

After deductions, Martin takes home a R3 980,80 pay package each month. His bond repayment is R1 400, which leaves him with R2 580,80 for all other expenses.

## Budget

"Our bond is R89 000 on an ordinary three-bedroom house. After we have paid all our bills, we are left with no money to buy clothing or for any entertainment," he said.

Martin's wife, also a teacher, is not working at present as they have decided she should stay at home with their children, aged five and two.

"I got my second degree studying after hours, but somehow this all seems to have been a waste of time considering the salaries we are paid to educate the children of this country."

This is the couple's monthly budget:

Electricity, rates and water	R275
Groceries, including meat, milk, bread and toiletries	R900
Telephone	R170
Insurance (life and property)	R400
Nursery school	R140
Maid (one day a week)	R130
Doctor and chemist	R80
Incidentals	R80
Church tithes	R50
Loan repayment	R225
<b>TOTAL EXPENDITURE</b>	<b>R2 490</b>

# Teachers hit out

By JOCELYN MAKER

TEACHERS are closing ranks in the face of the government's refusal to give them more than a five percent salary increase this year.

The first signs of national protest action came on Wednesday when schools throughout South Africa ground to a halt as thousands of teachers took to the streets to demand a "living wage". They also called for an end to the government's autonomous control over education.

The teachers who staged a chalkdown this week are all allied to the SA Democratic Teachers' Union (Sadtu), but demands for a 30 percent pay rise have also come from the National Education Health and Allied Workers' Union.

The "white" Teachers' Federal Council, meanwhile, has suspended participation in more than 20 advisory bodies serving education departments. However, while Sadtu is preparing for a national strike ballot this week, the TFC has said that a strike is not an option.

UNIVERSITIES	Medicine/ Surgery	Dentistry	Nursing	Pharmacy	Other	TOTAL
University of Pretoria			6	1	1	8
University of the Witwatersrand	183	30	68	19	97	397
University of Stellenbosch	0	0	0	0	0	0
TOTAL	1 335	242	351	26	366	2 320

### Study bursaries awarded by Department

142. Mr J M BEYERS asked the Minister of Education and Training:

- (1) Whether his Department awards study bursaries to pupils at schools under its control; if not, why not; if so, (a) on what conditions (i) before and (ii) after 1 October 1991, (b) how many pupils have been awarded bursaries since that date, (c) what is the average size of these bursaries and (d) what was the total amount spent on bursaries by his Department since that date up to the latest specified date for which figures are available;
- (2) whether any of these pupils have failed to fulfil their bursary obligations since the above-mentioned date; if so, (a) how many to date and (b) for what reasons, in each case;
- (3) whether any of this outstanding bursary debt has been recovered; if so, what was the total amount so recovered;
- (4) whether his Department envisages taking any corrective steps in order to overcome this problem; if not, why not; if so, what steps;
- (5) whether the Department is at present acting in terms of a new arrangement in respect of the award of such bursaries; if so, (a) since what date, (b) what are the details of this arrangement and (c) what is the cost involved to date?

B322E

### The MINISTER OF EDUCATION AND TRAINING:

No. Free education is provided.

- (1) (a) to (d); (2); (3); (4) and (5) fall away.

HOUSE OF ASSEMBLY

### Economically active persons employed by State

151. Mr H J BESTER asked the Minister of Home Affairs:

- (a) How many persons in each population group were economically active in the Republic as at the latest specified date for which figures are available and (b) how many such persons were employed by the public sector?

B360E

### THE MINISTER OF HOME AFFAIRS:

- Whites Coloureds Asians Blacks*
- (a) \* 2 460 000 1 410 000 396 000 7 825 000  
(b) \*\* 584 626 204 929 46 833 845 388
- \* Estimate as on 30 September 1992.  
\*\* Results of a quarterly survey on employment and refers to 30 September 1992.  
The public sector comprises:
- Central government
  - Provincial administrations
  - Civil services of the Self-governing territories
  - Local authorities
  - Parastatal institutions
  - Universities and technikons
  - Agricultural marketing boards
  - Public corporations (Transnet Ltd included as from June 1990 and Telkom SA Ltd and South African Post Office Ltd included as from December 1991)

### Gainfully employed persons employed by State

152. Mr H J BESTER asked the Minister of Home Affairs:

- (a) What percentage of gainfully employed persons were (i) Whites, (ii) Coloureds, (iii) Indians and (iv) Blacks were (b) directly and (ii) indirectly in State employ on the Republic as at 31 December 1991 and 1992, respectively? B361E

### THE MINISTER OF HOME AFFAIRS:

- (i) \* September 1991 16,1 11,3 10,3 5,9  
September 1992 15,5 11,2 10,5 5,7  
(ii) \*\* December 1991 14,6 7,2 5,6 9,1  
September 1992 14,4 7,0 5,6 9,3
- \* Represents: Central government  
Provincial administrations  
Local authorities  
Civil services of the self-governing territories  
Parastatal institutions  
Universities and technikons  
Agricultural marketing boards  
Public corporations (Transnet Ltd included as from June 1990 and Telkom SA Ltd and South African Post Office Ltd included as from December 1991)

Note:

- (1) The number of gainfully employed persons is estimated on the basis of the mid-year estimates of the economically active population and the ratios of unemployed and self-employed persons according to the 1991 Population Census.
- (2) The information is furnished as at 31 December 1991 and 30 September 1992. The results of the survey for the quarter ending 31 December 1992 are not yet available.

### CS educators: improved conditions of service

155. Mr R M BURROUGHS asked the Minister of National Education: (321)

- (1) Whether improved conditions of service for college/school educators (CS educators) have been or will be granted during the 1992-93 financial year; if so (a) what are the improved conditions and (b) from what date have they or will they come into effect;
- (2) whether any improvements were recommended to the salary scales for CS educators; if so, (a) what improvements and (b) when?

B366E

### THE MINISTER OF NATIONAL EDUCATION:

- (1) Yes. (a) A general salary increase of 9,9% was granted. Salary disparities

which still existed in respect of gender were also removed. (b) The salary increase, as well as the removal of disparities, became effective on 1 July 1992.

- (2) No.
  - (a) Falls away
  - (b) Falls away

### Moratorium on building of new hospitals

156. Mr M J ELLIS asked the Minister of National Health:

- (1) Whether the moratorium on the building of new hospitals referred to in his reply to Question No 180 on 27 April 1992 is still in force; if so, (a) why and (b) in respect of what categories of hospitals;
- (2) whether the moratorium has been applied strictly since 6 December 1989; if not, (a) why not and (b) what were the particular circumstances of each case in which it was not so applied;
- (3) whether the moratorium is to be lifted this year; if not, why not; if so, which new hospital projects are to be given priority?

B368E

### THE MINISTER OF NATIONAL HEALTH:

- (1) Yes:
  - (a) the prevailing adverse economic climate which, inter alia, has an impact on the financing of health services, compelled the Government to curb the erection of new hospitals. It is the recurrent cost implications of these facilities in particular which place serious pressure upon the health budget and
  - (b) community hospitals regional hospitals academic hospitals;
- (2) no:
  - (a) As a result of the unique health issues in the Durban area, the Cabot community hospital in Phoenix and an academic hospital in Caio Manor and
  - (b) Phoenix Hospital

Durban is one of the most rapidly

HOUSE OF ASSEMBLY

Hansard

Hansard

Name of School	Ss A	Ss B	Ssd 1	Ssd 2	Ssd 3	Ssd 4	Ssd 5
Mabuyi	—	—	—	—	235	192	200
Mokhotlong	762	163	220	151	133	100	109
Mogale	362	318	222	191	213	178	215
Nkomo	161	139	159	138	101	97	121
Ntseke	112	112	126	126	178	180	180
Phikame	227	158	92	92	141	141	183
Phuthu	—	—	—	—	134	104	181
R.H. Gole	—	—	—	—	280	280	268
Stephen Nkomo	103	164	177	143	137	128	107
Nomvula	73	73	73	73	58	58	58
James Gole	155	142	156	140	192	172	132
Dr. Gole	1	1	2	—	—	—	—
Total	2 876	3 322	2 991	1 960	2 089	1 919	1 231

Hospital School

## De Meyer Commission: cost/completion of task

190. Mr M J ELLIS asked the Minister of Regional and Land Affairs:

- (1) What is the total cost that has been incurred to date by the Commission of Inquiry into the Appropriation of the Lebowa Revenue Fund and Alleged Mismanagement in Lebowa (De Meyer Commission) and (b) for what date is this information furnished;
- (2) whether this Commission has completed its task; if not, (a) why not, (b) when is it expected to do so and (c) what estimated additional cost will have been incurred by this Commission by the time it has completed its task; if so, what are the relevant details?

B422E

The MINISTER OF REGIONAL AND LAND AFFAIRS:

- (1) (a) and (b) The total cost that has been incurred by the Commission of Inquiry into the Appropriation of the Lebowa Revenue Fund and Alleged Mismanagement in Lebowa (De Meyer Commission) is:

1 April 1990–31 March 1991 R56 924  
1 April 1991–31 March 1992 R193 103  
1 April 1992–2 March 1993 R126 141  
Total R376 168

- (2) No.
- (a) The activities in the Office of the Receiver of Revenue in Lebowa still has to be investigated.

HOUSE OF ASSEMBLY

Hansard

## HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

## General Affairs:

## Black local authorities: housing rentals/service charges

71. Mr P G SOAL asked the Minister of Local Government:

What total amount was owing to Black local authorities in respect of (a) housing rentals and (b) service charges in each (i) province and (ii) municipal area as at 31 December 1992?

B152Z

The MINISTER OF LOCAL GOVERNMENT:

It is not possible to analyse arrears accounts in terms of housing rentals and service charges separately since local authorities in most instances supply consolidated accounts to residents and no analysis of payments is being made. The total amount of housing rentals and service charges which was due to black local authorities as at 31 December 1992, is however indicated below.

- (i) Transvaal
- Orange Free State R 1 666 640 880  
Natal R 128 795 760  
Cape R 10 650 641  
R 166 716 725

- (ii) Transvaal
- Alexandra R 18 461 139  
Bekkersdal 6 082 316  
Bophaong 16 707 830  
Dipenodow 10 322 585  
Dipenodow 146 281 877  
Dobsonville 25 216 500  
Evaton 22 986 611  
Kagiso 29 215 634  
Kunusong 1 797 280  
Kokosi 5 910 090  
Mabokeng 6 291 924  
Munsterville 1 959 756  
Shokeng 120 514 661  
Sharpeville 46 034 481  
Soweto 562 082 794  
Wedela 729 151

## (iii) Transvaal

R

- Boteng 2 462 954  
Duyetong 44 173 354  
Dindua 12 830 137  
Imphumelo 268 946  
Khoteng 92 642 215  
KwaNene 159 088  
KwaNene 6 648 954  
KwaNene 1 208 142  
KwaNene 94 423 519  
KwaNene 63 948 099  
KwaNene 17 476 247  
KwaNene 58 376 774  
KwaNene 3 576 888  
KwaNene 27 535 987  
KwaNene 69 355 838  
KwaNene 444 197  
KwaNene 655 512  
KwaNene 383 426  
KwaNene 1 041 865  
KwaNene 459 390  
KwaNene 144 035  
KwaNene 76 824  
KwaNene 4 880 826  
KwaNene 1 627 256  
KwaNene 9 438 083  
KwaNene 5 609 175  
KwaNene 897 893  
KwaNene 6 069 097  
KwaNene 302 096  
KwaNene 582 110  
KwaNene 815 714  
KwaNene 992 583  
KwaNene 108 337  
KwaNene 359 138  
KwaNene 782 336  
KwaNene 501 393  
KwaNene 7 259 528  
KwaNene 415 072  
KwaNene 1 046 273  
KwaNene 494 865  
KwaNene 2 362 448  
KwaNene 203 642  
KwaNene 1 146 086  
KwaNene 321 084  
KwaNene 410 812  
KwaNene 6 243 727  
KwaNene 65 818  
KwaNene 4 377 352  
KwaNene 2 091 703  
KwaNene 1 456 384  
KwaNene 633 828  
KwaNene 245 854

HOUSE OF ASSEMBLY

## Teachers' pay equalised <sup>23/3/92</sup> (321)

ALL sexual discrimination in teachers' salaries had now been removed, the Minister of National Education, Mr Piet Marais, said yesterday.

## Most Peninsula schools join chalkdown action

**MOST** Peninsula high schools ground to a halt yesterday when teachers from the coloured education department responded to a South African Democratic Teachers' Union (Sadtu) call for a national chalkdown.

About 1 000 teachers crowded into the Athlone Civic Centre at noon yesterday for a Sadtu rally to protest against the government's refusal to budge on a five percent pay increase for teachers and to call for the "smashing" of unilateral restructuring of education. (323) (321)

By Hugh Robertson  
Star Bureau

WASHINGTON — A high-level US delegation is to meet representatives of Unita's leader, Dr Jonas Savimbi, in Abidjan today amidst growing concern in Washington about the humanitarian crisis developing in Angola, and fears that the fighting could soon spill over into Namibia.

Namibia's Foreign Minister, Theo-Ben Gurirab, ended talks at the State Department yesterday in which he raised his government's concern about a Unita threat to sabotage or destroy the Ruacana Dam.

In a statement after the talks, a State Department spokesman said the US deplored threats to "any neutral third party" in the fighting, and reiterated the US view that the conflict required

# Fears Angola war could spill into Namibia

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both sides "to cease hostilities and return to face-to-face negotiations".

That is likely to be the core of the message which Assistant Secretary of State for Africa Geoff Davidow will convey to Savimbi's representatives, who have already arrived in Abidjan.

With it will go a message Davidow cannot avoid sending to Savimbi — that the administration is under pressure from both houses of Congress to take an unambiguous stand and ac-

cept the results of last October's election and recognise the MPLA government.

A simple choice would thus face Savimbi. Continue fighting and face a political and diplomatic rout, or begin serious negotiations. Analysts point out that Unita could still play a crucial role in any future administration.

Meanwhile as the fighting rages on, a State Department official said the US had received reports "of growing humanitarian needs throughout Angola".

He added that the US had no independent information about reports of civilians in Huambo being attacked while fleeing the city, or of aid workers being killed.

"However, we have appealed to both sides in the conflict to respect international humanitarian law regarding the treatment of civilians, and to allow food and aid deliveries by relief convoys to all areas in need."

There is concern in Washington that the fighting has made the sowing of crops virtually impossible in many parts of the country, and that the only certain consequence of this will be large-scale hunger and starvation by the end of the growing season.

Meanwhile on Capitol Hill, pressure continued for the recognition of the MPLA government, with the Africa sub-committees of both houses, and their chairmen, actively lobbying the White House on the issue.

## 5 045 teachers ditched in 1992

A TOTAL of 5 045 teachers were retrenched or retired early during 1992, Education and Culture Minister in the House of Assembly Mr Piet Marais said yesterday.

ET 28/2/93  
He was replying to a question from Gardens MP Mr Ken Andrew.

The minister said 486 teachers who qualified at the end of 1992 — and were bursary holders — could not be employed as they were unable to obtain posts.



# 'Welcome to HIV'

Sc 2113-313193

KILLERS who stalk innocent youths with Aids-infected needles feature in the latest rumour to grip Cape Town's imagination.

Three unconnected people approached SOUTH reporters with similar stories. Someone is dancing in a nightclub, when he/she suddenly feels a sharp pain, as though stabbed with a needle. The victim looks round just in time to see a man holding a needle. "Welcome to the world of HIV," he says before disappearing into the crowd.

Two of the reports came from the same city-centre nightclub and the third from a club in Athlone. One of the claimed victims is said to have tested positive for HIV (the virus that causes Aids) after the incident.

But none of the people who spoke to SOUTH experienced or witnessed this bizarre assault. All of them reported that it happened to friends, or to friends of friends.

The management of the club mentioned in most of the stories put up a sign calling on the person who spread the rumour to "Come

forward, so we can beat the fuck out of you". "We suspect that it was spread by one of our rivals," a club spokesperson said. "The rumour appeared just as one rival club was about to go out of business."

Police spokesperson Major Arrie Landseker dismissed the rumour as "nonsense". Deliberately infecting someone with a deadly virus like HIV constitutes murder, yet police have received no reports of the mystery stabber.

In any case, it would be almost impossible to contract HIV in this way, said a nurse from the Aids Unit at Somerset Hospital. The HIV virus cannot survive very long outside the human body.

In short, it's the stuff of which urban legends are made. Nobody ever reports having seen the mystery needle-stabber first hand.

Remember the story of the ghostly hitchhiker who vanishes from the back seat of a car, and the rotweiler-owner who gets home to find a burglar's fingers on the floor?

— Justin Pearce

## Strike ballot delay

Sc 2113-313193

A STRIKE ballot which would have been conducted by the South African Democratic Teachers' Union (Sadtu) in the Western Cape on Wednesday and Thursday this week, was postponed until next quarter.

Last week, more than a thousand teachers who attended a rally organised by Sadtu on a National Day of Action, voted to hold a ballot to decide whether teacher would strike.

The union's action follows unsuccessful negotiations with President FW de Klerk on salaries, the restructuring and rationalisation of education.

However, because there was not enough time, the Western Cape region decided to postpone the ballot until next quarter, which starts on April 14.

"We also had to take into account that Eid was on Thursday and schools needed time to schedule parent meetings to consult," a Sadtu spokesperson said. — Rehana Roseouw

peanie ematini union  
pelleo enunamroad diti

## Strike ballot delay

<sup>SADTU 27/3-31/3/93</sup>  
A STRIKE ballot which would have been conducted by the South African Democratic Teachers' Union (Sadtu) in the Western Cape on Wednesday and Thursday this week, was postponed until next quarter. (32) ~~(32)~~

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"We also had to take into account that Eid was on Thursday and schools needed time to schedule parent meetings to consult," a Sadtu spokesperson said. — **Rohana Rossouw**

## HOUSE OF DELEGATES

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

## Self-governing territories: loans/overdraft facilities

14. Mr M RAJLAB asked the Minister of Finance:

- (1) Whether any guarantees have been given by his Department on behalf of any of the six self-governing territories in respect of (a) outstanding loans and (b) overdraft facilities in the 1992-93 financial year; if so, (i) why, (ii) to which such territories have these guarantees been given, and (iii) what are the amounts involved, in each case;
- (2) whether any (a) loans are outstanding and (b) facilities are overdrawn at present; if so, (i) in respect of each such self-governing territory, is the total amount so outstanding or overdrawn and (ii) in respect of what date is this information furnished;
- (3) for what purposes have these loans and overdraft facilities been utilized? D103E

## The MINISTER OF FINANCE:

- (1) (a) and (b) No. No guarantees are issued by the Department of Finance. In terms of section 35 (1) of the Exchange Act No 66 of 1975, the relevant line function department was however authorised to grant guarantees.
- Questions (i), (ii), (iii) are not applicable as the Department of Finance itself did not issue guarantees.
- (2) Yes.
- (b) Yes.

## (i) Overdraft facilities:

Gazankulu .....	8 841 000
Kangwane .....	16 971 000
KwaNdebele .....	19 000 000
KwaZulu .....	Nil
Lebowa .....	296 200 000
OmaOwa .....	Nil
<i>Loans:</i>	
Gazankulu .....	76 475 000
Kangwane .....	Nil
KwaNdebele .....	5 000 000
KwaZulu .....	Nil
Lebowa .....	86 761 300
OmaOwa .....	1 500 000
(ii) 30/4/92 and 31/2/92, respectively.	

- (3) To fund unfinanced budget expenditure.

## HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

Own Affairs:

## Durban College of Education:

## applications/admissions of different race groups

29. Mr A GEEBER asked the Minister of Education and Culture:

- (1) How many (a) Whites, (b) Coloureds, (c) Indians and (d) Blacks applied to be admitted to the Durban College of Education as first-year students in 1993;
- (2) whether the same admission requirements applied to each of the above-mentioned categories; if not, (a) why not and (b) what are the relevant details;
- (3) whether any of these applicants were refused admission to the said college; if so (a) (i) how many in each category and (ii) for what reasons, in each case, and (b) how many in each category were admitted;
- (4) whether any of the applicants who were refused admission have been accommodated at other colleges of education under the control of his Department; if not, why not; if so, (a) how many in each category and (b) at what colleges, in each case? B404E

## The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) 180,
- (b) 5,
- (c) 3,
- (d) 1 500;
- (2) yes,
- (a) and (b) fall away;
- (3) yes,

- (a) (i) Whites: 53

Coloureds: 0

Indians: 0

Blacks: 1 494,

- (ii) Whites: quotas were full or students did not comply with criteria for admission

Blacks: quotas were full or students did not comply with criteria for admission.

- (b) Whites: 77

Coloureds: 4

Indians: 2

Blacks: 6

\* Not all students granted admission turn up for study at the beginning of the academic year.

- (4) yes,

- (a) Whites: 1,

- (b) Onderwyskollege, Potchefstroom.

## Colleges of education: students/lecturers

34. Mr M BURROWS asked the Minister of Education and Culture: (321)

- (a) How many (i) students and (ii) lecturers are there at each of the colleges of education falling under his control and (b) what is the applicable lecturer/student ratio for each such college? B449E

## The MINISTER OF EDUCATION AND CULTURE:

	# (a) (i)	(ii)	(b)
Boland .....	398	42	1:9.5
Cape Town .....	398	52	1:10.5
* Port Elizabeth .....	365	16	1:6.1
Durban .....	224	52	1:4.4
Edgewood .....	778	51	1:10.2
* Natal .....	591	29	1:20.4
Bloemfontein .....	273	29	1:8.6
Pretoria .....	1 250	105	1:11.9
Potchefstroom .....	552	47	1:11.7
Johannesburg .....	1 157	93	1:12.7
* South Africa .....	2 695	124	1:21.7

\* Closes December 1993.

\*\* 6 lectures are remunerated by the Kwa-Zulu Government.

8 lecturers are remunerated by the Kwa-Zulu Government.

For the purpose of this answer the number of part-time and distance students have been converted to full-time equivalent students. This applies also to both the Natal College of Education and the College of Education of South Africa where only distance students are enrolled.

#### Colleges for distance teaching.

Pietermaritzburg schools: percentage of non-white pupils

37. Mr R F HASWELL asked the Minister of Education and Culture:

(1) What was the percentage of pupils who are not white at Model C (a) pre-primary, (b) primary and (c) high schools in Pietermaritzburg as at the latest specified date for which information is available;

(2) whether it is the intention to take any steps in respect of the above percentages; if not, why not; if so, what steps;

(3) whether he will make a statement on these percentages? B476E

THE MINISTER OF EDUCATION AND CULTURE:

(1) (a) There are no Model C pre-primary schools in Pietermaritzburg.

(b) 11,1%\*

(c) 8%\*

(2) no, the criteria for the admission of pupils to these schools rest with their governing bodies;

(3) no.

\* as at 22 March 1993.

Parow School Board: schools adopting various models

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

How many schools in the Parow School Board area had adopted Model A, B, C and D, respectively, as at the latest specified date for which information is available? B518E

THE MINISTER OF EDUCATION AND CULTURE:

HOUSE OF ASSEMBLY

Model A: None.

Model B: 1

Model C: 99

Model D: None.

The above particulars are provided as on the last school day of the fourth term of 1992. The school boards of the Cape Province and their school board districts were abolished with effect from 1 January 1993.

Teacher-training colleges offering African language

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

Whether any teacher-training colleges under the control of his Department offer an African language as a course subject; if not, (a) why not and (b) what steps are being taken in this regard; if so, (i) which colleges, (ii) what African languages are being offered and (iii) how many student teachers took such language courses in 1992? B520E

THE MINISTER OF EDUCATION AND CULTURE:

Yes, (a) and (b) fall away;

(i) Boland, Port Elizabeth, Cape Town,\* Durban, Edgewood, Natal, Bloemfontein, Johannesburg, Pretoria, Potchefstroom, Goudstad, South Africa

(ii) Xhosa, Zulu, South-Sotho, Northern-Sotho and Tswana.

(iii) 948.

The Cape Town College of Education has been offering Xhosa since 1993.

Schools: average maintenance cost per pupil

41. Mr A GERBER asked the Minister of Education and Culture:

What was the average maintenance cost per pupil in (a) primary and (b) high schools under the control of his Department in 1990 and 1991, respectively? B486E

THE MINISTER OF EDUCATION AND CULTURE:

The expenditure on maintenance and capital works is not always separated. The amount for maintenance costs alone is therefore not available.

#### HOUSE OF REPRESENTATIVES

#### QUESTIONS

\* Indicates translated version.

For written reply:

Own Affairs:

Language medium at schools

22. Mr C I NASSON asked the Minister of Education and Culture:

How many (a) primary and (b) secondary

schools had (i) Afrikaans, (ii) English and (iii) both Afrikaans and English as the medium of instruction as at 31 December 1992 or the latest specified date for which statistics are available? C7E

THE MINISTER OF EDUCATION AND CULTURE:

(a) (i) 1 472

(ii) 70

(iii) 200

(b) (i) 133

(ii) 22

(iii) 100

Star 30/3/93

## Teachers score, but pay gripe remains

Own Correspondent (32)

CAPE TOWN — Two major teacher bodies reported some gains after talks with President de Klerk, but the dispute over salaries remains.

A delegation from the Teachers' Federal Council (TFC) and the National Professional Teachers' Association (Naptosa) held talks lasting 2½ hours with De Klerk and Education Ministers Piet Marais and Sam de Beer at Tuynhuys yesterday.

Together, the two organisations represent 120 000 teachers.

TFC chairman Allan Powell said striking was a weapon available to others but denied to teachers as providers of an essential service.

De Klerk assured the delegation disparities in

service conditions between teachers and other Government employees would be attended to, Powell told a TFC-Naptosa media briefing.

Enough progress was made during the talks to enable the TFC to instruct its members who earlier withdrew in protest from more than 20 advisory bodies in the Departments of National Education and Education and Culture to return, Powell said.

Naptosa and the TFC remained in dispute with the State over its "arbitrary and unfair action" in announcing a non-negotiable 5 percent increase for public servants, he said.

The increase amounted to only a 3,75 percent rise in real terms, Powell said.

... 8 lecturers are remunerated by the Kwa-Zulu Government.

# For the purpose of this answer the number of part-time and distance students have been converted to full-time equivalent students. This applies also to both the Natal College of Education and the College of Education of South Africa where only distance students are enrolled.

#### ▲ Colleges for distance teaching.

#### Pietermaritzburg schools: percentage of non-White pupils

37. Mr. R. F. HASWELL asked the Minister of Education and Culture:
- (1) What was the percentage of pupils who are not White at Model C (a) pre-primary, (b) primary and (c) high schools in Pietermaritzburg as at the latest specified date for which information is available;
  - (2) whether it is the intention to take any steps in respect of the above percentages; if not, why not; if so, what steps;
  - (3) whether he will make a statement on these percentages? B476E

#### The MINISTER OF EDUCATION AND CULTURE:

- (1) (a) There are no Model C pre-primary schools in Pietermaritzburg.
- (b) 11.1%;
- (c) 8%;
- (2) no, the criteria for the admission of pupils to these schools rest with their governing bodies;
- (3) no.

\* as at 22 March 1993.

#### Parow School Board: schools adopting various models

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

How many schools in the Parow School Board area had adopted Model A, B, C and D, respectively, as at the latest specified date for which information is available? B518E

#### The MINISTER OF EDUCATION AND CULTURE:

HOUSE OF ASSEMBLY

#### HOUSE OF REPRESENTATIVES

#### QUESTIONS

† Indicates translated version.

For written reply:

Own Affairs:

schools had (i) Afrikaans, (ii) English and (iii) both Afrikaans and English as the medium of instruction as at 31 December 1992 or the latest specified date for which statistics are available? C72E

#### The MINISTER OF EDUCATION AND CULTURE:

- (a) (i) 1 472
- (ii) 70
- (iii) 200

#### Language medium at schools

22. Mr. C. I. NASSON asked the Minister of Education and Culture:

How many (a) primary and (b) secondary

- (b) (i) 133
- (ii) 22
- (iii) 100

#### Teacher-training colleges offering African language

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

Whether any teacher-training colleges under the control of his Department offer an African language as a course subject; if not, (a) why not and (b) what steps are being taken in this regard; if so, (i) which colleges, (ii) what African languages are being offered and (iii) how many student teachers took such language courses in 1992? B520E

#### The MINISTER OF EDUCATION AND CULTURE:

Yes, (a) and (b) fall away:

- (i) Boland, Port Elizabeth, Cape Town,\* Durban, Edgewood, Natal, Bloemfontein, Johannesburg, Pretoria, Potchefstroom, Goudstad, South Africa.
- (ii) Xhosa, Zulu, South-Sotho, Northern-Sotho and Tswana.
- (iii) 948.

The Cape Town College of Education has been offering Xhosa since 1993.

#### Schools: average maintenance cost per pupil

41. Mr. A. GERBER asked the Minister of Education and Culture:†

What was the average maintenance cost per pupil in (a) primary and (b) high schools under the control of his Department in 1989, 1990 and 1991, respectively? B486E

#### The MINISTER OF EDUCATION AND CULTURE:

The expenditure on maintenance and capital works is not always separated. The amount for maintenance costs alone is therefore not available.

HOUSE OF REPRESENTATIVES

# Teachers' raise still 5%

By ANTHONY JOHNSON

PRESIDENT F W de Klerk yesterday again refused to buckle to pressure to hike teachers' salaries more than 5% during a marathon bargaining session with the teacher bodies at Tuynhuys.

But a delegation of the Teachers' Federal Council (TFC) and National Professional Teachers Organisation of SA (Naptosa) extracted a commitment from the president and education ministers to review the bargaining procedures for teacher salaries and conditions of service. (321)

As a result of the concession,

the teacher bodies will ask their members to hold back on earlier calls for a possible strike.

The teachers' representatives will also renew efforts to resolve their disputes through negotiations after earlier withdrawing from talks with the government.

A statement issued by the TFC and Naptosa after the meeting emphasised that the "serious differences" between teachers and the state over the salary increases could only be corrected by the creation of credible labour dispensation, providing for a "negotiating structure which

meets internationally acceptable criteria".

The teacher bodies said yesterday Mr De Klerk had given approval in principle to a broader review of labour legislation.

TFC chairman Mr Allan Powell yesterday flatly dismissed reports that notch increases — for reaching a higher level of seniority — would in effect give a majority of teachers effective increases of over 10%.

In fact, because the increases will only take effect in July and last for nine months of the financial year, they actually amounted to only 3,75%, he said.

## Some gains as De Klerk meets teacher bodies (32)

**JOHN VILJOEN**  
**Education Reporter**

TWO major teacher bodies reported some gains after extensive talks with President De Klerk, but the dispute over salaries remains.

A delegation from the Teachers' Federal Council (TFC) and the National Professional Teachers' Association (Naptosa) held talks lasting more than two hours with Mr De Klerk and education ministers Mr Piet Marais and Mr Sam de Beer at Tuynhuys yesterday.

The two organisations represent 120 000 teachers.

A negotiating forum for their profession, meeting interna-

tionally accepted labour relations principles, should be established "with some speed", TFC chairman Mr Allan Powell said afterwards.

These labour principles would include the right to strike, Mr Powell said.

Mr De Klerk gave an assurance that disparities in service conditions between teachers and other government employees would be attended to, Mr Powell said.

Naptosa and the TFC remained in dispute with the State over its "arbitrary and unfair action" in announcing a non-negotiable five percent increase for public servants.



# White schools targeted for mass action

KATHRYN STRACHAN (321)

THE crisis in black education could spill over into white schools, which the National Education Co-ordinating Committee (NECC) is threatening to disrupt from tomorrow in order to press government to meet its demands.

White parents in turn are threatening a violent reaction, the Law and Order Ministry has vowed to prevent the occupation of schools, and the CP warned the campaign could put a spark to a powderkeg.

At a news conference in Johannesburg yesterday, NECC spokesman Amon Msane said government would take notice only when the crisis facing black education spread to the sensitive area of white schools.

He said the "mother of all mass actions" would include classroom sit-ins and pickets at white schools. Msane threatened that the action would cause "pandemonium" in schools, and no schooling would be possible.

Government had repeatedly ignored the organisation's calls for a national education forum, where all stakeholders could negotiate the way ahead for education, Msane said. The demands also included the scrapping of matric exam fees, the reopening of negotiations on teachers' salary increments and an end to the closure of schools and colleges of education.

The campaign, which would continue until the demands were met and government's unilateral restructuring ended, would gather momentum when schools reopened after the Easter vacation, he said.

Msane said the protest would also include sit-ins in white Education and Culture Department offices, distribution of pamphlets in white areas and discussion of the problems and the campaign with the principals and governing bodies of white schools.

The occupation of schools would be peaceful, Msane said. If there was violence it would come from other sectors, but the NECC would not be prevented from pro-

☐ To Page 2

## Schools

8/07/93

ceeding with its plan.

Transvaal English Medium Parents' Association president Jack Gordon responded by asking how anything could be peaceful if "you are violating another's rights".

He said there would be "bloodshed such as we've never seen before", and added that parents would be present in full force to stop the disruptions.

Last week's march by students, which ended in chaos in Johannesburg streets, showed that it was difficult to control people in such circumstances, he said. By bringing children into political confrontations, the NECC was also undermining the process of building bridges between children of different race groups.

Education and Training Minister Sam de Beer said it would be "a very sad day for SA" if the protest went ahead.

De Beer said there was certainly a commitment from government to negotiate

(321) ☐ From Page 1

with not only the NECC, but with all bodies with an interest in education, and organisations were trying to find consensus on what structures should be established to carry this out.

Transvaal Education Department executive director Ken Paine said teachers would continue to provide schooling tomorrow, and schools which encountered threats of disruptions would contact the police.

Sapa reports CP spokesman Kobus Beyers said the NECC's planned action would be like a spark in a powderkeg. Because government would not do so, the CP was appealing to parents and teachers in white schools to join together to protect themselves.

The Natal Education Department issued a directive to schools to brush up on their emergency drills because of the perceived threat of attacks by radical organisations.

Uitenhage (Kahab & ~~Lang~~) 65 houses  
 Kwanobuhle 7 778 houses  
 Despatch 27 houses  
 (b) Information as at 19 March 1993.

**Port Elizabeth area: pensions/grants/aid for Blacks**

211. Mr E. W. TRENT asked the Minister of National Housing:

- (1) How many Black persons were receiving (a) old-age pension, (b) disability grants and (c) military maintenance aid from the State in the Port Elizabeth/Thay/ Uitenhage/Kwanobuhle metropolitan area as at 30 June 1992;

- (2) what total amount was paid to each of the above three categories of persons during the latest specified 12-month period for which information is available?

B469E

**The MINISTER OF NATIONAL HOUSING:**

- (1) (a) 15 760  
 (b) 9 393  
 (c) 24  
 (2) (a) R58 375 642  
 (b) R37 277 021  
 (c) R105 235

**Own Affairs:**

**Colleges of education: student places**

43. Mr R. M. BURROWS asked the Minister of Education and Culture: (321)

- (1) Whether all student places in colleges of education falling under the control of his Department are filled; if so, how many

University	(a)	(b)	(c)	(d)	(e)	Total
Orange Free State	8 635	386	—	243	—	9 264
Natal	7 522	274	3 085	2 601	—	13 488*
Rhodes	3 099	144	248	631	—	4 122
Rand Afrikaans**	—	—	—	—	—	9 865
Witwatersrand	12 977	309	1 787	3 047	—	18 120
Port Elizabeth	4 190	566	114	279	—	5 149

such places are there; if not, (a) how many places are vacant and (b) why are they vacant;

- (2) whether any arrangements have been made with any other departments of education for the utilisation of any colleges of education, or parts thereof, falling under the control of his Department; if so, what arrangements? B524E

**THE MINISTER OF EDUCATION AND CULTURE:**

- (1) No.  
 (a) 3 309,  
 (b) decline in the need for teachers for the primary school, students who do not meet the admission requirements, students who cannot afford to study due to a lack of funds, limitation of staff members, termination of studies and the closing down of the Port Elizabeth College of Education in December 1993;

- (2) yes, incorporation of the Sallie Davies College of Education with the Cape Town College of Education and the financing annually of a number of Kwa-Zulu students and lecturers at the Edgewood College of Education and the Natal College of Education.

**Universities: students registered**

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

- How many (a) White, (b) Coloured, (c) Asian, (d) Black and (e) other students were registered in 1992 at each university falling under the control of his Department? B525E

**THE MINISTER OF EDUCATION AND CULTURE:**

University	(a)	(b)	(c)	(d)	(e)	Total
Pretoria	8 542	169	15	636	—	9 353
Cape Town	21 671	131	56	526	—	22 384
Stellenbosch	9 768	1 882	598	1 991	—	14 539
South Africa	13 377	850	21	65	—	14 243
	57 686	4 807	10 480	52 310	—	125 283

\* 6 Students included whose race group is unknown

The above provisional statistics (head count) were obtained from S.A.P.S.E. table 2.7 and include both undergraduate and post-graduate students. The data is as on 31 March 1992.

\*\* Does not differentiate between the races in the compilation of statistics.

mitted to the Deputy Minister (to whom the authority has been granted) who takes a decision on the application. This procedure is followed in all cases, including Pretoria.

- (2) Although the present procedure for consulting the public is prescribed in the Act, the above-mentioned procedure is in operation preceded by a wide and inclusive consultative process, which can include amongst others all the holding of public meetings where all interested parties can make their point.

*Business interrupted in accordance with Rule 180C of the Standing Rules of Parliament.*

#### Document sent to Chief of Army

\*9. Mr E W TRENT asked the Minister of Defence:

- (1) Whether, with reference to certain information and a copy of a certain document which have been furnished to the South African Defence Force for the purpose of the Minister's reply, a certain handwritten document was sent to the Chief of the Army, if so, (a) by whom was it signed and (b) what was the response of the Chief of the Army to this communication;

(2) whether this document was discussed by the State Security Council or its Secretariat;

(3) whether a certain professor was consulted on the plan set out in this document; if so, why;

(4) whether this professor was a member of or served as an adviser to any committee, subcommittee or body forming part of the State Security Council network at that time? B560E

#### The MINISTER OF DEFENCE:

(1) to (4). The hon member is referred to the State President's reply to an unprompted question of the hon member for Alpha Park on 24 March 1993. The request in this regard is in process and therefore I am not prepared to reply to any questions concerning the matter at this stage.

HOUSE OF ASSEMBLY

**Internal settlements: schools**  
\*10. Mr R M BUREGOWS asked the Minister of Education and Training:

- (1) Whether any schools were provided by his Department in informal settlement areas in 1992; if not, why not; if so, (a) how many and (b) in which areas;
- (2) whether he will make a statement on the matter? B568E

#### The MINISTER OF EDUCATION AND TRAINING:

(1) Yes.

(a) Twelve

(b) Daveyton, Benoni

Kwa-Guga, Witbank

Embleton, Secunda

Katlehong, Alberton

Klayelisha, Wynberg (two schools)

Orange Farm, Vanderbijlpark (two schools)

Kuilsburg, Odendaarsburg

Megbeleng, Ficksburg

Thabong, Welkom.

(2) At the eleven primary schools and the one secondary school which have been provided, there are 253 classrooms for primary pupils and twenty for secondary pupils.

#### SADTU/NAPTOSA: recognition

\*11. Mr R M BUREGOWS asked the Minister of National Education:

(1) Whether, with reference to the reply to Question No. 4 on 19 February 1992, he has given consideration to recognising the South African Democratic Teaching Union (SADTU) and the National Professional Teachers' Organisation of South Africa (NAPTOSA) for the purposes of negotiation on education; if not, why not; if so,

(2) whether these bodies have been so recognized; if not, why not; if so, (a) what, (b) under what conditions and (c) what number of teachers is represented by each.

(3) whether he will make a statement on the matter? B560E

**THE MINISTER OF NATIONAL EDUCATION:**

(1) Yes.

(2) Yes.

(a) NAPTOSA was recognised in May 1992.

(b) SADTU was recognised in November 1992.

(b) Recognition, in terms of Section 1 of the National Policy for General Education Affairs Act, 1984 (Act No 76 of 1984), is granted with the concurrence of the Ministers of departments of State responsible for education. This concurrence has, in some cases, been preceded by agreements which may contain conditions between these teachers' organisations and the education departments. In considering recognition, I took cognizance of the need for the organisation to represent a substantial number of educators employed by the State and that the organisation has a constitution that can ensure that it is correctly managed and is able to serve the best interests of its members.

(c) NAPTOSA represents approximately 116 500 teachers.

Final, verified membership figures for SADTU are not yet available. However, SADTU claims a membership of 60 000.

(3) No.

#### Philippine murders/assaults

\*12. Mr R V CARLISLE asked the Minister of Law and Order:

Whether a certain person—~~whose name has been furnished to the South African Police for the purpose of the Minister's reply~~—was in any way implicated or referred to in any (a) inquiries and/or (b) criminal proceedings relating to (i) deaths, (ii) assaults and/or (iii) the use of firearms in the Banteng area in 1982; if so, what are the relevant details? B571E

#### THE MINISTER OF LAW AND ORDER:

(a), (b) (i-iii) Yes.

On 15 February 1989, Mr Bock shot and killed a man who was stealing vegetables on his farm with a shotgun. An inquest found that no person was responsible for the death of the man, because Mr Bock was protecting himself and his property.

On 2 November 1992, Mr Bock caught a man who was stealing potatoes on his farm. The man ran away, whereupon Mr Bock wounded him with a firearm. The person was charged and found guilty of attempted theft.

On 21 February 1993, Mr Bock, after noticing that potatoes were being stolen from his farm, lay in wait for the suspected thieves, and caught them rebanded whilst they were stealing potatoes. He approached and warned them, whereupon they ran away. He fired a shot at each of them and killed two men and wounded another two. A murder docket is currently with the Attorney-General for a decision. Mr Bock's firearm was seized and referred for ballistic investigation. A case of attempted theft is being investigated against the two wounded suspects.

#### Note:

Details of cases which occurred before 1989 are not available, as records in this regard have, according to instructions, already been destroyed.

#### Transnet: accommodation in Transnet Park

\*13. Mr R V CARLISLE asked the Minister of Public Enterprises:

What was the occupancy cost of Transnet accommodation leased at Transnet Park as at the latest date for which figures are available? B572E

#### THE MINISTER FOR PUBLIC ENTERPRISES:

The Managing Director of Transnet Limited has furnished the following reply to the hon member's question:

The rent for February 1993 amounted to R467 913.

#### NSA mercenaries in Angola

\*14. Mr C W EGLIN asked the Minister of Defence:

(1) Whether the Government has taken or

HOUSE OF ASSEMBLY

Uitenhage (Kabah & ~~Port~~)  
 Langa ..... 7 778 houses  
 Kwanobontle ..... 7 778 houses  
 Despatch ..... 27 houses  
 Information as at 19 March 1993.

Port Elizabeth area: pensions/grants/aid for Blacks

211. Mr E W TRENT asked the Minister of National Housing: (321)

- (1) How many Black persons were receiving (a) old-age pension, (b) disability grants and (c) military maintenance aid from the State in the Port Elizabeth/Thayl/ Uitenhage/Kwanobontle metropolitan area as at 30 June 1992;

- (2) what total amount was paid to each of the above three categories of persons during the latest specified 12-month period for which information is available? B469E

The MINISTER OF NATIONAL HOUSING:

- (1) (a) 15 760  
 (b) 9 393  
 (c) 24  
 (2) (a) R58 375 642  
 (b) R37 277 021  
 (c) R105 235

*Own Affairs:*

Colleges of education: student places

43. Mr R M BURROWS asked the Minister of Education and Culture: (321)

- (1) Whether all student places in colleges of education falling under the control of his Department are filled; if so, how many

University	(a)	(b)	(c)	(d)	(e)	Total
Orange Free State .....	8 635	386	—	243	—	9 264
Natal .....	7 522	274	3 085	2 601	—	13 488*
Rhodes .....	3 099	144	248	631	—	4 122
Rand Afrikaans** .....	—	—	—	—	—	9 865
Witwatersrand .....	12 977	309	1 787	3 047	—	18 120
Port Elizabeth .....	4 190	566	114	279	—	5 149

such places are there; if not, (a) how many places are vacant and (b) why are they vacant;

- (2) whether any arrangements have been made with any other departments of education for the utilization of any college of education, or parts thereof, falling under the control of his Department; if so, what arrangements? B524E

The MINISTER OF EDUCATION AND CULTURE: (321)

- (1) No.  
 (a) 3 309,  
 (b) decline in the need for teachers for the primary school students who do not need the education requirements; students who cannot afford to study due to a lack of funds, limitation of staff members, termination of studies and the closing down of the Port Elizabeth College of Education in December 1993;

- (2) yes, incorporation of the Sallie Davies College of Education with the Cape Town College of Education and the financing annually of a number of Kwa-Zulu students and lecturers at the Edgewood College of Education and the Natal College of Education.

*Universities: students registered*

44. Mr R M BURROWS asked the Minister of Education and Culture: (321)

- How many (a) White, (b) coloured, (c) Asian, (d) Black and (e) other students were registered in 1992 at each university falling under the control of his Department? B525E

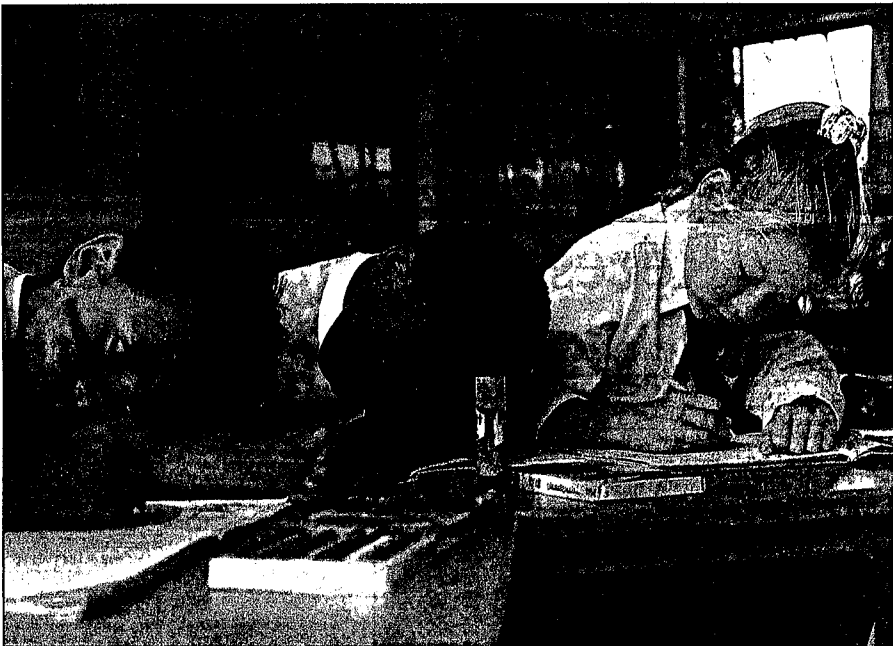
The MINISTER OF EDUCATION AND CULTURE:

University	(a)	(b)	(c)	(d)	(e)	Total
Portchester .....	8 542	160	15	636	—	9 353
Pretoria .....	21 671	131	56	526	—	22 384
Cape Town .....	9 768	1 882	598	1 991	—	14 239
Stellenbosch .....	13 377	850	21	65	—	14 313
South Africa .....	57 686	4 807	10 480	52 310	—	125 283

\* 6 Students included whose race group is unknown.

The above provisional statistics (head count) were obtained from SAPSE table 2.7 and include both undergraduate and post-graduate students. The data is as on 31 March 1992.

\*\* Does not differentiate between the races in the compilation of statistics.



Entering new era . . . Sagewood pupils Ziaad Wadwalla, Lerato Ngatane and Kate Webb at work.

Picture: Debbie Yazbek

## Daunting task for Stellenbosch man

Star 11/4/93

### Profile

A lawyer, not an academic, will oversee the transition to a new education dispensation.

**PIETER** Gabriel Marais will no doubt have to brace himself today as he starts the daunting task of reshaping the country's education system.

The aphorism "uneasy lies the head that wears the crown" most certainly applies to Marais, who today becomes Minister of National Education and Education Co-ordination.

The second part of the title has been added to the name of

the portfolio he previously held.

President de Klerk has decided to give the job of implementing a single, democratic education department to a Stellenbosch man — not an academic, but a lawyer.

Marais, the National Party MP for Stellenbosch, is a BA LJB graduate of the University of Stellenbosch — the alma mater of leading Afrikaner politicians, diplomats and businessmen.

Born in Robertson in the Cape on October 23 1932, Marais first became involved in the National Party in 1953, serving as committee member, branch chairman and secretary of the district council.

After completing his law degree in 1955, he became articulated to a firm of attorneys and

practised as a lawyer in Cape Town and Stellenbosch from 1958 to 1963.

Between 1964 and 1969 he farmed wine and tobacco in Stellenbosch, but then went back to law until 1973.

From 1973 onwards he went into business and became a director of various companies, including the Trans Hex Group and Saambou (western Cape region).

Marais also served as mayor of Stellenbosch and later became a member of the Cape Provincial Council.

He became a Member of Parliament in 1982.

Marais was involved in black education when appointed Deputy Minister of Education and Development Aid in September 1989.

He joined the Cabinet in October 1991 when he was appointed "white education" Minister after Piet Claase had retired. In June last year, he took over the National Education portfolio from Louis Pienaar while retaining the "white education" ministry.

Marais says he will strive to achieve sufficient consensus on all issues.

"Everything that has to be done will have to be negotiated. The minute I start to speak about my plans I will be seen as prescriptive and then I do not get the co-operation of all the stakeholders."

His first few days in office will be a test as opposition groups flex their muscles to resist his plans. □



Bracing himself . . . Minister P G Marais.

**EDUCATION** General disorder has reigned supreme this year at schools under the DET

# First quarter - a waste

Sowetan 11/4/93

By Lulama Luti

**D**ESPITE a commitment late last year by pupils and teachers to ensure effective learning and teaching in township schools countrywide in 1993, this has

not been the case.

The declaration of intent was reassured following the disastrous matric results in 1992, when black candidates only managed a 4,6 percent increase on the previous year's 39,2 percent.

"We are going to make sure that 1993 is the year of effective learning and teaching," was the message that went out and was echoed by many political and educational organisations at the beginning of this year.

The first quarter of the academic calendar ends today and pupils break for

■ **EASTER BREAK** Commitment to

learning and teaching not carried out:

the Easter holidays. However, there has been very little teaching and learning in many schools under the Department of Education and Training.

Lawlessness, disruptions and general disorder have reigned supreme.

The schools had just opened for the new year when pupils (allegedly members of the Congress of South African Students) in Soweto went on the rampage, beating up and expelling principals from certain schools who they accused of demanding fees and refusing to admit new pupils.

Cosas distanced itself from these actions but vowed to continue with the demand for the

admission of all new pupils.

Go-slows became the order of the day. Last week thousands of pupils nationwide took to the streets in protest against the payment of matric exam fees — a thorny issue that has been one of the pupils' chief demands this year.

The protest action backed by the South African Democratic Teachers Union, was organised by the Pan Africanist Students Organisation, Cosas and the Azanian Students Movement.

This quarter also saw Sadhu standing up to education authorities in what they termed unfair labour practices.

They went on strike in protest against lay-offs and demanded the re-hiring of all retrenched teachers.

They also repeated the five percent salary increments offered by the Government.

The salary issue has not yet been resolved and the teachers are expected to hold a ballot next term to decide whether to go on strike or not.

National Education Co-ordinating Committee general secretary James

Masico has said that 1993 was "the year of make or break" for black education in this country.

The NECC warned the Government this week that it would launch "the mother of all mass actions", aimed at paralysing white schools, if it did not address the crisis in black education by today.

What happened to the commitment to make 1993 a year of effective learning and teaching?

This is the question Sowetan put to various education organisations.

Sadhu general secretary Randall van den Heever said his organisation was concerned about the disruption of education.

"We are committed to bringing about a more effective system of grievance resolution whereby disputes can be resolved quickly and constructively," he said.

Asked if the present situation at schools would continue into the next quarter, Van den Heever said it all depended on whether "we resolve the problems effectively."

Paso national organiser Wonder Masonbhuka agreed there had not been any effective learning this quarter.

"We made a commitment late last year and early this year that 1993 would be the year of learning for all. Paso learned with dismay of the ada-



**Randall van den Heever ... worried about disruption of**

ment attitude of the DET in continuing the disruption of pupils' academic progress.

"We support the pupils demands as these, in our view, are legitimate."

Azaseco president Mark Mfokwe said the assertion that the commitment to teach and learn had yet to be realised was arguable.

His organisation, however, also considered the pupils and teachers' demands as being legitimate.

He said political organisations and trade unions could help put the demands of pupils and teachers on the national agenda while schooling continued.

"They should not only condemn teachers and pupils when they get out of order," he said.

## Teachers' strike

Education Reporter

THE South African Democratic Teachers' Union will ballot its members on strike action mid-April.

The ballot, due to dissatisfaction over education ~~and~~ rationalisation and wages, was expected earlier but would take place at the start of the new quarter to allow the regions to prepare, said a union spokesman. *AR 5/4/*

321

## Teachers union urges 'day of respect' on Monday

THE South African Democratic Teachers' Union has called on all teachers to mark Monday as a "solemn day of respect" for murdered SACP leader Chris Hani, and for the closure of schools.

The union regarded Mr Hani as a

symbol of the peoples' struggle against oppression and a martyr for freedom, Sadtu said yesterday.

■ There will be no classes at the Peninsula Technikon, the University of Cape Town, or the University of the Western Cape on Monday.



# South Profile

## Shephard Mdladlana

The man behind the powerful South African Democratic Teachers' Union (Sadtu) originally sought a career in the police force. **QUENTIN WILSON** spoke to the 42-year-old national president of Sadtu:

*South 1/4 - 21/4/93. (321)*

### Who is your hero and why?

Overall it would have to be Dr Nelson Mandela. He is an important symbol to me — a real model of a person who perseveres tirelessly, no matter how bad things get.

### If you were minister of education for a week, what changes would you make?

I would retrench all other education ministers and build one education department. I'm not sure whether I would have the time in a week, but the first step that my new education department would take, would be to equalise the pupil teacher ratio in all schools. One teacher to 30 pupils can certainly be achieved in a country where we have so many teachers.

### Who do you think the best candidate is for the minister of one non-racial education department?

This is a very difficult question to answer and I would not like to mention names because there are so many good candidates. But I would insist that a new minister is chosen from the education desk of the liberation movement.

### Which schools did you attend?

I did all my schooling here in

Guguletu. I started at Ilitha Junior Primary and then moved to Luzuko Primary. I completed school at Fetzeka High and went to the Lovedale Teachers Training College in Alice.

### Which teacher influenced your life the most?

My former principals at Luzuko and Fetzeka, Mr Zonke and Mr Ngaribu. They were very important models for me because not only were they influential teachers at their schools, but they were important leaders in the community too.

### What were your favourite subjects?

My home language Xhosa and mathematics.

### When did you first know that you wanted to become a teacher?

That is actually quite a long story. Can you believe that I first wanted to be a policeman! I thought I could change police stations into places which would really serve the community, but my father, who was a staunch PAC supporter, convinced me otherwise. He persuaded me that if I wanted to make a difference in the community, I could do that by becoming a teacher — which is what I did. The fact that I wanted to become a policeman has been a long-standing joke in my family.



Photo Yunus Mohamed

### What do you enjoy most about being the president of the South African Democratic Teachers' Union?

I love teacher politics. Ever since I became a teacher in 1971 I have been involved in teacher organisations. It is very rewarding when you realise that union work has made a significant difference in the living standards of teachers.

### What do you dislike most about your position?

I do not like negotiating at all. I find it very frustrating, especially when you are up against arrogant negotiators who refuse to listen to reasonable demands. I can't stand losing in negotiations. I have to win.

### Do you believe the government will move from its position of a five percent

*'I do not like negotiating. I find it very frustrating, specially when you are up against arrogant negotiators who refuse to listen to reasonable demands'*

we make sure we look after their welfare in everything we do.

### What do you think of corporal punishment?

I am completely against it. I do not believe that beating children achieves anything. Children should be loved — everything in education should be done with love, not with violence.

### What are your views on private schools?

They are far too expensive. I believe education should be left completely in the hands of the government of the day. Those parents who send their kids to private schools are taxed twice. Not only do they have to pay extortionist school fees but they have to pay tax to the government for education as well.

### If you were able to choose another profession, what would you like to do?

I would love to become a minister in the Presbyterian Church. I was brought up in a strict Presbyterian household. They are a very conservative body and it would mean that I would hard to change them from within.

### Should sport be compulsory at school?

Yes. A healthy body builds a healthy mind.

# New row over retrenchments

CT 19/4/93  
(321) (22)

By RAMOTENA MABOTE

A ROW is building up over the claim by Sunday newspapers that two teachers' organisations have reached agreement with the Department of Education and Culture over teacher redundancies.

The SA Democratic Teachers' Union (Sadtu) and the United Teachers' Associations of SA (Utasa) denied yesterday that they had endorsed the position of the Minister of Education, Mr Pieter Saaiman, on redundancy.

More than 100 teachers at 19 schools in the Western Cape will be made redundant in June, according to a DEC statement.

Regional chairwoman of Sadtu

## Teachers' unions deny agreement with the DEC

Ms Vivienne Carelse said the union had met the DEC last month, but had only taken the information back to its members for discussion.

"We restated our position against rationalisation, because we have a national shortage of teachers," she said.

She said Mr Saaiman's statement was untrue and the DEC was using a recognition agreement as an endorsement of rationalisation.

Utasa chairman Mr Archie Ver-

gotine said it too had rejected rationalisation, and felt the education crisis should be dealt with by a national education forum.

A DEC source told the Cape Times yesterday that there might have been "a communication breakdown" between the minister and the Sunday newspapers, as he knew of no agreement on rationalisation.

The DEC would make a statement today to clarify the situation.

Mr Vergotine said: "It is unthinkable that on the one hand we are involved in a court case, and on the other involved in negotiations on the same issue of rationalisation with the same authority."

**Haemophilus b (Hib)** in the Republic during the latest specified period of five years for which figures are available:

(2) whether any vaccines for this disease are currently available in the Republic; if not, why not; if so, (a) what vaccines and (b) what is the cost per dosage in each case;

(3) whether the will consider recommending that the import duty on such vaccines be scrapped; if not, why not;

(4) whether she will make a statement on the matter? B649E

# THE MINISTER FOR NATIONAL HEALTH AND WELFARE:

(1) **Haemophilus influenza type B** causes about 1 of all cases of bacterial meningitis in children under 5 years. In 1990 there were 227 deaths registered due to bacterial meningitis and meningitis of unspecified cause. It can be estimated that at least 70–100 children under 5 years die each year in South Africa of meningitis due to *Haemophilus influenza type B*:

(2) (a) no vaccines are currently available in the Republic. A major international pharmaceutical company is at present registering a *Haemophilus influenza type B* vaccine; and  
(b) the cost per dosage in the USA is about \$15. Three doses will be needed for a complete course;

(3) recommendations about import duty is made by the Board on Tariffs and Trade and each application is considered according to its own merits;

(4) no.

## INTERPRELLATION

The sign \* indicates a translation. The sign † used subsequently in the same interpretation, indicates the original language.

### Own Affairs:

**Model C schools: steps to prohibit payment of fringe benefits** (321)

\*1. CHIOLE asked the Minister of Education and Culture:

HOUSE OF ASSEMBLY

(1) Whether he is contemplating any steps in order to prohibit the payment of certain fringe benefits to members of management councils, principals and/or deputy principals of Model C schools; if not, why not; if so, what steps;

(2) whether he will make a statement on the matter? B662E INT

## \*THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

Mr Chairman, the interpellant should actually have asked the hon member for Basopan for the information which he hopes to be given in this interpellation. On 17 March this year the hon the Minister gave detailed oral information on the issues in connection with which the hon member has now requested an interpellation. On behalf of the hon the Minister I should briefly like to provide the following information concerning this matter.

The hon the Minister is not aware of any formal fringe benefits being paid to principals, deputy principals or members of management council. He has no formal knowledge of this happening, but should this happen, the hon the Minister would not be prepared to prohibit the paying of fringe benefits in this way, because it would not be contrary to the Educational Affairs Act (House of Assembly).

\*M. J CHIOLE: Mr Chairman, I find it shocking that the hon the Deputy Minister should say that there is no formal knowledge of additional compensation by means of fringe benefits, because the newspapers are full of reports about it.

I should like to tell the hon the Deputy Minister that the educational guidelines, norms and standards of any authority's educational policy should be set out and applied so purposefully that equal opportunities exist when the educational standards and achievements are compared to the affluent section of society. For this requirement to be met, regulation and control by the authorities is essential, not only in regard to basic salaries and salaries, but also in regard to fringe benefits, because fringe benefits are an integral part of the total remuneration package.

Should the authorities neglect to control fringe benefits, as is currently the case and of which the

hon the Minister has no knowledge, this would gradually result in schools, in which the parents are not able to make the same relative financial contribution per child, having principals, and invariably other teachers as well, which will lead to distortion and detrimental treatment. Different remuneration norms will also contribute to serious tension between schools and communities, but also within a community itself, because the various management councils, even within the same feeder zone, may differ considerably in their approaches, because we are saddled with a Government that cannot understand where the dividing line lies between degradation and abdication.

In case the hon the Deputy Minister has not been informed about this matter either, I shall now demonstrate to him what I am talking about. In *Rapport* of 28 March the following was reported:

By ministers twee skole, die Houtekloof Waterloof in Pretoria en SA College School in Kaapstad, ty die skoolhoofde desende met motors wat deur die skool gekoep is.

I have here in my hand the so-called admission requirements for the Waterloof High School—the application form consists of 23 pages. Just think what it must cost. The registration fee at this school is R100, and school fees amount to R100 per month. In the same newspaper of 28 March the chairman of the management council of that school also said:

Di is onvergelykbaar dat Becker sy eie motor gebruik. . . . Dit dra die goedkeuring van die meerderheid ouers weg.

Those parents also read about it for the first time in the newspaper.

The Elardus Park Primary School, where the monthly fee is R65, is in the same feeder zone. The following was stated on 22 March in an information document of that school:

Dit het onder . . . aandoing gekom dat die gesin van die buidige swak ekonome aan 02103901hoë werkskoleisdeyster nou ook deur gesuidding het na ons skoolkinders toe.

Vanwee onsmiddagpde buite die kinders se bekeer bestaan dan op die komblik, n groot bekeer aan kospakkies by die skool. Ek wil n ernstige betoop doen op moeders wat kans

sien daarvoor om vanaf 20 April n ekstra kospakkie stuur te stuur skool toe.

The very same parents who cannot afford to buy food for their primary school children must, as a result of the Government's abdication policy, buy a German motorcar for the high school principal and pay for the fringe benefits of the teachers.

Mr M BURROWS: Mr Chairman, I congratulate the hon the Deputy Minister on his newly acquired expertise in the field of education. I trust that the reply to a question that I placed on the Question Paper yesterday will deal with the reformation of the policy of the Department of Education and Culture regarding the employment of teachers and their remuneration over and above that paid by the State, but I would be just tell us a bit about that policy now. Essentially the question revolves around whether State-aided schools have the right to decide on funding over and above the level paid for by the State.

It is common practice in Model C schools to remunerate teachers for extracurricular activities. It is common practice now to take into consideration the possible supply of houses, motorcars and other benefits, over and above those supplied by the State.

Essentially, in reaction to what the hon member for Pretoria West has said, one must point out that this money comes from the pockets of the parents, and it is to the parents that that management council or the governing body is answerable. I have no problem at all with the remuneration of educators over and above what they receive from the State. I do have a problem with governing bodies and management councils obtaining that money.

On the other hand, if the management council or governing body has to report to the parents annually and provide a balance sheet of how it spent the money, then that is the body to which it must be answerable. I believe it is incumbent on the Department of Education and Culture to supply the public of South Africa with a clear statement as to whether it is prepared to tolerate something, that is whether a school in a particular area can have a teacher from another school by paying him an additional salary.

The hon the Deputy Minister may be aware—or

HOUSE OF ASSEMBLY

he may not be aware—of what the Act says in this regard. The Act states that the salary may not be greater than that paid by the State. [Time expired.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, I think the hon. member for Pinetown actually touched on the crux of the issue. The underlying principle is autonomy, and once one has accepted the principle of autonomy there is no chance of the State actually interfering.

**MR. M. BURGOS:** What about poaching? **THE DEPUTY MINISTER:** I will come to poaching or perhaps I will not come to poaching. [Interjections.]

"The fact of the matter is that we are venturing into a completely new education dispensation and that we have accepted the principle of autonomy. The hon. member for Pinetown also remarked, and quite rightly so, that what we are often dealing with in this case are funds raised by the parents themselves."

However, should the parent community—I think this is one of the things which the hon. member for Pietermaritzburg West instigated—is dissatisfied about the payment of such a fringe benefit by the controlling body, there are methods by means of which the parent community can call the governing body to account. The controlling body must submit audited statements. The parent community can even get rid of the governing body if such an action fails to satisfy them.

I think we should bear in mind that, as far as the education of the future is concerned, one must be totally innovative in one's thinking. I have no objection to certain members of governing bodies who have gone to extraordinary lengths to raise funds, being remunerated accordingly for expenses which they have incurred in the interests of the school.

"Mr. F. J. LE ROUX: Mr. Chairman, the hon. the Deputy Minister is quite right when he talks about autonomy, but there is also the question of morality."

The hon. the Deputy Minister was appointed to that post recently, but he should have a look at what is stated in the Educational Affairs Act (House of Assembly). It is stated specifically in the Act that a teacher may not claim additional HOUSE OF ASSEMBLY

remuneration. He took umbrage at the fact that my hon. friend did not put the question to me.

It seems to me that the hon. the Deputy Minister did not read the answer given on 17 March. That very answer in fact highlights the duplicity on the part of the Government. On the one hand a teacher may not demand the payment of remuneration, but on the other hand a management committee is not being prohibited from remunerating him. The tenor of the Educational Affairs Act (House of Assembly) is after all clear as far as this is concerned. It is not in the interests of education for an educator to receive additional remuneration.

This is going to give rise to class discrimination and educational posts in affluent communities will become more attractive than those in other communities. After all, we are all aware of the enmity which existed in the past as far as "snob schools" were concerned. Is the Government in favour of autonomous "snob schools" becoming our fate? Autonomy is not the same as sovereignty. The Act which has always been the guideline is the Educational Affairs Act (House of Assembly).

The most important point in this regard, however, is that over the years it was an honour and a privilege to serve a school. Cash rewards were never the guiding principle. Nowadays we hear daily reports of cases in which parents are unable to pay the compulsory school fees. This is happening while this money is being used *inter alia* for the remuneration of the chairman and vice-chairman of management councils as well as that of principals and deputy principals. Is this morally justifiable? The hon. the Deputy Minister should provide guidance in this regard.

"Mr. J. CHOLE: Mr. Chairman, if there is one cause for concern in South Africa, it is the tendency which is increasingly to be seen in the Government's attempts to disguise its application under the cloak of deregulation. That is precisely what they are doing in this case. [Interjections.]

Last year only 74% of parents could afford to pay school fees and legal proceedings were instituted in 6 419 cases. This figure will increase drastically in the course of this year, because the Government is allowing parents of primary school children, who cannot afford food, to pay excessive high school fees so that the principal may be given a motorcar and the teachers

granted fringe benefits. We want to sound a warning that they are going to foment a spirit of degeneration in education with this new system and that the pursuit of money and fringe benefits will replace education and a sense of vocation. In the interests of our children and of South Africa, put a stop to this short-sighted system, because this issue will plant the seed of unprecedented corruption in education.

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr. Chairman, the hon. member for Pietermaritzburg West referred to legal proceedings. Legal proceedings were instituted only against parents who can afford school fees.

Legal proceedings were not instituted against parents who could not afford their children's education. In the final analysis only 71% of parents at Model C schools failed to meet their financial obligations towards the school.

The hon. member for Brakpan said in the old days it was an honour and a privilege to be a member of Parliament when Dr. Verwoerd said that MPs should actually receive no remuneration, because it was an honour and a privilege to serve the one's country. [Interjections.]

"Mr. H. D. K. VAN DER MERWE: You are talking nonsense!"

**THE DEPUTY MINISTER:** Of course he did! The fact remains that times change. That hon. member referred to a principal who was driving a motorcar for which the parent community had to pay. I was a minister of religion and all such ministers drive motorcars paid for by their congregations.

I should like to emphasise one matter once again. If we devote authority to the parent community, it is impossible for the State to interfere in the allocation of funds raised by the parent community itself. [Interjections.]

The hon. member also referred to "snob schools". Where are those "snob schools"? One must be careful not to begin labelling certain schools oneself. I think the principle of autonomy is a healthy one. We shall have to start thinking innovatively. In the USA schools are being done down as a result of a lack of funds. If they do not embark on the same course of action as we have, their schools will also experience

major problems. I think this is the right way to do this. [Interjections.]

Debate concluded.

#### QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

**White schools: maintenance cost**  
1. Mr. A. GERBER asked the Minister of Education and Culture:—

What was the average annual cost of maintenance per White (a) primary school and (b) secondary school under the control of his Department during the latest specified period of 10 years for which figures are available?

B559E

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:**

(1) (a) and (b) R27 506.

Separate amounts for primary and secondary schools are not available.

**Annexation of two OHS schools**

\*2. Mr. L. LOUW asked the Minister of Education and Culture:—

(1) Whether a certain secondary school and a certain primary school in the Orange Free State, the names of which have been furnished to the Minister's Department for the purpose of his reply, recently amalgamated; if so, (a) when, (b) how many pupils were there in each of these two schools at the time of their amalgamation; and (c) what are the names of the schools concerned;

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

B561E

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:**

(1) Yes.

(a) 1 January 1992.

(b) primary school ..... 216  
secondary school ..... 170

## Teachers in mass strike

UMTATA. — More than 10 000 Transkei teachers started an indefinite strike vowing not to resume teaching before there was salary parity.

The teachers, affiliated to the SA Democratic Teachers' Union (Sadtu), are demanding that both sexes get equal pay and that parity salary cheques be back-dated to July 1991, according to Sadtu spokesman Mr Mkhangelisi Matomela.

Mr Matomela said the South Afri-

can government could not be blamed for the unfair allocation of funds given to the Transkei last year, adding Transkei teachers were still not on par with their South African counterparts.

Transkei Education Minister Mr S P Kakudi said his department was unable for financial reasons, to meet the teachers' demands because they had not been budgeted for.

321 OCT 21/4/93 — Sapa

# Discord from teachers over scrapping school music posts

Education Reporter

CAPE education authorities are set to enter a period of disharmony with music teachers over plans to scrap several posts.

The move will mean better, more effective distribution of music teachers, says Dr Francois Knoetze, acting executive director of the Cape Education Department.

Faced with increasing financial constraints the department found music teaching posts the only suitable target for cuts, he said.

Dr Benita van Blerk, vice president of the South African Society of Music Teachers, criticised the department for "unilateral action from above".

Music teachers were afraid of retrenchments and of music vanishing from the curriculum, she said.

Dr Knoetze declined to say how many posts would be scrapped as this had not yet been discussed with teacher organisations.

From next year, music teaching posts would be allocated to schools according to pupil numbers, he said.

The decision would affect the number of teachers available for individual tuition but class music periods would continue.

In times when there was no shortage of money, the department had been generous in its allocation of music teachers, Dr Knoetze said.

"Unfortunately the allocation of posts in the past was not done on a sound basis."

"Music teachers are among the few educators who can obtain additional income through private lessons."

In the past the formula for deciding allocations, which provided only for music as an examination subject, had been extended to include extra-curricular music, class music and ensemble work.

Music fees had always been very low and even untalented pupils were given tuition.

When teaching posts were cut last year, music teachers were not affected. This caused "considerable dissatisfaction" in teaching ranks, he said.

Because of a further cut in funding this year the department was able to make music tuition available only to really talented pupils.

Parents of less talented pupils had to arrange for private tuition and pay for it themselves. Private tuition could take place during school hours on instruments provided by the department, he said.

School governing bodies were also free to hire additional music teachers and pay their salaries from school funds.

Dr van Blerk said a recent department circular informed principals that new staffing formulas did not make provision for class music.

She said this decision would create serious problems if principals and school governing bodies misinterpreted the directive to imply that class music was unimportant.

Dr Knoetze conceded the statement could have been misinterpreted and that some principals now simply wished to use class music periods for other subjects.

A new circular would be sent out soon to inform principals about the use of music teachers.

The department was aware of "the inestimable value of music" in the education programme.

1984-23/4/85

(321)

# Angry teachers vote on strike action

South 115 - 5/5/93

(32)

By Diane Coetzer

TEACHERS in the Western Cape will probably vote in favour of strike action this week, the South African Democratic Teachers Union (Sadtu) believes.

Thousands of votes are being cast in ballot boxes throughout the country as 65 000 Sadtu members decide whether to embark on strike action against government cut-backs in education.

While official regional results will only be out next Tuesday, Sadtu Western Cape chairperson, Ms Vivienne Carelse, said the union expected teachers to vote in favour of strike action.

Teachers in some regions — notably the Eastern Cape — have already downed chalk in response to the revised staff establishments

sent out last week detailing numbers of teachers to be retrenched.

Their anger has reached such a high level that Sadtu principals and teachers are marching on Friday to regional offices of the Department of Education and Culture where they will burn the official circulars.

The union has placed a ban on department officials visiting schools — a move, said Carelse, prompted by the "behaviour of these officials who have tried to use Sadtu to validate their instructions which are always to the detriment of education".

On Wednesday a car belonging to an official of the Department of Education and Training was set alight in the grounds of the Oscar Mpetha High School in

Crossroads. Police confirmed no one was injured in the attack.

Nationally, teachers are concerned about the government's unwillingness to re-open negotiations on its proposed five percent salary increase.

Sadtu general secretary, Mr Randall van den Heever said while some teachers — mostly principals and those in managerial positions — earned decent salaries, a large proportion took home salaries of R700 a month.

"For these teachers a salary increase of five percent does not even bring them near a living wage," he said.

"And even those who earn higher salaries need an increase comparable to the rise in the cost of living."

South 115 - 515193

# Strike ballot known Tuesday

(321)

TEACHER strike balloting began on Monday and continues to the end of the week.

In the Western Cape Sadtu members are being asked if they "wish to embark on industrial action (including strike action) against the cut-backs in education, specifically to demand that the government ends all retrenchment measures and re-opens negotiations for a living wage".

Elsewhere the question only concerns the "demand that the government re-open negotiations on the five percent increase."

Control over the balloting procedure is strict, with ballot boxes being sealed before voting and

opened by the polling officer of the branch.

The regional electoral officer will check the correctness of each branch ballot and inform the Sadtu regional executive committee about the result which will be forwarded to the national office.

Western Cape results are expected to be announced on Tuesday while the national result will be known on May 14.

Although they are not voting, members of the Cape Teachers' Professional Association (CTPA) will join Sadtu in its protests against retrenchments.

Sadtu general secretary Mr Randall Van den Heever said the

union was encouraging other regions to follow the lead of the Western Cape in forming working alliances with organisations with which Sadtu had differences.

"The backlash to the cut-backs is severe and we need a co-ordinated response to it," he commented.

A Western Cape Education Forum was formed on Tuesday bringing together a number of concerned organisations.

Among those involved are the Western Cape Principals' Forum, Sadtu, CTPA, the National Education Co-ordinating Committee and a number of parents and student organisations.



South 115 - 515193

# BOODSKAP AAN ONDERWYSERS

## BEWERINGE 321 DIE FETTELIKHEDE

DIE WYE REAKSIE VAN DIE  
ONDERWYSERSVERENI-  
GINGS OOR DIE RASIO-  
NALISERINGSAKSIE VAN DIE  
DEPARTEMENT VAN ONDER-  
WYS EN KULTUUR IN DIE  
RAAD VAN VERTEEN-  
WOORDIGERS NOODSAK-  
MY AS DIE VERANT-  
WOORDELIKE MINISTER OM  
SEKERE FETTELIKHEDE WEER  
EENS ONOMWONDE TE  
STEL:

1. dat die Departement handoplyf, een-  
swyig en hooghandig optree met die  
rasionaliseringsprogram.
2. meer leerlinge per onderwyser.
3. uitdienstelling van onderwysers.
4. meer werklose onderwysers.
5. verhoging van die gehalte van die  
onderlig van ons kinders.
1. my Departement, eersif, die Minister van Nasionale Opvoeding sowel as die Staatspresident  
was by verskeie geleenthede sedert 1992 met die ge-organiseerde onderwys in indringende  
gesprek oor die onafwysbaarheid van rasionalisering. Die feit dat daar met die gedogen-  
iserende onderwys inligtingsgesels is, soek die raaksoning dat uitdienstelling slegs  
bevoerkelling sal word na intensiewe onderhandelung op stooktyk, weete hierdie aanlyng.  
Voorts dien gemeld te word dat die landwyse diseminate van inlyng aan onderwysers  
wat tans die gang is verdere bewys is van die Departement se opeghed en openheid.
2. na rasionalisasie sal die nasionale leerkrag/leerling verhouding in primere skole gemiddeld  
30 leerlinge per onderwyser wess en in sekondere skole 23. Met ander woorde: 'n geheel en  
al hantoorbare leerkrag/leerling verhouding.
3. uitdienstellings sal phasvind slegs in die geval van poste waarsonder khangdom kan word.  
Leerkrage wat hierdeur getrak word, sal vrywilligk meer aandui of hulle 'n uitdiensted-  
ingepakket wil aanvaar of nie.
4. rasionalisasie sal nie meer werklose onderwysers tot gevolg hê nie. Diegene wat die pakket  
aanvaar sal onder andere die volgende voordele ontvang:
  - \* pensioengruifkasie ("lump sum")
  - \* verlofgruifkasie
  - \* maandelikse pensioen
  - \* mediese fonds bydrae vir ses maande
  - \* behuissingsubsidie vir ses maande
  - \* hervestigingskoste
  - \* pro rata bonus
5. toewoeging van 'n maksimum van vyf jaar diens vir pensioendeelendes

6. broeiende onrus in ons skole.

6. ek en my Departement het nog nooit leerlinge, onderwysers en ouers aangehoes om klasse te  
boeloot of deel te neem aan skakings en mass-oproes nie. Ons het ons nog altyd bevoer vir  
vrede in die onderwys en die daerwelling van 'n gees van vooruitgang op die onderwysakter.



P.W. SABINAN  
MINISTER VAN ONDERWYS EN KULTUUR

MOENIE OP SLEEPTOU GENEEM WORD NIE!!

(321)  
Protests over  
merit awards  
4/15/93

Own Correspondent

DURBAN. — Schools here could join the more than 500 Maritzburg and Howick teachers on a chalkdown in protest over a decision to spend more than R2 million on teachers with "exceptional ability and those who rendered meritorious service".

A spokesman for the SA Democratic Teachers' Union, Mr Mo Ally, said the incentives caused teachers anger and embarrassment.

● The ANC yesterday warned the government that if nothing was done to solve South Africa's education problems, the situation would erupt into open confrontation.

● Department of Education and Training examination fees will remain at R48 despite calls for them to be scrapped, the DET said yesterday.

● About 250 pupils set fire to several vehicles in Mohlakeng on the West Rand yesterday.

● Bophuthatswana police released University of Bophuthatswana Students' Representative Council leader Mr Solly Bokaba and two other students arrested on April 25. — Sapa

## Teachers confront Saaiman

Star 4/5/93

Surrounded by armed guards, a visibly nervous Pieter Saaiman — embattled Minister of Education and Culture, House of Representatives — accepted a memorandum from about 3 000 angry teachers at the Tuynhuys gates in Cape Town yesterday. His appearance followed a refusal by teachers to hand over the memorandum to Department of Education and Culture chief executive director Awie Muller. — Sapa.

(321)

# 92% of CT 5/5/93 (321) teachers say 'yes' to strike

By ANDRE KOOPMAN

WESTERN CAPE members of the South African Democratic Teachers' Union (Sadtu) last night voted by an overwhelming majority in favour of striking to protest against the teacher retrenchment programme and poor salary increases.

In an 85% poll of about 5 000 paid-up Sadtu members, 92% voted in favour of a chalkdown.

The decision was announced during a packed screening of the film Malcolm X at the Luxuram cinema in Wynberg.

## National ballot

Sadtu regional chairwoman Ms Vivienne Carelse said the strike decision would have to be ratified in a national assessment of regional strike ballots, at a national executive meeting on May 14.

If the national ballot is successful, the executive will announce the start of the strike.

Ms Carelse said the vote was prompted by the threat of dismissals and retrenchments and the paltry five percent salary increase offered by the government.

## 'No work, no pay'

She said the massive "yes" vote was particularly significant as teachers were well informed of the consequences of strike action.

In terms of education legislation and Sadtu agreements with education departments, a "no work, no pay" rule would apply and the Department of Education and Culture in the House of Representatives had threatened teachers with misconduct charges, she said.

● School crisis forum urged — Page 5

THE CAPE TIMES MON-FRI



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## BUSINESS BRIEF

Gold (Ldn) (close)	\$358
Gold (NY) (close)	\$354
Dollar	R3,1553
BD 100	653
FT index (100)	281
Dow Jones	344
Nikkei	209

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# 360 schools hit by protests

By BARRY STREEK  
Political Staff

(321) 25/5/78  
MORE than 230 000 pupils were affected by protest action at all 360 Soweto schools in February and March, the Minister of Education and Training, Mr Sam de Beer, said yesterday.

Teachers involved in the disruption were granted leave

without pay once there was proof they had unlawfully absented themselves from work.

Mr De Beer, replying to a question tabled in Parliament by Mr Kobus Beyers (CP, Virginia), said the disruptions at the Soweto schools between February 15 and March 19 this year were caused when members of

the Congress of South African Students protested against the payment of examination fees.

On March 17 teachers participated in a march organised by the South African Democratic Teachers' Union, protesting against the 5% salary hike.

Mr De Beer said as a result 230 274 pupils were affected.

MONATIC & ROMENS  
COLLECTION LOUNGE S  
Were R119.95

# MAI MAN

# THE OF MAY WAYS

## Parow woman, 81, raped, tied to bed

### 'Jesus II' sues minister

Own Correspondent  
PORT ELIZABETH — A man

Mr. Cuthy, who claims to be the king of the Eastern Pro-


**STREET REPORTER**  
AN 81-YEAR-OLD Parov woman who was raped on Tuesday night was found tied to the bed, as her assailant had left her, by her daughter late yesterday afternoon.

**crack of dawn**

**Drikus, Adri snubbed**

**DISGRACED** Springbok rugby locks Drikus Hattings and Adri Geldenhuys have the June-July two-test home series against France. However, Elanor van den Berg, Baile Swart and Johan Rony all of whom were The other WP players invited to the practice sessions at Keith Andrews, Nel Hugo, Hans Lloce and Chester Williams.

For most of the nation, the



been snubbed by the SA, were invited to a special series of parties for a national series of

The past year, recently, he visited in disaffected individuals which resulted in their hands may be "clean." By the time the Springfield team

It appears they are out of

last year involved in drug at

legions, were included in

Six Western Province players have been invited to the

to be held at Ellis Park

Titan Stratus, the WP captain and one of the WP

No G flank with fellow six

where are

Stevens said last night the

was played they were well re-

presented. Chris Stevens said

hooker Andrew Paterson

were passed over.

of a Fiff

Kooze and Gert Small all

have injuries.

• Where is Christian Stevens

THE government mover has right to  
defuse the mounting countryside edu-  
cation crisis as schooling  
in rural areas. The  
Ministry of National Education, Mr. Piri  
Maras, and the Minister of Education and Training,  
Mr. Hamdi Bektas, issued a joint statement to  
announce the government's decision to open  
on a new education dispensation.  
The statement said that the shortage of teach-  
ing to meet sufficient demands to enroll the continen-  
tial matric exam year.  
The statement also announced that the  
dedicated level yesterday.

— PAGE 12

**Glamour sacrifice**  
Athletes Soom Khina (A&A) have  
sacrificed their glamour for  
the sake of local athletes.

— BACK PAGE

**Campanella**  
**Chaisio Bay**  
Campanella Chaisio Bay  
Campanella Chaisio Bay

— PAGE 10

exam takers. Broward County schools came to a virtual standstill as more than 8,000 teachers and pupils gathered for a mass meeting at Collier Town on the waterfront. They passed their approval in the Good Hope vote from the earth.

More than 500 Indian students in the district were ordered to leave their schools and return to a new selective magnet award to certain teachers. In several houses — including two owned by politicians — were gathered and six youth were arrested in the riot.

**SOVIET HEALTH STUDENTS**

*By Robert D. McElroy*

— PAGE 11

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At Your Service 6  
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Tales 14  
Televisions 9

A supermarket also attacked a special cart containing 300 members of South West Africa's Department of Education, who were on their last mad dash. The Department of Education said the Department of Internal Affairs' joining the people were arrested. Joined their Pearl colleagues for a march on the education department, regional offices were closed and all activities were handed over to the government.

The government initiative was an attempt to bring about a new national education department, government education department, Cape Town on Tuesday between

ALL YOUR PRESCRIPTIONS—NOT YOUR TESTS!			
FOR YOUR SAMPLE PRESCRIPTION	FOR YOUR SAMPLE PRESCRIPTION	FOR YOUR SAMPLE PRESCRIPTION	FOR YOUR SAMPLE PRESCRIPTION
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62.58	62.58	62.58	62.58
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Sowetan 6/5/93

# Strike action threat

By Mathatha Tsedu

■ **NO RESULTS** Unions demand end to staff cuts and higher salaries:

**F**IVE PUBLIC sector unions yesterday called on the Government to stop its five percent retrenchment of staff and to reopen negotiations with teachers on salaries — or face all-out mass action.

Addressing a Press conference in Johannesburg, Post and Telecommunications Workers Association president Mr Khabisi Masonkutu said the campaign would be launched on Saturday with a march in Pretoria.

Speaking on behalf of the five unions — Nehawu, Samwu, Popcru, Udusa, Potwa and Sadtu — Masonkutu said a general strike by all affiliates of the Congress of South African Trade Unions was on the cards if the Government refused to meet the "legitimate demands of workers and students".

The unions are demanding:

- An end to staff cuts in the public service;
- An immediate stop to unilateral restructuring and retrenchments;
- Negotiations with unions and the public on expenditure cuts;
- A living wage;
- The extension of the Labour Relations Act to teachers, hospital workers, university lecturers and civil servants; and
- An end to union-bashing tactics in Bophuthatswana, KwaZulu and Ciskei.

Masonkutu said the unions had been engaged with the government in negotiations but this had so far pro-

duced no results. "We are left with no option but to unite and fight against these staff cuts, the unilateral restructuring and the low wage increases," they said. Questioned by reporters, Masonkutu said a national campaign, involving all Cosatu affiliates and possibly unions in Nactu, was possible if the "intransigence" of the Government continued.

He cited the education crisis and said the blame rested squarely with the Government for closing the doors on negotiations over its five percent wage increase decision. The march on Saturday will end at the Union Buildings and will mark the beginning of the programme.

Sowetan 6/5/93

# Lensman escapes death

SENIOR *Daily News* photographer John Woodruff escaped almost certain death yesterday when he was kicked, punched and held hostage for over an hour as angry mourners attending the funeral of former KwaZulu "killer cop" Siphwe Mvuyane tried to force their way into an office building in Umbilo Road in pursuit of him.

The mourners, who were unable to gain access, blocked off Umbilo Road with their vehicles, directing traffic away from the area.

As the mob shouted for his blood, panic-stricken office employees contacted the police and a reaction unit rushed to the scene of the drama.

After heated exchanges police managed to disperse the mob and escorted Mr Woodruff from the building.

The photographer had earlier been stationed at the Avhob Funeral Parlour on the corner of Umbilo and McDonald

■ **Photographer flees as angry mourners bay for his blood:**

roads where he was covering the funeral service of Constable Mvuyane, gunned down at the University of Durban Westville after a pop concert on Saturday.

Said a still-shaken Mr Woodruff: "I was standing on the island in the middle of the road when I was approached by about half a dozen mourners. At that stage I was observing the proceedings."

"They asked me who I represented and what my interest in the funeral service was. I told them. Whereupon they started threatening me, saying that if I took any pictures they would be the last pictures I would ever take." — *Sowetan Correspondent.*

# Teachers hail rally

□ 8 000 meet to demonstrate historic unity

JOHN VAUGHAN  
Education Reporter

WESTERN Cape teacher organisations are today celebrating a rally just demonstrating their unity against factionalisation planned by the House of Representatives.

About 8 000 teachers packed the Good Hope Centre yesterday to hear speakers, including Dr Allan Boesak, address them on rationalisation and other educational issues.

The meeting marked the first joint mass rally to be held by the Democratic Teachers' Union (DTU) and the historically white National Education Co-ordinating Committee (NECC).

Several speakers referred to the gathering of organisations as "historic".

Teachers adopted a motion demanding that the Department of Education and Science (DES) in the House of Representatives be asked to support the NECC and the Department of Education and Science to meet the needs of all teachers and pupils.

Among demands adopted by the 8 000 were the end to racial segregation in schools, the early retirement packages in the DES, the rejection of the 5 per cent salary increase, and the closure of teacher training colleges.

The speakers also urged the DES to provide the 3 200 rationalisation packages with effect from 1986, and to provide jobs for teachers. The union's policy of non-racialism was also played heavily on the occasion.

Dr Boesak, who led ANC support for "resister action" in the House of Representatives, said that the union should not be seen as a "resister" but as a "resistor".

While House of Representatives speaker, Mr. P. S. Steyn, said that the union should not be seen as a "resister" but as a "resistor".

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TEACHERS ROAR: A garlanded South African Democratic teachers' Union president Mr Shephard at the Good Hope Centre



UNITED RALLY: About 8 000 teachers packed the Good Hope Centre for the mass rally on the education strike

1986  
K46/13



BUSINESS DAY, Friday, May 7 1993

## Education project to train teachers

6100M 715193 (321)

THE new ORT Science and Technology Education Project (ORT-Step) Institute reflected a vision which "could propel our people to great heights". ANC secretary-general Cyril Ramaphosa said yesterday. Ramaphosa, who has been involved with the worldwide Jewish service organisation since its Swedish affiliate offered assistance in mine safety to the NUM in 1988, was speaking at the official opening of the institute at Halfway House to about 100 businessmen, educationists and diplomats.

Its purpose is to train teachers to impart science and technology skills and knowledge. The project, with a R3m annual budget, is being sponsored mainly by donations from foreign embassies and local

ALAN FINE

MARITZBURG — Attorneys are by law entitled to charge lower conveyancing fees than those prescribed, a Supreme Court judge found yesterday in what is regarded as a landmark judgment.

In a reserved judgment, Judge McLaren ruled in favour of Durban firm Shephson & Wylie, who challenged a refusal by the Natal Law Society to allow them to charge a lower fee for certain conveyancing work than the fees fixed in terms of the Deeds Registries Act.

In his judgment McLaren found that the relevant legislation and public policy did not preclude practitioners from charging less than the tariff.

## Judge gives go-ahead on lower fees

Own Correspondent

tion. If correctly interpreted, except where it expressly provided otherwise, did not prescribe minimum fees.

In the light of this finding he was satisfied that the Natal Law Society Council was mistaken in its interpretation of the tariff, the judge said.

Considering the question of public policy, McLaren said having considered everything that had been said, he failed to see how an agreement that a conveyancer would charge a client less than the assumed minimum could offend against public policy. 6100M 715193.

THE government's failure to take decisive action in defusing the spiralling education crisis has brought South Africa to the brink of a bloody replay of the turmoil which gripped the country during the mid-1970s and 1980s.

If it doesn't act soon, the crisis could derail constitutional talks.

This was the grim warning issued yesterday by extra-parliamentary educational groups, who fear a collapse of the black school system and say they are finding it increasingly difficult to persuade angry, frustrated pupils that negotiations offer a solution.

Said Ahmed Essop, convener of the National Education Conference (NEC): "We have done all we can to try to get the government to sit down and try to defuse the situation. It's becoming increasingly difficult for us to convince student organisations that negotiations offer hope. People are beginning to think the government will only respond to mass action."

"I am beginning to think the government wants this thing to explode — that it will serve some election purpose." As supporters of the Congress of

could be simply a lack of vision." Maskeo offered three possible explanations for the government's intransigence. "It is scared it will be seen by its white constituents as handing over education to radicals, or, if one looks at the restructuring which has already taken place, it wants to get as much in place before any new constitutional dispensation to radicals, or, if one looks at the

# 'We're heading toward another Soweto 1976'

Wimail 1/5-13/5/93. (321)  
Extra-parliamentary groups are urgently warning against a return of bloody education riots. By GAYE DAVIS

South African Students (Cosas) went out on to the streets this week, protests turned violent in a number of areas in the Transvaal and Free State.

The South African Police reported 32 incidents of violence during protests on the Reef on Tuesday, which they estimated had caused damage of R2.5-million.

Planned for today are demonstrations in Durban, Krugersdorp and Vosloorus, and a huge protest march by an expected 50 000 pupils through the centre of Johannesburg.

"The pupils are saying there is no

that something is going on. Clearly, the issue no longer lies in the hands of the education ministers but with cabinet itself — and it's unable to make a decision regarding the future of education in the country." Maskeo offered three possible explanations for the government's intransigence. "It is scared it will be seen by its white constituents as handing over education to radicals, or, if one looks at the restructuring which has already taken place, it wants to get as much in place before any new constitutional dispensation to radicals, or, if one looks at the

other way to respond," said Cosas president Moses Maskeo. "They have to use whatever weapon is at their disposal for the government to feel the pain and understand their demands."

"Cosas does not want to see a replay of 1976 or 1984, but the government won't see the anger of the students. It will get out of hand, and then no one will control it."

The government faced two key demands when the cabinet met on Wednesday:

● First, that matric exam fees be suspended pending further talks. The

day speculation that Matsis and Education and Training Minister Sam de Beer ran up against "hawks" in the cabinet. Said Democratic Party education spokesman Roger Burrows: "I think education has become a site of struggle done, but this foot-dragging indicates that something is going on. Clearly, the issue no longer lies in the hands of the education ministers but with cabinet itself — and it's unable to make a decision regarding the future of education in the country." Maskeo offered three possible explanations for the government's intransigence. "It is scared it will be seen by its white constituents as handing over education to radicals, or, if one looks at the restructuring which has already taken place, it wants to get as much in place before any new constitutional dispensation to radicals, or, if one looks at the

R2 fee was cut to R48 several weeks ago for Department of Education and Training pupils, but Cosas' position is that any fee is unacceptable.

Suspending matric exam fees would have given extra-parliamentary bodies and student organisations the leverage they need to persuade scholars to hold back on mass action and return to school.

The response on Wednesday night of National Education Minister Piet Marais — that by doing so, the government would be acting unilaterally — rings hollow, they said, pointing out

Said Van den Heever: "We're heading for a major confrontation. Education, being the explosive arena it is, has the potential to create major havoc in society as a whole, and it could derail the constitutional process, because the African National Congress will be called on to take sides." A national teachers' strike from May 17 was "a distinct possibility," he said. Sadu would be meeting with the trade union federation Cosatu, the National Education Co-ordinating Committee (NECC) and Cosas to formulate a co-ordinated national strategy.

"You can never be proud of your country when it is depriving you of every basic right. That is why the problem. These gangsterism and violence could be stopped if people were educated ..."

Kwamele Mdikane, Cosas member, Umtata

that the government's recent unilateral decisions to rationalise teaching posts and restructure education departments ahead of a constitutional settlement have helped fuel the current crisis.

● The second demand is for the urgent creation of a representative education forum to tackle the short-term crisis and discuss long-term restructuring. It has been on the table since September 1992, when the NEC first warned of looming chaos in black schools.

Marais' response this week was that the government would set up a working group including the NEC, all education departments in South Africa and the home lands, the private sector, experts and others to make recommendations on such a forum. This is regarded as too little, too late.

"They are fiddling while Rome burns," said Randall van den Heever, general secretary of the 60 000-strong South African Democratic Teachers Union (Sadu), whose members this week through schools countrywide to a standstill with mass protests and chalkdowns over a five percent wage increase.

By Lorette Bell

**E** DUCATION in South Africa is on the brink of a crisis that could prove to be more devastating than the education struggles of the 1970s and 1980s.

The flashpoints are the teacher rationalisation programme, the five percent salary increases for teachers and the matric exam fees that have already sparked militant student protests.

The results of a strike ballot held last week could pitch the profession into unprecedented strike action. The results will be announced after a meeting of the South African Democratic Teachers' Union (SadtU) national executive committee on May 14.

But there have already been chalkdowns in the Transkei, Eastern Cape, Natal, Northern Cape and Orange Free State.

The Minister of Education in the House of Representatives, Mr PW Saaiman, criticised teacher organisations, claiming the rationalisation programme has been regarded as good news by many teachers who are keen to leave the profession and take advantage of retrenchment packages.

But teacher participation in pickets, rallies, marches and the burning of DEC records last Friday, suggest a militant mood.

In the Western Cape alone, over 1000 teachers applied to join SadtU in the past two weeks.

While many parents are anx-



VIVIENNE CARELSE

*South 815 - 12/6/93*  
ious about what will happen to their children if teachers embark on strike action, Parents, Teachers and Students' Association (PTSA) meetings have generally registered rejection of the government's rationalisation plans.

● Mr George van der Ross, chairperson of the southern suburbs PTSA forum, representing 18 high schools and 56 primary schools, said parents had strongly supported united action at their meetings. (321)

"Parents have asked teachers not try to resolve the problem on their own, but that decisions should be taken with civics, teacher bodies and PTSA. (322)

"Parents are concerned that actions should carry their approval and should not disrupt the school programme," he said.

● Mr Richard Arends, who has a son at Grassy Park High and a daughter at Wynberg High, is dead against rationalisation.

"Rationalisation will entrench the inferior education which my children are receiving now and which I experienced," he said.

"But teachers have a responsi-

bility to their pupils. If they strike, they hurt the people they don't want to hurt. Parents have real power. We must put pressure on the department and get involved in marches and rallies," Mr Arends said.

● Mr A Waggie, who has a child at Groenvlei High, felt parents could not criticise the strike.

"As a parent I worry about my children's future. But if my job was on the line I wouldn't want people to say that I was doing the wrong thing," Waggie said.

"No breadwinner likes to have a sword over his head. I feel I must support the strike even if it means my child won't get education in the next few months."

SadtU regional chairperson, Ms Vivienne Carelse, said the union's branches were using the period until May 14 for intensive learning and to work out methods for ensuring that some learning takes place during the strike. (323)

"Teachers are not withdrawing their responsibilities and will be at schools. Teachers are withdrawing their formal labour and need the sympathetic participation of parents and students to resolve the problem of what will happen in the classrooms," she said.

SadtU is anticipating a short strike. "We are demanding an end to retrenchments and the reopening of salary negotiations. These are realistic demands and there will only be protracted strike action if the state chooses to be intransigent," Carelse said.

South 815 -1215193

# Education crisis

(321)

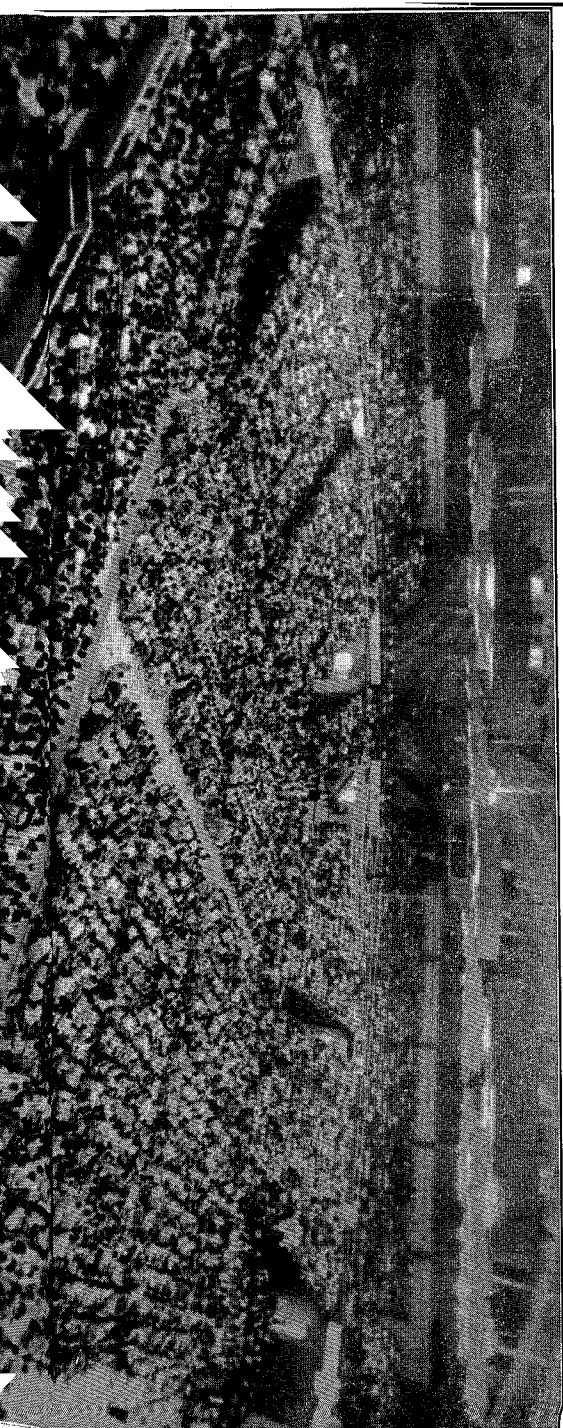
THE IMAGE of teachers as unquestioning civil servants was destroyed on Wednesday when 10 000 defiant teachers packed the Good Hope Centre (photo below).

The rally, convened by the South African Democratic Teachers Union (Sadtu) came one day after the

union recorded overwhelming support for a strike from its members. The Western Cape strike ballot drew an 85 per cent poll with 92 per cent voting "yes" for strike action. Posters adorning the walls of the meeting shouted "Teachers Strike Back" and "Smash Unilateral

Restructuring", the fighting spirit of the messages a contrast to the conservative dress of the teachers. Speakers from teacher, political and worker organisations were met with rousing applause from teachers. Their militant mood was reflected in the cheers that greeted calls for

department officials to be kept off school premises and for Parents Teachers and Students' associations to govern schools. In the words of Mr Shephard Madladana, Sadtu's national president: "Gone are the days of the obedient, pedagogical servant."



# Why pupils refuse to learn

31 Times 9/6/93  
(321)

These are the grievances behind this week's nationwide schools boycott:

■ Examination fees for black students — fixed at R46 — are lower than the R72 fees charged to other race groups. But black pupils want the fee scrapped as a step towards free and compulsory education — even though they concede the economy cannot necessarily afford this.

■ Teachers' pay rose five percent this year, but black teachers are threatening a nationwide strike unless wages rise by 30 percent.

All teachers, regardless of race, are on the same pay grading system and receive equal pay. However, the nine percent of black teachers who have less than a matric qualification (some only have a Std 6 with a teacher's certificate) get around R900 a month.

■ Black educationists believe white school authorities do not care about the range of crises that mitigate against blacks receiving decent education. As a consequence the Southern Transvaal region of the National Education Coordinating Committee wants a May 16 education summit to endorse its decision to occupy white schools on May 26.

## Ratios

■ High pupil-teacher ratios. Although the DET claims there is a ratio of 35:1 in primary schools and 41:1 in high schools, teachers say they have as many as 80 pupils in a classroom.

■ Unilateral restructuring of education, including the introduction on April 1 of a department with the responsibility of restructuring the different education departments into autonomous regional departments.

■ Retrenchments are taking place in white schools, but none are taking place in black schools, which saw 6 514 new posts created this year.

However, Western Cape members of the SA Democratic Teachers' Union have voted to strike in protest at retrenchments of teachers. This is apparently a response to the cutting of 2 149 posts in Department of Education and Culture (coloured) schools.

Hansard



Holy Cross Sisters School (Bellville)  
Kingswood Kollege  
Loretta Convent  
Michael Oak  
Mickfield  
Somerset House Preparatory  
Springfield Convent  
St Andrew's College  
St Andrew's Preparatory  
St Cyprian's  
St Dominic's Primary  
St George's Grammar  
St George's Preparatory  
St Joseph's  
Theodor Herzl  
Trinity High  
Waldorf  
Western Province Preparatory  
Woodridge College Preparatory  
Bosko Christian School  
Word of Faith Christian School  
Hout Bay Christian School  
Community Christian School (Mossel Bay)  
Christian School (Plettenberg Bay)  
George Christian Academy  
Abundant Life Christian School  
Oliviers Kollege  
Northside Christian School  
Hermannus Monessori  
Paul Kruger Kollege vir  
wys  
Christelike Onder-  
wys  
Jeffreys Bay Christian School  
Joan Cole Academy  
Jeffreys Bay Christian School  
(1) (c) (i) Yes as per (1) (c) (i)  
(1) (c) (ii) Yes  
\*As from 01-01-1993 these schools no longer receive a subsidy. Jeffreys Bay Christian School closed on 31-12-92, while the Joan Cole Academy offers courses only to post-matric pupils as from 01-01-1993.  
(1) (d) (i) yes.  
Christian Brothers' College—Bloemfontein  
Christ the King—Welkom  
Christ the King—Welkom  
Convent of St Agnes—Welkom  
St Andrew's School—Welkom  
Bethlehem Christian School—Bloemfontein  
Agape Christian School—Bloemfontein  
(1) (d) (ii)  
Christian Brothers' College—Bloemfontein  
Christ the King—Welkom  
Christ the King—Welkom  
St Andrew's School—Welkom  
# (2) yes.  
Transvaal  
Akademie vir Primate Christen Onderwys  
HOUSE OF ASSEMBLY

Apex Academy  
Crawford College  
Harvest Christian School  
Kingdom Schools  
Laerskool Jan Celliers  
Little Sparrows Primary School  
Max Shibus School  
Rand Tutorial College  
The Japanese School  
Verney College  
Natal  
Cambridge College  
Eagle Christian Academy  
Kanon School  
King's School  
St James College  
Kemmure School

Cape  
About's College  
Agape Christian School  
Boston House College (Cape Town)  
Progress College  
Rosenbank House College  
Volskool Orania  
Boston House Kollege (North)  
Hill College  
Kleinsee  
Holy Cross Convent (Alwal-North)

The following private schools were registered after applications for a subsidy had ceased:  
Multi Media Akademie (Daniëlskull)  
Rosenmed  
Oakhill  
Christlike Volkske (Olfantshoek)  
Zonnebloem NEST  
Middelevier  
Orange Free State  
Draakvlei CVO School—Bloemfontein  
Gandheid ACVO School—Welkom  
Kroonstad ACVO School—Kroonstad  
Ben Haremsman ACVO—Victoriën  
# Information given is in respect of 1992.

Cape Education Department: additional posts of director  
64. Mr A GERBER asked the Minister of Education and Culture:†  
(1) Whether the Cape Education Department recently created additional posts of director at its head office; if so, (a) how many and (b) what arguments were advanced in justifying the creation of these posts;  
(2) whether these posts were advertised; if not, why not; if so, what requirements were set down in respect of appointments to these posts;  
(3) whether he will make a statement on the matter?  
B723E  
THE MINISTER OF EDUCATION AND CULTURE:  
(1) No;  
(2) and (3) full away.

Model C schools seminars for principals/management bodies  
65. Mr A GERBER asked the Minister of Education and Culture:†  
(1) Whether the Cape Education Department has presented or intends presenting a series of seminars for school principals and members of management bodies of Model C schools; if so, (a) when and (b) what is the estimated or real cost involved in these seminars;  
(2) whether staff members of the head office of the Education Department in Cape Town have presented or will present these seminars; if so, how many;  
(3) whether, with a view to saving costs, consideration will be given to making use of experts at the local and/or regional level to act at such seminars or to make available the information concerned by letter; if not, why not; if so, what are the relevant details;  
(4) whether he will make a statement on the matter?  
B724E  
THE MINISTER OF EDUCATION AND CULTURE:  
(1) Yes;  
(2) during May and June 1993,  
(b) R30 000;  
(3) yes, four persons;  
(4) yes, local presenters were considered, but an assessment of needs underlined the necessity for experts from head office to be used for providing information about and interpreting the Act and other documents. Using local presenters would not have saved costs, because they would have had to travel to head office to prepare for the seminars.  
The organised profession is also involved in the seminars. Representatives in East London, Port Elizabeth, Cape Town and Patow are used on a regional level for this purpose.  
Information has already been made available by means of circulars, guidelines, the Act and Regulations. The seminars provide a further service to schools through management training and discussion regarding the interpretation of the documents on local level, focusing on specific needs. It is envisaged that after these seminars delegates would offer further seminars on a local level for the management of schools and members of governing bodies;

(4) no.

Schools: capacity/enrolment  
66. Mr R M BURROWS asked the Minister of Education and Culture:  
What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) secondary schools in each province in the first term of 1992?  
B739E  
THE MINISTER OF EDUCATION AND CULTURE:  

	(a) (i)	(a) (ii)	(b) (i)	(b) (ii)
Cape	154 150	130 790	190 589	106 534
Natal	120 854	64 829	62 910	40 430
OPES	52 084	57 185	57 185	57 185
Transvaal	368 575	305 781	308 577	186 550

  
Only permanent accommodation was taken into account in the calculation of potential capacity.  
Schools: closures  
67. Mr R M BURROWS asked the Minister of Education and Culture:  
Whether any schools were closed in the second six calendar months of 1992; if so, (a)

HOUSE OF ASSEMBLY

which schools and (b) when was each school closed?  
 The MINISTER OF EDUCATION AND CULTURE:  
 Yes.

<i>Cape Education Department</i>	
Abertouws High School	31/12/92
Outsloot Technical High School	31/12/92
Baerema Primary School	31/12/92
Bitterfontein Primary School	31/12/92
Carletonburg Primary School	31/12/92
Laerskool Dancé du Toit	31/12/92
Diermeyer-1 Langkloof Primary School	31/12/92
Hogebout Primary School	31/12/92
Izak du Preez Primary School	31/12/92
Janestown Primary School	31/12/92
Kanonieland Primary School	31/12/92
Klipfontein Primary School	31/12/92
Lutzville Primary School	31/12/92
Lyxso Primary School	31/12/92
Nasadiit Primary School	31/12/92
Niecketskoo Primary School	31/12/92
Park Primary School	31/12/92
Santham Primary School	31/12/92
Vanderkloof Primary School	31/12/92
Vanwyksvlei Primary School	31/12/92
Vier-en-Twintig Riviere Primary School	31/12/92
<i>Transvaal Education Department</i>	
Laerskool Dawpark	02/07/92
Laerskool Aanklandpark	31/07/92
Laerskool Troom	31/07/92
Laerskool Lysveldt	31/07/92
Laerskool M Heyns	02/07/92
Laerskool Randburg	28/07/92
Laerskool Janseworp	31/12/92
Laerskool Jan Celliers	31/12/92
Laerskool Morelle	31/12/92
Laerskool A J Koen	31/12/92
Laerskool Johan Greybe	31/12/92
Laerskool Fenge	30/09/92

Laerskool Mopane	31/12/92
Laerskool Migdal	31/12/92
Laerskool Marais	31/12/92
Laerskool Geystorp	31/12/92
Laerskool Bronkhofontein No. 30	31/12/92
Laerskool Soekmekaar	31/12/92
Laerskool Morgezon	31/12/92
Laerskool Vito	31/12/92
Laerskool Kroonrand	31/12/92
Laerskool Steenbokpan	02/07/92
Rosettenville Junior School	31/07/92
Braxton Primary School	31/12/92
Edith Hinds Special School	31/12/92
Goudveld Special School	31/12/92
Hoekskool D F Malan	31/12/92
Northview High School	31/12/92
Hoekskool Die Krui	31/12/92
Joannesburg Hospital School	02/07/92
Kleuterskool H F Verwoerd	31/07/92
Hospital (Bedpastene)	31/07/92
Kleuterskool Jim Fouché	28/07/92
Kleuterskool Susseboer	31/12/92
Kleuterskool Akkerjakkie	30/07/92
<i>Natal Education Department</i>	
Printer School Saanwerk	31/12/92

Employment of teachers not classified as White Education and Culture: (321)

68. Mr R M BUIROWS asked the Minister of Education and Culture:  
 Whether any provincial departments of education look into employment during the 1992 academic year into teachers not classified as White; if so, (a) which provincial departments and (b) how many teachers in total? B741E

The MINISTER OF EDUCATION AND CULTURE:

Yes.

(a) the four provincial education departments;

(b) 15\*.

\* Includes three teachers seconded from the Department of Education and Training.

# HOUSE OF ASSEMBLY

## QUESTIONS

Indicates translated version.

For written reply:

General Affairs:

Number of murders in each province

310. Mr L. FUCHS asked the Minister of Law and Order:

(a) How many murders were committed in each province in 1992 and (b) in respect of these murders, (i) how many cases resulted in (aa) prosecutions and (bb) convictions and (ii) in respect of what date is this information furnished? B709E

The MINISTER OF LAW AND ORDER:

Transvaal	9 428
Orange Free State	1 052
Natal	5 290
Cape Province	4 509
(b) (i) (aa)	
Transvaal	2 979
Orange Free State	685
Natal	2 317
Cape Province	3 393

(bb) As a result of the magnitude of the administrative processes and the costs involved in order to determine the information, the information cannot, unfortunately, be made available at short notice.

(ii) 1 January 1992 until 31 December 1992.

Assignment of powers by Minister

313. Mr P G SOAL asked the State President:

(1) Whether he issued any directions in terms of section 28 of the Republic of South Africa Constitution Act, 1963

(2) Falls away.

(3) Falls away.

(4) Falls away.

(Act No 110 of 1983), in regard to the assignment by a Minister of powers, functions or duties to a person appointed by the State President in terms of section 27 of the said Act; if so, on how many occasions as at the latest specified date for which information is available;

(2) whether these directions applied to all instances of such assignment; if not, in what respects did they differ;

(3) (a) how many persons have to date been assigned such powers, functions or duties to exercise or perform on behalf of Ministers and (b) in the case of each such person, (i) who was the Minister concerned, (ii) in respect of what area or population group were these powers, functions or duties assigned, (iii) for terms or duties assigned, (iv) which powers, functions or duties were so assigned and (v) what was the total amount payable in (aa) salaries and (bb) other benefits and emoluments as at the latest specified date for which information is available;

(4) whether the (a) salaries and (b) other benefits and emoluments payable to these persons are pensionable; if not, why not; if so, what are the relevant details? B712E

The STATE PRESIDENT:

(1) No. Directions issued in terms of section 28 (2) of the Constitution, 1963, apply to those persons appointed as ministerial representatives in terms of section 28 (1). To date, on only one occasion has such a direction been issued, namely, in Government Notice No R896 of 30 April 1987. No Deputy Ministers have been appointed as ministerial representatives. Presidential directions with regard to Deputy Ministers are issued in terms of section 27 (1) (a) of the Constitution.

- (2) whether this inquiry has been completed; if not, why not; if so, when;
- (3) whether this commission has brought up a report; if not, why not; if so, what are the findings;
- (4) whether this report has been handed to the Administrator of Natal; if not, why not; if so, what are the relevant details;
- (5) whether he will make a statement on the matter?

D224E

#### THE DEPUTY MINISTER OF LOCAL GOVERNMENT:

- (1) A commission of enquiry was appointed on 9 September 1992 by virtue of Proclamation 53 of 1992 (Natal) to enquire into the affairs of the said borough.
- (2) It is understood that the Commission has completed its hearings.
- (3) No report has been brought out as yet as the Commission's activities have been complicated due to the fact that 23 hearings have been held. The Commission is in the process of preparing its report at present.
- (4) Falls away.
- (5) No.

#### Unitary system of education: number of teachers

- \*7. Mr K PANDAY asked the Minister of National Education: (b) Whether there is a sufficient number of teachers in the Republic at present to meet the demands of a unitary system of education; if so, what are the relevant details; if not,

- (2) whether it is the intention to review the current policy of allowing teachers to retire early; if not, why not;
- (3) whether he will make a statement on the matter?

D226E

#### THE CHAIRMAN OF THE MINISTERS' COUNCIL (for the Minister of National Education):

- (1) Yes. The estimated average pupil:CS educator ratios in the RSA (for all education departments combined) with regard to primary and secondary education are:

tion are at present 34:1 and 29:1, respectively. The former ratio compares well with the corresponding median value of 36:1 for 51 African countries as calculated on information recently published by UNESCO (321).

The Government's standpoint, as explained in Chapter 24 of the ERKs-report, is that the best ratios attributable over the long term are 53:1 and 52:1 for primary and secondary education, respectively. Using these ratios as the criterion it would seem that at present there are too many CS educators in service. 323

Only education departments with substantially more favorable pupil:CS educator ratios than the joint figures for the RSA have been forced since 1991 to retrench a limited number of CS educators in order to keep within their budgets. This was done only after all other possible savings were effected.

- (2) Lapses.
- (3) No.

#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

#### Own Affairs:

1. Mr M F CASSIM—Education and Culture. [Withdrawn.]

#### QUESTIONS

†Indicates translated version.

For oral reply:

#### Own Affairs:

- \*1. Mr A RAIBANSI—Housing. [Withdrawn.]

Former director-general: relocation allowance

- \*2. Mr A RAIBANSI asked the Minister of the Budget:

- (1) Whether a relocation allowance was paid

to a former director-general of the Administration: House of Delegates, whose name has been furnished to the Minister's Department for the purpose of his reply; if so, (a) (i) for what purpose and (ii) by whom was such allowance paid and (b) (i) what is the name of this official and (ii) what was the total amount paid to him in respect of this allowance;

- (2) whether any steps were taken or are being taken to recover from the said official any part of the sum so paid to him; if not, why not; if so, (a) what steps and (b) why?

D182E

#### THE MINISTER OF THE BUDGET:

- (1) No, not a relocation allowance. An advance payment was made to the former Director-General of the Administration: House of Delegates.

- (a) (i) To re-imburse for approved items of expenditure.

- (ii) The advance payment was

made by the Administration: House of Delegates.

- (b) (i) Dr B G Ranchod.

- (ii) R11 147,72.

- (2) Yes.

(a) and (b) The former Director-General is in the process of compiling and completing the required documents to determine the actual cost in connection with his transfer.

Mr A RAIBANSI: Mr Chairman, arising out of the hon the Minister's reply, in the event of the former director-general's disputing any claims, will the hon the Minister of the Budget take legal action against him?

The MINISTER: Mr Chairman, the hon member for Arcadia Park may be in a position to advise me as to whether we can change the South African legal system in order to make that possible. It would be great fun if it were.

- \*3. Mr K PANDAY—Education and Culture. [Question standing over.]



- (2) whether this inquiry has been completed, if not, why not, if so, when;
- (3) whether this commission has brought up a report, if not, why not, if so, what are the findings;
- (4) whether this report has been handed to the Administration of Natal, if not, why not, if so, what are the relevant details;
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- (3) No report has been brought out as yet as the Commission's activities have been complicated due to the fact that 23 hearings have been held. The Commission is in the process of preparing its report at present.
- (4) False away.
- (5) No.

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- (2) whether it is the intention to review the current policy of allowing teachers to retire early, if not, why not;
- (3) whether he will make a statement on the matter?

D226E

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- The Government's standpoint, as explained in Chapter 24 of the ERS-report, is that the best ratios affordable over the long term are 35:1 and 32:1 for primary and secondary education, respectively. Using these ratios as the criterion it would seem that at present there are too many CS educators in service.
- Only education departments with substantially more favourable pupil/CS educator ratios than the joint figures for the RSA have been forced since 1991 to retrench a limited number of CS educators in order to keep within their budgets. This was done only after all other possible savings were effected.
- (2) Lapses.
- (3) No.

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# Own Affairs:

1. Mr M F CASSIM—Education and Culture. [Withdrawn.]

# QUESTIONS

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For oral reply:

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- (2) whether any steps were taken or are being taken to recover from the said official a part of the sum so paid to him; if not, why not; if so, (a) what steps and (b) why?

D182E

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The MINISTER: Mr Chairman, the hon member for Arcadia Park may be in a position to advise me as to whether we can change the South African legal system in order to make than possible. It would be great if it were.

\* 3. Mr K PANDAY—Education and Culture. [Question standing over.]



been retired on accelerated pension has at no stage changed. These teachers have themselves always been responsible for their medical cover after termination of service. These arrangements appear to be in line with general practice in the private sector. In the light of the sensitivity which has developed concerning this matter, and also because I am very sensitive about it myself, I decided to submit the matter to Cabinet for its consideration. I further decided that all educators who had accepted early retirement since 1 August 1992, owing to rationalisation, should receive an amount not exceeding the State's contribution to the medical scheme to which they belonged on the last day of service for a period not exceeding 6 months after retirement.

- (2) No, because according to my information no change in respect of the payment of membership fees to Medischool had taken place in the case of people who were retired on accelerated pension.

- (3) No. Educators who have accepted early retirement are already receiving the assistance referred to in paragraph (1).

- (4) No.

Mr. R. M. BURROWS: Mr. Chairman, arising from the reply of the hon. the Minister, could he inform us whether teachers, particularly those falling under the Administration: House of Representatives who are being offered early retirement at this stage, are being informed about the financial position in regard to their medical scheme?

The MINISTER: Mr. Chairman, I am not responsible for the management of the education department of the House of Representatives, so unfortunately I am not in a position to answer the hon. member's question.

#### New questions:

##### Press freedom

\*1. Mr. P. G. SOAL asked the Minister of Mineral and Energy Affairs:

Whether, with reference to the reply by the then Minister of Home Affairs to Question HOUSE OF ASSEMBLY

No 7 on 18 March 1992 regarding legislation allegedly detracting from the free flow of information and restricting the Press from reporting, any steps have been taken or are being contemplated in respect of the repeal of the Petroleum Products Act, 1977 (Act No 120 of 1977); if not, why not; if so, (a) what steps and (b) when?

#### THE MINISTER OF MINERAL AND ENERGY AFFAIRS:

A comprehensive investigation into Government's involvement in the petroleum fuel industry is in the process of being finalised at present. One of the aspects which is being addressed in the investigation, is to what extent the need for secrecy regarding specific petroleum matters has reduced under the petroleum circumstances. The repeal of the Petroleum Products Act, 1977 (Act No 120 of 1977) is, however, not envisaged, but only certain regulations promulgated in terms of the Act. It is the intention to consider the amendment of those Regulations which prohibit the publication of information in respect of petroleum products as soon as possible.

Mr. R. R. HULLEY: Mr. Chairman, arising from the reply of the hon. the Minister, could he tell us whether the question of the depreciation of the petrol price is part of the inquiry he has just referred to?

The MINISTER: Mr. Chairman, the reply to that question is "yes". The whole matter of the regulation of the petroleum industry has been looked into and the report will cover that as well.

##### Capital punishment

\*2. Mr. J. H. MOMBERG asked the Minister of Justice:

- (1) Whether he will consider recommending that all persons sentenced to death be reprieved before Parliament takes a decision on the question of capital punishment; if not, why not; if so, what are the relevant details;

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

BY THE

#### THE MINISTER OF JUSTICE:

- (1) and (2) All persons sentenced to death are from time to time considered for reprieve.

On 29 January 1993 during his Opening Address the State President indicated that the Government was reconsidering its position on the carrying out of the death penalty and that Parliament would be consulted in the process of reconsideration.

On 24 March 1993 the State President therefrom indicated further that the Government has decided to approach Parliament on an appropriate occasion, on the basis of a motion, to give all hon. members the opportunity to indicate their viewpoints regarding the carrying out of the death penalty in a vote at the end of the debate.

The State President will proceed with the consideration of possible reprieves.

Mr. J. H. MOMBERG: Mr. Chairman, arising out of the hon. the Minister's reply, the question was specifically aimed at the situation of persons who have been condemned to death. In the light of the almost inhuman situation existing at present, namely that some persons have been in death row for almost seven years, does the hon. the Minister not feel that these persons can be reprieved before the debate on the death penalty begins?

The MINISTER: Mr. Chairman, I have already indicated that at a certain stage the State President considers the granting of a reprieve in the case of all persons who have been condemned to death. We must remember that this institution of the death penalty was amended hardly two years ago to make an appeal to the Appellate Court possible in all cases. It is therefore an automatic appeal. When cases are turned down by the Appellate Court, the question of reprieve remains. In this context we are therefore referring to those cases already considered by the State President, in which a reprieve was not granted. As far as those persons are concerned, the carrying out of the death sentence has therefore been suspended temporarily. It is the intention, in the light of the hon. the State President's motion on these two occasions to which I have referred, to ask Parliament for its view on the continuation of the carrying out of the death sentence.

Mr. J. H. MOMBERG: Mr. Chairman, further arising out of the hon. the Minister's reply, does he not feel that he himself, purely on humanitarian grounds, can make such a recommendation?

The MINISTER: In the normal course of events a reprieve is granted by the hon. the State President on the recommendation of the Minister of Justice. Those cases have already been disposed of. We are talking here about a limited number of cases in which a reprieve was not granted. If I understand him correctly, the hon. member is now asking whether we shall want to look at that category of persons. I do not want to be cynical now, but there is a very strong feeling outside that these people did not suffer, that these people did not get another chance or not. That is the attitude out there. We must look at this matter in a very objective and clinical way, and that has already been done. We shall not carry out the sentence before we have asked Parliament to state its attitude. I intend putting this question to Parliament within a few weeks.

Mr. P. G. SOAL: Mr. Chairman, further arising out of the hon. the Minister's answer, does that mean that the hon. the Minister did not tell us the figure of the limited number of which it applied? Will he give us that figure and will he then confirm reintroduce the death penalty, those people will be hanged?

The MINISTER: Mr. Chairman, the law of the land is that...

Mr. P. G. SOAL: No, I know the law of the land.

The MINISTER: Mr. Chairman, it is not that I think the hon. member does not know the law.

Mr. P. G. SOAL: But do you know it?

The MINISTER: Perhaps he can just check after I have finished. [Interjections.]

The law of the land is that a person, even if not reprieved, may still approach the State President up to the very last moment. We have so many instances of people approaching the State President at the very last moment with applications to suspend an execution. In some cases such applications have been successful and in others not. Therefore these people may still, under a

# Union rejects bid to avert teachers' strike

RAY HARTLEY (32)

EFFORTS to head off a national strike by teachers failed yesterday when the SA Democratic Teachers' Union (Sadtu) rejected an invitation from the Department of Education and Training (DET) to attend an urgent meeting on the proposed action.

DET communications director Corrie Rademeyer said Sadtu had turned down the invitation because of a "busy schedule during the present week".

Sadtu is balloting its members on the strike this week and its western Cape region has already overwhelmingly supported strike action.

A DET letter to the union yesterday said the strike would be illegal. "Teachers who strike would be guilty of misconduct and subject to the allocation of leave without pay for unauthorised absence. They would also be subject to charges of misconduct," Rademeyer said.

SA Council of Churches general secretary the Rev Frank Chikane said his organisation was preparing to intervene in the education dispute early next week.

And the National Education Co-ordinating Committee has called an urgent meeting in Johannesburg this weekend of political and student organisations to discuss the crisis in black education, Sapa reports.

In the western Cape, where student protest has been marked by greater militancy than elsewhere in the country, regional SACP secretary Lizo Nkonki slammed remarks by local high school leaders that ANC regional chairman Allan Boesak should not be taken seriously as he was ill-informed. "They shouldn't have said it, they must be prepared to listen to our leadership. By saying they are not prepared to listen to Boesak, they are making their struggle sectoral," he said.

Boesak said he was "very sorry about

☐ To Page 2

## Teachers

what happened" when pupils protesting against the DET's R48 exam fee went on a rampage near Crossroads on Monday. "Clearly things got out of control. I don't think the Congress of SA Students (Cosas) thought that things would go the way they did. I reiterate my call for students not to engage in action that will lead to violence and jeopardise their own lives and those of others."

An ANC western Cape spokesman said reports of a rift between Cosas and the

ANC were untrue. The spokesman said Cosas had stated it was "not under the control of the ANC" in response to a question from a journalist who had misquoted the ANC. She said the ANC was to meet Cosas last night to forge a joint programme of action on the education issue and a statement would be issued today.

The SA Students' Congress has announced it will stage a sit-in at the DET's Cape Town offices tomorrow to support Cosas's matric exam fee protest.

From Page 1

# Throwing down the gauntlet

■ Professionals challenged:

By Pearl Majola

PROFESSIONAL people in Soweto should take part in resolving the education crisis in the township.

This is one of the issues the *Sowetan* Pick 'n Pay Parenting Workshop at the Ipelegeng Community Centre in White City Jabavu will address tomorrow.

"Our workshop will challenge professionals to become more involved in local education," says Soweto Parenting Committee chairman Mr Jacob Noe.

Speakers will include Mr Tamsanqa Kambule of Pace College and Mr Ismail Mkhabela of the Interface Community Development Organisation.

The workshop starts at 8am and admission is free. For further information please contact Ms Thabi Manthata at 880-9243.



C

# Move to defuse exam fee crisis 'by end of week'

## Staff Reporters

AN important announcement on matric exam fees, intended to "defuse" pupil anger, is to be made by the end of the week.

National Education Minister Piet Marais said he hoped to resolve the problem within days.

Hopes of averting a teachers' strike — due to begin on Monday — and of easing the crisis in education focus on President De Klerk and African National Congress president Nelson Mandela when they meet in Cape Town later today.

Mr De Klerk will be joined at the meeting by his education ministers. Mr Mandela's delegation will include ANC secretary-general Cyril Ramaphosa and education head Cheryl Carulus.

Although he refused to say what decision was likely on fees, Mr Marais said "my approach would be to do everything in my power to defuse the present explosive situation".

He said a national education forum would be established within weeks. But there was no money for the pay increase

teachers were demanding.

A one percent rise for teachers would cost the government R130 million.

The Pan Africanist Students Organisation (Paso) today announced plans for 24-hour sit-ins at Department of Education and Training offices.

Paso national president Tsietsi Telite said protests over exam fees and teachers' grievances should take place with the minimum disruption to African education.

The community would therefore be asked to help in the DET occupations so that pupils could go to school.

Mr Telite did not condemn the burning of DET vehicles and property, saying this was part of a war by pupils on "the major enemy" — the DET.

But Paso was looking at "better" ways to protest and was discussing this with other pupil organisations.

Thousands of South African Democratic Teachers Union members planned to march in Cape Town today in protest against rationalisation and the five percent increase.

In Manenberg today, about

200 teachers marched from the police station to the National Party offices where they presented a memorandum of grievances.

The Cape Teachers' Professional Association has announced a three-day work stoppage from Monday and a stoppage by teachers in the Peninsula's five House of Delegates schools enters its final day today.

Their action began on Monday in sympathy with Natal teachers on strike demanding the reversal of "unfair" merit awards.

A last-ditch attempt by the Department of National Education to avert the strike failed when Sadtu refused to meet the department.

Director-General of National Education Johan Garbers said he had sought a meeting with Sadtu because of "deep concern" about the consequences of lost tuition and disruption to education.

Sadtu national secretary Randall van den Heever said the union was preparing intensively for the strike.

# East Cape teachers vote to strike

South 1515 - 19/5/93

By Shadley Nash

EASTERN Cape teachers affiliated to the South African Democratic Teachers Union (Sadtu) have voted overwhelmingly in favour of industrial action.

Sadtu regional spokesperson Mr

Gonaseelan Naidoo said 95,6 percent of Sadtu members in the region voted in favour of industrial action, including strikes, during two days of balloting last week.

Naidoo said only 4,4 percent of teachers polled had voted against industrial action. — Pen

(321)

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EASTERN Cape teachers affiliated to the South African Democratic Teachers Union (Sadtu) have voted overwhelmingly in favour of industrial action.

Sadtu regional spokesperson Mr

Gonaseelan Naidoo said 95,6 percent of Sadtu members in the region voted in favour of industrial action, including strikes, during two days of balloting last week.

Naidoo said only 4,4 percent of teachers polled had voted against industrial action. — Pen

(321)



# Principals called on to *South 1515 - 1915/93* 'say where they stand'

By Lorelle Bell

SCHOOL principals occupy a peculiar position in the politics of education.

Located at the frontline during school struggles, they are also expected to be representatives of education departments at schools.

In recent weeks, principals in both the Department of Education and Culture (DEC) and the Department of Education and Training (DET) have been in the spotlight.

Eighteen DET principals were barred from schools by pupils who insist they pressurise the department to scrap matric exam fees.

Ms Mimi Lidziya, general secretary of the Congress of South African Students (Cosas), said principals would not be allowed back at schools until the issue of exam fees had been resolved.

"Principals have been used by the DET to tell students what to do. Now it is time for them to tell the DET what students want them to do," Lidziya explained.

Principals are, however, angry at what they consider to be the prescriptive nature of the pupils' actions. Moreover, they are beginning to feel abandoned by the South African Democratic Teachers Union's (Sadtu) silence

on the matter, although many of them are members of the union.

A principal said he and his colleagues agreed "in principle" with the students.

"But principals are not happy about being kept out of schools without being consulted. We feel we are not being given an option. We're simply instructed to assist.

"This is not a voluntary action on the part of principals and we feel it has not been democratic.

"We have gone to the department to demand the re-opening of negotiations and staged a sit-in last Friday with parents, pupils and some teachers," he said.

He is bitter over Sadtu's silence over principals' expulsions.

"Sadtu is loud in its silence. They should have initiated a meeting with students and put forward their position," he said.

Sadtu national president Mr Shephard Madladlana, slammed the claims as "opportunistic".

"Principals have not reported their expulsions to Sadtu. I've been pleading with them to come forward and even made an appeal on Radio Xhosa," he said.

Madladlana said not all principals were Sadtu members, and the organisation could not intervene on their behalf without being asked to do so.

Principals at DEC schools have

been vociferous in criticisms of the department and in their support of protest action by teachers.

At a rally last week, Mr Eddie Snyders, principal of Garlandale and chairperson of the Principals' Forum, said principals' attempts at dialogue with the DEC about rationalisation had been met with contempt.

"(Minister of Education and Culture Mr PW) Saaiban insists on corresponding with schools through the media. This is followed by verbal, unsigned statements by inspectors," he said.

Snyders said teachers should "declare war on the department".

"We must make the department ungovernable. Parents and teachers are quite capable of running schools."

Mr Brian Isaacs, principal of South Peninsula, reflected on the changing role of principals and what he called the "democratisation of schools".

"Historically, principals in the House of Representatives have always been seen as collaborators with the department, and no doubt this was so," he said.

"But now principals have been called upon by their communities to state exactly where they stand.

"Principals must be prepared to be led by the feelings and ideas of school constituencies, and not be a hindrance to the way forward," he said.

"The DEC is finding it increasingly difficult to convince officials that restructuring is the correct way to deal with its problems.

"The DEC must consult with schools, communities and teachers if they want credibility," Isaacs said.

## GRASSROOTS EDUCARE TRUST

a progressive pre-school development agency working for the child's right to early childhood educare in a non-racial democracy, requires

### A PUBLICATIONS OFFICER/EDITOR

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# Largest education campaign looms

By Lorelle Bell

UNLESS the government responds to the education crisis immediately, this weekend could mark the start of one of the largest national campaigns in education.

An education summit called by the National Education Co-ordinating Committee (NECC) this weekend will decide how far teachers and students will go to force education departments to accede to their demands. (321)

Students are waiting for the go-ahead to embark on the occupation of white schools and teachers will hear the outcome of their national strike ballot.

The Western Cape, Eastern Cape, Northern Cape and Natal have recorded "yes" votes with large majorities.

On Friday the South African Democratic Teachers Union (Sadtu) national executive committee will meet to decide on the road teachers are to take.

Anticipating a strike decision, Sadtu general secretary, Mr Randall van den Heever, said the union's final decision will be made in collaboration with the NECC.

"All major political, student and education organisations will be at the summit," Van den Heever said.

"If an initiative by a credible group emerges from the summit to try to mediate with the government to resolve the education crisis, Sadtu's NEC will consider the option.

"But if there is no indication of a speedy and firm resolution, Sadtu will call on teachers to strike."

Van den Heever was keen to point out that the union considered strike action a last resort.

# ANC warns teachers of a civil war

S/ Times 16/5/93

321

By CHARLENE SMITH

**AN education crisis summit yesterday resolved to proceed with the occupation of unused or "under-utilised" white schools on May 26.**

The resolution came despite attempts by top ANC officials to moderate calls by militant pupils and teachers for extreme action in support of their demands.

Braving ridicule and sharp criticism from the hundreds of delegates, ANC secretary-general Cyril Ramaphosa and deputy president Walter Sisulu urged delegates at the summit in Johannesburg not to destroy education in the country or precipitate race war.

The resolution to occupy unused schools was proposed by the SA Democratic Teachers Union and the ANC's Western Cape region.

The resolution fell short of appeals by some militants for a general occupation of all white schools. The conference also

called on the white community to take "visible and meaningful" action to help resolve the education crisis.

The conference demanded the scrapping of examination fees, opposed unilateral restructuring of the education system and called for the scrapping of Model C and related systems.

It called for them to be paid a living wage, supported the right of teachers to strike and demanded that the collective bargaining process be resumed.

Teachers, meanwhile, are due to go out on an "indefinite" strike from May 24.

A controversial resolution called for the withdrawal of the police and army and the re-opening of all closed institutions. It also demanded that arrested students should be released and charges against them dropped.

Speakers from both the Congress of SA Students and the SA Students Congress attacked the ANC's moderate approach. Mr Ramaphosa said: "We can't have a campaign seen as anti-white, racist or

reduced to confrontation between black and white." Nonetheless, he said the ANC would support the occupation of empty schools to highlight the crisis in black education.

But his appeal — "we can't allow 1993 to become another wasted year; we can't afford another 1976" — fell on deaf ears.

Addresses by the ANC and SA Communist Party leadership were met with sniggers and dissatisfaction from some young people and teachers representing 144 organisations gathered to participate in the national education crisis summit attended by approximately 600 delegates from around the country.

In the first sign of the ANC's lack of clout, the SA Democratic Teachers Union announced after the conference that 65 000 teachers from black, coloured and Indian schools would go on an indefinite strike from May 24 to protest against a five percent pay hike. They want 25 percent.

The strongest applause at the summit was reserved for those who advocated the occupation of empty or under-utilised white schools, including model A, B and D schools, which were seen as racially exclusive.

# Sadtu strike on the cards

Sowetan 17/5/93

## Sowetan Correspondent

**A**N INDEFINITE NATIONAL TEACHERS' strike by more than 80 000 teachers - planned to start next week Monday - is definitely on the cards.

This action, announced by the South African Democratic Teachers Union, will coincide with plans by the Congress of South African Students to "deepen" the crisis in black schools through mass action to force the Government to address pupil and teacher demands.

Educationists have warned the action will plunge schooling into a catastrophe.

Sadtu national president Mr Shepherd Mdladlane said the country could only be saved from a disaster if the Government took urgent steps between now and May 24.

Sadtu's national executive committee endorsed the strike yesterday after more than 90 percent of its members had voted in favour of the action.

Minister of Education and Training Mr Sam de Beer warned the teachers' strike was illegal and that the department would take steps to "prevent the fruitless expenditure of taxpayers' money".

"The decision by Sadtu will exacerbate the problem existing in black schools and I condemn it in the strongest possible terms," said De Beer.

At the National Education Crisis Summit on Saturday, various organisations, including the main Government-recognised teachers' associations such as the National Professional Teachers' Organisation of South African and the Teachers' Federal Council, supported "the teachers' demand for a living wage".

The summit, also resolved to support the demand for the scrapping of matric exam fees.

Cosas president Mr Moses Maseko warned there would be "unstoppable" action within the next few weeks.

The summit also supported the campaign to occupy unused and under-utilised white institutions.

ANC general secretary Cyril Ramaphosa made an impassioned plea at the summit that "we simply cannot allow 1993 to become another wasted year educationally, another 1976".

While urging students and teachers to ensure that minimum destruction was caused to the learning process, Ramaphosa said it was imperative that the crisis was resolved with "utmost urgency and speed".

# focus on schools

**S**OUTH Africa slides deeper into what could be its worst crisis in black education since 1976.

And the need for the establishment of a conflict resolution forum involving all stakeholders has become more urgent than ever before.

The crisis, which is rapidly assuming catastrophic proportions, is manifested by the total collapse of the learning process in many parts of the country, a spiral of disruptive protest actions by both teachers and pupils and the Government's inability, or lack of political will, to address burning issues in black education.

If 1953 — the year former Prime Minister Dr HF Verwoerd introduced Bantu Education — heralded disaster for black education, then 1993 has seen the chickens coming home to roost.

This year has been marked by widespread disruption of schooling as teachers and pupils increasingly resort to mass action and confrontational tactics to highlight their grievances.

Warning signals have been flashing all over that urgent steps must be taken but these have been ignored and now the country is headed for an education disaster.

Almost 40 percent of learning time has already been lost this year through protests, boycotts, marches, sit-ins and the continued disruption of classes.

There is no end in sight as protests continue in their vicious spiral.

It all started in February when overcrowding in schools sparked off pupil protests over the question of admission. At about the same time teachers took to the streets to protest against the retrenchment of their colleagues.

Black schools ground to a halt for about two weeks (in late February and early March) as negotiations got under way between the authorities and the South African Democratic Teachers Union to have retrenched educators reinstated.

When the teachers finally returned to their classes, pupils embarked on a go-slow strike demanding the scrapping of examination fees.

This action was followed in April by a widespread disruption of classes and last week's decision on a full-scale class boycott by pupils. The result has been a trail of violence and destruction.

And there is no end in sight to the turbulence in township schools. Pupils seem to derive pleasure from finding new issues to justify staying out of class.

It was textbooks yesterday, it's exam fees today and I can predict it will be something else tomorrow.

The black community is reaping the whirlwind of hailing 10-year-olds as "young lions". The pupils of today are emboldened by their ability to impose their terms on education au-

There is every indication that the crisis in black education is nearing the apocalyptic level of 1976. *South Africa 1993* Phil Molefe analyses the situation:



thorities, teachers and the community at large.

Once regarded as the foot-soldiers of the liberation movement, the "young lions" have been allowed to claim too much power and it is high time parents and the community decide to clip the youngsters' wings.

A clear and bold message has to be sent to the classroom that pupils are jeopardising their own future by not learning.

The new South Africa will demand educated and skilled people. It will not be feasible to import such manpower, both because of the cost and the army of marginalised and unemployable youth.

It is crucial that respect be restored to the teaching profession. Teachers must be seen as commanders of education but they, as much as the system, have failed their charges. Can there be anything more destructive to the learning process than educators who have deliberately chosen to ignore their responsibilities?

Whatever the reasons, teachers should not resort to the means used by other workers when trying to settle labour disputes.

A national teachers' strike over wages is looming after Sadu dismissed the Government's five percent salary increase as too little and

demanded 30 percent.

But in the midst of this education morass the question has to be asked about the parents' role.

Black education is highly politicised and, quite often, the voice of parents who sincerely want to make a contribution is drowned out by people who have a political agenda. This has resulted in many parents keeping away from school activities.

The Government, on the other hand, appears to be failing to address the crisis in black education.

While in this time of transition there are negotiating forums on housing, land and the economy, the Government appears to be unwilling to respond to calls for the establishment of a National Education Forum.

The authorities seem to have run out of ideas. Or do they simply lack the political will to break with past policies?

The absence of a legitimate crisis resolution mechanism to address short-term issues such as teachers' salaries, matric exam fees, the inadequate or non-supply of essential learning aids and poor facilities is a major handicap to resolving the crisis.

Existing Government structures lack legitimacy and there is a growing demand for a fresh approach.

The Government's main opposition on education, the National Education Co-ordinating Committee, is calling for the establishment of an interim crisis committee, whose main brief would be to immediately address the underlying problems.

NECC secretary general James Maseko said: "Such a structure would be able to tell students and teachers that there is no need for a boycott or protest because your demands are being attended to."

The Government says *niks*, insisting that grievances should be submitted to local and regional committees because these bodies are "legitimate" in terms of the present legislation.

National Education Minister Piet Marais, who is co-ordinating the transition to a unified department, said last month that establishing a forum on education would be a time-consuming exercise and invited stakeholders to make their inputs in an advisory capacity.

# Parents step into breach in classroom

ARG 17/5/93

(32)

## The Argus Correspondent

DURBAN. — Parents today stepped into the breach during the education crisis at Grandmore Primary school in Phoenix.

They told a newspaper they were "expelling teachers" and taking over the school because their children's education was suffering from teachers' actions.

Other parents at House of Delegates schools have also complained, saying that while they supported the teachers they wanted them to take action out of school hours.

The chalk-down by members of the South African Democratic Teachers Union (Sadtu) at most Natal schools continues today — and a national strike by thousands of Sadtu members looms. They have set a deadline of May 24 for the government to respond to their demands, which include renegotiating wage increases.

Meanwhile students and staff at the University of Durban-Westville announced today that staff and students would, with those from the University of Natal and the technikons, begin mass action at noon today to highlight national struggles on campuses around the country for academic freedom and freedom of political expression.

A strike by teachers would coincide with plans for the Congress of South African Students (Cosas) to "deepen" the crisis in black schools through mass action to force the government to address pupil and teacher demands.

National Education Minister Mr Piet Marais has announced that the government's previously "non-negotiable" stand over the R48 matriculation examination fees had changed, and that a final decision would be announced "in a day or two".

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Minister to respond today as government 'considers complaints'

# FW in fresh bid to solve education crisis

APRIL 11/73

JOHN VILJOEN  
and JOHN YELD

THE government was considering legitimate complaints about the education system and striving to improve it, President De Klerk said today.

National Education Minister Mr Pieter Marais will respond to the education crisis and the looming teachers' strike today, while National Peace Committee chairman Mr Jan Botha has pledged his support in defusing the situation.

Democratic Party education spokesman Roger Burrows said the government had an opportunity to defuse the crisis seven days before the strike.

But President De Klerk today denied there was a crisis, saying if there was one developed it was being "artificially engineered" by communists.

ANC president Mr Nelson Mandela said he would discuss the situation in education, particularly the plight of teachers facing mass unemployment, with President De Klerk soon.

Answering questions after a meeting with Sir Edmund Hillary at Twyburns, Mr De Klerk said he was "not considering a teachers' crisis" in the near future. "But we must prevent another small group of people behind the scenes" disrupt education, he said.

Mr De Klerk said a meeting with Mr Mandela had been scheduled for some time before education issues were discussed and that education issues would be on the agenda.

The government was looking at the education system and "male complaints" about the education system, he said.

"We are aiming to ensure that we have a system that will be acceptable to all South Africans and we need inter alia, some rationalisation".

This had to be achieved with certain standards, Mr De Klerk said.

The South African Democratic Teachers' Union (Sadtu) will go over to the government to discuss the government's demands.

Among them are a 25 per cent rise in pay over five years and a halt to rationalisation of teachers' posts.

Mr De Klerk today "I am disappointed that opportunities for win-win solutions may have been missed through lack of communication".

Mr Marais could decide to suspend matric exam fees today or advise the various departments that the issue could be got rid of quite quickly," Mr Burrows said.

The door had been opened on the subject of a National Education Forum.

# Govt's shock schools threat

301  
C 18/5/73  
74/2 30 37 11

By ANTHONY JOHNSON

EDUCATION plunged deeper into crisis last night after the government threatened to withhold funds to schools and to stop paying those teachers who deny education officials access to schools.

House of Representative Education Minister Mr. Pieter Sasman, introducing his department's vote in December to the United Teachers' Association of SA, who aimed to "coerce parents" into supporting teachers.

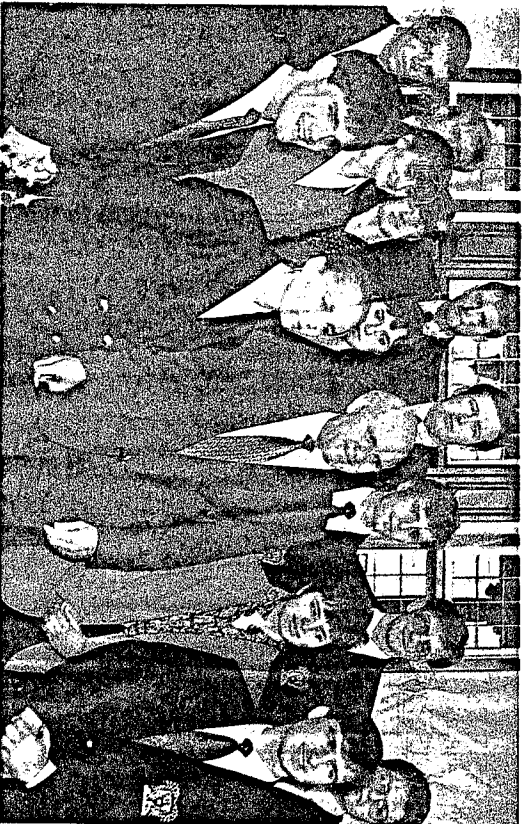
"I wonder whether the time is not ripe to tell these forces that if they deny official access to schools or stop the payment of salaries and stop orders of teachers involved."

The teachers were using school facilities to process pamphlets and to paint posters for demonstration. "If this loss in man hours and misuse of private facilities and stock were converted into cash terms, parents would be shocked." A statement came as ANC president Dr. Robert Sobukwe warned of the "grave danger" to the country's future for Biko.

The National Peace Committee is to meet the Congress of South African Students and the National Education Students' Union (Nes) to discuss the NPC's future role in the education crisis.

NPC chairman Mr. John Hall yesterday said the committee was not choosing sides but wanted to promote communication between the parties to prevent violence.

He said "mass action is a democratic right, but it becomes counter-productive when it becomes counter-productive."



MEETING THE YOUTH... Members of the University of Stellenbosch's Student Representative Council met President F W de Klerk at Tuynhuys yesterday. He spoke to them on the mounting education crisis in the country.

Picture: ALAN TAYLOR





Good to  
have you  
home, Baby

ON TOP OF THE WORLD ... Newly crowned World Boxing Organisation flyweight champion Jacob "Baby Jais" Matlala is being welcomed by fans at his home in Meadowlands, Soweto, yesterday after his sensational win against Pat Clinton in Glasgow, Scotland, at the weekend.

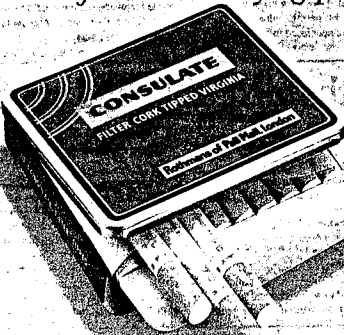
PIC: SELLO MOTSEPE

# FW, Mandela to

# meet on crisis

Sowetan 18/5/93

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**T**HE SA DEMOCRATIC Teachers Union has cancelled both meetings with the Department of Education and Training and the National Education Department.

But in a major effort to defuse the volatile situation resulting from the education crisis, State President F W de Klerk and ANC president Mr Nelson Mandela are to meet, possibly within days.

Sadu was scheduled to meet with the DET today and another meeting with the NED was to be held tomorrow.

Sadu said yesterday they had already communicated their dispute on salaries and rationalisation to De Klerk's office.

Minister of National Education Mr Piel Marais was expected to step in yesterday "as a matter of urgency" to avoid a deepening of the education crisis. The National Peace Committee yesterday has also moved to stem the tide of destruction of the past weeks.

The chairman of the NPC, Mr John Hall, yesterday said he was prepared to help any attempts to defuse any further incidents of conflict and wrangles around education.

"I am disappointed that opportunities for win solutions may have been missed through lack of communication and the structures of the peace accord will continue to offer their facilities to try to overcome shortcomings and difficulties," Hall said yesterday.

## Sowetan Reporters and Apa

Meanwhile, the Southern Transvaal region of Congress of SA Students said the march through Johannesburg today would go on as planned, whether or not permission was granted.

Cosas spokesman Mr Vitalious Xaba said: "It is our right to gather... it is freedom of assembly. It's not a question of permission being granted or not but a question of discipline."

The build-up to the national teachers' strike next Monday got off the ground yesterday as pupils and teachers in major cities took to the streets in protest against the education crisis.

## Durban at standstill

In another development, about 2 500 technicians and university students brought Durban's city centre to a standstill yesterday.

This was during a march in protest against the education crisis in general and the problems at the University of Bophuthatswana in particular.

Meanwhile, students at the University of Zululand near Empangeni boycotted classes in protest against the appointment of Professor Charles Mlamini as rector of the university.

Students claimed that Mlamini's appointment was an undemocratic process and was against the views of a large constituency of the university.

# Call to back teachers' strike

321  
CT 19/5/93

THE Cape Teachers' Professional Association (CTPA) has called on all its members to embark on a three-day strike from Monday.

This will coincide with the start of an indefinite strike by the SA Democratic Teachers' Union (Sadtu).

In a press statement the CTPA said that after the strike it would re-assess the situation and decide on further action.

They also called on all political role players to "bring the government to its senses" and for a re-opening of negotiations on teachers' salaries.

Meanwhile, the National Professional Teachers' Organisation of SA (Naptosa) said yesterday it had received no requests from any of its 14 affiliates representing 116 000 teachers to participate in any strike.

Naptosa president Mr Leepile Taunyane said, in response to Sadtu's decision to strike, that Naptosa, with other national teachers' organisations, and the

'Bring  
govt to  
its senses'

government and other employers, were drafting an education labour relations bill.

"This bill will provide for collective bargaining and proper conflict resolution mechanisms."

Two Transvaal teachers' associations said to represent several thousand teachers in the province yesterday announced their opposition to the planned strike.

In a joint statement the Transvaal United African Teachers' Association and the Transvaal

Teachers' Association said they supported a call at an education summit on May 15 for the urgent establishment of a national education forum and an end to so-called unilateral restructuring.

● Sadtu has refused an invitation by the Department of National Education for an urgent meeting about the planned strike, the department said in a statement yesterday.

"Sadtu indicated that, as it had suspended all discussions with education departments in South Africa, it would be unable to accept the invitation. Instead Sadtu would be writing a letter to the State President."

The statement said the state, in consultation with the organised teaching profession, including Sadtu, was finalising draft legislation to regulate collective bargaining.

"By refusing to meet and discuss, Sadtu once again is failing in its attempts to create the impression of a reasonable organisation which is frustrated in its efforts to negotiate." — Sapa

# Mandela, FW meet

**PRESIDENT FW de Klerk and ANC president Mr Nelson Mandela will hold a crisis summit in the city today in a bid to defuse the education crisis sweeping the country.**

The meeting — coupled with 11th-hour talks between ANC Western Cape leader Dr Allan Boesak and National Education Minister Mr Piet Marais on Friday — prompted the government to postpone a major education news conference for today.

A senior government source last night said there were "very encouraging developments" which may help to defuse the mushrooming education crisis.

## **CALL TO BACK TEACHERS' STRIKE**

— PAGE 5

The emergency meetings will take place against a background of two days of sharp clashes in education debates in Parliament.

Yesterday, following the cancellation of a Johannesburg march by chief magistrate Mr O de Meyer, the Congress of South African Students (Cosas) said it would not apply for permission to stage mass protests, opting instead to replan strategies.

Also, church leaders in Johannesburg yesterday agreed to request an urgent meeting with Mr De Klerk after meeting representatives of the South African Democratic Teachers' Union (Sadtu) and the National Education Co-ordinating Committee.

Other indications of turmoil include:

- Opposition MPs in the House of Delegates (HoD) and House of Representatives (HoR) this week walked out in protest at the crisis.

- A walkout by Labour Party MPs in the House of Representatives.

- A mass march by HoR teachers through the city centre today.

- The cancellation of mid-year examinations at DET schools.

Government and opposition MPs yesterday clashed on how the crisis should be handled.

The chairman of the Minister's Council in the House of Assembly, Mr Adriaan Vlok, denied that the "lost generation" was the creation of the NP and accused the ANC of consistently abusing pupils "as part of the struggle to overthrow the regime".

The HoR Minister of Education, Mr Pieter Saai-man, last night said the Ministers Council would not allow organisations with "political motives" to tell them how to manage education.

He said the "negative mass hysteria" in education circles had nothing to do with education, but the propaganda had effected teachers who had "swallowed ghost stories," about mass dismissals as truth.

# Crisis summit

DT 19/5/13

(321)

Star 2015193  
(321)

# Education crisis 'deep-seated'

By Charmeela Bhagawat

Student and teacher uprisings were not the cause of South Africa's education woes but merely the symptoms of a deep-seated crisis in the education sector, the Urban Foundation said yesterday.

At a Johannesburg press briefing to unveil a framework for a new education system, Urban Foundation education director Brian Whittaker stressed that the Edupol model was only a contribution to the debate on new education policies and structures.

Senior Edupol policy analyst Peter Buckland said the model was not the answer to the education crisis. "The answer must be negotiated, but good policy analysis is needed," he said.

Another senior Edupol policy analyst, Jane Hofmeyr, said the reasons for South Africa's education crisis had to be exa-

mined before formulating principles on which a new model could be based.

She said pupil and teacher unhappiness stemmed from a lack of legitimacy of education authorities, the lack of resources, poor administration and irrelevant curricula.

"From time to time the pot bubbles over and the problems surface. These are the flashpoints which change from time to time," she said.

Hofmeyr said the crisis had led to several principles, like "negotiation and unilateral decision-making, restructuring and mass action, free education and user charges", being contested between education authorities, pupils and teachers.

She said the problem was not the flashpoints, but the manner in which they were handled. "We have had a lot of unilateral decisions by the Government relating to examination fees,

teachers' salaries and rationalisation," she said.

The solution was to create an education forum including all stakeholders, address the crisis flashpoints and the rationalisation in education, and to have an integrated education budget, said Hofmeyr.

Buckland said their model was based on a set of values which called for a more "democratic, open, accountable, efficient, responsive and equitable system".

He said the model had to be dedicated to promoting the widest possible participation of all stakeholders; provide for the maximum level of accountability; maintain the coherence of a unitary national education system; ensure the right people were accountable for policy implementation; and differentiate between decision-making, consultation and access to information.

# Cosatu, five unions back teachers' strike

By Paul Bell  
and Phil Molefe

As prospects of averting Monday's planned nationwide strike by 80 000 teachers dimmed yesterday, the Congress of South African Trade Unions undertook to place its full weight behind the action, and five other unions representing another 120 000 public sector workers continued to mobilise in the wings.

That teachers will strike appeared almost certain yesterday when the South African Democratic Teachers' Union (Sadtu) announced its withdrawal from all meetings with the departments of National Education and of Education and Training, to

focus on its strike plan. "The union will be prepared to negotiate only when tangible results can be achieved out of such negotiations. Sadtu is not interested in a talk-shop," said Sadtu assistant general-secretary Thulas Nxesi.

President de Klerk and

● Light at end of tunnel  
— Page 9

ANC president Nelson Mandela discussed the crisis for 5½ hours last night and announced that they would continue talks today — probably in the Transvaal.

ANC sources were optimistic that the two leaders were moving towards an agreement.

Meanwhile, five other Cosatu-aligned public-sector unions were yesterday continuing with plans to mobilise another 120 000 workers.

All told, six unions — including teachers and other workers in education, health, the Post Office and Telkom, municipalities, the police and prisons — have announced plans for mass action aimed at forcing the Government to reconsider its 5 per cent wage freeze.

The unions also demand that the Government stop cutting jobs where these affect the delivery of services to communities, cease its "unilateral restructuring" of the public service, and grant to public sector workers the

● To Page 3

## Cosatu, unions support strike

● From Page 1

same dispute procedures and strike rights accorded in the private sector.

Cosatu spokesman Neal Coleman told The Star the congress believed the Government had it within its power, financially and politically, to address the grievances of the teachers — and the other public-sector unions — and avert a strike.

National Education, Health and Allied Workers' Union spokesman Neal Thobejane confirmed after a meeting of public-sector union representatives in Johannesburg that the other five unions would "plug in" if Sadtu went on strike.

He said the public-sector wage increase was due to take effect on July 1, allowing time during June for the Government to act: this would be "the deci-

sive month".

Meanwhile, Post Office and Telecommunication Workers' Association general-secretary Mlungisi Hlongwane has indicated that Potwa, while still mobilising for action, is fairly well advanced in its planning.

Potwa members presented demands to Post Office officials in Johannesburg yesterday.

After their meeting, De Klerk and Mandela issued a brief statement saying talks would continue today and a statement would be issued afterwards.

ANC sources said the entire range of problems in education had been discussed.

The education crisis was at the top of the agenda at the Westbrook meeting.

● The Star's Lowveld Bureau reports from Bethal that a regional inspector of the Depart-

ment of Education and Training was held hostage on Tuesday morning by about 1 200 pupils who demanded that he refund their exam fees.

Police said a Mr Koti was allowed to leave after about four hours after failing to get money from a bank and assuring the students that he would "work on the problem".

● Sapa reports that ANC Natal Midlands chairman Harry Gwala yesterday called on SA Students' Congress members to learn how to handle firearms, saying that if talks failed, the students should negotiate through the barrel of an AK-47.

● Parents at Grandmore Primary School in Phoenix, near Durban, occupied the school yesterday and barred teachers from school property unless they were prepared to teach.

TALKS between President De Klerk and African National Congress president Mr Nelson Mandela continue in Pretoria today after a marathon 5½-hour session last night amid growing pressure for responses to the education crisis.

The talks at Westbrooke in Rondebosch, which are understood to have been solely about education, ended about 10.30pm with a statement that they would continue today.

A statement is to be made at the conclusion of today's discussions.

Meanwhile, four big public service unions have threatened to join teachers if they go ahead with their threat to strike from Monday unless the government moves significantly on key demands.

Both the government and ANC sides were tight-lipped today but the length of the talks was seen as a positive sign. The sides were said to be trying hard to come to some compromise.

President De Klerk was accompanied by Mr Roelf Meyer, Minister of Constitutional Development, Mr Piet Marais, Minister of National Education, and Mr Sam de Beer, Minister of Education and Training.

Mr Mandela was joined by Mr Cyril Ramaphosa, secretary-general of the ANC, and Ms Cheryl Carolus, the ANC's education and welfare head.

Among the issues they grappled with were matric exam fees and an education forum proposed by the government.

Apart from the education crisis the parties have yet to deal with violence and the state of negotiations.

The South African Democratic Teachers' Union (Sadtu) has won strong support for its plan for an indefinite strike, with public sector unions threatening that the education crisis "could spread like wildfire" within days.

In other developments in the Western Cape yesterday, principals from 250 Western Cape and Boland schools called for the sacking of Mr Awie Muller, Chief Director of the Department of Education and Culture in the House of Representatives.

Parents, teachers and pupils marched in central Cape Town and the Department of Education and Training clarified the position on June exams.

Four big public sector unions yesterday pledged powerful backing for Sadtu, warning that unless the government moved significantly on key demands strike action was unavoidable.

The threat to join teachers in striking came from the National Education, Health and Allied Workers Union (Nehawu), the Post Office and Telecommunications Workers Association (Potwa), the SA Municipal Workers Union (Samwu) and the Union of Democratic Staff Associations (Udusa).

Key demands include the re-opening, in good faith, of wage negotiations, a living wage for public sector workers, an end to unilateral restructuring and rationalisation, a moratorium on retrenchments, and one Labour Relations Act for all workers, including educators.

Sadtu said earlier it had withdrawn from talks with the Departments of National Education and of Education and Training this week to focus on its strike plan.

● The Argus Correspondent in Durban reports that there was chaos in the city centre yesterday when thousands of students from five campuses around Durban blockaded the main streets.

There were several incidents of confrontation between students and angry white passers-by, but police, United Nations observers and representatives of other peace structures acted to prevent any violence.

Students from the University of Durban-Westville, University of Natal, M L Sultan Technikon, the Technikon Natal, Mangosuthu Technikon and other colleges of education arrived in the city after lunch.

The protest, organised by the South African Students Congress, resulted in widespread traffic chaos with city police having to divert all traffic away from West, Smith, Field and Pine streets.

An attempt by seven Sasco members to occupy the National Party offices was foiled.

More unions support teacher strike; summit continues

# On the brink

321  
ARG 20/5/93

# Teachers give final warning

Sowetan & Radio Metro

## Talkback

By Isaac Molele



THE South African Democratic Teachers Union has warned the Government to accede to teachers' demands or face the consequences of an indefinite strike from Monday.

Sadtu assistant general secretary Mr. Thulas Nxesi told listeners to the Sowetan-Radio Metro Talkback Show on Wednesday night that if the Government failed to listen to the teachers, the union would have no alternative but to begin a strike on Monday.

The teachers' demands include an end to the Government's unilateral restructuring of education, the re-opening of negotiations on salaries, that the re-employment of teachers be stopped, that their temporary status and conditions of

service be improved and that Sadtu be recognised in Bophuthatswana, Ciskei and KwaZulu.

Nxesi said despite Sadtu having given the Government enough time to meet it to resolve the crisis, the Government had instead applied on Wednesday for an interdict, knowing the union would be unable to consult its lawyers as most would be away because of yesterday's public holiday.

He said: "The reason why black education is in a mess is the intransigence of the Government. The same Government has the resources in terms of the taxpayers' money. It is the responsibility of the Government to use this money to resolve the present crisis."

"But we are saying our communities also have the responsibility in terms of

control and other issues bedevilling our education.

"Hence we are calling on the same Government we do not recognise to end its unilateral restructuring and we demand the establishment of an education forum where all who are concerned with education can sit down and chart the way forward."

Responding to a question about the consequences of the planned teacher's strike, Nxesi said communities should not only look at the results of the problem but also at the problems that cause teachers to go on strike.

"We are talking about the living wage of teachers. We are talking about more than 70 percent of them (about 180 524) who are made to fall under Category C."

And 35 percent of the 91 000 teachers classified under Category A receive a salary below R1 300 a month, out of which they take home less than R500 after the deductions.

"This is a burning issue for all the teachers. This is despite the fact that some of them have been in the profession for more than 15 years," Nxesi said.

With Isaac Phaahla

EDUCATION — 2

## Blackboard jungle

**Assuming President F W de Klerk and ANC leader Nelson Mandela meet before the weekend** — indications are they will — there remains a chance that the rapidly escalating education crisis can be defused. De Klerk said on Monday that government was looking for a convenient date to meet Mandela "before the education crisis developed." Their meeting, to focus on the negotiations process, is to address other issues as well.

The urgent need to do something about education unrest seemed dictated by the weekend decision of a vast number of organisations, including the ANC, to embark on mass action starting on May 24 if government does not "respond sufficiently" to their demands.

Among these is the demand by the SA Democratic Teachers' Union (Sadtu) for negotiations to be resumed on the issue of the 5% limit on teacher pay increases, announced recently by De Klerk as part of the ceiling placed on public sector remuneration. Sadtu says 90% of its balloted members support a strike.

Then there is the threat by the Southern Transvaal region of the National Education Co-ordinating Committee (NECC) and the Congress of SA Students to occupy white schools from May 26 in protest against government's perceived heel-dragging over the establishment of a national education forum, as well as the demand for exam fees to be scrapped (*Current Affairs* May 7).

While the national NECC and the ANC seemed a little embarrassed by this call, if not its general aim, they have been prepared to let it serve as a pressure tactic on government. Trouble is that if government calls the bluff of the pupils (and now their teachers), the losers will in the first instance be black children's education — which everyone knows is in a mess as a result of injustices — and the country as a whole, as violence, tension and instability rise and jeopardise the chances of a breakthrough in constitutional talks.

The ANC wanted urgency injected into the talks following the Hani assassination, and was able to steer and deflect mass anger into regionally determined protest action, which hasn't really taken off. Announcement of the agreement recently to set an election date by early June (to the visible relief of the ANC negotiators) seems in any case to have defused the need for rolling mass action on that score. With education on the boil, however, and the setting of an election date looking a bit more complicated, education could become the terrain of protest.

National Education Minister Piet Marais

Fm 21/5/93

says an announcement on the principle of levying exam fees could be made this week, following wide-ranging consultations.

The ANC leadership, including Mandela, is obviously uncomfortable at the prospect of further disruptions in education, but is clearly unable simply to decree that there will be no more protests.

As he did last month in Sebokeng, Mandela last weekend again urged the utmost restraint in schools protest and underlined the critical importance of education. At another public address, Mandela also condemned the burning recently of a high school in Kimberley, saying that whatever the reasons, "this is something which should never have happened."

He warned: "If you don't improve yourselves, better qualified people from neighbouring countries will come and fill your posts."

All this is clearly not enough. Yet, while tougher action is needed to put a stop to these protests, or threats thereof, the argument remains that until a legitimate (multiparty) authority is in place, there is little that can be done aside from protecting those who do want to continue with their schooling. Until then, the ANC is unlikely to risk alienating its supporters.

The exam fees issue is not a matter of policy, says DP spokesman Roger Burrows, and can easily be resolved by government allowing fees to be scrapped and building this relatively unimportant financial demand into its current Budget structure.

Burrows says De Klerk's intervention in setting a base for public servants' pay rises has created a very real problem. It is the manner of his intervention, rather than just the 5%, "which all educators are extremely worried about."

It is interesting to note that government has been involved for more than a year in negotiations with teacher bodies to create an educators' labour relations Bill, for a statutory forum for negotiating teachers' conditions of service. Among the agreed measures in the draft Bill would be the right of teachers to strike.

However, Sadtu's call for a 30% increase was as unacceptable as the manner of De Klerk's intervention, says Burrows. It was commonsense, he adds, that an equitable distribution of funds available through teachers' scales should be negotiated.

De Klerk said on Monday that government was looking at the possibility of removing some of the legitimate complaints about education — and was not considering a security crackdown on students.

"Rationalisation will continue, but we can talk about the *how*." He said ways had to be found to ensure that the "small core" behind the protests does not disrupt education. "There is no crisis in education, but if one is imminent, then it is being artificially caused by unruly elements."

Rationalisation, he added, was necessary to improve education for all South Africans.



# Back to school call by Cosas

Savet  
21/5/93

■ Pupils will get regular briefings from Monday:

By Sipho Mthembu and Sapa

PUPILS will be ordered back to school if the meeting between President FW de Klerk and ANC leader Mr Nelson Mandela — which was in progress until late yesterday — produces tangible results.

This assurance was given yesterday by Congress of South African Students president Mr Moses Maseko.

But the SA Democratic Teachers Union said it would not commit itself because the meeting between the two leaders would not reach finality. It would only lay the groundwork for a meeting between the union and the Department of National Education.

"They (the leaders) can agree on broad education issues such as the education and training forum but the salary issue is an employer-employee question," said Sadtu general-secretary Mr Thulas Nxesi.

Cosas has called on all pupils to report to school on Monday so that they could get their regular briefing from their leaders.

The leader of the United Nations observer mission, Miss Angela King, had earlier called on pupils to use demonstrations sparingly and urged them to go back to school and register.

Responding to this, Maseko said they would call an urgent meeting with the observer mission to "clarify the issue". "I think they don't understand the underlying issues. Their call for pupils to register is cause for concern. It makes us question their neutrality," Maseko said.

# Govt, ANC smooth over schools crisis

B/DAY 21/5/93

CAPE TOWN — Nearly 10 hours of talks between delegations led by President FW de Klerk and ANC president Nelson Mandela have laid the foundations for a resolution to the education crisis.

Government and ANC delegations emerged last night with a "potential breakthrough" after their scheduled two-hour meeting on Wednesday stretched over two days in two cities — Cape Town and Pretoria.

Among the most significant agreements reached was a government undertaking that education departments could suspend the R48 matric examination fee while efforts to resolve the crisis continued.

Sapa reports the Department of Education and Training immediately announced the suspension of fees for the November matric exams. Candidates who had paid would be reimbursed as soon as possible.

Government also, for the first time, set a target date for the establishment of the education forum and said the plight of the poorest paid teachers would be addressed during this financial year.

No joint statement was issued after the meeting, with the ANC delegation rushing to Johannesburg to brief the SA Democratic Teachers' Union (Sadtu). But deputy government spokesman Richard Carter said: "The parties have drawn a lot closer on all three problem areas (the education forum, exam fees and teachers' salaries). They have agreed to work together."

A government statement after the meeting said: "The government is at present considering all the inputs of the role-players it has consulted during the past weeks. We welcome constructive proposals made

by the ANC in this regard."

It welcomed the ANC commitment to promote the establishment of the education forum as quickly as possible, and expressed the hope that the discussions would remove the perception that government was not seriously committed to this goal.

It said that with the necessary co-operation of all role-players, such a forum could be established before the end of June. "We believe that a properly constituted education forum would be the appropriate mechanism to address the many complicated issues."

Government also backed down on its insistence that examination fees be paid, saying ANC proposals provided a good basis to resolve the problem without compromising the user charge principle. "Against this background, government has decided that any education department can suspend the payment of exam fees for 1993 pending negotiations."

Government acknowledged that the proposed 5% salary increase was inadequate and that there were special categories in the teaching profession and in the public service that merited sympathetic attention. While government remained firm that it could not move materially beyond budgeted amounts, it was prepared to take a fresh look at the plight of "certain limited categories". This would include teachers at the bottom end of the salary scale.

Given the successful continuation of overall cost-cutting plans and an improvement in the economy, government expected it would be possible to make funds

□ To Page 2

## Exam fees

available later in the financial year. ANC spokesman Carl Niehaus described the meeting as "constructive", but added that it remained to be seen how far government was prepared to go in meeting the demands of pupils and teachers. The ANC and government had agreed that the forum should meet by the end of June and that further negotiations needed to be held to clear up remaining obstacles.

The final decision on the teachers' strike remained with Sadtu, he said. Sapa reports

that Sadtu welcomed government's decision "to open negotiations on the education crisis", saying the possibility existed that the strike could be called off. It would meet education authorities tomorrow.

Also at the two-day talks were Education and Training Minister Sam de Beer, Education Co-ordination Minister Piet Marais, Finance Minister Derek Keys, ANC secretary-general Cyril Ramaphosa and ANC education head Cheryl Carolus.

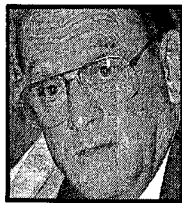
B/DAY 21/5/93 From Page 1

Det  
in

# court bid to halt teachers teacher strike

ARC 21/5/93

(321)



Mr Piet Marais

JOHN VILJOEN, Education Reporter  
and The Argus Correspondent

THE Department of Education and Training is applying to the Supreme Court, Pretoria, today for an interdict to stop teachers going on strike on Monday.

The South African Democratic Teachers' Union has warned that concessions by the government to defuse the education crisis might not be enough to prevent its members going on strike.

The union has asked for an urgent meeting with National Education Minister Piet Marais, who is said to be willing to see them.

A DET spokesman said the court application was taking place, but she would not discuss details. Two Sadtu spokesmen, union president Shepherd Mdladlana and secretary Randall van den Heever, were on their way to court to oppose the application.

The government authorised education departments yesterday to suspend matric exam fees and said it expected to be able to make "a meaningful improvement" to salaries of the worst-paid teachers later in the financial year.

The DET immediately announced it had suspended the exam fees — the focus of violent protest — and said pupils who had paid would be reimbursed.

Spokesmen for the white, coloured and Indian departments said today no decision had been taken on matric exam fees, but statements could be expected shortly.

The government also announced that a national forum should be in place by the end of next month to deal with complex education issues.

The announcements followed nine hours of talks between President De Klerk and African National Congress president Nelson Mandela on the crisis.

While welcoming the government's statement, Mr Mdladlana called for an urgent meeting with Mr Marais to discuss retrenchments.

Freezing of retrenchments is one of the key demands the union says the government has not met.

It was up to Mr Marais to act to prevent the strike, Mr Mdladlana said. The union was waiting for the government to approach it.

A final decision on the strike would be taken by the union's national strike committee after a meeting with Mr Marais.

Mr Frans Basson, a spokesman for Mr Marais, said the minister was willing to meet Sadtu. "We are just waiting for an official approach."

But Mr Mdladlana said it could be too late to prevent a strike. There might not be time to consult union members in the various regions who had already voted for such action.

A Western Cape National Education Co-ordinating Committee regional summit for education organisations, including the Congress of South African Students, the Pan-Africanist Students' Organisation and the Azanian Students' Movement, is planned for today.

The summit was called as a report-back for last weekend's national meeting.

In its statement, the government said an education forum, which would deal with exam fees, retrenchments and other issues, should be in place by the end of next month.

Black education Minister Sam de Beer said the ANC had undertaken to help negotiate with outside institutions for the payment of R16.8 million which would have come from the collection of exam fees.

# Teacher strike over pay and retrenchments still possible

**Exam fees suspended**

Sta 215193

**By Kaizer Nyatumba  
and Brendan Templeton**

The Government last night moved to defuse the education crisis by opening the way for the suspension of examination fees, and providing for wage increases for "certain limited categories" of teachers later this year.

But the SA Democratic Teachers Union (Sadtu), said a national strike by teachers could still go ahead on Monday unless the issue of re-

trenchments was resolved.

The government concessions followed lengthy talks between President de Klerk and ANC leader Nelson Mandela in Cape Town on Wednesday and in Pretoria yesterday.

Sadhu welcomed the Government's announcement, but called for an urgent meeting with National Education Minister Piet Marais to discuss retrenchments.

"The May 24 (strike) deadline still stands," said Sadhu.

He also demanded that Education and Training Minister Sam de Beer withdraw

an application for a court in-

Meladiana said the final decision on the strike would be made by the national strike committee following the negotiations with Marais.

Basson said the Minister had Marais's spokesman Frans van Rooyen's offer of an open invitation to Sadr. The decision on retrenchments and the exact date of the meeting would have to be decided by the Minister. At the end of the De

Klerk-Mandela summed up yesterday, the Government said that any education department could suspend the payment of this year's examina-

**17** **18** **19** **20** **21** **22** **23** **24** **25** **26** **27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **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** **101** **102** **103** **104** **105** **106** **107** **108** **109** **110** **111** **112** **113** **114** **115** **116** **117** **118** **119** **120** **121** **122** **123** **124** **125** **126** **127** **128** **129** **130** **131** **132** **133** **134** **135** **136** **137** **138** **139** **140** **141** **142** **143** **144** **145** **146** **147** **148** **149** **150** **151** **152** **153** **154** **155** **156** **157** **158** **159** **160** **161** **162** **163** **164** **165** **166** **167** **168** **169** **170** **171** **172** **173** **174** **175** **176** **177** **178** **179** **180** **181** **182** **183** **184** **185** **186** **187** **188** **189** **190** **191** **192** **193** **194** **195** **196** **197** **198** **199** **200** **201** **202** **203** **204** **205** **206** **207** **208** **209** **210** **211** **212** **213** **214** **215** **216** **217** **218** **219** **220** **221** **222** **223** **224** **225** **226** **227** **228** **229** **230** **231** **232** **233** **234** **235** **236** **237** **238** **239** **240** **241** **242** **243** **244** **245** **246** **247** **248** **249** **250** **251** **252** **253** **254** **255** **256** **257** **258** **259** **260** **261** **262** **263** **264** **265** **266** **267** **268** **269** **270** **271** **272** **273** **274** **275** **276** **277** **278** **279** **280** **281** **282** **283** **284** **285** **286** **287** **288** **289** **290** **291** **292** **293** **294** **295** **296** **297** **298** **299** **300** **301** **302** **303** **304** **305** **306** **307** **308** **309** **310** **311** **312** **313** **314** **315** **316** **317** **318** **319** **320** **321** **322** **323** **324** **325** **326** **327** **328** **329** **330** **331** **332** **333** **334** **335** **336** **337** **338** **339** **340** **341** **342** **343** **344** **345** **346** **347** **348** **349** **350** **351** **352** **353** **354** **355** **356** **357** **358** **359** **360** **361** **362** **363** **364** **365** **366** **367** **368** **369** **370** **371** **372** **373** **374** **375** **376** **377** **378** **379** **380** **381** **382** **383** **384** **385** **386** **387** **388** **389** **390** **391** **392** **393** **394** **395** **396** **397** **398** **399** **400** **401** **402** **403** **404** **405** **406** **407** **408** **409** **410** **411** **412** **413** **414** **415** **416** **417** **418** **419** **420** **421** **422** **423** **424** **425** **426** **427** **428** **429** **430** **431** **432** **433** **434** **435** **436** **437** **438** **439** **440** **441** **442** **443** **444** **445** **446** **447** **448** **449** **450** **451** **452** **453** **454** **455** **456** **457** **458** **459** **460** **461** **462** **463** **464** **465** **466** **467** **468** **469** **470** **471** **472** **473** **474** **475** **476** **477** **478** **479** **480**

Shortly afterwards, the Department of Education and Training announced that the R48 matric examination fee – the key demand

**Cosas president Moses Masaseko said yesterday that boycotting pupils would be called back to school if talks yielded "positive results."**

The Government has also agreed to reopen negotia-

agreements with teachers on salary

A Government statement said additional funds would be allocated later in the year.

The Government also agreed to establish a national education forum by the end of next month.

At a Sedtu press conference last night, ANC general secretary Cyril Ramaphosa said matters to be thrashed out soon included retrench-

**Payments and salaries:**

ment also agreed up additional, interim deals to deal with the negotiating parties.

The Government was committed to these issues as the only way to reach agreement on these issues, to negotiate closely connected issues, to prevent or solve disputes.

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**● To Page 3**

# 'We'll back you, but no chalk-down'

W/Mon 21/5-27/5/93  
321  
Weekly Mail Reporter

MEMBERS of the South African Democratic Teachers' Union in white or private schools are not likely to down chalk if teachers strike next week.

Fiona Wallace, a teacher at a private Catholic school, says she joined Sadtu because she believes it is only through unity that teachers can fight for their rights. She has "no faith in organisations like the Transvaal Teachers' Association (TTA)" and other historically white organisations.

She calls allegations that Sadtu contributes to the education crisis "absolutely unfair", saying it "has not had a fair deal from the state".

Wallace, however, will not participate in next week's planned strike because that would be to act against her "progressive employer". She adds that there are no formal relations between Sadtu and her school.

While acknowledging that this is anomalous, she says it is the product of apartheid education. Still, she concedes, the planned strike is a testing moment in her life as a Sadtu member.

Sally Cohen, perceived as a "radical" in a white school where she is the only Sadtu member, believes she can serve the union best by "conscientising white teachers". But there are three major hindrances, she says: apathy, ignorance about the union and Sadtu's lack of access to white teachers.

Cohen's colleagues belong to the TTA, but she says most of them are not happy with their wages and have expressed support for Sadtu's grievances. "Lots of white teachers approach me to say Sadtu is at least doing something, but they do not as yet have the will (to join). It's only a matter of time."

Despite her commitment, Cohen finds herself in an awkward position and she won't join fellow union members in the strike. "The number of Sadtu members employed by the House of Assembly is still small and there is no recognition agreement between us and the HOA," she explains.

The Transvaal regional organiser of Sadtu, Nkwane "Chippa" Maluka, says the union has no national policy on the participation of members employed by the HOA and private schools, although deliberations on the issue are going on in all regions.

"We cannot make them sacrificial lambs, as there is no recognition agreement between their employers and us," he says. However, these members will participate in solidarity actions like pickets.

# Ray of hope on education front

Wimail

21/5 - 27/5/93

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**R**ESOLUTION of the education crisis hung in the balance yesterday as crucial eleventh-hour talks between President FW de Klerk and African National Congress president Nelson Mandela continued late into the day at a secret Transvaal venue.

Hopes of averting Monday's planned nationwide strike by 80 000 teachers and the intensification of student mass action dimmed and brightened in turn amid a total news blackout on any progress made.

Just how finely balanced was the outcome was made clear by Education and Training Minister Sam de Beer's resort, on the day the talks began, who applied for a supreme court interdict against the South African Democratic Teachers' Union to prevent teachers in black schools from striking.

"It's a red rag to a bull," Sadtu general secretary Randall van den Heever said yesterday. "Given the state of relations between teachers and the Department of Education and Training, teachers will defy it just because the DET has brought the action."

The application — for an order declaring the strike illegal, forbidding teachers in DET schools from striking and restraining Sadtu from encouraging them to do so — is to be heard in the Rand Supreme Court today and would be opposed by the union, Van den Heever said.

Indications that Mandela's intervention to break the impasse and clear the way for talks between education authorities and teachers and students could succeed came yesterday morning.

A source close to the talks said Finance Minister Derek Keys had been called in — presumably to discuss the budgetary implications of accommodating teachers' demands to reopen negotiations on their five percent wage increase and the students' call for R48 matric exam fees to be suspended.

Expectations that the government would also move on the key demand of a national education forum to address the immediate crisis and consider the long-term restructuring of education were bolstered by indications that a meeting between government, educational and political bodies, education providers and the private sector had been scheduled for today.

Government concessions on education demands could draw off steam rising from public service unions — which have given the government until the end of the month to reopen negotiations on their demands before launching a full-scale programme of mass action.

*As 80 000 teachers — backed  
by public sector workers —  
threaten to strike and students  
plan mass action, FW de  
Klerk and Nelson Mandela  
attempt to douse the fire under  
the boiling education pot.*

**By GAYE DAVIS**

Announcing this week it would throw its weight behind the teachers' strike, the Congress of South African Trade Unions said it was continuing with plans to mobilise about 120 000 workers in five public sector unions to force the government to reopen negotiations on its five percent wage freeze and unilateral restructuring.

The unions — including health, post office and telecommunications, municipal, police and prisons workers — want the government to stop cutting back service providers' jobs and instead look to rationalising its own burgeoning bureaucracy. At the same time, they want public sector workers to be given the same dispute-handling procedures and right to strike enjoyed by private sector workers.

Unless the government indicates a willingness to talk around the issues, it will have little success in keeping the lid on workers' simmering dissatisfaction.

Cosatu publicity officer Neil Coleman said: "All the issues can be negotiated. But by saying no to negotiations, the government leaves people with no option but to take action."

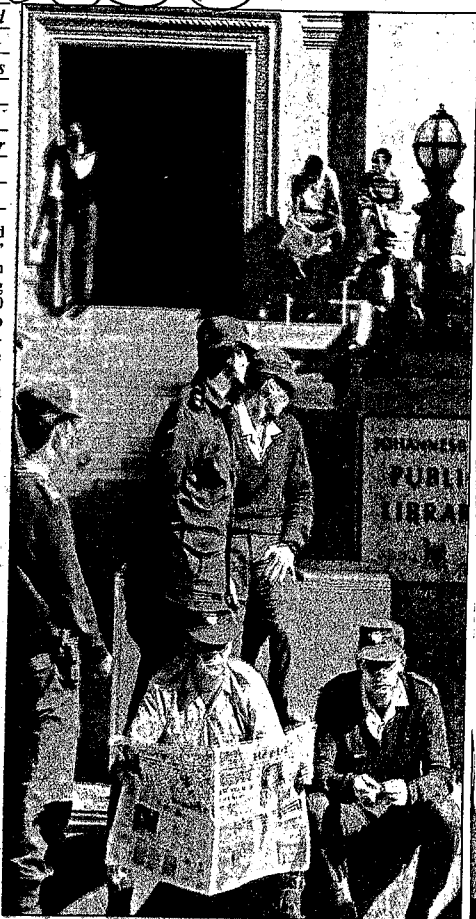
"What's causing anger is that it is the providers of services, such as teachers, who are being cut back — and not the apartheid bureaucracy. This affects workers directly, but communities are even harder hit where health, education and other services are cut back."

"We're prepared to negotiate on restructuring — but it must be directed at the bureaucracy and not service providers."

Public sector union demands around wages reflect a concern with the same issues raised by teachers: about 30 percent of the country's teaching corps, some 91 000 teachers, earn less than R800 a month.

The majority of Sadtu's membership comprise African teachers, many of whom would fall within this wage bracket.

In a caucus between Sadtu and Congress of South African Students this week, student leaders insisted they would continue their campaign in the



**Waiting for marching orders ... Police in Johannesburg were on standby for a student protest that failed to materialise**

Photo: LUANNE CADD

event that their demands — but not teachers' — were met.

Some 2 300 teachers in schools run by the House of Representatives have already applied for early retirement, leaving education authorities with just 900 more posts to axe to meet their target of cutting back by 3 200 posts. But Sadtu's position was that it was opposed to retrenchments in principle, Van den Heever said. "The country needs teachers and newly qualified teachers need posts."

He accused De Beer of acting in bad

faith by using the courts to try to prevent teachers from striking: "Draft legislation for teachers, which includes teachers' right to strike, has been completed by a working group representing national education and teacher organisations," he said.

"The DET was part of those meetings and had accepted that teachers should have the right to strike," he said. "All the court action does is fuel the anger and frustration — the DET can't just try to keep a lid on a boiling pot, it must try to put out the fire under it."

Star 22/5/93

# Teachers' strike averted

THE threatened nation-wide teachers' strike that was to start on Monday has been suspended.

After long hours of discussion last night, an agreement averting the action was reached between the South African Democratic Teachers' Union (SADTU) and education authorities — the Department of National Education and the Department of Education and Training (DET).

Meanwhile, the Congress of South African Students (COSAS) has agreed that pupils will return to classes on Monday in view of the Government's suspension of the R48 matriculation examination fee.

JOE LOUW, PAUL BELL  
and CHRIS WHITFIELD

A statement signed by all parties at the teachers' talks at DET headquarters in Pretoria makes two important concessions to the teachers' union.

The Government has agreed to reopen negotiations on salaries, with particular focus on the salaries of lower categories of teachers. The second is to allow the issues of restructuring and retrenchments to be dealt with by the proposed National Educa-

© TO PAGE 2.

Star 22/5/93

## Teachers

● FROM PAGE 1.

tion Forum.

"As of today", the statement says, "no new rationalisation programmes, including retrenchments, will be instituted by State departments pending these matters, including staff-student ratios and staff establishment) being dealt with in the envisaged National Education Forum or any other forum agreed upon by the parties."

Another stipulation in the agreement is that draft legislation containing collective bargaining rights for teachers should be tabled soon.

SADTU, for its part, agreed to suspend the strike indefinitely and would take the agreement to its members for ratification.

The parties agreed to meet again to finalise the agreement

no later than Wednesday.

● As regards the dropping of the exam fee, COSAS president Moses Maseko called the Government's decision a "tremendous" victory for pupils, and appealed to them to return to school to prepare for their final examinations.

In Cape Town, however, white public sector union representatives — who had also reached deadlock with the Government on the 5 percent wage limit imposed on the public sector — took a leaf out of COSAS's book by saying the concessions extracted had demonstrated that the only way to deal with the Government was through mass action.

In an earlier statement, COSAS declared June 16 a day of victory, and called on pupils and youths to celebrate by organising rallies and meetings. It reaffirmed that it would not again seek permission to hold rallies or protests.

# Union, education bodies in pact to avert strike

■ From page 1

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487 5215/93

technical assistance to the commission appointed in the Transkei to investigate the issue of backpay for female teachers as far as recognised salary parity is concerned;

■ Draft legislation to be tabled in parliament as soon as possible to allow collective bargaining rights for teachers;

■ The union to publicly announce the indefinite suspension of the intended strike;

■ The parties to meet not later than Wednesday May 26 with the view to finalising the agreement and setting timeframes for the contentious issues; and,

■ The Department of Education and Training to postpone its application for an interdict against the union pending the final outcome of the matters agreed to.

Meanwhile, the Congress of South African Students has agreed that pupils will return to classes on Monday in view of the government's suspension of the R48 matriculation examination fee.

Cosas president Mr Moses Maseko called the decision a "tremendous" victory for the students and appealed to them to return to the classroom and to make serious preparations for their final examinations.

In Cape Town, however, white public sector union rep-

resentatives — who had also deadlocked with government on the 5 percent wage limit imposed on the public sector — took a leaf out of Cosatu's book saying the concessions extracted from government had demonstrated that the only way to deal with government was through mass action.

Pressure can now also be expected from conservative white trade unions for a suspension of matric fees.

House of Assembly Education and Culture department spokesman Frans Basson said an investigation into a system of assisting needy pupils with the matric fees had been completed. Minister Piet Marais would make his decision next week. It seems likely that concessions will be made to poorer whites.

The Indian House of Delegates Minister of Education, Devi Govender, announced yesterday that the R48 fee would be suspended for the 1993 examination.

Education and Training Minister Sam de Beer said yesterday that the government hoped to raise R16.8 million from the private sector to cover the losses from the suspension of black exam fees.

Yesterday's discussions followed a marathon session between President De Klerk and ANC president Nelson Mandela, which resulted in the government concessions.



Breakthrough after agreement between union, education dept.

# Teacher strike

(321) ARG 22/5/93

OFF

PAUL BELL, JOE LOUW and CHRIS WHITFIELD  
Weekend Argus Political Staff

TEACHERS will not go on strike on Monday as planned and pupils have been urged to return to classes.

## W Cape education 'revolt' looming

VUYO BAVUMA  
Weekend Argus Reporter

A WESTERN Cape revolt is looming against agreements reached at national level on the education crisis.

Twenty-six community organisations in the region have rejected President De Klerk's attempts to avert the teachers' strike and to end the schools' crisis sparked off by the imposition of examination fees.

At a Press conference in Salt River yesterday the organisations resolved in a "declaration of intent" to go ahead on Monday with the teachers' strike.

They also resolved to occupy empty and under-used white schools and they said details of the programme would be announced soon.

It was not known at the time of going to Press whether the outcome of last night's late night agreement in Pretoria would change the Cape plans.

The summit to discuss the government response to the education crisis was attended by organisations including the South Africa Democratic Teachers Union (Sadtu), the Congress of South African Students (Cosas), the ANC, the South African Students Congress and the Azanian Students Congress.

Mr Songezo Mjongile, the spokesman for the pupils' tripartite alliance -- comprising the Azanian Students Movement, the Pan Africanist Students Organisation and Cosas -- said the pupils would continue with their "mass struggle" against the Department of Education and Training until the fees were totally scrapped, not merely suspended.

On Monday the pupils would carry on with Operation Barcelona and Operation Bujuba.

This stance contradicted the view taken by Cosas nationally which wanted the pupils to return to schools -- and described the suspension as a victory.

The planned stayaway by up to 80 000 members of the SA Democratic Teachers' Union has been suspended following intensive negotiations in Pretoria between the union, the Department of National Education and the Department of Education and Training.

The news came in a joint statement issued by the departments.

Under the agreement:

■ The parties agreed to re-open negotiations on teachers' salaries within four weeks of the pact;

■ The departments undertook not to implement new rationalisation programmes and retrenchments pending the issues being dealt with by the envisaged National Education Forum; and

■ The departments also promised to review the merit award system as well as the

■ Guguletu's day of the torch -- page 21.

■ Victory at what price? -- page 16.

departmental specific awards system in all education departments on the written request of the union.

The agreement also provides for:

■ The appointment of a "fact-finder" between the union and the House of Delegates within one week of the agreement. The fact-finder's mission will be to investigate the merit award system and to probe written allegations regarding the application of the merit award system to be submitted by the union;

■ The Minister of Education and Training to meet education authorities in the self-governing states to deal with union concerns about freedom of association and the right to organise;

■ The Minister of Education and Training to liaise with the Department of Foreign Affairs with a view to resolving union concerns about freedom of expression and the right to organise in Bophuthatswana, Ciskei, Venda and Transkei;

■ The Department of National Education to provide

■ To page 3.

Sowda 226 - 26/5/93

### **School inspectors condemn cutbacks**

THE INSPECTORATE of the Bellville regional office of the Department of Education and Culture in the House of Representatives (HoR) has added its voice to the dissent among HoR officials with a statement against rationalisation. (321)

The statement, bearing the signature of regional director Mr Len Consul, said opposition to the rationalisation was based on the fact that not all the parties involved had agreed to it.

Consul assured teachers that their involvement in lawful action would not be penalised by his department. (257)

His statement followed an overnight sit-in at the Bellville office by 46 teachers from schools in the area last Thursday.

# Minister won't budge from 5 %

South 2215 - 265193

THE MINISTER of National Education, Mr Piet Marais, says he cannot re-open negotiations on the five percent increase for teachers in this financial year.

However, he is eager to start negotiations on an increase during the next fiscal year.

The South African Democratic Teachers Union will embark on an indefinite strike on Monday if its immediate demands are not met. These are: the re-opening of negotiations on the five percent salary dispute, with particular focus on an acceptable living wage for lower qualified teachers; and an end to the government's policy of rationalisation, and in particular an end to the retrenchment of teachers.

According to Marais South Africa is already spending 27 percent of its budget on education. "There is no more money", he emphasises.

He is willing to talk about the salaries of teachers in the lower categories, and to negotiate the examination fees of pupils in the Department of Education and Training (DET).



PIET MARAIS

On the looming threat of a strike by teachers over pay, Marais points out that it will have to be dealt with.

"We will have to end it in some or other way in the interests of education," he says. "We will have to find ways of getting around this immediate demand. The strike is not important to me, but to the children of this country. But I cannot allow expectations to be created."

Marais will be meeting ANC Western Cape Chairperson Allen Boesak on Friday to try and find a political solution to the crisis.

# Strike plan South 2215 - 2615193 goes ahead

By Lorelle Ball

DESPITE an 11th-hour bid by ANC president Nelson Mandela and president F W de Klerk to rescue education from the precipice on which it has been teetering for weeks, teachers are continuing to prepare for their historical strike.

De Klerk's insistence that rationalisation continue and his unpreparedness to negotiate his five percent salary offer spiked hopes that strike action could be stalled.

These are the two immediate demands on which the South

African Democratic Teachers Union (Sadu) is basing its strike due to begin on Monday.

The union has refused to meet the Minister of National Education, saying they are tired of "talk-shops".

Sadu regional chairperson Ms Vivienne Clarke said: "We can't keep going to meetings with the Minister which cannot deliver a suitable settlement. De Klerk has to respond to our demands."

"Since De Klerk has made his position on rationalisation and salary increases known publicly, he must respond."

Meanwhile Sadu has devel-

oped strike rules aimed at disciplining teachers' actions:

- Teachers not participating in strike action will not be victimised, intimidated or abused in any way;

- Strike councils will be in charge of the strike and its decisions should be adhered to;

- Members must adhere to the union's programme of action;

- Sadu's code of conduct and disciplinary procedures will remain in force during the strike; and

- Schools will remain the primary site of struggle during the strike.



# The challenge of uniting teachers

By Lorelle Bell

N THE run-up to the deadline for strike action, teachers are discovering their own strength. Unprecedented teacher participation in protest action has demonstrated the power of belonging to a union.

But the road to building a powerful union has not been an easy one. SOUTH spoke to two union members about their experiences.

Ms Jean September, last year's chairperson of the South African Teachers Democratic Union (Sadtu) Mitchells Plain region said one problem was the debate over whether teachers were professionals or workers.

"Because of the perks many enjoyed and their class position, teachers felt distant from workers," she said.

But teachers have discovered in the past year that they enjoy fewer rights than unorganised factory workers. They do not have basic service conditions or collective bargaining powers.

"Teachers are only now warming to the idea of a teachers' union and understanding the importance of

fighting for these rights," she said.

But problems remain with organising teachers. Many principals and House of Representatives Education Department officials are unaware of the contents of Sadtu's recognition agreement with the department and the union's rights to organise.

"Sadtu members visit schools to recruit members and speak about issues during interviews. But it's very easy for principals to fob us off. Recently three principals cancelled meetings an hour before they were scheduled."

She also said it was clear that many department officials had not been briefed on the agreement and their obligation to adhere to them.

"Earlier this year I was questioned at a school by an inspector about my presence there. I asked if he'd read the recognition agreement and he had no idea about it."

Many teachers realise the importance of belonging to a union when there are disputes at their schools. "Sadtu was called in to intervene

## The major block is principals'

in the dispute between teachers and the principal at Yellowwood Primary and we assisted them in approaching the regional department with their grievances.

"There is no obligation on teachers to join, but often they join once Sadtu has helped them resolve conflicts at school," September added.

Ms Dianne Gordon, a member of teacher organisations since she started teaching in 1985, said: "The major block is principals and heads of departments. When principals are supportive more teachers join."

"When I taught at Norma Road where the principal is a Sadtu member, more than 20 teachers belonged to the union. That's incredible at a primary school.

"It's common at most of the schools where I've taught that principals are this terrifying force.

"Women are in the majority at primary schools and when they join Sadtu, they often become more

vocal. Union membership gives them a sense of power and they realise that they do have a voice." Gordon said when she began recruiting at her school, she discovered she was being "investigated" by the principal.

"When I confronted him I was told it was school policy that everything that happened at school had to be cleared by him," she said.

"Four weeks ago, I was asked by Sadtu members to organise a union speaker to address the school on the present crisis so that teachers could be well informed.

"I requested permission from the principal, who said he would consult with his committee. Two weeks later, there was still no answer. When I approached the principal, he refused permission, saying that he was not ready to have a Sadtu person address his staff.

"This is contrary to recognition agreement which allows Sadtu members to invite speakers to their schools."

Finally on Monday, a Sadtu speaker was allowed to address the staff after Sadtu had written a letter to the principal advising him of the union's rights to organise.

South 22/5 - 26/5/93

(32)

# CTPA will Souta 2245-745143 join strike

By Lorelle Bell

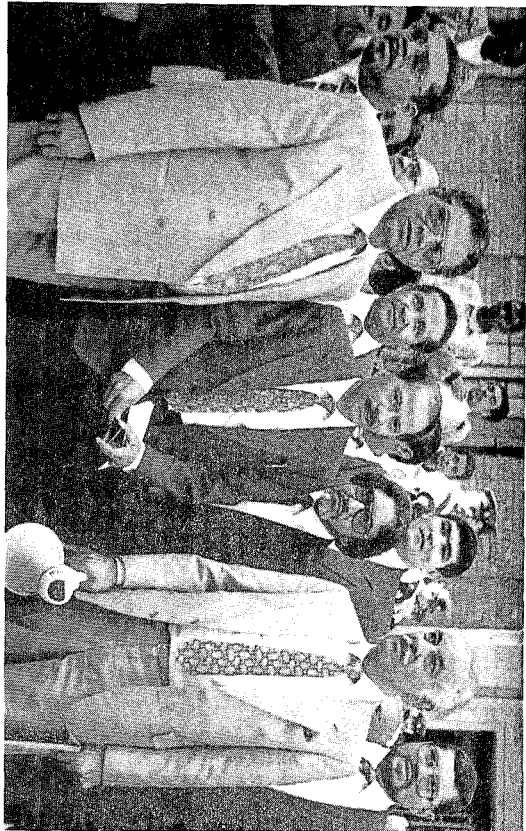
THE UNION of Teachers' Associations of South Africa (Uasa) and its affiliates, including the Cape Teachers Professional Association (CTPA), have called on members to support strike action.

CTPA general secretary, Rev Roy Brink, said CTPA and Uasa support all teachers' and students' demands. (321)

"We are calling on our members to withhold services for three days starting on May 24, after which the CTPA will reassess situation and decide on future course of action."

In a statement Uasa and its affiliates committed its members to supporting the campaigns organised by the broad democratic movement and implored all political role players to intervene to bring the government to its senses.

"The present crisis has been created by the government's actions to worsen the quality of education for our children," said Uasa.



**HEADS IN COURT:** Six principals, members of the Western Cape Principals Forum, appeared briefly in court on Tuesday after being arrested on Monday when they went to hand over a memorandum to Mr Avrie Muller, chief executive director in the Department of Education and Culture. The principals are Mr Andy Cassie of Sibellus Secondary, Mr Cupido Jacobs of Louwer Primary, Mr Goosain Emeraam of Trafalgar High, Mr Eddie Snijders of Garlandale High, Mr Henry Petersen of Edendal Primary and Mr Leon Liedeman of Range Secondary. The case was postponed to June 9.

Photo: Yunus Mohamed

# Pledge helps avert strike by teachers

S1 Times 23/5/93

(32)

THE government and the ANC agreed this week to turn to the private sector to raise the money required to cover the scrapping of black matric examination fees.

The agreement came during a nine-hour meeting at which the government convinced the ANC that it simply did not have the cash to pay for the scrapping of Department of Education and Training exam fees this year.

ANC delegates agreed to help the government raise the money required — R16,8-million — from the private sector.

Minister of Education and Training Sam de Beer said other education departments could also drop exam fees, but this would mean more money would have to be raised from the private sector.

By NORMAN WEST  
and CHARLENE SMITH

If the fee was also dropped by the white and coloured departments, the total bill would rise to R32-million.

Mr de Beer said he was confident the private sector would be prepared to fund the DET exams because "if things go completely wrong, there will be (negative) spin-offs everywhere".

At the meeting, the ANC acknowledged the need for the removal of all remaining sanctions; a marked reduction in the levels of violence; an end to economically disruptive mass action; and an end to inflammatory statements.

The scrapping of the DET exam fee came after months of disruption which threatened to plunge black education into a crisis of 1976 proportions.

Another breakthrough on the education front came on Friday, a day after the ANC-government agreement was reached.

The SA Democratic Teachers' Union agreed to call off its strike, planned to start tomorrow, after more than 10 hours of tough talks with National Education Minister Piet Marais.

This means the 65 000 teachers who had been due to go on strike will return to their classrooms tomorrow while the government reconsiders its five per cent pay offer.

The Congress of South African Students welcomed the move and said it would work with teachers to make up lost time — even if it meant attending school during the holidays.

## Agreed

"There are still other issues to be addressed but we won't use school time for demonstrations," said Cosas executive member Albert Mahlangu.

He added that Cosas had instructed its 11 regions to look at ways of making up lost study time.

After Friday's meeting, the departments of National Education and Education and Training also agreed not to implement rationalisation programmes and retrenchments before discussions at the National Education Forum, which will have its first meeting before the end of June.

Sadtu will meet the government again on May 26 to continue discussions on wage demands.

● It is understood the R16,8-million required for DET exams had already been pledged by Friday afternoon.

2006  
Kwakh





Education Sector	Per capita State Expenditure	
	Capital expenditure included	Capital expenditure excluded
*Public Schools	1 755	1 669
*Teacher Training Colleges	14 169	12 115
*Technical Colleges	2 289	4 825
*Technicians	4 540	4 540
Universities	8 913	7 656

\* Based on information in respect of actual expenditures of education departments as submitted to the DNE within the SANEP information system.

#### Dobsonville: payments to councillors

330. Mr P G SOAL asked the Minister of Local Government:

- (1) Whether an investigation has been undertaken by the Director-General: Transvaal Provincial Administration in respect of certain payments made to councillors in Dobsonville; if not, why not; if so (a) what did these payments relate to, (b) to whom were they made

#### The MINISTER OF EDUCATION AND TRAINING:

(1) (a)		(2) (a)		(3) 3 March 1992	
(a)	(i)	(ii)	(i)	(ii)	(i)
	(i)	(ii)		(ii)	
Diamond Fields	4 085	1 477	Gazankulu	6 031	2 979
Highveld	7 223	3 734	KaNgwane	4 344	2 114
Johannesburg	4 378	3 040	KwaNdebele	2 397	1 589
Cape	6 957	3 051	KwaZulu	23 768	10 859
Northern Transvaal	5 015	2 584	Lehova	15 701	10 403
Natal	5 621	2 132	Orange-Vaal	2 065	1 392
Orange-Vaal	6 288	2 816	QwaQwa	54 306	29 336
Orange Free State	4 913	2 050	Total		
Total	44 450	20 864			

(b) 3 March 1992.

346. Mr M J ELLIS asked the Minister for National Health and Welfare:

- (a) How many persons from each race group occupy positions in the top five post levels of the Department of National Health and Population Development and (b) in respect of what date is this information furnished? B780E

#### The MINISTER FOR NATIONAL HEALTH AND WELFARE:

Top five post levels			
White	Black	Indian	Coloured
1	—	—	—
2	—	—	—
11	—	—	—
30	1	2	—
86	—	—	—

- (1) (a) How many teachers are employed at (i) primary and (ii) secondary schools under his control in each Departmental region and (b) in respect of what date is this information furnished?

(2) whether he will furnish the information requested in paragraph (1) in respect of each of the self-governing territories; if not, why not; if so, what are the corresponding particulars? B820E

#### Schools in Departmental regions: number of teachers

351. Mr R M BURROWS asked the Minister of Education and Training:

# Teachers split as strike hits W Cape schools

Staff Reporters

TEACHERS appeared divided today as a strike by the Western Cape region of the South African Democratic Teachers' Union (Sadtu) hit schools.

The Union of Teachers' Associations of South Africa (Utasa) has cancelled a three-day strike, while Sadtu head Mr Shepherd Mdladlana has opted not to join the action.

In Western Cape townships some high schools were dismissed as early as 9am because of the strike, while most primary schools seemed to be operating normally.

Teachers at most secondary schools in Khayelitsha reported for duty but did not teach.

Sadtu Western Cape has embarked on the strike, to last at least two days, in an effort to force the government into further concessions on rationalisation.

Sadtu members in other regions — in Soweto and at coloured and Indian schools in Natal and the Transvaal — are also striking today.

But Mr Mdladlana, principal at Andile Primary in New Crossroads, said today he was not going to strike.

He did not see the need for the action because the State had given in to the main demand of re-opening salary negotiations.

It would be "spineless" of him to stop work after calling for a national strike set to start today to be suspended.

"We need to go back to classes so that our members can add meat to our demands," he said.

Utasa has abandoned a three-day countrywide work-stoppage by its members.

Dozens of Mitchell's Plain teachers were out early today holding a placard demonstration against the rationalisation of coloured teachers.

There was confusion at most Khayelitsha schools as the strike got under way.

At primary schools visited, tuition continued normally while at secondary schools in Khayelitsha teachers either picketed or stayed in staff rooms.

31/03/79 21:57

# Back to school — but teachers' union warns of further disruptions

AFTER weeks of boycotts and disruptions, most black schools are expected to return to normal today after the suspension of the teachers' national strike and of the exam fee.

But SA Democratic Teachers' Union (Sadtu) spokesman Randaal van den Heever warned that although the teachers' strike had been called off at a national level — after government's agreement to reopen negotiations on the 5% salary increase — disruptions in certain areas could continue.

He told a Johannesburg news conference

on Saturday that while a national wage strike had been suspended, campaigns linked to locally based disputes in specific departments had not been called off.

Van den Heever said problems that still existed in the coloured and Indian education departments, as well as the Ciskei and KwaZulu governments' refusal to recognise Sadtu, had to be addressed.

The agreement between government and the Sadtu delegation, led by Cosatu general secretary Jay Naidoo, was reached at a meeting on Friday. The meeting was chaired by mediator Charles N-



pen and national peace committee member Jan Hienstra.

As well as agreeing to reopen salary negotiations, with particular focus on salaries of lower categories of teachers, government said it would allow restructuring and retrainments to be dealt with by the proposed national education forum.

A Cosatu statement said it was now essential that the grievances of other public sector workers be addressed urgently. Meanwhile, plans for a national educa-

qualified support at the weekend.

But a spokesman for Education and Training Minister Sam de Beer declined to say which sources would be tapped.

Dr, education spokesman Roger, Butrows said the DP had no objection to De Beer going to foreign embassies and to companies and industry for support.

PAC executive director Joe Fookman said the schools crisis had to be resolved. It was hoped the suspension of school fees, the AHT would go along with its decision.

Picture Page 2797 2200 000  
Comment Page 8

tion forum are well on track.

A statement by the facilitating group for the establishment of the forum said proposals would be finalised in two weeks.

Sapa reports the PAC called yesterday for teachers and pupils to make up for lost time. PAC education spokesman Mngale Mphahle said teachers and pupils should return to school as they had achieved their objectives.

GERALD REILLY reports from Pretoria that the soliciting of outside parties to make up the R16.6m revenue loss involved in suspending matric exam fees found

disruptions

# AG says bail could affect public safety

## News in brief

### Azapo meets in QES

THE Azanian People's Organisation is to hold its Free State provincial congress in Welkom on Saturday.

Announcing this, national organiser Mr Fundile Mafongosi said the agenda would include "the growth of the movement" in the province, elections of the provincial leadership and Azapo's plans for ending the violence.

Meanwhile, Azapo's Transvaal vice-president, Mr Nkosi Molala, is to leave for France next week to attend an international conference of socialist organisations focusing on the impact of the IMF and World Bank on struggles of oppressed people throughout the world.

### Nelson on SACP ties

NELSON Mandela set the electioneering trail yesterday by telling an Indian and white entrepreneurial audience the ANC's alliance with the Communist Party was valid only up to the overthrow of white minority rule at the ballot box.

He portrayed the symbiotic relationship between the two parties, who share several top leaders, as a pragmatic alliance of potential antagonists,

comparing it to the pact between the West and the Soviet Union in World War 2.

"The basis of our alliance is a hatred of and determination to overthrow racial oppression," he told a fundraising breakfast in Natal.

### Fired teachers rehired

THE rehiring this year of 1 014 of the approximately 5 000 teachers retrenched from the "white" Department of Education and Culture last year, would not cost the taxpayer more money, says superintendent-general Dr Henry Stone.

Stone was defending his department's decision to rehire about 20 of the teachers it fired last year, after disclosures to this effect were made in Parliament last week as a result of a question by Democratic Party education spokesman Mr Roger Burrows, MP for Pinetown.

"No extra money is being provided by the department, and we are doing it only to prevent pupils from suffering," said Stone. — Own Correspondent — Sava-APF

## NEWS Sadtu members oppose boycott

# Teachers' strike to proceed today

321  
Sowetan 24/5/93  
■ Soweto and Western Cape staff vow to continue action:

THE strike by thousands of teachers in several areas including Soweto and Western Cape will go on today as planned, it was announced yesterday.

Mr Matakanye Matakanye, chairman of the South African Democratic Teachers' Union Soweto branch, announced after a two-day annual general meeting held at the weekend that the strike by about 700 Soweto teachers was going to take place as scheduled.

A mass meeting to review the Government's response to teachers' demands will be held at Vista university tomorrow.

Sadtu's national general secretary, Mr Randall van Den Heever, yesterday announced that teachers at Indian and Coloured schools in Natal, Benoni, Lenasia, Laudium and Eldorado Park will go on strike today.

### Western Cape

Sadtu's Western Cape branch also announced that the planned strike would go ahead today.

Van den Heever said teachers at In-

dian schools would go on strike to protest against the "unfairness" in merit awards.

Coloured teachers would stage a "chalk-down" to highlight the problem of regionalisation.

Sadtu's national body, after a meeting with Government departments on Friday night, called for the suspension of the strike.

Soweto teachers at the AGM said the national executive had no mandate to suspend the planned strike.

Meanwhile the Congress of South African Students, has called on all pupils to go back to school today to review the Government's response.

Teachers also lashed out at the Government and accused it of not fulfilling its promises.

DET's spokesman, Mr Corrie Rademeyer, yesterday said he did not have much to say because a decision had been reached between Government and all education bodies, including Sadtu's national executive committee, to suspend the strike.

## Rehiring teachers 'won't cost more'

The Argus Correspondent

JOHANNESBURG. — The re-employment this year of 1 014 of about 5 000 teachers retrenched from the "white" Department of Education and Culture last year, would not cost the taxpayer more money, says superintendent-general Dr Henry Stone.

Dr Stone was defending his department's decision to re-employ about 20 of the teachers it fired last year, after disclosures made in parliament last week in reply to a question by Democratic Party education spokesman Mr Roger Burrows, MP for Pinetown.

"No extra money is being provided by the department, and we are doing it only to prevent pupils from suffering," said Dr Stone.

Retrenched teachers were being re-employed on a temporary basis for periods of anywhere between a week and a term, to fill in where other teachers were not available.

He also said it was the department's policy to avoid such temporary hirings from the ranks of those retrenched, but that this was not always possible. As soon as a teacher in permanent employment was available, these retrenched temporary staff were discharged.

The SA Democratic Teachers Union yesterday slammed the re-employment of retrenched teachers as "despicable".

The secretary-general, Mr Randall van den Heever, said it was indefensible to lay off teachers when their services were sorely needed in other areas.

ARG 24/5/93

# Cape teachers go on strike

(321) ~~321~~ 25/5/93

## Staff Reporter

COLOURED education was substantially disrupted in the Western Cape and Boland yesterday when about 1 000 SA Democratic Teachers' Union (Sadtu) members went on strike and in many schools lessons ceased entirely when non-union members also heeded the strike call.

Sadtu Mitchells Plain branch chairwoman Ms Simone Geyer said more than 80% of teaching staff in high schools in the area had heeded the strike call.

But at some schools there was dissension on the strike call with many staff members going ahead with lessons.

The situation was fairly normal at primary schools. In certain areas parents either kept their children at home or helped to supervise schoolwork and play-time at schools, Ms Geyer said.

At Alexander Sinton High School in Athlone all 57 teachers

## Schools disrupted as 1 000 heeded call

joined striking Sadtu staff members and some pupils picketed alongside their teachers outside the school grounds.

No lessons were held and pupils assembled in the hall, where they were addressed on strike issues.

At Spes Bona High School Std 7 pupils sat listlessly outside their classroom, where a handful of Sadtu teachers were holding a meeting.

The principal, Mr Walter Rorich, said that more than half the

staff had proceeded with lessons and that the division among teachers was prevalent at most schools.

## Concessions

"It is extremely difficult for principals. Sadtu's demands are fair but at the same time I'm trying to satisfy the demands of parents who want their children's education to continue," he said.

He declined to comment on whether Sadtu's decision to strike was justified.

The Athlone Sadtu branch voted yesterday morning not to ratify the agreement reached between Sadtu and the Department of National Education last week, which averted a national strike of more than 26 000 teachers, in the hope that further concessions on rationalisation might still be won.

A Sadtu regional meeting tomorrow will determine whether the two-day strike will be extended.

## Teachers stay out despite strike deal

321

KATHRYN STRACHAN

322

TEACHERS stayed away from township schools yesterday despite the national teachers' strike being suspended, the Department of Education and Training said.

ANC education spokesman Lindelwa Mabandla said that in terms of the agreement between the SA Democratic Teachers' Union (Sadtu) and National Education Minister Piet Marais, teachers were to return to school yesterday. The ANC was concerned at the stayaway which, he said, undermined the agreement. "By now teachers were expected to return to work, but it is Sadtu's business to put their teachers in order," he said. *BY AM 25/5/93*

Sadtu spokesman Randall van den Heever said the stayaway was mainly caused by teachers attending meetings to assess Friday's agreement. All regions would report to the national office today on whether they would go ahead with their strike.

Also yesterday, Marais announced that matric exam fees for white pupils would be scrapped, and all fees already paid refunded. The money would be made available by the Ministers' Council.

Our political staff reports from Cape Town that DP education spokesman Roger Burrows said that after the agreement to suspend black exam fees, it was announced that attempts would be made to raise the R16.8m shortfall from the private sector.

The R6m to meet the shortfall from white matriculants, however, was to come from state funding — taxpayers' money.

"If one presumes that this means that white and black taxpayers are paying the fees for white schools, it does appear ridiculous — even farcical — that white and black taxpayers are not assisting candidates in other departments."

Burrows said perhaps the NP "could explain this racist allocation".



Sit-in  
at white  
schools  
called off

JOHANNESBURG. — The "occupation" of white schools by dissatisfied black pupils, due to have started today, has been suspended.

Speaking on behalf the PWV regions of the ANC, the Congress of South African Students (Cosas) and the South African Students Congress (Sasoc), a spokesman said here yesterday the student organisations welcomed the government's scrapping of matric exam fees and its announcement that a national education forum would be established. (S)

"We repeat our call for students to return to school and, together with teachers and the community, to embark on programmes to make up for lost time."

The organisations last month said they would bring white education to a halt from May 26 if the government did not agree to the forum. — Sapa CT 26/5/93

# Sadtu strike a 'great success'

Staff Reporter

MANY schools in the Peninsula and Boland were unable to hold classes yesterday as the South African Democratic Teachers' Union (Sadtu) strike entered its second day and non-union members continued to heed the three-day strike call.

An Athlone headmaster who did not wish to be named said lessons at the school had been "seriously disrupted" as half the staff were on strike and it was not possible simply to double up on classes.

Most schools closed early and many pupils did not attend classes in the townships and coloured areas.

A Sadtu spokesman said the strike had been a "resounding success". He said almost all local branches of the union had participated as well as branches in Sovero, Giskel and the Southern and Eastern Cape.

## Cape classes disrupted as teachers heed call

National Sadtu representatives will hold an urgent meeting with the Department of National Education in Pretoria today and will renew the national strike position.

Sadtu national president Mr. Shepherd Mdladlana was in Port Elizabeth attending a rally yesterday and could not be reached for comment last night.

The Cape Teachers' Professional Association (CTPA) could

add the weight of a further 20 000 teachers to the Sadtu strike today if Mr Pieter Saaria, education minister in the House, education senators fails to heed CTPA demands for the immediate withdrawal of his retrenchment programme.

CTPA president Mr Archie Vergotine said yesterday that the three-day strike had only been suspended pending the outcome of a meeting between the association and Mr Saaria this morning.

The Western Cape branch of the Congress of South African Students (Cosas) will meet today to discuss whether to proceed with its Barcelona Flames and Bujuba campaigns to pressure the government into scrapping exam fees entirely.

The national Cosas body agreed to end its campaign last Friday following the announcement by education authorities that it would suspend the R48 fees for November 1993 matric exams.

# Black attendance

## poor as protests go on

PRETORIA. — Black school attendance countrywide ranged from "poor to reasonable" yesterday, according to the Department of Education and Training (DET) spokeswoman Mrs Alunidi Pisanie.

But in Soweto, Mrs Du Pisanie said, no education took place. She said that in some cases around the country teachers had sent pupils home.

In the Free State, teachers belonging to the South African Democratic Teachers' Union (Sadtu) yesterday started a week-long strike in demand of a 30% salary increase and the scrapping of the apartheid system.

Most of the teachers involved in the strike were employed by the Education and Culture Department in the House of Representatives and the Department of Education and Training.

CR26/5/93 2 (621)

While the planned Sadtu national strike this week was averted, teachers from at least 11 schools in Phoenix, Durban, continued a three-week "sit-in" in protest against the actions of the principal and some parents at Grandmore Primary School.

Sadtu organiser Mr Mo Ally said the principal had attempted to divide parents on the union's strike resulting in a parent "take-over" of the school. Teachers at 11 schools have stopped teaching in solidarity," he said.

Meanwhile, KwaZulu schools have ground to a halt, according to the National Education Co-ordinating Committee. A NECC spokesman said there had been no schooling in many KwaZulu schools in the past two weeks. — Sapa

# 'No exam fees'

## for HoR schools

CR26/5/93

Political Staff

EXAM fees are also to be scrapped in House of Representatives schools at a cost of R1.6 million and the government is to clarify the "degree" of confusion about the matter.

This was said in statements yesterday by the Minister of Education and Culture in the House of Representatives, Mr Pieter Sautman, and by the Office of the State President.

Mr Sautman said the exam fees of matriculants had been suspended this year following consultations with the chairman and members of the United Teachers' Association of SA's (Utas) executive management, the National Party study group and NPMs.

Matriculants who had already paid their exam fees would be reimbursed as soon as possible.

"The expenditure involved will be approximately R1.6m which will be covered by the department's own funds," Mr Sautman said.

## Teachers to strike despite talks offer

(32) KATHRYN STRACHAN  
MORE than 6 000 Soweto teachers decided at a mass meeting yesterday to strike despite government's agreement to reopen salary negotiations. 510/17 26573

SA Democratic Teachers' Union (Sadtu) Soweto chairman Matakanye Matakanye said teachers would continue their strike "to back up the negotiations process". Teachers would reconsider their position on Friday, depending on the progress made in negotiations starting today.

In Parliament yesterday, Education and Training Minister Sam de Beer said despite opening channels for negotiations, government had not changed its stance on the principle of a 5% increase for public servants and teachers, Sapa reports.

He said there appeared to be a serious crisis in the union: its executive did not have credibility with its members and there was a lack of internal discipline. "This reinforces the notion that in some circles there is no desire to find a solution. What are they protesting about?"

The Department of Education and Training was doing all it could to counter-act the "cynically destructive attitude" of bodies such as Sadtu, the Congress of SA Students (Cosas) and the National Education Co-ordinating Committee (NECC).

Also yesterday, the ANC, NECC and Cosas announced the suspension of the planned "occupation" of white schools after progress on the exam fee issue and a national education forum.

# Hopes on schools crisis dashed

By RAMOTENA MABOTE

HOPES to resolve the education crisis took a plunge in the Western Cape yesterday when the regional branch of the United Teachers' Association of SA (Utasa) decided to begin an indefinite strike and the regional branch of the Congress of SA Students (Cosas) decided to continue their mass action.

More than 20 000 coloured teachers in the Western Cape are expected to strike today after a meeting between Utasa and the Minister of Education and Culture in the House of Representatives, Mr Piet Saaiman, reached deadlock yesterday.

Addressing a press conference after the meeting with Mr Saaiman, Utasa president Mr Archie Vergottine said teachers had asked the minister to refer the matter of rationalisation to a national education forum. "Our hopes were dashed by the insistence of Mr Saaiman and his directorate to continue with rationalisation."

In response, Mr Saaiman said that he was prepared to refer any future issues to the National Education Forum, but the present programme of rationalisation had already started and could not be stopped.

● No work for school-leavers — Page 6

# Schools deserted as teachers stay away

KATHRYN STRACHAN

MANY township schools across the country remained deserted yesterday as teachers ignored the call by the SA Democratic Teachers' Union (Sadtu) national executive to suspend their strike, following government's agreement to reopen salary talks.

The Department of Education and Training confirmed there was "very little effective schooling" across the country yesterday.

National Education Co-ordinating Committee (NECC) spokesman Desmond Thompson said the organisation was trying at a regional level to encourage teachers to heed the national executive's call to return to school. The NECC had not been able to ascertain the reasoning behind the continuing stayaway.

Meanwhile, talks between Sadtu

and education authorities in Pretoria were adjourned last night and were scheduled to continue today. The talks are intended to finalise agreements made between the two parties last week.

And in a bid to defuse the crisis, ANC president Nelson Mandela is to visit four PWV schools this morning.

The PAC said yesterday it had suspended its participation in the national education forum. PAC education secretary Mogale Mphahlele told a Johannesburg news conference the decision, taken in protest against Tuesday's arrests of 73 of the organisation's officials and members, would be reviewed at its next national executive council meeting.

Sapa reports from Durban that KwaZulu's Education and Culture Minister Lionel Mtshali said his department would not recognise Sadtu, nor would it accept agreements reached between the SA government and the ANC.

In KwaZulu-administered schools, thousands of teachers and pupils are protesting about several grievances, foremost among them the department's nonrecognition of Sadtu.

Mtshali said he was not prepared to negotiate Sadtu's recognition as a KwaZulu Education Act stipulated that his department could not recognise trade unions. His department recognised only the Inkatha-aligned Natal African Teachers' Union, which he maintained was not a union but a professional body of teachers.



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FINANCIAL RESULTS

# Sadtu, DET in serious talks

Sawetani 27/5/93



■ **GLOOMY PICTURE** School attendance ranges from poor to reasonable but is deteriorating: (321)

By Lulama Luti

**L**AST-ATTEMPT attempts to save black education from total collapse continued yesterday as education authorities met the South African Democratic Teachers Union in Pretoria.

This follows the decision by most Sadtu members to press ahead with a national strike since Monday despite agreements reached at meetings between the Government and education organisations last week.

Meanwhile, DET spokesman Mr Geoffrey Makwakwa painted a gloomy picture yesterday, saying attendance at schools differed from region to region and figures ranged from poor to reasonable.

"Although schooling is relatively normal in our farm schools, the hardest-hit are those in the urban areas," he said.

The following is a breakdown of the situation

in the regions as observed by the DET since Monday:

- Diamond Fields: The strike by Sadtu members there had disrupted schooling.
- Highveld: There was a lot of intimidation and the situation was deteriorating.
- Johannesburg: Teachers and pupils were at school but no teaching took place.
- Western Cape: There was definitely no schooling and Sadtu was lobbying for support in outlying areas.
- Natal: All circuits in Durban took part in a march through Durban yesterday; the situation differed from area to area.
- Northern Transvaal: There was tension in Mamelodi, where most schools were affected by a high rate of absenteeism.
- Orange Free State: There was no schooling yesterday and the Sadtu strike was gaining momentum.
- In Sebokeng local teachers took to the streets yesterday in support of the strike.

# Another teacher body goes on strike

JOHN VILJOEN

Education Reporter and Sapa

THE crisis in Western Cape schools has deepened with another teacher body — the Cape Teachers' Professional Association (CTPA) — deciding to strike.

In other developments yesterday the State was attacked for its handling of the education turmoil, a crucial meeting between the South African Democratic Teachers' Union (Sadtu) and authorities was adjourned until tomorrow, and the Pan Africanist Congress pulled out of the national education forum.

The CTPA decision came after Mr Pieter Saaiman, House of Representatives education minister, reaffirmed that his department would cut 3 200 posts this year.

CTPA members decided at a rally in Bellville yesterday to strike until next Wednesday, when they will review their position. Western Cape members of Sadtu have been striking since Monday.

Mr Saaiman met a delegation from the CTPA and its parent body, the Union of Teachers' Associations of South Africa (Utasa), at parliament yesterday.

Utasa head Mr Archie Vergotine said afterwards: "Our hopes for a solution to the problems were totally dashed this morning by Mr Saaiman and his department."

Utasa's demand that rationalisation be suspended and referred to the national education forum was refused.

# Teachers decide to keep up strike

**JOSEPH ARANES**  
Staff Reporter

THE Western Cape region of the South African Democratic Teachers' Union (Sadtu) has decided at a rally at the Athlone Stadium to continue its strike until all its demands are met.

The decision will be taken to a national conference in Johannesburg at the weekend when a final decision on the strike will be made. The region has decided to abide by the decision taken there.

The rally was to have taken place at the Athlone Civic Centre, but the venue was too small for the thousands of teachers who turned up and the organisers hastily arranged to use the stadium.

The meeting for Sadtu to report back to its members on the outcome of talks between its national executive and the education departments of the three Houses of Parliament, was also addressed by public sector union officials, who gave their full support to the teachers.

Ms Vivien Carcise, regional head of Sadtu, said the union needed to give the government a crash course in democracy because it had no idea how democracy worked.

"We reached certain agreements with them at a meeting and part of the agreement was that our negoti-



**CROWDED:** Thousands of teachers fill the Athlone Stadium for the outcome of talks

APR 28/5/73

ators would first consult us before it could be ratified.

"At a subsequent meeting in Pretoria on Wednesday, the department wanted our leadership to commit the whole of Sadtu to those agreements without our discussing it on the ground first.

"We must make it clear to them that every member has a say in how we conduct the affairs of Sadtu

Picture DOUG PITNEY, The Argus

and that decisions cannot be made without their consent," said Ms Carcise.

She added that the meeting ended in deadlock when the parties could not agree about the scrapping of 3,200 teachers' posts under the House of Representatives and the union's demand for a "living wage".

The union wants negotiations on

salaries to include teachers across the board and not only those in lower-paid categories.

Ms Carcise said, "The department is insisting that the posts of retrenched teachers remain redundant.

"We will continue to strike until those posts are filled and all our demands are met."



# Call to hold classes in holidays

## Political Staff

TEACHERS will be asked to make up time lost during the recent chalkdown at Indian schools for two weeks during the coming winter holiday and on 10 Saturdays, Education and Culture Minister Mrs Devi Govender said yesterday.

However, her suggestion was

(321) CT 28/5/93  
immediated rejected by the SA Democratic Teachers' Union (Sadtu) last night.

(222)  
Mrs Govender said the scrapping of exam fees at Indian schools had been done "in solidarity" with the other departments although she believed the Indian community could well afford to pay them.

The government has also placed a moratorium on merit awards for teachers employed by the House of Delegates' education department.

Chairman of the Ministers' Council in the HoD, Dr Badhra Ranchod, said yesterday merit awards would be held back pending the completion of an

investigation into alleged irregularities.

He said it was legally impossible to reclaim merit awards already paid as demanded by Sadtu. Although the HoD teachers' strike has ended, talks between the education department and Sadtu are continuing.

# Pupils, (321) teachers block officials

29/5/13

PUPILS and teachers prevented Department of Education and Culture (DEC) officials from entering schools on the Cape Flats yesterday as the teachers' strike brought schooling to a virtual halt.

This made it difficult to assess the impact of the strike on DEC schools, a DEC spokeswoman said.

The Department of Education and Training (DET) said tuition at DET schools was seriously affected by the strike by members of the SA Democratic Teachers' Union (Sadtu).

A DET spokesman could not say how many Peninsula DET schools were affected, but he claimed most southern Cape schools were functioning normally.

Responding to calls for the postponement of mid-year exams, the DEC said this was a matter for individual schools.

The DET announced three weeks ago that June exams would be suspended.

Sadtu national president Mr Shepherd Mdladlana apologised to the Cape Times on behalf of Modderdam teachers who stopped a news crew from interviewing pupils. He said it was not union policy to interfere with reporters.

● The Union of Teachers' Associations of South Africa will meet the Minister of National Education on Tuesday to discuss the education crisis, Utasa said.

● The Department of National Education last night criticised Sadtu for "failing to carry into effect the suspension of its strike". — Staff Reporter, Sapa

## Teachers chalkdown carries on

MEMBERS of the SA Democratic Teachers Union (Sadtu) and Union of Teachers' Association of SA (Utasa), are still on strike over the House of Representatives phasing out 3 200 posts.

The government is firm about scrapping the posts.

# Teachers on strike get ultimatum

SI Times 30/5/93

321

By NORMAN WEST and AYESHA ISMAIL

**THE government and teachers' unions are heading for a major showdown which could disrupt education countrywide unless the unions suspend strikes to avert Supreme Court interdicts to force them back to school.**

In an emergency meeting called for today, the national executive committee of the South African Democratic Teachers' Union (Sadtu) is to meet in Johannesburg to decide whether to continue or suspend a strike by some of its regions.

The meeting will be attended by representatives of all Sadtu regions, Sadtu general secretary Randall van den Heever said yesterday.

Meanwhile, the Department of National Education has thrown down the gauntlet and warned that, should the teacher strikes continue after tomorrow's public holiday, court action would be taken against the striking teachers.

Mr Van der Heever said Sadtu and the Department of National Education, in follow-up meetings, had agreed that details regarding the size of teacher salary packages and across-the-board and specific category increases would be negotiated in the Salary Negotiations Forum, in which all teacher and public service organisations were represented.

The parties had reaffirmed that prob-

lems dealing with rationalisation would be handled by the newly established Education Forum.

No agreement had been reached on the abolition of 3 200 teaching posts in the House of Representatives, Mr Van den Heever said.

Sadtu claims to represent more than 60 000 black, coloured and Indian teachers. However, most coloured teachers in the Cape belong to the Cape Teachers' Professional Association (CTPA), which claims 26 000 members.

The CTPA held a meeting with the House of Representatives' Minister of Education and Culture, Mr Pieter Saai-man, on Wednesday.

At the meeting Mr Saai-man refused to rescind a decision to abolish 3 200 redundant posts, which would entail the voluntary retirement of teachers who opted for early retirement packages.

The CTPA subsequently issued a directive calling on its members to re-implement strike action. It said it would reassess its position on Wednesday "to plan the way forward in consultation with other teacher organisations".

Spokesman for both Sadtu and CTPA regional offices in Cape Town confirmed yesterday they had been warned of possible court action against their unions.

Last week government legal counsel stood by to apply to the Pretoria Supreme Court to declare strikes by teachers illegal in terms of an agreement it claimed it had reached with Sadtu.

After the suspension of examination fees for black matric pupils, Sadtu withdrew organised strikes temporarily but said it could not dictate to its regions what action to take.

Today's planned Sadtu meeting follows a strongly worded statement over the weekend by Mr Clive Roos, chief director of the Department of National Education, expressing the department's "dismay" at Sadtu's failure to suspend fully its proposed strike as announced by the Sadtu national executive last weekend.

Mr Roos said Sadtu had until today to indicate "whether it was able to carry into effect the suspension of the strike".

Regional members of the union embarked on a strike on Monday. One of its demands is the re-opening of negotiations on teachers' salaries.

The government subsequently agreed to review and adjust its offer of a five percent salary increase for those on the lowest pay scales.

Durban (031) 700-4415 Midrand (011) 515-1950

(32) (102) 25/5/93

# Teachers to go back to school

Staff Reporters

**JOHANNESBURG.** — The South African Democratic Teachers' Union yesterday suspended its national strike with immediate effect — but has threatened to continue with campaigns on "unresolved issues".

Sadtu adopted this and several other resolutions at a meeting of its national executive committee in Johannesburg.

However, the decision will be reviewed by Sadtu's national congress in July, a statement said.

Sadtu president Mr Shepherd Mdladlana said last night that teachers would be returning to school tomorrow.

## Salaries

Sadtu said the decision was made in the light of agreements reached with the Department of National Education and the imminent establishment of a National Education and Training Forum.

The government had also agreed to the union's chief demand of reopening salary negotiations.

Mr Mdladlana warned that "teachers have high expectations" and should the negotiating forum "fail to deliver it will be back to square one".

"We have decided to test the negotiating forum to see whether they have the teeth to bite and make decisions and we intend to push the issue of rationalisation and retrenchments."

He said a number of regional issues, however, remained unresolved, including:

- Recognition of Sadtu in the House of Assembly, Ciskei, KwaZulu and Bophuthatswana; and

- Unilateral restructuring and rationalisation processes.

Sadtu further accepted a public invitation for a national delegation to address the KwaZulu Legislative Assembly on its recognition.

Mr Mdladlana said members were angered by overcrowding in black schools and the platoon system.

New categories of qualified teachers (aiding teachers) were being employed and being paid hourly without pension or leave benefits, he said.

- The 26 000-strong United Teachers' Association of SA (Utasa) is to meet Minister of National Education Mr Piet Marais tomorrow for talks.

Utasa is still out on strike, but is opposed to schooling being halted for a lengthy period. Utasa president Mr Archie Vergotine said yesterday they hoped to make a positive announcement to their members on Wednesday.

He said continuous teachers' strikes would harm the pupils.

Utasa is to meet Mr Marais after their urgent fax to President F W de Klerk last week asking him to intervene.

# Teachers suspend national strikes

Star 31/5/43  
By Phil Molefe  
Education Reporter

321

The SA Democratic Teachers' Union (Sadtu) yesterday resolved to suspend the nationwide teachers' strike with immediate effect.

The decision was taken at Sadtu's national executive committee meeting in Johannesburg after weeks of sporadic strike action involving Indian, coloured and black teachers belonging to the union.

At the centre of the strike is the teachers' demand for a 25 percent salary increase, and an end to rationalisation, restructurings and the unilateral system of the education

Sadtu general secretary Randall van den Heever said the suspension of the strike action would be reviewed at the union's national congress in July. In the meantime, teachers would continue with campaigns to back their demands.

He said Sadtu decided to suspend the strike noting the teachers' commitment to restore the culture of learning, a national education forum to negotiate the new system and the agreement reached with the Department of National Education to reopen discussions on salary increases.

Van den Heever said Sadtu would refer problems around rationalisation and retrenchments to the education forum. "The agreement reached with the authorities contains significant victories for the union and teachers," he said.

Last week saw a total work boycott by teachers in Soweto as well as coloured and Indian educators in Johannesburg, Natal and the western Cape. Department of Education and Training spokesman Corrie Rademeyer said the department would "wait and see" if teachers returned to the classroom. "If the strike continues on Tuesday, then appropriate steps will be considered," said Rademeyer.

Last week, the Sadtu national executive committee called off the strike after a brokered deal involving President de Klerk and ANC leader Nelson Mandela — but various regions of the union decided to continue with the action despite the national decision.

# Teachers to go back but Cape uncertain

SHARON SOROUR  
Labour Reporter

THE South African Democratic Teachers' Union (Sadtu) has suspended the nationwide teachers' strike with immediate effect — but doubt remains about the Western Cape.

Union president Mr Shepherd Mdladlana refused to comment on whether the Western Cape branch would heed the call to go back.

"I am not able to comment ... I do not want to clash with the region," he said.

Western Cape regional chairperson Ms Vivienne Carelse could not be reached for comment.

Western Cape teachers went ahead with strike action in spite of a call by the union's national executive to suspend a similar nationwide strike about 10 days ago.

The union's national executive committee decided to suspend the latest strike at a meeting in Johannesburg yesterday after weeks

of sporadic strike action by union members nationwide.

Sadtu general secretary Mr Randall van den Heever said the suspension of the strike action would be reviewed at the union's national congress in July.

Striking teachers were demanding a 25 percent salary increase and an end to rationalisation, retrenchments and the unilateral restructuring of the education system.

Mr Van den Heever said the union decided to suspend the strike because, among other things, an agreement had been reached with the Department of National Education to reopen discussions on salary increases.

● The 26 000 strong United Teachers' Association of SA (Utasa) is to meet Minister of National Education Piet Marais tomorrow.

## Cape teachers debate strike

528 Staff Reporter 321

THE Western Cape Region of the SA Democratic Teachers' Union (Sadtu) will decide this week whether to call off the teachers' strike in the Peninsula in line with a national decision taken at the weekend to suspend strike action.

Regional strike convener Mr Theo Combrink said last night the strike council and regional office-bearers had met yesterday but had decided not to release any information to newspapers.

CT 11/6/93



(a)	* (i) (aa), (bb) and (cc)	1991/92	(cc) #
(ii)	.....	R4 417	R4 860
(b)	* (i) (aa), (bb) and (cc)	R5 510	R5 050
(iii)	.....	R4 305	R4 774
		R5 060	R4 651

FTE = Full-time equivalent student

\* The SANEP information system provides these data in respect of pre-primary, primary and secondary schools jointly.

# It would not be meaningful to provide the information of tertiary institutions per province, since the appropriation of funds takes place per institution and not per province.

Teachers's colleges: enrolment/examinations  
76. Mr R M BURROWS asked the Minister of Education and Culture:

(27)

THE MINISTER OF EDUCATION AND CULTURE:

How many students (a) enrolled at teacher-training colleges under the control of his Department in each province in 1992 for the (i) first, (ii) second, (iii) third and (iv) fourth year of their studies and (b) (i) entered for, (ii) passed and (iii) failed their examinations at the end of their (aa) first, (bb) second, (cc) third and (dd) fourth year at each of these colleges in that year?  
B819E

Cape			
(a)	Cape Town	Boland	Port Elizabeth
(i)	130	119	—
(ii)	72	91	48
(iii)	62	85	51
(iv)	84	70	41

(b)	Cape Town			Boland			Port Elizabeth		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	124	104	20	118	109	9	—	—	—
(bb)	68	66	2	90	88	2	48	48	0
(cc)	62	58	4	85	83	2	51	51	0
(dd)	84	84	0	69	69	0	41	41	0

Natal

(a)	Edgewood	Durban
(i)	231	59
(ii)	126	48
(iii)	135	42
(iv)	107	52

(321)

(b)	Edgewood			Durban		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	231	208	23	59	58	1
(bb)	126	108	18	48	46	2
(cc)	135	127	8	42	40	2
(dd)	107	95	12	52	52	0

Orange Free State

(a)	Bloemfontein
(i)	49
(ii)	57
(iii)	70
(iv)	56

(b)	Bloemfontein		
	(i)	(ii)	(iii)
(aa)	49	49	0
(bb)	55	55	0
(cc)	68	68	0
(dd)	56	56	0

## Transvaal

(a)	Johannesburg	Goudstad	Pretoria
(i)	288	—	312
(ii)	264	21	386
(iii)	335	41	393
(iv)	270	183	288

(321)

(a)	Pretoria College of Education	Pocheysroom
(i)	10	125
(ii)	59	170
(iii)	19	153
(iv)	59	175

(b)	Johannesburg			Goudstad			Pretoria		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	251	228	23	—	—	—	276	267	9
(bb)	228	216	12	21	21	0	367	356	11
(cc)	306	297	9	41	41	0	384	374	10
(dd)	269	269	0	183	183	0	285	282	3

(b)	Pretoria College of Education			Potchesroom		
	(i)	(ii)	(iii)	(i)	(ii)	(iii)
(aa)	10	10	0	113	109	4
(bb)	59	58	1	153	140	13
(cc)	19	19	0	150	143	7
(dd)	59	59	0	166	165	1

Teachers/promotion staff; termination of service  
78. Mr R M BURROWS asked the Minister of Education and Culture:

The MINISTER OF EDUCATION AND CULTURE:

- (1) Whether any teachers and/or promotion staff falling under his Department had their services terminated with effect from 1 January 1993; If so, (a) how many and (b) for what reasons;
- (2) whether any of the above persons received additional pension benefits as a result of having their services terminated by his Department; if so, (a) what additional benefits, (b) who funded these benefits and (c) what total sum is involved;
- (3) whether he will make a statement on the matter? B865E
- (1) Yes,
- (a) 2 105,
- (b) abolition of posts, reorganisation, termination of relief contracts, misconduct, ill-health, attainment of retirement age;
- (2) yes,
- (a) some qualified for added service according to the relevant legislation,
- (b) Department of Finance,
- (c) this information can be obtained from above-mentioned Department;
- (3) no.

## ■ STRIKE OVER All

factions strike a deal  
on education forum:

By Siphso Mthembu

**T**HOUSANDS of teachers are expected back at school countrywide today after the South African Democratic Teachers Union suspended their strike over the weekend.

In Soweto, the local branch of Sadtu will hold a mass meeting at Vista University today to discuss the latest developments.

The strike was suspended with immediate effect after Sadtu and the Government agreed to form a national education forum to negotiate a new education system.

The Department of National Education also agreed to reopen salary negotiations. The teachers are demanding a 25 percent across-the-board salary increment, while the Government offered five percent for openers.

The education crisis in Venda deepened yesterday when pupils' organisations said they were going ahead with class boycotts today, accusing the local Sadtu branch of "double standards".

A joint statement by the Pan Africanist Student Organisation, Azanian Students Movement and the Congress of South African Students yesterday claimed local teachers only suspended their stayaway last Tuesday because the homeland government threatened to withhold May salaries.

Class boycotts would continue until a date for a meeting between Sadtu and pupils was set. A meeting between the two parties was cancelled yesterday. "We are well aware of their (teachers) tactics. They resort to a monthly two-week chalk-down only after they receive their salaries, and the worst is that when in classrooms the children are burdened with more work," the three organisations said. A spokesman for the Venda education department would not comment. Meanwhile Sadtu said yesterday that the strike which affected most black schools would be stopped and only reviewed at the union's annual congress in July.

Matric examinations will take place as scheduled despite disruptions according to the Department of Education and Training spokesman Mr Corrie Rademeyer.

"As far as the department is concerned the exams will go on as problems have now been resolved," said Rademeyer.

The chairman of the Soweto branch of Sadtu Mr Matakanye Matakanyic said teachers would put in more effort to ensure that pupils were ready by examination time.

# Pupils' hopes pinned on teachers' return

Sowetan 11/6/93

NEWS Teachers return to school • Death toll rises to 70

SOWETAN Tuesday June 1 1993

# Act on lost time, teachers told

JOHN VILJOEN  
Education Reporter

(321) ARC 1/6/93  
THE Union of Teachers' Associations of South Africa (Utasa) called on its members today to make up time lost during the classroom disruptions of the past few weeks.

Utasa's 26 000 members end a three-day strike today and its leadership will meet National Education Minister Piet Marais to discuss chiefly the scrapping of 3 200 teaching posts falling under the House of Representatives.

The Western Cape region of the South African Democratic Teachers' Union (Sadtu) is still to decide whether to end a strike which began last Monday.

Sadtu suspended a national strike at the weekend and said

teachers would return to class today.

Western Cape Sadtu branches were holding report-back meetings today on the meeting of the national executive in Johannesburg where the decision to suspend the strike was taken, spokesman Ms Jean September said last night. It should be clear later today whether the strike would continue, she said.

The Department of National Education has warned that should teachers continue with strike action today, "employer departments involved will consider appropriate steps".

Utasa head Archie Vergotine said last night he would urge teachers to return to their classes

from tomorrow no matter what the outcome of the meeting with Mr Marais.

Although Utasa would proceed with the third day of its strike, he would issue a statement today calling on members to salvage some of the time lost during the dispute with the State.

He suggested that teachers work an extra half-hour every school day and that classes be held, especially for matric pupils, during the school holidays, which begin on June 20.

An indefinite strike would be harmful to pupils' education, but protest by Utasa members could take a different form if talks with the government did not produce positive results, Mr Vergotine said.

# W Cape schooling normalises

et 26/93

## Staff Reporter

SCHOOLING in the Western Cape is expected to return to normal today when teacher members of the United Teachers' Association of SA (Utasa) return to work.

Utasa has called on all members to return to work today irrespective of the outcome of yesterday's negotiations between Utasa and national education minister Mr Piet Marais.

Black township schools returned to normal yesterday after the SA Democratic Teachers' Union (Sadtu) suspended its two-week strike.

The regional branch of Sadtu agreed on Monday evening to follow the national decision to suspend the strike while negotiations between education authorities and the union continued.

Last week Sadtu's Western Cape regional branch and some Transvaal branches ignored the national call to suspend the strike.

Local officials yesterday refused to comment further as Sadtu's "embargo" on speaking to the media was still in place.

Last week local Sadtu officials stopped speaking to the press, saying it was confusing Sadtu's position. Queries were referred to the national office, which was not available for comment.

Ten principals of Peninsula township schools contacted yesterday reported 100% teacher attendance and about 95% pupil attendance.

Utasa president Mr Archie Vergotine has asked schools to extend school days by at least 30 minutes to recover lost curriculum time and has called for extra Saturday classes.

However, he warned of new protests if the dispute over the abolition of 3 200 posts was not resolved.

# DET welcomes truce

JOHANNESBURG. — The Department of Education and Training (DET) yesterday welcomed the decision by teachers to return to their posts after the suspension of protests by some teachers' bodies.

The DET said schools were back to normal in most areas countrywide.

The South African Democratic Teachers' Union, the Cape Teachers' Professional Association and the Union of Teachers' Associations of South Africa have all called on their members to return to school.

The stoppage was suspended after an agreement with the Department of National Education.

The as-yet unsettled wage issue is to be taken up within a fortnight by a newly-established salaries negotiating forum..

The loss of more than 3 200 teachers' posts in House of Representatives schools is to be addressed by the National Education and Training Forum in Johannesburg on Saturday.

— Sapa

CR 246/93  
(22) 321

## Most teachers due back at school

The Argus Correspondent

JOHANNESBURG. — Thousands of teachers countrywide are expected to go back to the classroom today after most regions of the SA Democratic Teachers' Union (Sadtu) yesterday accepted their national executive committee's decision to suspend the strike. *12/5/93*

Sadtu's national office has been ignored twice during the past two weeks by some branches which continued with the strike in spite of calls to suspend the action.

Two teachers' organisations in the Western Cape yesterday called on their members to resume normal teaching programmes from today.

The Cape Teachers' Professional Association and the Union of Teachers' Associations of South Africa said the decision to strike over rationalisation and restructuring had been fulfilled.

who were engaged primarily in producing that publication which served as the mouthpiece of the Administration and which tried to communicate to the public at large what the Administration and specifically the various departments in the Administration were doing...

[Interjections.]

Mr P NAIPOO: You are wrong! It served as a photo-album for those members of the Ministers Council as... [Interjections.]

The MINISTER: I chose my words carefully. I said it intended to communicate. I did not say that it succeeded. [Interjections.]

Quite a number of the staff members involved in the production of that publication have left the service of the Administration. In spite of my own affairs administrators being phased out, it was felt that there was a need for State departments to maintain communication services with the outside world.

We know that own affairs will be scrapped by 31 March. [Interjections.]

Mr A RAJBANSI: On 19 September.

The MINISTER: Perhaps that hon member knows better than I do and is more clued up on what is happening. Be that as it may, the point is that there is a current need for our Administration to communicate more effectively with the society out there.

If none of these applications meets the criteria, no appointments will be made. However, there is an established need for us to have a good public relations service, because we are a Government department and will continue to be a Government department until such time as a new constitution is adopted. I think even then, the Department of Education and Culture, which is the largest of our departments, will continue to be a significant player in the provision of Natal. The Department does not have the staff at present to do the kind of communication work that is necessary.

The DEPUTY CHAIRMAN OF COMMITTEES: Order! I shall allow one supplementary question with regard to this reply.

Mr A RAJBANSI: Mr Chairman, further arising out of the hon the Minister's reply, in the light of the Cabinet's stubborn refusal to HOUSE OF DELEGATES

appoint a permanent director-general, because own affairs is on its way out...

An HON MEMBER: How do you know it is a stubborn refusal?

Mr A RAJBANSI: The Hon the Minister of the Budget differed that it was. In the light of this, how could the Ministers' Council justify the appointment of so many communications officers when they cannot justify filling the permanent post of the accounting officer of the Administration, who is most important to our Administration? This state of affairs is shocking. It stinks to high heaven.

The MINISTER: Mr Chairman, if I may respond to that, I have informed the House that I made very strong representations to the Commission for Administration...

Mr A RAJBANSI: No, no, no. You did not!

The MINISTER: I am taking. [Interjections.] Let me talk. [Interjections.] The good Lord blessed the hon member for Avenida Park with two cars and one mouth, and occasionally he must listen. [Interjections.] He must listen, unless he has two mouths and one ear. [Interjections.]

Publications: printing/publishing/distribution

\*5. Mr M RAJAB asked the Minister of the Budget:

Whether his Department has taken a decision to terminate the printing, publishing and distribution of a certain publication, the name of which has been furnished to his reply; if not, what is the position in this regard; if so, what are the relevant details? D294E

The DEPUTY CHAIRMAN OF COMMITTEES: Order! We now come to Question 5. The hon the Minister of the Budget will reply, after which I shall allow only one supplementary question.

The MINISTER OF THE BUDGET:

Yes. Pursuant to a decision of the Ministers' Council in February 1991, the printing and publication of the journal known as *Fiat Lux* was discontinued after the last publication in December 1991.

Explanatory Notes:

*Fiat Lux* was published for 26 years and for-

warded to about 20 thousand subscribers in South Africa and abroad. The cost involved in printing and publishing in the 1990-1991 financial year was R112 392 for the six issues during that period. The publication appeared once in two months. The printing and distribution of *Fiat Lux* was done in accordance with tender floated SDR-23.

The purpose of the journal was to provide and disseminate information that will promote the best interest of the Administration, House of Delegates and the services it has to offer and to help promote a positive image of the Administration. The journal was also used to keep readers informed on policy decisions that affect their lives and also for general interest articles. A survey undertaken in respect of *Fiat Lux* in 1986 showed that the 10 percent response indicated that the objectives had been achieved.

Mr P NAIPOO: Mr Chairman, on a point of order: When the Chairman of the House presides hon members are allowed more than one supplementary question. Why is it that this afternoon the Chair has ruled that hon members will be allowed only one supplementary question when it comes to questions on own affairs? I should like to know whether there has been a change to the rules.

The DEPUTY CHAIRMAN OF COMMITTEES: Order! The answer to that is quite simple. There have been no changes to the rules. It is merely that the time allowed for questions on own affairs had expired.

For written reply

General Affairs:

Various education departments: teacher/pupil ratio

34. Mr M RAJAB asked the Minister of National Education:

(a) What is the teacher/pupil ratio for (i) primary and (ii) secondary schools in the various education departments in the Republic and (b) in respect of what date is this information furnished? D295E

The MINISTER OF NATIONAL EDUCATION:

(a) The Department of National Education does not have directly at its disposal the information to furnish the pupil: CS educator ratios separately for primary and secondary public ordinary schools for the various education departments in the RSA, but only jointly as in the following table:

Education department	Pupil: CS-Educator Ratio*
All Education Departments	31,9
Education and Culture (House of Assembly)	18,2
Education and Culture (House of Delegates)	21,8
Education and Culture (House of Representatives)	22,2
Education and Training	38,3
Self-Governing Territories:	
Oranje	41,6
Karabula	35,7
Karabane	36,7
Kwazulu	50,0
KwaZulu	38,1
Overva	30,7
Leovva	36,9

\* CS educators within the education control and auxiliary services programme (head office) are included.

(b) The information is with respect to 1991.



if there are applications which could ultimately alter the language character of a school, the parent body can decide to refuse certain admissions.

If a particular religious view threatens to alter the ethos of a school, the governing body has the power to take steps accordingly. [Time expired.]

\*Mr J M BEYERS: Mr Chairman, it was said in this House earlier this afternoon that the hon members of the NP were living in a fool's paradise. I want to repeat that. Specifically in respect of the educational sphere, that party is living in a fool's paradise. Their policy of free association and, as the hon the Deputy Minister has, once again repeated here this afternoon, their refusal to recognise the principle of disassociation as well, is proof of the fact those hon members are faced with a catastrophic reality.

That reality is quite simply that the chaotic culture of Black education is going to be unleashed on White education. That is what is going to happen. Those hon members are living in a dream-world in which White education will simply continue as we know it at present. We simply have to democratise everything and open it up to everyone, but what is going to happen? The culture of Black education is going to be summarily transferred to White education. What does that culture look like? It is the culture of political agitation, of intolerance, of intimidation, of recognition without merit in terms of which qualifications must simply be attained without working hard for them. It is the culture of boundless irresponsibility.

All of those poor elements which are manifesting themselves in Black education at the moment are going to be summarily transferred directly to White education as a result of this Government's actions in respect of education. We want to tell the Government today that if they do not grant us the right to disassociate, we will disassociate in our own right. This people will not allow its schools to be summarily opened to anyone in order to come and apply the chaos of Black education there as well.

\*Mr A GERBER: Mr Chairman, I am now going to ask the hon the Deputy Minister two direct questions to which I expect two direct answers. Will the Government intervene if a Model A or C school refuses admission to a child who can speak Afrikaans and says that he HOUSE OF ASSEMBLY

belongs to a Christian church, but comes from a different cultural background to the Afrikaner? Will the Government intervene in such a case?

My second question is as follows. Is the Government going to take away the subsidies of those Model A and C schools which refuse children admission on the basis of either language or culture or religious differences? I should like a direct answer to this.

\*THE DEPUTY MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I have already answered these questions. In terms of the present educational legislation a school cannot refuse children admission on cultural and religious grounds, and this will be continued. The status quo will be maintained in respect of these two aspects. The hon member has never objected to the present educational dispensation. [Interjections.]

\*Mr J H HOON: Boy, you are silly!

\*THE DEPUTY MINISTER: Hon members in the CP have never objected to the educational dispensation as they know it. Surely the Education Affairs Act existed long before the CP came into being.

The hon member for Virginia spoke here about Black pupils and a Black educational model which would descend upon White schools and cause chaos. However, the Group Areas Act was abolished a long time ago and surely this has not led to a dramatic disruption of existing patterns. [Interjections.]

The fact of the matter is that education also has a mission to prepare children for a future South Africa in which apartheid will no longer apply. This preparation cannot take place by locking children up in a narrow, ethnic ivory tower. I am not for one moment saying that one should abandon one's ethos. Of course that will become more important in a future South Africa, but it is also important to make contact from within that ethos with children from other cultural, language, religious and racial groups. It is not constitutions that will ultimately save us. It is attitudes, understanding and mutual relations between people. [Time expired.]

Debate concluded.

# QUESTIONS

Indicates translated version.

For oral reply:

Own Affairs:

Cape Education Department: posts of Director

1. Mr A GERBER asked the Minister of Education and Culture:—

(1) Whether, with reference to the reply to Question No 64 on 10 May 1993, the Cape Education Department created additional posts of Director at its head office during the period 1 January 1991 up to and including 31 December 1992; if so, (a) how many and (b) what agreements were advanced in justification of the creation of these posts;

(2) whether these posts were advertised; if not, why not; if so, what requirements were set in respect of appointments to these posts;

(3) whether any teaching posts in the Cape Education Department were abolished in 1992; if so, how many? B679E

THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(a) 10 (2 from 1 April 1991 and 8 from 1 July 1991).

(b) In order to do justice to actual management functions within education administration, auxiliary services and colleges of education, the General Education Policy as contained in the Service Dispensation Structure for Educators has been amended by the Department of National Education to make provisions for management posts (post level 8) on the grading of Director. The post level ratio norm for the creation of posts on post level 7 has, however, been reduced to make provision for the creation of post level 8 posts.

(2) no, as all the posts on post level 7 were filled, the incumbents of posts on post level 7 were considered for promotion to post level 8. The persons who had the

required management skills and completed with the demands of the newly created posts were promoted. This was a one-off process to prevent senior personnel (post level 7) from being retrenched.

(3) yes, 1 280, which includes 159 posts which were vacated after the contract of temporary staff were not renewed.

\*Mr A GERBER: Mr Chairman, arising out of the hon the Deputy Minister's reply, he said, if I heard correctly, 18 new posts of Director have been created at head office, but 1 280 teachers in the classroom situation have been retrenched. How does his Department justify this state of affairs?

\*THE DEPUTY MINISTER: Mr Chairman, it was in accordance with the general education policy which applies right throughout the country, and the Cape merely put it into practice. There was a need for promotions to the level of director. I met the members of the top structure of the education department and I think the influence extends right down to the lowest levels. I have no problem with that.

\*Mr A GERBER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, I want to ask him whether he considers it to be in the best interests of education that teachers are removed from the classroom while more administrative posts are created at head office.

\*THE DEPUTY MINISTER: Mr Chairman, the education department still strives to maintain a healthy teacher-pupil ratio and the catch-back in that has not necessarily affected that ratio in such a manner that education is being negatively influenced, and for that reason I agree with it.

\*Mr A GERBER: Mr Chairman, further arising out of the hon the Deputy Minister's reply, is he aware of the fact that the Education Research Strategy recommends that the teacher-pupil ratio be dropped from the present 1:10 to 1:35 in junior schools and from 1:14,3 to 1:32 in high schools? Is the hon the Deputy Minister aware of that?

\*THE DEPUTY MINISTER: Mr Chairman, yes, I am aware of that. I have no objection to a class in which there are 33 children and one teacher. I have been in such classes my whole life.

Mr J H HOON: Mr Chairman, further arising out of the hon the Deputy Minister's reply there was a need for the appointment of directors, I would like to ask him whether there was not a greater need for more teachers at the schools.

*(S21)*  
The DEPUTY MINISTER: Mr Chairman, the fact remains that, if one takes the total number, there is also an over-supply of teachers in certain categories. I would just like to state once more that the reduction of teachers really did not adversely affect efficacy at the classroom level. It was not affected and therefore I am satisfied with this adjustment. I would just like to repeat that what the Cape is doing now is in any case being done in all three of the other provinces.

Mr J H HOON: Mr Chairman, further arising out of the hon the Deputy Minister's reply concerning the efficacy, I would like to ask whether efficacy of the corps of officials on the level of director was not up to standard, seeing that he has now had to appoint more of them.

The DEPUTY MINISTER: Mr Chairman, that was not the fifth question? Interjections. I was. The hon the Deputy Minister may proceed.

The DEPUTY MINISTER: Mr Chairman, no. This in fact relates to the reply I gave right at the outset. There was a real need for such posts in the education category, just as the appointment of directors does not adversely affect other departments, so it does not adversely affect

fect pupils in the education department. [Interjections.]

For written reply:

General Affairs:

National Peace Accord: expenditure

193. Mr W U NEL asked the Minister of Home Affairs:

Whether he will furnish information on all monies spent by his Department up to 31 December 1992 in respect of (a) the implementation of the National Peace Accord and (b) operational costs of such structures at national, regional and local levels with regard to (i) infrastructure, (ii) secretariat and (iii) contract personnel and (iii) any other specified items; if not, why not; if so, what are the relevant particulars?

The MINISTER OF HOME AFFAIRS:

(a) The latest available expenditure figure for the 1992-93 financial year, from 1 April 1992 up to 31 March 1993, is as indicated on 24 April 1993. During the 1991-92 financial year a total amount of R866 538.00 was spent for the period 1 November 1991 up to 31 March 1992.

(b) Particulars regarding the operational costs for the period 1 April 1992 up to 31 March 1993 that were available on 24 April 1993 are as follows:

Level	Infrastructure	Staff	Other #
National	331 797.00	1 018 948.00	1 344 488.00
Regional	387 860.00	687 791.00	969 397.00
Local	6 886.00	100 041.00	109 609.00
Total	726 543.00	1 806 780.00	2 623 494.00

(a) Remuneration: Directorate: Internal Peace Institutions: (including salaries, pension, housing, subsistence and medical aid contributions).

(b) Seasonal allowances and transport and subsistence expenses: national Peace Secretariat:

R250 525.00

(a) Remuneration: Administrative personnel: R416 744.00

(b) Remuneration: Personnel appointed in terms of section 9 (2) of the Internal Peace Institutions Act, 1992.

R271 047.00

(a) Remuneration: Personnel appointed in terms of section 9 (2) of the Internal Peace Institutions Act, 1992. (Including personnel at local committees and operational centres.)

R100 041.00

# Other expenditure includes:

(i) Administrative services such as transport, telephone services, etc.;  
(ii) Stock such as stationery, etc.; and  
(iii) Professional services such as facilitation fees, to the amount of R349 120.95 and training to the amount of R36 432.45.

Industrial Development Corporation: purchase of business concern

309. Mr R V CARLISLE asked the Minister of Trade and Industry:

(i) Whether a certain business concern, the name of which has been furnished to the Minister's Department for the purpose of his reply, was purchased from the Industrial Development Corporation; if so, (a) on what date; (b) what is the name of this business concern; (c) what was the (i) net asset value and (ii) realizable value of this concern at the date of purchase; and (d) (i) what purchase price and other considerations were paid in total to the Corporation by the shareholders of this concern and (ii) how many shares in it were (aa) issued and (bb) taken up;

(2) whether any (a) corporate and/or (b) individual shareholders purchased more than 40 000 shares; if so, (i) which shareholders and (ii) how many were purchased in each case?

The MINISTER OF TRADE AND INDUSTRY:

(1) Prior to July 1990 the assets and liabilities of the National Sorghum Beer Breweries were kept in trust and were managed by the Industrial Development Corporation of South Africa Limited (IDC) on behalf of the state. All rights from 1 July 1990 the assets and liabilities of the industry were transferred to the National Sorghum Breweries Limited. The IDC, therefore did not sell the assets and liabilities.

The net asset value on that date amounted to R130 515 000 and the purchasing price of the interest, based on earnings, brought in R44 million for the State. This amount was not determined by the IDC, but by the Privatisation Unit, based on the advice of the relevant acceptance banks.

The shares were sold in accordance with a prospectus, which closed on 19 June 1991. Since that date the State received R44 million from the sale of its shareholding in National Sorghum Breweries Limited. No other considerations were paid by the new shareholders to the State. A total amount of 44 million shares were issued on 1 July 1991.

(2) The composition of the shares issued is as follows:

— Distributors ..... 5.5%  
— Consumers ..... 20.6%  
— General public ..... 34.6%  
— Employees Share Trust ..... 30.1%  
— Underwriter: Industrial Development Corporation of South Africa Ltd ..... 9.2%

The Employees' Share Trust was financed by means of a loan from the State. This loan has been paid back to the State since 1 July 1991 and the shares which were taken up by the IDC in terms of the underwriting agreement, were sold off to members of the public at the purchase price.

On 1 July 1991 more than 40 000 shares were obtained by 42 shareholders. Because National Sorghum Breweries Limited is a public company, its shares are traded regularly and the composition of its shareholders is therefore

# Teachers expected back at school today

By Phil Molefe  
Education Reporter

Thousands of teachers countrywide are expected to go back to the classroom today after various regions of the SA Democratic Teachers' Union (Sadtu) yesterday accepted their national executive committee's decision to suspend the strike.

Sadtu's national office has been ignored twice during the past two weeks by some branches which continued with the

strike in spite of calls to suspend the action.

Two teachers' organisations in the western Cape yesterday also called on their members to resume normal teaching programmes from today.

The Cape Teachers' Professional Association and the Union of Teachers' Associations of SA (Utasa) said the decision to strike over the State's unilateral rationalisation and restructuring programme had been ful-

filled.

Utasa president Arthur Vergotine said the association would ask principals and teachers to lengthen school days by 30 minutes and allow extra lessons on Saturdays to make up for time lost during the strike.

A series of meetings held countrywide yesterday resolved to call off the strike in line with Sadtu's national position.

Sadtu announced the suspension of the strike for the second time after a national executive

committee meeting at the weekend.

The decision followed agreements reached with the authorities to reopen negotiations on salary increases and to refer contentious issues such as retrenchments and education restructuring to an education forum.

Schools in the townships ground to a halt again yesterday as the striking teachers continued with their action in spite of the weekend decision to call it off.

Star 21/6/93

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By PORTIA MAURICE  
and VUYO MYOKO

ANXIOUS teachers filtered back to their classrooms this week in the hope that their grievances will be addressed by negotiations between their unions, political parties and the government.

Mass meetings in the regions were tinged with scepticism, but teachers decided — after agreements with the Department of National Education (DNE) and the imminent establishment of a National Education and Training Forum — to suspend their national strike around salary increases and retrenchments.

Ten out of 15 branches of the South African Democratic Teachers' Union (Sadtu) voted for the suspension while the Union of Teachers' Associations of South

Africa (Utasa) called off its three-day strike after meeting National Education Minister Piet Marais to discuss the scrapping of 3 200 posts in the House of Representatives.

The government has agreed to reopen negotiations around the five percent annual increase it offered public sector workers, and to refer rationalisation to the forum.

Western Cape branches of the Sadtu and Utasa were addressed at Garlandale High School on Wednesday by African National Congress president Nelson Mandela in an effort to clarify the ANC's position on the strike.

Of late, the movement has expressed only lukewarm support for education protests such as planned attempts to occupy empty white schools and pupil anger over matric exam fees.

However, at the Athlone meeting, Mandela reassured teachers that their resistance was well-placed, even if his organisation came to power.

Based on the ANC's belief in militant mass action, he said, teachers

should continue fighting for better conditions in education.

"Even if the ANC is in power, if the government of the day does not address the conditions of teachers, you must fight that government," he said.

Meanwhile, the national leadership of Sadtu was caught in the crossfire this week, with attacks from both the DNE and some union members.

At a heated meeting of about 1 500 Soweto teachers at Vista University on Tuesday, many expressed pessimism about renewed salary negotiations and questioned the capacity of the proposed education forum.

In the end, teachers agreed that, although their demands had not all been met, continuing to strike would be

futile without community support.

Nationwide action by teachers and pupils has finally managed to prise a National Education and Training Forum from behind-the-scenes talks between the National Education Conference (representing a broad spectrum of stakeholders) and education authorities which have lasted over a year.

All eyes are now on the new body, the formation of which is being facilitated by PRISEC representative Andre Dippenaar.

It has been given a deadline to convene by end-June, and will discuss a document outlining its working principles tomorrow.

If consensus can be reached, the forum could be convened within days.

Ahmed Essop, convenor of the National Education Conference, said rationalisation and teacher retrenchments would be one of the first issues tabled. The forum, he said, would deal broadly with three areas: the immediate education crisis, restructuring and long-term policy issues.

Teachers  
go back -  
but the  
tensions  
remain

**T**HE teachers' strike in support of a demand for a pay rise of more than five percent presents the spectre of macro-economic populism and future economic ruin.

The Mont Fleur Scenarios — drawn up by a wide range of economists and political figures and published in *The Weekly Mail* last year — outlined what it called the Icarus scenario: a new government succumbing to popular pressure for economic growth through rapidly increased government spending — a dangerous possibility that may bring a quick take-off but also sudden and devastating collapse.

When economist Terence Moll punctured the "growth-through-redistribution" approach at first adopted by the ANC, he detailed the experience of many Latin American countries.

"In extreme cases, governments reflation economies rapidly through large rises in government spending not covered by revenues, sharp increases in nominal wages, persistently negative real interest rates and so on.

"In the first stage of the programmes, many macro-economic variables looked highly satisfactory. Inflation sometimes fell, real wages rose sharply, the welfare of poor people improved and exports sometimes rose too. The disconcerting features were falling investment levels, a running down of foreign exchange reserves due to escalating imports, and a real exchange rate appreciation.

"The expansionary phase was usually terminated by countries running out of foreign exchange reserves, leading to balance of payments crises and abrupt stabilisation phases involving falls in government spending and budget deficits, large currency devaluations and drastic cuts in real wages; subsequently welfare indicators deteriorated sharply."

The ANC has retreated from policies of unsustainable redistributive boosts to growth. But this doesn't mean a future government could not be tricked into destructive economic policies — and the fury aroused by the present education crisis is instructive in this regard.

Racial inequities in education spending have arguably been the most pernicious element of apartheid. What's more those inequities continue and are clearly visible in the Budget.

The pressure is on for spending on white, Asian, coloured and black education to be equalised — now. And as the youth population balloons, education will continue to hog centre stage in demands for government spending.

Unfortunately, expectations are higher than resources allow.

The limits of what any government can do about equal education was spelt out in articles by James Moulder, Jane Hofmeyr and Anne McLennan in a recently published book.

Hofmeyr and McLennan note education

# Teachers' strike: The thin edge of the wedge

W/Mail 4/6-10/6/93

*The mass mobilisation over teachers' pay is a warning of future populist pressures that could undermine the ANC's new feet-on-the-ground economic policies, argues REG RUMNEY*

spending of around 21 percent of the Budget is well above the average for countries with per capita incomes similar to that of South Africa.

In the same volume Lawrence Schlemmer quotes McGrath's analysis which suggests racial parity in social spending can only be achieved by the year 2000 — if the level of government spending as a percentage of gross domestic product (GDP) rises by 4-5 percent, the economy grows by around five percent a year in real terms, the wealthier pay much more for state welfare services, virtually all the higher tax revenue from economic growth will be channelled into social spending and there are huge inflows of foreign capital.

That is a tall order.

By contrast, the government economists' Normative Economic Model insists government spending will have to decrease if the government is to stop dissaving and if the total tax burden is to be lowered.

"The total expenditure of the general government sector will necessarily have to decrease from about 34.4 percent (of GDP) in 1992 to less than 28 percent by the year 2000."

Rather than spend more, as the professional economic panel follow-up to the Nedcor-Old Mutual scenarios advocated, the money available for social spending has to be spent more effectively.

Could popular pressure such as we have seen recently persuade a future government to increase not only teachers' salaries but the

global amount spent on education?

Th government's unrepresentativeness makes it an easy target for mass action. But if it caves in to teachers' demands, a precedent could be set for popular pressure forcing a future, more representative, government to abandon its commitment to fiscal discipline in other areas.

The teachers' strike has been supported by the broad labour movement, which operates in the private sector as well. We face the prospect of pressure for more government spending as well as high nominal wage increases in the private and public sector.

The government sector has hardly set the public sector any example in the past, particularly under the capricious reign of president PW Botha, who increased civil servants' pay without telling his own finance minister, the unfortunate Barend du Plessis, who was abroad at an International Monetary Fund meeting at the time.

The government gain has been the private sector's loss. While the state has employed more people, the private sector has employed fewer.

Lax control of government spending, outpacing revenue gains as tax flows diminish in recession, has flown in the face of the strict monetary controls applied by Reserve Bank governor Chris Stals in pursuit of keeping inflation under control. The result has been a squeeze on small business from high nominal interest rates.

It is not inconceivable a future government could induce the Reserve Bank to adopt a softer stance and return to the negative real interest rates of the past.

The recipe for macro-economic populism would be complete.

Schlemmer suggests the often-vaunted out-let of "negotiations" could provide a way out.

Populist buy-offs, he believes, will be more acceptable and hence cheaper if jointly decided on: otherwise they will have to succeed on fiscally crippling generosity.

The effectiveness of negotiations are then the key. But in any case, the economic mismanagement of the past already constrains what a government can do. Behind the government's apparent intransigence on public sector pay increases is a high projected deficit before borrowing for the 1993/94 year of 6.8 percent of GDP, which can drop from the previous fiscal year figure of 8.6 percent of GDP only if spending can be kept in check. This government has discovered fiscal discipline only when it is clinging on to power by its fingernails. Will a new government be any different?

●The articles referred to appear in *Wealth or Poverty? Critical Choices for South Africa*, edited by Robert Schrire, published by Oxford University Press.

# Teachers are to return to class

AK51693  
(32)

**JOHANNESBURG.** — The Soweto branch of the South African Democratic Teachers' Union (Sadu) has ordered all teachers in the township to return to class on Monday, boosting the call for the suspension of the national teachers' strike.

Simultaneously, the Department of Education and Training announced that a high failure rate in Standard 10 oral and practical examinations loomed in Soweto schools.

Mr. Solly Mantlana, Sadu's Soweto spokesman, said yesterday afternoon that his branch was ordering teachers to return to classes following consultative meetings in the township.

The meetings came in the wake of the national leadership's call to suspend the threatened countrywide stoppage.

"Sadu calls for its entire leader-

ship to report for duties on Monday and fully execute their duties to resuscitate the culture of learning and teaching," Mr. Mantlana said in a statement.

Education authorities have suspended matric examination fees, pledged to reopen negotiations on teachers' pay and have agreed to establish the national education forum.

DET regional chief director Mr. R. R. Motlan said no meaningful education had taken place in Soweto so far this year and he warned of disastrous results.

"Every week more than three to four school days were lost at secondary schools. The prospect of a high

failure rate is inevitable," he said in a statement.

Mr. Motlan said as little as 15 per cent of the school syllabus had been covered effectively.

Results of the oral and practical examinations will be released from later this month.

Earlier yesterday, Sadu president Mr. Shephard Mladiana said all regions had accepted the suspension of the national teachers' strike.

A final decision on the strike would be taken at the union's congress in Johannesburg on July 6-7.

Mr. Mladiana said some branches were however still embroiled in disputes divorced from the national issues. He named Cradock, KwaZulu, Ciskei, Transkei, KwaNdebele, Venda, and some parts of Cape Town.

"All those areas have been engaged in strikes or other kinds of activities before the national strike was called," Ms. Kim McEvilly, spokeswoman

for the Department of Education and Training, said attendance in schools countrywide was "patchy" on Friday. She had no figures.

The Sadu Soweto branch urged that negotiations on teachers' pay should reopen in a week. "We feel the question of living wage should receive first priority," Mr. Mantlana said.

The threatened strike by about 65 000 teachers was averted last month following the intervention of African National Congress leader Nelson Mandela and President F. W. de Klerk.

The two leaders had paved the way for the suspension of the controversial matric examination fees and cleared the way for the establishment of a national education forum.

The forum will thrash out issues including restructuring the education system and teacher retrainments. — Sapa.

# Sadtu meets KwaZulu As- sembly today

Sowetan 7/6/93

A DELEGATION of the South African Democratic Teachers' Union will meet members of the KwaZulu Legislative Assembly today in what the union hopes will be the first step towards its recognition in KwaZulu.

"The Sadtu delegation is hopeful that constructive progress will be made at the Uundi meeting about the union's right to organise and freedom of association in KwaZulu," Sadtu general secretary Mr Randall van den Heever said yesterday. Teachers have staged strikes in KwaZulu to press demands for the official recognition of the union there. — Sapa.

It will be payable on the following basis for proven expenses that are incurred for security measures:

- \* 20% on a maximum expenditure level of R20 000,00 with a minimum of R1 000,00 per occupied property.

#### Grasmere Toll Plaza: squatter camp

7. Mr. P. H. DE LA REY asked the Minister for National Housing:

- (1) Whether a squatter camp is being erected approximately 1 kilometre south of the Grasmere Toll Plaza; if so, (a) what is the exact situation of this camp and (b) how far is it situated from the N1 freeway;
- (2) whether he was informed in advance that a squatter camp was to be erected there; if so, what was his reaction to that;
- (3) whether there are any incidents of murder, assault and/or stone-throwing in this area; if so, what are the relevant details;
- (4) whether his Department intends taking steps to ensure the safety of motorists and residents in this area; if not, why not; if so, what steps?

B908E

#### THE MINISTER FOR NATIONAL HOUSING:

- (1) No. Squatting has occurred for a long period of time within an existing town, known as Finetown, that has been designated for low cost housing development.
- (a) The portion of the town designated for the development of housing for squatters is situated approximately 1 km south of the Grasmere Toll Plaza, west of the N1 freeway.
- (b) 10 meters from the road reserve of the N1 freeway.
- (2) Falls away.
- (3) and (4) Steps are being taken to assure the safety of motorists and residents of the area by means of increased patrolling and improved liaison between the SA Police and the Traffic Department of the TPA.

Further, an investigation is being undertaken into the possibility of erecting pedestrian bridges as well as road safety education for communities in the area.

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#### INTERPELLATION

The sign \* indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

#### Own Affairs:

##### Durban College of Education: closure

1. Mr. M. BURROWS asked the Minister of Education and Culture:

- (1) Whether he or his Department intends closing the Durban College of Education; if so, why; if not,
- (2) whether any steps are being contemplated to ease the financial strain on the present I-4,4; if not, why not; if so, what steps?

B928E, INT

#### THE DEPUTY MINISTER OF EDUCATION AND CULTURE:

Mr. Chairman, the Department has no intention of closing the Durban College of Education or any other college under the jurisdiction of the department within the boundaries of Natal.

When the internal rationalisation of colleges in Natal was planned during the latter part of the eighties, the closure of some of these colleges was given serious consideration because the teacher needs of this department could have been met by a single college of education housed on any one of the three existing campuses.

This was not done for three principal reasons. Firstly, community support could not be mobilised. Secondly, closure of the Durban College of Education would mean that there would be no facilities in Natal for the training of Afrikaans-speaking teachers. Thirdly, the vast backlog reported to exist in the KwaZulu region was said to require the maintenance of our department's colleges as institutions of excellence. To my mind most of these reasons, or all of them, are still valid.

On the question of the lecturer-student ratio, the position of the department is clear. The unsatisfactory ratio must be addressed. As a matter of fact, steps have already been taken to address the problem.

It must, however, be kept in mind that all colleges of education must offer certain basic disciplines and therefore require a basic staff

irrespective of the size of the college. The Durban College of Education is no exception to this rule.

Mr. M. BURROWS: Mr. Chairman, the reason for this interpellation was to elicit information as to what is intended with the Durban College of Education. The DP—let me make it clear—wishes it to remain open as a college of education. Hon members must have no doubt about that. That has been our position consistently with regard to other colleges as well.

However, that college and its new extensions are so tremendously underfunded that this department has to apply its mind very rapidly, or otherwise there will be great pressure to rapidly close it. It has, for example, 224 students and 51 lecturers. Potchesstroom, which also falls under this department, has 552 students and 47 lecturers. If I were at Potchesstroom, I would be screaming blue murder about what was happening in Durban.

#### THE DEPUTY MINISTER OF EDUCATION AND CULTURE: Or go to Natal.

Mr. M. BURROWS: Or go to Natal, precisely! We accept 100% the necessity of having an Afrikaans-medium college available in Natal. We also accept the linkage that has been established between Dolkies and the University of the Orange Free State. It is a very important linkage, but the same question must be asked.

There is a demand for teachers generally, and figures indicate that simply to achieve a teacher-pupil ratio of 1:35 for the whole of Natal requires immediately 700 additional 11 000 teachers immediately. This is not going to happen, but what we have not seen in Natal is any effort at Dolkies to create a dual-medium college—which is what we are going to have—with broadly a non-White English-medium population.

This is a sensitive area. We accept that, but bearing in mind the situation at the House of Representatives college Bechel, which is housed in what was an unacceptable building, or Spring-bell, which is under pressure, and at Edgewood, which is growing in numbers because of Zulu students coming in from the KwaZulu Department of Education and Culture, we would like to know from the department what they intend putting into place at Dolkies.

No, we do not want Dolkies closed, but we do want it fully utilised. It is because of that important relationship between student and lecturer that one can begin to bring in students in service to that year to make full use of those lecturers. Certainly, from the beginning of next year, that college should be far better utilised than it is now.

\*Mr. A. GERBER: Mr. Chairman, the intention of the hon member for Pinetown is quite clear. The Durban College of Education, the only tertiary educational institution for Afrikaners in Natal, must be forced to accommodate so many people from other cultures that it will eventually lose its Afrikaner character.

I want to make it clear this afternoon that the Afrikaner community in Natal, like other communities, has a right to a college of education. It would be an injustice to take that college away from them. The fact is that most of the student teachers who obtain their qualifications in other provinces are lost to Natal. They usually enter service in the area where they were trained.

I am sorry to say that the hon member for Pinetown and his party create the impression that they begrudge the Afrikaner everything. [Interjections.] Why the constant bickering about Afrikaner colleges and schools that are struggling to survive? Why does the hon member not rather focus an interpellation about the standpoints of the University of Natal if the issue is the admission policy and discrimination? He is a member of the board of that university. That university's admission policy at the medical school and hospitals operates according to a quota system on a racial basis. [Interjections.]

In 1989 a pamphlet was distributed that stated that admission to hostels would not be granted primarily on the basis of academic achievement, but on the basis of need. *The Daily News* reported on 5 March 1990:

The secondary factor of academic achievement would be applied differentially with greater stress on Whites and Indians than Blacks.

I now politely ask the hon member and his party to sweep before their own door. They must leave the Afrikaner educational institutions alone. They are scratching where it is not itching. The Afrikaner community in Natal has a

HOUSE OF ASSEMBLY



rightful claim to its own tertiary educational institution.

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, what the hon member for Pineown said is true. However, it is also true that in the end an institution must also be economically viable in order to be retained. This department takes the view that everything in its power should be done to see to it that in its power-speaking students who wish to qualify as teachers will be able to receive their training there. That will only be possible if the college is made viable.

I refer to the steps that have actually been taken to make the college more viable. I just want to elaborate on that. First of all, as the hon member knows, the college has been opened to all races. It has been converted into a bilingual institution, and the admission requirements have fortunately also been changed. I am proud to announce that the standards have remained intact.

It is no longer necessary to take Afrikaans as a subject, and it is also no longer necessary to have passed Afrikaans in the matriculation examinations. Despite this, however, there were 1 200 applications during the past year for admission from the Kwazulu area. Only 120 were accepted, and of those only seven turned up at the end of the day. The reason for this is that apparently there are insufficient study loans available. I want to request the Kwazulu government to make these loans available in order to make the college more viable.

**\*Mr J A JORDAAN:** Mr Chairman, earlier this evening we heard the NP and the ANC refer to their Rolfs Royce here. That, of course, is the Rolfs and the Ramaphosa show. When it comes to education in this country, I want to say to the hon member for Brits that as far as education in this country is concerned, we call the hon member for Pineown the Rolfs Royce of politicians.

At the same time I, as an Afrikaans-speaking person, want to say to him that if ever there was a person who was prepared to do his share in the respect of Afrikaans medium, he can go to it as the hon member for Pineown. He can go to the person in education circles, the Federal Teachers Council, the Heame Marais, and ask them with whom they consult about the future of Afrikaans medium education in this country. He

will discover that it is the hon member for Pineown to whom they talk rather than to him.

I want to refer to the college of education in Durban. That college has had problems with insufficient student numbers for a long time, and that is the crux of the matter. Since the college is transforming itself, etc., it is essential that it should become a dual medium college.

If hon members look at the students from Natal, where Afrikaans is not used as a medium at university level, they will see that there are students studying at the RAU and at the University of the Orange Free State that are committed Natalians. They return to Natal in great numbers because they are involved in Natal and are embedded in the set-up there.

The argument advanced by those hon members that we want to punish the Afrikaaner and his institutions in Natal, is totally nonsensical.

**Mr R M BURROWS:** Mr Chairman, I must say I rather think of myself as a Volkswaggen than a Rolfs Royce. [Interjections.]

I must state categorically that I have no problem with the Durban College of Education remaining an entirely Afrikaans-medium institution. However, I want to point out to the hon member for Brits that the reality is that if one wants that, one has to be the 24 who that one has at Bloemfontein-student rather does not want to be for 24 lecturers. Therefore, the only way to keep them in their post by bringing more students to that in their post is to have more Afrikaans colleges. But there are no more Afrikaans medium students in Natal. So what is one going to do? That hon member should give us the answer.

As far as the University of Natal is concerned, I must state categorically that I have no problem with more than the hon member for Brits, have always stood for the medical school of the University of Natal being open to all races. I have said it on the council and I have said it publicly. The medical school and the council are examining the issue.

The fact is that there is still a Government restriction on admission, which is still racially based. That is the answer. [Time expired.]

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:** Mr Chairman, in conclusion I would like to thank the DP for stressing the point that they also want this college to be kept

open at all times. We would like to thank them for their support. One can achieve that.

I referred to the fact that this year as many as 3 000 applications from other groups may be received for consideration.

It must also point out that to a certain extent—perhaps the hon member for Pineown will differ with me on this point—one must also guard against the overruling of teachers. I know we are going to become one department.

One should proceed cautiously. I think that with the support of all the parties in this House it will be possible to keep this college open and to enable Afrikaans-speaking students to receive their training as future teachers there by taking the steps that we announced here this afternoon. Debate concluded.

## QUESTIONS

Indicates translated version.

For oral reply:

On Affairs:

**Hon member:** Illegal marches/parade of primary school

**1. Mr A GERBER** asked the Minister of Education and Culture:—

(1) Whether pupils of a certain primary school, the name of which has been furnished to the Minister's Department for their purpose as a reply, had to vacate their school as a result of an illegal march by Blacks through the school grounds or about 7 May 1993; if not, what is the position in this regard; if so, for how long were they prevented from returning to the school to receive tuition;

(2) whether the Free State Education Department addressed a letter to that school beforehand in which it was requested *inter alia* that parents should not enter the school grounds while carrying weapons; if so, what are the relevant details;

(3) whether parents are entitled to claim back any compulsory school fees in respect of the period during which their

children were prevented from receiving tuition as a result of the above-mentioned events; if not, why not; if so, what amount may they claim back;

(4) whether the will make a statement on the matter? B910E

**THE DEPUTY MINISTER OF EDUCATION AND CULTURE:**

(1) Yes, from 9.35–13.15;

(2) no;

(3) no, school fees paid by parents are intended primarily for the running costs of the school. The cost of the tuition itself is borne mainly by the state in the form of the salaries of the teachers;

(4) no.

For written reply:

General Affairs:

**Indemnity granted to exiles/prisoners**  
220 Mr P G SOAL asked the Minister of Justice:—

(1) What, as at the latest specified date for which information is available, was the total number of (a) exiles and (b) prisoners who had been granted indemnity in terms of the Indemnity Act, 1990 (Act No 35 of 1990);

(2) whether any applications for indemnity by (a) exiles and (b) prisoners have been unsuccessful to date; if so, (i) how many and (ii) for what reasons;

(3) whether there have been any disputes between the Government and any other bodies in respect of the granting of such indemnity; if so, what are the (a) names of the bodies concerned and (b) relevant particulars in regard to these disputes;

(4) whether any of these disputes have been resolved; if not, why not; if so, what is the total number of exiles and/or prisoners involved;

(5) whether he will make a statement on the matter? B46E

address the housing problem. If we do not do so, we are going to have continuous political unrest, no matter who the Government of the day is. If one has a person living in a house and he is stable, one will automatically have a stable family and thus a stable community.

We are going to have to address this problem in the future.

THE MINISTER FOR NATIONAL HOUSING: Mr Chairman, let me start off by saying that I do not think there is any difference of opinion between any of the speakers in this Chamber and me, or indeed, between any speaker and the Government, concerning its policy on this matter. No one could take the housing problem and the housing need more seriously than we, in fact, do.

Hon members will know that I am new to this portfolio and that I come from a background of finance, and indeed this question is one of finance. For my purposes I believe that the most important function that we have to carry out in solving the housing crisis is to solve the problem of connecting the finance which lies in the private sector, with the needs which lie on the other side.

One cannot expect—no one anywhere in the world does—that the Government should provide all the finance for housing. Unfortunately, with certain classifications of housing, this has been necessary, and there will be continual budgeting for this purpose. Indeed, the increased budget for this year was an indication of the Government's determination to be of assistance. The only way in which this kind of finance can be found for housing on the required scale is to provide substantial gearing from the private sector. One cannot, however, expect the private sector to be helpful in this matter unless one supports the private sector system. One has to create a system in which there is reciprocal benefit.

I am quite positive and confident that we will find a system for utilising substantial funds available in this country for housing, as long as there is a responsible attitude towards meeting the obligation. Where obligations cannot be met, we will do our utmost to see what can be done to alleviate the problem. We indeed do have discussions on this matter. In fact, within my first week here I had discussions with the Association of Mortgage Lenders to make it clear to them

HOUSE OF REPRESENTATIVES

that their job was no longer to provide houses only for the rich, but to provide houses for those people in greater need than the ones who have historically obtained finance in this country.

In doing so, I am quite satisfied that we will find a means which enables us to deal fairly with those people who are employed, secondly with those who are less employable, and eventually with those in the worst category, who are in a position of ensuring that they are able to meet their commitments in one form or another, in order to prevent the repossession of homes.

THE CHAIRMAN OF COMMITTEES: Order! On that wonderful note of hope I want to welcome the hon the Minister on behalf of this House for his short maiden appearance in this House. It is, however, a pity that it was of such short duration because we would have loved to hear more from him. May God bless him and bestow upon him the wisdom that is needed for the task that has been put on his shoulders. Debate concluded.

#### QUESTIONS

Indicates translated version.

For oral reply:

General Affairs:

State President:

State President/Nelson Mandela: discussions on education

1. Mr S S OOSTHUZEN asked the State President:—

(1) Whether he and Mr Nelson Mandela held discussions on education recently; if so, when;

(2) whether the recent events concerning the Department of Education and Culture of the Administration, House of Representatives were a point of discussion during these negotiations; if not, why not; if so, (a) why and (b) what was the purport of the discussions on this matter.

(3) whether the Minister of Education and Culture of the House of Representatives took part in these discussions; if not, why not; if so, to what extent;

(4) whether any steps to solve the problems surrounding the above-mentioned Department were decided upon during these discussions; if not, why not; if so, what steps?

THE STATE PRESIDENT:

(1) Yes, on 19 and 20 May 1993.

(2) No, not specifically. The discussions took place at the request of Mr Mandela and points raised by him were discussed. One of the points was the appointment of CS educators. The discussion dealt with the principle of the matter and was not directed at the events in the Department of Education and Culture. House of Representatives, although they were mentioned.

(3) No, Mr Mandela led a small delegation and thus the Government's delegation was also small. Only Ministers with a direct line-function involvement in the principles and other matters on which in-depth discussions were anticipated, were asked to participate.

(4) No joint discussions were taken during the discussions. Regarding the retraining of CS educators, I have indicated that all steps which have already been decided upon will go ahead.

Mr S S OOSTHUZEN: Mr Chairman, the hon the State President said rationalization was not specifically a point of discussion during these discussions. However, he went on to say that the question of rationalization was indeed raised to some extent. Arising out of his reply I want to ask him why the hon the Minister of Education and Culture in the House of Representatives had no part in these discussions, because rationalization was in fact raised to some extent. Do we have a case here of decisions being taken for and on behalf of the Ministers' Council, and it only being left to the Ministers' Council concerned to carry out such decisions?

THE STATE PRESIDENT: Mr Chairman, I have been waiting for quite a while now that

the LRSA is trying to draw poison from this situation and to create the impression that we in the NP are not giving equal recognition to colleagues in the executive authority who come from the house of Representatives. Nothing is further removed from the truth than that. [Interjections.]

I regularly see people. On the basis of my anticipation of what will be discussed, I ask Ministers to be present when I see people. I do not want to waste the time of my Ministers. When a matter is to be discussed and the expertise and experience of a Minister are needed, I call him. When I spoke to Sathu the hon the Minister of Education and Culture was present. When there were problems my door was open and the hon the Minister of Education and Culture, the hon the Chairman of the Ministers' Council and the hon the Minister of National Education and I sat together and conferred at length on how we could handle the problem.

I do not want to discuss the merits of the retraining in the House of Representatives now. However, I want to assure hon members that there was the closest co-operation between the hon the Minister of Education and Culture in the House of Representatives, the hon the Chairman of the Ministers' Council and myself on the matter.

The discussion between Mr Mandela and myself for most of the time focused on the other demands that had been made. Contrary to what was suggested to have happened, we did not make any real concessions on that day in regard to our views. We discussed the examination fees for a long time. At the end of the discussions I took a specific view in this regard.

The discussion focused mainly on the problems in Black education. That is why the hon the Minister of Education and Training was present. I reject the accusation and insinuation that full and equal recognition is not being given to office-bearers in this House regarding matters falling under their authority.

Mr C J GLEADNER: Brown politics.

THE STATE PRESIDENT: As regards Brown politics, we in the NP no longer talk about Brown politics. [Interjections.] We are a non-racial party. We do not have first and second class members. We only have NP members in the NP.

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1943 *Hansard*

THE MINISTER OF JUSTICE: Mr. Chairman, first of all I want to say that this is once again an example of how words are twisted. [Interjections.]

THE CHAIRMAN OF COMMITTEES: Order! Did the hon member here as dogs?

THE MINISTER OF JUSTICE: Mr. Chairman, I did not refer to any specific person.

THE CHAIRMAN OF COMMITTEES: Order! The hon member must please withdraw it.

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THE CHAIRMAN OF COMMITTEES: The hon member may not insinuate that hon members are dogs. He must please withdraw it.

THE MINISTER OF JUSTICE: Mr. Chairman, I spoke in perspective. I did not insinuate anything.

THE CHAIRMAN OF COMMITTEES: The hon member must please withdraw it.

THE MINISTER OF JUSTICE: I withdraw it, Mr. Chairman.

HOUSE OF REPRESENTATIVES

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HOUSE OF REPRESENTATIVES

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THE CHAIRMAN OF COMMITTEES: The hon member must please withdraw it.

THE MINISTER OF JUSTICE: I withdraw it, Mr. Chairman.

HOUSE OF REPRESENTATIVES

# TLSA stands firm

## — 50 years on

South 1216 - 16/6/93

(321)



By Lorelle Bell

**T**HE Teachers League of South Africa (TLSA) was relatively unknown to educationists and parents until the league publicly supported teacher action recently. But the league has been around for half a century, promoting its policy of non-collaboration with the government. This has placed it out of step with other teacher organisations.

TLSA president Mr Ivan Abrahams explained that the organisation never sought recognition from tricameral structures as this would give those structures "legitimacy".

"We believe that if you begin bargaining with the departments of education you eventually end up bargaining with the government," he said.

The TLSA will therefore not participate in the National Education and Training Forum.

In the weeks leading up to the strike the TLSA called on teachers to decide whether they would strike and called on members to support whatever action their staff decided.

Abrahams believes the TLSA, with a membership of 7 000 teachers, and branches in Cape Town, Johannesburg and Port

Elizabeth, has played a significant role in education.

"A number of formulations popular today were already part of TLSA policy in the fifties and sixties," he said.

"We were fighting for a non-racial, democratic system of education in the sixties already."

The league was formed in the early forties as an anti-Coloured Affairs Department movement, objecting to the racial basis on which education was being divided. The organisation split in 1943 when one faction formed the Teachers' Professional Association, which became the Cape Teachers' Professional Association (CTPA).

"The TPA laid emphasis on the professional aspect to distinguish it from the political character of the league," Abrahams said.

"The TLSA has always argued that teachers cannot take a narrow view of education which excludes politics. We believe that you cannot divorce education from the political system since the political system determines education."

He feels the community should lead action against the current education system.

"The TLSA has always argued for strong Parent-Teacher-Student Associations and strong links with the communities and we



IVAN ABRAHAMS

believe that it is in the community that the struggle against education should be fought.

"We've always been against the government. But the only historical record is the crisis in 1985/86 which went on for months and caused absolute chaos. This created what is now called the 'lost generation'."

Part of the TLSA's work aimed at addressing this generation.

"Schools should provide part-time classes and literacy courses for people who have lost out on education, and should also assist the unions with their adult education," Abrahams insists.

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**QUESTIONS**

indicates translated version.

For written reply:

General Affairs:

321

The Department of Education and Culture: House of Representatives is the only other department that has farm schools but is unable to provide the requested information as they do not have this statistical breakdown.

**State-aided primary farm schools: qualification**

**Levels of Teachers**

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

- (a) What are the qualification levels of teachers at State-aided primary farm schools and (b) how many teachers fell into each category as at the latest specified date for which information is available? B599E

**THE MINISTER OF NATIONAL EDUCATION:**

(a) and (b) If it is accepted that the schools referred to are schools that operate on farms and which are subsidised by the State, the following information, received from the Department of Education and Training, is applicable:

**CS EDUCATORS WITHOUT A PROFESSIONAL EDUCATION QUALIFICATION**

Qualification	Number of Educators (as at 31 March 1992)
Sid 8 or Lower N3	2 340
Sid 10 Degree	5 2 239 2

**CS EDUCATORS WITH A PROFESSIONAL EDUCATION QUALIFICATION**

Qualification	Number of Educators (as at 31 March 1992)
Sid 6	337
Sid 8	2 577
Sid 10	1
Sid 10 + 1 or 2 yrs	2 758
Sid 10 + 3 yrs	1 784
Sid 10 + 4 yrs	30
Degree	49

**Allocations to major RSA hospitals**

299. Mr. M. J. ELLIS asked the Minister for National Health and Welfare:

- (1) (a) What total amount, inclusive of the original amount and all additional allocations, did the responsible province allocate to the (i) Groote Schuur Hospital and its satellites, (ii) Tygerberg Hospital, (iii) Universitas Hospital, (iv) Witwatersrand hospital complex, (v) H. F. Verwoerd Hospital, (vi) academic hospital falling under Medunsa and (vii) King Edward VIII Hospital for the period 1 April 1991 to 31 March 1992 and (b) what are the corresponding actual or estimated figures for the period 1 April 1992 to 31 March 1993;

- (2) (a) how many authorized so-called academic beds are available to each of the universities and (b) in respect of what date is this information furnished? B672E

**THE MINISTER FOR NATIONAL HEALTH AND WELFARE:**

- (1) (a) and (b)
- |                    |                |
|--------------------|----------------|
| (i) R407 451 000   | R 425 440 000  |
| (ii) R354 069 000  | R 385 436 000  |
| (iii) R172 727 000 | R 190 768 000  |
| (iv) R728 785 000  | R 865 812 000  |
| (v) R196 380 000   | R 242 098 000  |
| (vi) R154 815 000  | R 189 485 000  |
| (vii) R209 663 000 | R 214 405 000. |

- (2) (a) and (b)
- |  |               |
|--|---------------|
| University of Cape Town—1722             | 31 March 1993 |
| University of Stellenbosch—1899          | 31 March 1993 |
| University of the Orange Free State—1741 | 20 April 1993 |
| University of the Witwatersrand—5813     | 31 March 1993 |

# Unions get set to strike hammer blow

Star

14/6/93

THE general secretaries of five Cosatu-aligned public sector unions are expected to finalise by the end of this month joint proposals for industrial action which they intend should culminate in a general strike from mid-July.

The five unions, representing at least 200 000 workers in education, health, municipal services, telecommunications and the Post Office, are attempting to force the Government to double its 5 percent wage offer, and revise its proposed Public Sector Labour Relations Bill by extending strike rights to public sector workers.

At a meeting in Johannesburg last week, the five unions assessed their individual states of readiness for industrial action, established a committee of the general secretaries to amalgamate the various proposals for action, and resolved that they would not permit the Government to side-track them into protracted negotiations with individual State departments.

Meanwhile, the participation of moderate staff associations in a decision by the Public Sector Caucus, representing all public sector workers paid by the State, to demand a meeting with the Government is interpreted by Cosatu-aligned representatives as a significant shift in public sector attitudes and an endorsement of the tougher stance adopted by the Cosatu unions.

The caucus, which includes union and staff association representatives from across the spectrum of opinion in the public sector, met earlier this month in the wake of the teachers' crisis.

It was initially critical of the South African Democratic Teachers' Union's independent action against the Government, which led to the round of crisis meetings that pre-empted the planned strike by 80 000 teachers. But the action was largely accepted as a vindication of the teachers' approach.

The five public sector unions' states of readiness for action are:

- The Post and Telecommunication Workers' Association has declared disputes with the Post Office and Telkom, but is in a 30-day cool-off period that prohibits it from balloting until

Labour Correspondent  
PAUL BELL reports on the readiness of Cosatu-aligned trade unions to wield their muscle.

early next month. Telkom has announced its intention to terminate its interim recognition agreement with Potw.

The National Education, Health and Allied Workers' Union cannot ballot because it falls outside the Labour Relations Act, but will consult its members before taking a final decision at its central executive committee meeting on June 28.

Nehawu general secretary Phillip Dexter said the union leadership had been cautious about strike action after last year's debilitating strike, but pressure from the membership makes further strike action almost inevitable.

The South African Municipal Workers' Union is expected to complete balloting its 71 000 members next week on strike action. A final decision will be taken by its central committee. There are 165 000 municipal workers nationwide.

Sadtu has suspended its strike but will decide how to proceed at its congress starting on July 5. Already, significant points of difference with the education departments have emerged since talks resumed after the May strike crisis.

## Rejected 321

The Department of Education and Training, for example, wants salary increases to be determined in the new National Education Forum, and the Department of National Education wants to focus increases on lower-paid teachers. Sadtu rejects both these positions.

And while the Department of National Education has agreed to stop further retrenchments and rationalisations, Sadtu wants those teachers who've already lost jobs to be reinstated.

Finally, the Union of Democratic University Staff Associations is said to be undecided over its relationship with Cosatu, and uncertain on the question of centralised bargaining. Its participation seemed last week to be in some doubt. □



# Teachers arrested in city protest

By CELEAN JACOBSON

MORE than 40 teachers were arrested yesterday after chaos erupted in the city centre as teachers in a 30-vehicle motorcade blocked a busy intersection at lunchtime.

Members of the SA Democratic Teachers' Union (Sadtu), protesting against retrenchments and regionalisation, hooded and waved placards during the Adderley Street parade.

This follow-up action took place at the corner of Adderley and Strand streets where teachers requested that the school be closed. Principal Dr John Gibbons said there were no incidents and the teachers acted courteously.

In the city, police vehicles which gathered at the corner of Adderley and Strand streets stopped one of the cars from going up Adderley Street and the driver was told to get out. Other teachers stopped and got out immediately, leaving a large crowd of onlookers.

Police tried to arrest the teachers and in the confusion violent scuffles broke out between police and protesters. Some teargas sprayed from a hand-held canister by a policeman. A number of people were then arrested and cars towed away. Most of the Sadtu regional executive committee was arrested, including chairwoman Ms Vivienne Carelse.

The remaining teachers followed the vans first to Caledon Square and then to Sea Point Police station where the arrests took place. Police said that "41 teachers and 2 students" were arrested for participating in an illegal march and were released last night with a warning.

A Sadtu spokesman said among those arrested were two fruit and vegetable hawkers and a newspaper vendor who was crying hysterically and taking in the onlookers. Sadtu said he would have to pay for the papers himself.



TEACHER TUG-O-WAR... Police try to arrest one of the teachers who was part of the 30-car SA Democratic Teachers' Union motorcade through the city centre at lunchtime yesterday.

Picture: DENNY GOOL



*House*  
HOUSE OF DELEGATES

## QUESTIONS

†Indicates translated version.

For written reply:

Own Affairs:

Training of teachers: cost

50. Mr M RAJAB asked the Minister of Education and Culture:

What is the estimated cost to the State of training a teacher at a (a) university and (b)

teacher-training college on a non-residential full-time basis for three and four years, respectively? D202E

The MINISTER OF EDUCATION AND CULTURE:

(a) Cost to the State of training a teacher at university:

Four years — ± R35 000  
Three years — not applicable

(b) Cost to the State of training a teacher at a College of Education:

Four years — ± R48 000  
Three years — not applicable

## INTERPELLATIONS UNDER NAME OF MEMBER

Abrahams, Mr T—

Own Affairs:

Education and Culture, 629

Beyers, Mr J M—

General Affairs:

Constitutional Development, 573

Botha, Dr W J—

General Affairs:

Finance, 2037

Bruwer, Mr A A B—

Own Affairs:

Agricultural Development, 783

Burrows, Mr R M—

General Affairs:

Regional and Land Affairs, 1617

Own Affairs:

Education and Culture, 99, 954, 1920

Carlisle, Mr R V—

General Affairs:

National Health and Welfare, 1127

Own Affairs:

Housing and Works, 605

Charterwood, Mrs C H—

Own Affairs:

Welfare, 1524

Chabok, Mr J—

General Affairs:

Transport, 49

Own Affairs:

Education and Culture, 1159

Gastrow, Mr P H P—

General Affairs:

Home Affairs, 1269

Law and Order, 1504

Gerber, Mr A—

Own Affairs:

Education and Culture, 19, 1432, 1814, 2058

Gibson, Mr D H M—

General Affairs:

Trade and Industry, 309

Goodall, Mr B B—

General Affairs:

Finance, 580

Own Affairs:

Welfare, 1707

Gounden, Mr T L—

Own Affairs:

Education and Culture, 648

Greeneveld, Mr P J—

General Affairs:

Defence, 1263

Haswell, Mr R F—

General Affairs:

Law and Order, 420

Isaacs, Mr N M—

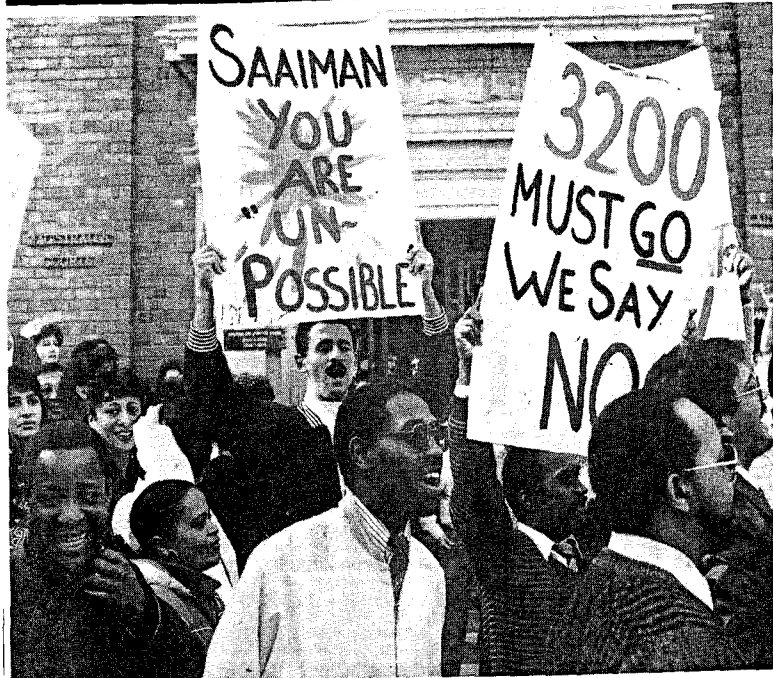
General Affairs:

Public Works, 619

Own Affairs:

Local Government, Housing and Agriculture, 125

Housing, 1719



# Teachers chant at hearing

CTR 195 Staff Reporter

**TWENTY-THREE** toyi-toying teachers and a newspaper vendor supported by a packed gallery yesterday chanted "Kiss the Boer, the farmer, Sis" from the dock in the Cape Town Magistrate's Court.

About 250 South African Democratic Teachers' Union (Sadtu) members demonstrated outside the court before the teachers appeared in connection with attending an illegal march. The crowd outside demanded to be allowed into the building for the appearance of their colleagues.

The teachers were arrested in the city on Wednesday during a demonstration against retrenchments and rationalisation.

After about three hours a group of about 40 protesters was allowed into the courtroom.

In a brief appearance later the teachers were warned to appear in court on July 20.

**TOYI-TOYING TEACHERS . . .** About 250 toyi-toying South African Democratic Teachers' Union teachers yesterday demonstrated at the Cape Town Magistrate's Court singing "Kiss the Boer, Sis" when 22 of their colleagues and a newspaper vendor appeared in connection with in an illegal march in the city on Wednesday.

(32)

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# Teacher takes school to court

CT 18/6/93

32 (321)

By RONALD MORRIS  
Supreme Court Reporter

A HERSCHEL Std 1 teacher who told the Supreme Court she was fired because she was pregnant is contesting her dismissal as "unlawful, null and void".

Mrs Devon Susan Potgieter, of Northway, Pinelands, who has brought a review application against Herschel School, said in papers she was pregnant and planned to give birth by Caesarean section on September 24.

She was appointed to the permanent staff on December 1, 1992, Mrs Potgieter said.

During February she realised she was pregnant and was surprised because she and her husband, a registrar at Groote Schuur Hospital, had not planned to have another baby yet.

## 'Worst fears'

She disclosed her pregnancy to Mrs Pamela Duff, the school headmistress, on March 30, the last day of the term.

Mrs Duff confirmed her "worst fears" when she told her the school's policy on pregnant women teachers was that: "You must

## Pregnancy dismissal 'unlawful'

resign unless you are irreplaceable like a high school mathematics teacher", Mrs Potgieter said.

"When school re-opened on April 14 Mrs Duff called me into her office, where she told me that I was to resign on June 30 and that I should give her a letter to that effect.

"She began to dictate the terms of the letter to me with words to the effect that 'I regret to resign but due to my pregnancy...'. She added that I could re-apply after January 1994," Mrs Potgieter said.

At a meeting on April 30 with Mrs Duff, a Mrs M Davies, head of the Junior Primary Department, and Mr Perry Oertel, the School Bursar, Mrs Potgieter stated that she reserved her right to have legal representatives present.

She was told by Mr Oertel, however, that the meeting was an

"off-the-record" meeting and that she had no right to have a legal representative present.

Mrs Duff expressed her "extreme disappointment" that she had resorted to consulting lawyers and it was the first time something like this had happened to her in 35 years of teaching and that it was nothing short of "a breach of trust".

Mrs Potgieter later told her lawyer to inform the school she was prepared to teach until the end of July or August and that for the rest of the year she was prepared to take unpaid leave.

## 'Lose pension'

The termination of her employment was not only unlawful, null and void but was also unfair, unreasonable and against public policy and amounted to an act of bad faith by Herschel School.

She would lose her accrued pension rights and the immediate benefit of subsidised schooling for her young daughter who would have to be removed from the school.

Mr Justice J G Foxcroft postponed the hearing to August 20.

Mr Norman Arendse, instructed by Mr J C Cawood of Baisillie Watermeyer and Cawood, appeared for Mrs Potgieter.

# Sacked pregnant teacher takes school to court

(221)

ARG 18/6/93

## Supreme Court Reporter

A PRIMARY school teacher has taken the exclusive girls' school Herschel to court for sacking her because she is pregnant.

Mrs Devon Potgieter has asked the Supreme Court to order the school to reinstate her as Std One teacher.

Mrs Potgieter said she applied for a teaching post at Herschel in 1991 and started in January last year.

She served a year's probation and was accepted as a permanent staff member in December. In February she fell pregnant.

She met principal Mrs Pamela Duff in March and told her she was pregnant.

On April 14 she was told by Mrs Duff that she was to resign on June 30 and the wording of her resignation letter was dictated to her.

She sought legal advice and on April 30 a meeting was

called between herself, Mrs Duff, junior primary department head Mrs Davies and school bursar Mr Perry Oertel.

Mrs Potgieter said she was told she would be paid until the end of July and was later given a letter telling her she had four month's notice.

Mrs Potgieter said her lawyers wrote a letter to the school but so far there had been no response.

She submitted that the purported termination of employment was unlawful, unfair and against public policy on the grounds that as a teacher at a state aided school she could expect a fair hearing before the termination of her employment on any grounds including pregnancy.

The school's reason for terminating her service was an act of discrimination against women.

Mr Justice Foxcroft postponed the matter until August 20.

## Teachers in court

TWENTY SA Democratic Teachers' Union teachers appeared briefly in the Cape Town Magistrate's Court yesterday in connection with attending an illegal march in the city on Wednesday. No charges were put and they were not asked to plead.

CT 19/6/93

## Truckers high Aids risks

JOHANNESBURG. — Government research into the spread of Aids indicates long-distance truck drivers, 60% of whom visit prostitutes, are a high risk group for the disease.

CT 19/6/93

# Sadtu calls on white teachers to protest

By Lorelle Bell and  
Shannon Neill

A SOUTH African Democratic Teachers Union (Sadtu) day of peaceful action marking June 16 and in support of teacher campaigns ended with the arrest of 41 teachers in Cape Town on Wednesday.

The day began with a picket along Rondebosch Main Road by over 300 teachers, culminating in a lunchtime blockade of the intersection between Adderley and Strand Streets in the city.

Hooters blaring and placards flying, a Sadtu motorcade drove around the city centre reminding people of the education crisis. Traffic halted as singing teachers, parents and children took to the streets.

The demonstration was peaceful until Sadtu leaders were forced into a police van.

"Why are they using force? This is a peaceful protest," a teacher shouted.

Police threatened to arrest remaining teachers who, in turn, began chanting "an injury to one is an injury to all". Most then got into the police vehicle.

The teachers were taken to the Sea Point police station, charged with attending an illegal gathering and warned to appear in court on Thursday.

Sadtu's early morning picket was followed by a spontaneous decision to march on Westford High School in Rondebosch.

Union officials described the visit as successfully "countering the fears of white schools sparked off by the demonising of teachers in the liberal press".



**HALTING CARS AND RETRENCHMENT: A Sadtu member stops a driver entering Adderley Street during their blockade**

Photo: Yunus Mohamed

Some white schools developed strategies to counter an occupation of schools by black children.

But at Westford, school headmaster Dr John Gibbon was faced by a courteous delegation instead.

Mr Basil Snayen, chairperson of Sadtu's Athlone branch, and Mr Lawrence Hooper, vice chairperson of the southern suburbs branch, described the meeting.

"A delegation visited Dr Gibbon to express our feelings that the

school's apparent normality on June 16 was an affront to teachers who were commemorating the day and showed insensitivity to what had happened in 1976," they said.

"We also expressed our dismay at the non-involvement of white schools in rejecting rationalisation that meant teachers were threatened with retrenchment."

The Sadtu delegation requested that the headmaster close the school immediately and asked if all

the Sadtu teachers could meet with Westford teachers in their hall.

These requests were refused since no prior arrangement had been made to send pupils home early but Gibbon allowed a delegation to meet with the staff.

Gibbon described the meeting as very helpful and an opportunity to learn to understand Sadtu's views and to share his own.

"I respect every teacher and teacher organisation's right to take

action against a particular situation," he said.

Plans are afoot to engage other white schools and Sadtu has already received invitations to meet staff at several schools.

"Model C schools have lost 9 000 teachers already and we cannot believe the silence of teachers in response," said Hooper.

"We want to make sure that all teachers are organised to stop rationalisation."

# Call to salvage academic year

B/day 24/6/93

ERICA JANKOWITZ

A CALL by pupils and teachers at DET schools for intensive teaching to try to "salvage the 1993 academic year" has been taken up strongly by the National Education Co-ordinating Committee (NECC).

NECC general secretary James Maseko said only about 10% to 25% of the year's curriculum had been covered by the mid-year recess because of widespread disruptions called by teachers and pupils.

In a bid to redress this "disastrous" situation and avert what could be the worst matric results yet, the NECC has called on teachers and children "to sacrifice part of their mid-year school holidays by embarking on programmes to make up for lost time". (321)

The programme would involve, also, extending the hours of schooling and a curtailment of extra-mural activities "to utilise the school day to its fullest".

It would be aimed at matric pupils, but would cater for all schoolchildren affected by boycotts, strikes and general disruptions.

The goal is for at least 50% of the syllabus to be covered by the time schools re-open for the new term. Maseko appealed to pupils and

teachers to be "disciplined and committed to learning like never before".

Maseko said while the NECC would not disregard legitimate grievances, it was necessary for all parties to find alternative ways of expressing dissatisfaction which did not result in "very little effective learning and teaching".

He blamed government for allowing the situation to escalate by not dealing with it timeously. He also called on government departments to make some contribution to the NECC's effort to redress the problem. This could include "removing stumbling blocks", giving tax incentives to businesses which contributed funds to the initiative and distributing examples of previous exam papers in sufficient quantities for the purpose of study.

He said the matter would be tabled at the first Education and Training Forum meeting, which is expected within the next two weeks.

The NECC has called on the business community to make "substantial contributions" to finance the programme. The money would go towards giving teachers' extra payment and providing study materials.

# Natal leads in teacher training

Political Correspondent (22)

THE Cape receives less than half of what Natal does in per capita expenditure on in-service training of teachers. The figures released still apply mainly to white teachers.

The Minister of Education and Culture in the House of Assembly, Mr Piet Marais, said yesterday that in Natal — during the last 12 months — R5 539 had been spent per teacher and the amount included programmes to upgrade teachers' qualifications.

The per capita expenditure was R2 582 in the Cape, R1 000 in the Free State and ranged in the Transvaal from R3 635 (College of Education of SA) to R767 (other colleges).

In a written reply in Parliament to a question from Democratic Party education spokesman Mr Roger Burrows, Mr Marais said that no figures were available on how much was spent on in-service enrichment programmes for teachers in the various provinces.



# Afrikaans in public 'declining'

Staff Reporter

AFRIKAANS as the language of public life is on the decline as most African, Indian and immigrant parents, and even the educated, send their children to be educated in English.

This was disclosed yesterday by Vista University's Professor Elyan Jenkins at the 106th conference of the South African Teachers' Association (Sata), which is being held in Cape Town.

Professor Jenkins said the diminishing use of Afrikaans "as the language of power" was evident in its infrequent use at World Trade Centre negotiations and at the SABC board interviews.

"For the past 40 years Afrikaans has been the language of power. If teachers are to have access to power, and if parents are to be involved in the running of their schools and education department, official language use will have to be

brought closer to what the ordinary person feels at home with."

He said it was almost certain that parents would be able to choose a medium of instruction under a new dispensation and English would be favoured, even among a proportion of white Afrikaans-speaking white teachers, decided yesterday to adopt "reasonable mass action" in disputes with the government.

## UN forces clash with Somalis — three die

MOGADISHU. — United Nations forces clashed with Somali gunmen here throughout yesterday afternoon in a firefight which first official reports said killed at least one Pakistani soldier and two Somalis.

UN military spokesman Mr David Stockwell said as dusk fell that two other Pakistanis were seriously wounded and exchanged of fire were continuing in the stronghold of fugitive warlord Mohamed Farrah Aidid.

Local people at the scene of the fighting said by mid-afternoon

four Somalis and a second Pakistani soldier had been killed.

An American soldier said he was with a Pakistani unit carrying out a search for weapons at a garage belonging to Aidid lieutenant Osman Ali when they were fired on.

"The fire was intense and we took three casualties and had to pull out under covering fire from Cobra helicopters," said the soldier.

He said three Pakistanis had been wounded in the fighting and evacuated to hospital. — Sapa-AFP

## Natal leads in teacher training

Political Correspondent (21)

THE Cape receives less than half of what Natal does in per capita expenditure on in-service training of teachers. The figures released still apply mainly to the 1970-71 year.

The Minister of Education, Culture in the House of Assembly, Mr Piet Marais said yesterday that in Natal — during the last 12 months — R5 639 had been spent per teacher and the amount included programmes to upgrade teachers' qualifications.

The per capita expenditure was R2 582 in the Cape, R1 000 in the Free State and ranged in the Transvaal from R3 635 (College of Education of SA) to R767 (other colleges).

In a written reply in Parliament to a question from Democratic Party education spokesman Mr Roger Burrows, Mr Marais said that no figures were available on how much was spent on in-service enrichment programmes for teachers in the various provinces.

# Freeze cuts until transition is complete, demand teachers

JOHN VILJOEN  
Education Reporter

THE annual congress of a leading teachers' organisation has opened with a new demand that the state freeze rationalisation until a new education system is in place.

Cape Teachers' Professional Association (CTPA) president Mr Archie Vergotine made the call when opening its congress in Bellville last night.

Reviewing a year of turmoil in education, Mr Vergotine said teaching would always be a political function. The CTPA would have the child at heart, but would always be political.

The association, which has about 18 000 members, could not understand "the indecent haste" to rationalise while the country was in transition, he said.

"It is our belief that in a new order education will be a priority and that the necessary funds will be made available for the education of all our children."

The CTPA demanded that, at the very least, the situation be frozen and that all teaching posts — including substitute teachers — should remain secure.

This should be effective until a single education department was agreed on by all interested parties, or a tran-

sitional authority broadly representative of the country's population was in place.

He called on religious and community structures to support teachers in their struggle against the State's rationalisation programme.

The CTPA and its parent body, the Union of Teachers' Associations of South Africa (Utasa), had used all reasonable and legal means available to stop rationalisation, said Mr Vergotine.

This included a Supreme Court victory against the department.

Although the minister and his department had the right to appeal, the CTPA had expected them at least to shelve rationalisation plans pending the outcome of the legal battle.

But the department went ahead on the pretext that it was short of money, and that not appointing substitute teachers would save R17 million.

At the same time, the Minister of National Education found R17 million to donate toward Formula One racing, Mr Vergotine said.

"The government's ministry of education finds it more of a priority to sponsor car racing with money earmarked for education than providing education for our children," he said.

4 Cape Times, Tue

## Teaching a <sup>AR</sup>political CT29/11/83(21) function

Staff Reporter

POLITICS and education could not be separated and teaching was and always would be a political function, Cape Teachers' Professional Association (CTPA) president Mr Archie Vergotine said last night.

Speaking at the opening of the CTPA annual conference, Mr Vergotine said the CTPA would always be concerned with the needs of teachers, and had the child's interest at heart but equally would always be political.

He said the rationalisation programme and cut-back measures of the state were an onslaught not only on teachers' job security but also on the right of children to a decent education.

The "unreasonable attitude" of education authorities had forced the CTPA to embark on protest actions when it became clear the department was not concerned about the crisis in education.

**NEWS** Government, business expected to fund cam

# Winter learning gets green light

Sowetan 11/1/93

**■ WEIGHTY ISSUE** Pupils, teachers agree to make up for lost school time:

**T**HE African National Congress as well as student and teacher organisations have thrown their weight behind a "back to learning" campaign for PWV schools during the winter holidays.

Pupils and teachers will form committees with community organisations to ensure effective learning.

Headmasters and parent-teacher-student associations will organise supplementary programmes to make up for time lost during school disruptions.

At a Johannesburg Press conference yesterday NECC Southern Transvaal general secretary Amos Mswane said

that non-governmental organisations should ensure learning takes place.

A summit would be held in August to appraise the progress made, he added.

Government and the private sector would be approached to provide study aids and guidelines to ensure the campaign's success. The NECC would meet with businessmen next week to put forward these proposals.

Mswane said there had been no vocal opposition to the venture.

Teachers who would not be available during the holidays would be replaced by tertiary students.

The South African Democratic Teachers Union has also consulted teachers to plan learning programmes during the school holidays. — Sapa.

(S21)

## Plan to remove white teachers

JOHANNESBURG. — A campaign to remove white teachers from township schools will begin on July 26, the Azanian Students Movement (Azasm) said yesterday. **CT817192**

Newly-elected Azasm president Mr Phumzile Msutu said white teachers were told at the beginning of the year to relinquish their posts in black schools to make way for black teachers. Many had ignored the instruction. **22321**

He said there were many black teachers without jobs. — Sapa

CITY

# 70 000-member teachers' body votes to embark on new strike

AA 9/7/93 (32) 92

☐ Union seeks to highlight crisis of salaries and retrenchments

**JOHN VILJOEN**  
Education Reporter

THE South African Democratic Teachers Union's more than 70 000 members will begin a nationwide strike on August 16.

The decision was taken at the union's annual congress yesterday.

The union has also called for a day of national action on July 30 "to highlight the crisis of rationalisation and retrenchments". The date coincides with the formal launch of the National Education and Training Forum (NETF) in which the union has decided to take part.

Meanwhile, authorities have repeated their firm stand on the "no work, no pay" principle for teachers.

The grievances behind the strike decision are similar to those which caused sporadic strike action earlier this year.

The union, which reports that its membership has doubled over the past year to 74 249, is demanding an immediate stop to unilateral rationalisation and cutback measures.

This includes the unacceptable salary dispensation, retrenchment of teachers and the withdrawal of service benefits.

The strike vote is in response to delays in the establishment of the salary negotiating forum and the NETF.

A national strike due to start on May 24 was suspended after an agreement was reached with authorities.

The State agreed then to hold back on Supreme Court action against the union but now the stage seems set for a legal showdown over the strike call.

Terms of the agreement included:

- Parties agreed to reopen negotiations on salaries within four weeks, and

- Departments undertook not to implement new rationalisation programmes and retrenchments pending the proceedings of the NETF.

In spite of the agreement, teachers went on strike in parts of the country, including the Western Cape, Soweto and the Eastern Cape.

The union said yesterday the four-week deadline for re-opening salary negotiations had passed without any concrete progress.

DET director general Dr Bernhard Louw said yesterday teacher strike action remained illegal.

# Teachers threaten to strike

Biday 9/1/93

KATHRYN STRACHAN

SA Democratic Teachers' Union (Sadtu) members would strike from August 16 unless government agreed to demands for a minimum wage and backed down on retrenching more than 3 000 coloured teachers, the union said yesterday.

Sadtu president Randall van den Heever told the union's congress near Johannesburg that Sadtu had agreed to meet representatives of the National Education Department on July 22 to resume talks.

He said teachers had rejected government's 5% salary increase offer and were demanding a R2 000 minimum wage. More than 60% of Sadtu teachers fell below this level, he said. (321) (32)

The congress decided that July 30 — the national education forum's launch date — would be a day of action to highlight retrenchments in departments administered

by the House of Representatives.

Even before the forum is launched, its working groups have to find solutions to the retrenchment issue as teachers have vowed to abandon the structure unless it proves it can deliver.

"We will not extend the life of a body if it is only a talk shop," Van den Heever said. Sadtu has been one of the most vociferous in calling for the forum's establishment.

Van den Heever said the issue of retrenchments, due to take place this month, would be the test of whether the forum had legitimacy and was able to produce results. (321) (32)

The union claimed that with a membership of 74 000 it was SA's "largest unitary

□ To Page 2

## Teachers

Biday 9/1/93

□ From Page 1

and nonracial teachers' organisation".

No comment could be obtained from the National Education Department. (321)

Meanwhile, Department of Education and Training director-general Bernhard Louw yesterday responded to reports on the DET's decision to cut teachers' salaries by R600 after recent strikes. (321) (32)

Unions have labelled the action "provocative", and blamed the department for causing the strikes. (354)

But Louw said agreements had been signed with recognised teachers' organisations, including Sadtu, regarding the policy of no work, no pay.

"Sadtu was left in no doubt about the department's stand on this issue," he said. "No provision exists, at present, for legal strikes in education."

He said it would be "illogical and absurd" and "a waste of public funds" to pay teachers who did not teach.

# Teachers' strike slated

CT 19/7/73 (B21)

JOHANNESBURG. — The SA Democratic Teachers' Union (Sadtu) resolution to strike has been sharply criticised by both the Department of Education and Training (DET) and the Azanian Students Convention (Azasco).

Sadtu announced this week that it would embark on a strike.

DET director-general Dr Bernhard Louw said yesterday it was difficult to see why people thought that, at this late stage of the year, another destab-

ilisation of education was necessary.

He said the DET would stick to an agreement signed between the DET and Sadtu to address problems.

Meanwhile, Azasco has called on parents to stand up for their children's right to learn "lest this country produce voting slaves".

Azasco president Mr Mark Mfiko said Sadtu's strike decision in the second half of the academic year showed insensitivity to the development of the black child. — Sapa



# Mission impossible?

ARG 13/7/93

(321)

ON May 19 this year, Mr Nelson Mandela met the State President in the midst of an education crisis that had virtually paralysed large sectors of education. Teachers employed by the ethnic Departments of Education were on strike; black pupils were on the rampage in the Western Cape and elsewhere.

The payment of matric exam fees, the abolition of posts in schools under the House of Representatives, the merit award system in the House of Delegates, and the 5% salary increase were the issues that sparked the crisis.

Underlying these issues was the more deep-rooted dissatisfaction with apartheid education and unhappiness with the State's "unilateral restructuring of education".

In a press statement after the Mandela-De Klerk meeting, the government committed itself to the establishment of a national education forum. The idea of a forum was not new. A powerful thrust for such a forum had come from the National Education Conference, established at the behest of the ANC more than 15 months previously.

Even such conservative bodies as NAPTOA (the National Professional Teachers' Organisation of SA, a coalition of black and white teachers' associations) had joined the call for a forum.

Two days after Mandela met the State President, the first meeting of stakeholders in education came together at the Eskom Training Centre in Halfway House to facilitate the establishment of an education forum. A so-called facilitating committee, representing the National Education Conference (NEC), government departments, the business sector, the organised teaching professions, tertiary providers and the training sector was formed.

Dr Andre Dippenaar, education officer of the Chamber of Mines and chairman of the Private Sector Education Council, was elected chairman.

Working expeditiously, the committee drew up a draft founding agreement, basically a constitution, for a forum which had been expanded to include training in addition to education. The urgent pace, however, faltered by July 3 — originally the target date for the launch of NETF (National Education and Training Forum).

Although broad agreement was reached on many aspects, the facilitating committee had not by that date been able to finalise the



By ROGER COPE,  
headmaster of  
Milnerton High and  
immediate past-  
president of the SA  
Teachers' Association.

founding agreement. In reality, the drawing up of a founding agreement is the easy part of the forum's task. This entails nothing more than rules of procedure and criteria for membership of the forum and its committees. The really difficult challenges lie ahead.

The forum's mission, set out in the founding agreement, is to initiate, develop and take part in a process involving the major education and training stakeholders in order to arrive at and establish agreements on:

- The resolution of the crises in education;
- The restructuring of the education system for a democratic South Africa; and
- The formulation of policy frameworks for the long-term restructuring of the education and training systems.

Refreshingly, the forum has committed itself to transparency and its documents make interesting reading. When it is finally launched, the forum will bring together a strange coalition of stakeholders in education, ranging from conservative representation and government officials on the one hand, to radical student groups such as COSAS, and the militant teachers' body SADTU, on the other. (Only six members out of an envisaged 68 will, however, be from the teaching sector — a point of grave concern to the professional. SADTU is one of four teacher bodies represented.)

Given the deep-rooted suspicion of the State by those who have come through the freedom struggle, the chances of such a diverse group easily reaching meaningful consensus must be slim. This is perhaps aggravated by the inevitable but difficult-to-swallow truth that the State has in effect a veto over the decisions of NETF.

The government's chief ne-

gotiator, the Director-General of National Education, Dr Johan Garbers, has said that since the government was represented at the forum, it would be impossible if consensus was reached, for the forum's recommendations not to be implemented. Only constraints such as lack of funds or legal problems would prevent forum decisions being realised.

This sort of talk, realistic as it might be, does not sit well with radicals who are burning with anger and resentment after many years of "gutter education". Heady newspaper speculation that the days of pupil mass action against inequitable education and strikes by black teachers might soon be a thing of the past, is thus grossly premature.

The first shots have already been fired at the forum. Mr Shepherd Mdladlana, the national chairman of the SADTU, alleges the forum may not have enough teeth to address the problems of education rationalisation. Ms Vivien Carelse, SADTU Western Cape chairperson, also expressed a lack of confidence in the forum. Her criticism: "The forum is loaded in favour of the State."

From these statements, in which SADTU appears to be covering its back, one deduces that SADTU now perceives what others, more experienced in negotiations with government over education, are all too aware of: that there is no "solution" to the education crisis facing South Africa. One can only attempt to reduce the problems to more manageable proportions.

Given the intractable nature of the problems facing South African education (the huge backlogs, the limited availability of funds and so on) the mistrust among the stakeholders, and the radically divergent ideas of the participants, it is difficult to foresee the forum doing more than helping to prolong the present period of relative calm in education. Yet even that will be welcome.

At best it might succeed in finding solutions to some of the smaller but thornier problems of the moment, like exam fees and retrenchments.

There will certainly be agreement on broad issues such as a single, non-racial ministry of education with regional departments, but it is hard to foresee a forum which is still struggling with procedural matters being able to formulate a workable education policy.

# Learning 'impossible'

CT14/7/93  
Staff Reporter

THE most serious problem facing South Africa was how to reinstate the "psychology of learning" among black students and young teachers, said Mr Neil McGurk, headmaster of Johannesburg's Sacred Heart College.

These students and teachers rendered the learning environment impossible and were "an infantile political force that will not brook any restraint", he said at the SA Association of Independent Schools (SSAIS) conference in the city yesterday. The SSAIS represents independent, non-profit schools such as the Leaf College of Commerce and Engineering in Rondebosch, a spokesman said.

"It requires only a relative minority of students who have acquired power over their peers by actively undermining the formal authority of the institution to render the whole learning environment impossible," said Mr McGurk.

Ms Vivienne Carelse of Sadu said: "We are responding to the crisis to end it, not exacerbate it. Our attempts to establish a culture of learning are hamstrung by the state."

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## Training for teachers

By STAN MHLONGO

CIPress 18/7/93

IN an effort to halt the crisis in black schools, education association Read, Educate and Develop (Read), has selected 38 teachers who will be put through an intensive training programme enabling them to teach other teachers. ~~(321)~~ (321)

Starting tomorrow, the group will be trained for a week on the use of Read equipment and teaching aids.

Read trainer Jo-Anne Chazen says her association developed the leader-teacher programme to train teachers to help other teachers in their communities.

Chazen says teachers learn easier and faster when taught by other teachers.

Read member Lesley Emmanuel said keen teachers will soon be selected from 13 regions countrywide for the leader-teacher programme. For more information contact Read at (011) 339-5949.



**CROSS PURPOSES . . .** A clash erupts between SA Democratic Teachers' Union protesters and police outside the Cape Town Magistrate's Court yesterday, after an attempt was made to arrest the man with the mustard-coloured top, who managed to escape in the scuffle. Picture: BERNARD PEREZ

## Teachers, police clash at court

**Staff Reporter**

A SCUFFLE broke out outside the Cape Town Magistrate's Court between police and protesting teachers yesterday after an attempt was made to arrest one of the teachers.

About 300 SA Democratic Teachers' Union (Sadtu) supporters demonstrated at the court during and after the appearance of 42 Sadtu members charged with holding an illegal march in Adderley Street on June 16.

Magistrate Mr J G Odendaal walked out of the court to a chorus of boos and catcalls after about 20 Sadtu members disrupted the proceedings.

Mr Odendaal returned later, however, to postpone the matter to August 25 and extend the teachers' bail of R100 each.

About 300 demonstrators blocked Parade Street between the magistrate's and regional courts, singing and shouting abuse at a large contingent of the internal stability unit.

Feelings ran high when police, after asking protesters to move out of the road, forcibly moved them to the sides.

Police attempted to arrest one demonstrator and a wild fight developed between protesters and police, during which the arrested man managed to pull free and escaped.

Commander of the police contingent Lieutenant-Colonel Willem Snyman said afterwards no arrests had been made "as far as I know".

321 CT 21/7/93

# Trouble at education meetings

By Justice Malala

The National Professional Teachers' Organisation of South Africa (Naptosa) has pulled out of the Joint Salary Negotiating Forum for Educators and the Public Service Sector which began its two-day meeting in Pretoria yesterday (22.7.1983).

Naptosa is a federation of nine Government-recognised teachers' organisations, including the all-white Teachers' Federal Council.

The salary negotiating forum comprises the Government, teacher organisations — including the South African Democratic Teachers' Union (Sadtu) — and various public sector workers' organisations. More than 40 organisations are represented in the forum.

Educationists hope the forum will help alleviate problems affecting black education, especially the threatened teachers' strike over the Government's 5 percent offer for teachers' salary increase. Sadtu, in line with other public sector unions, is demanding a 25 percent across-the-board increase.

Naptosa said in a statement "the composition and procedures to be followed at the forum are of such a nature that meaningful negotiations are just about impossible".

It said the establishment of a separate salary negotiating forum for teachers was "a matter of extreme urgency".

The organisation also said negotiations for meaningful salary increases should be carried out by a smaller technical committee. The forum is expected to issue a statement today.