

conhnuesuu

1987 ended with matric students writing under extremely difficult conditions; vigilante violence, detentions Security forces at schools marked the end of schooling for many students who had known little else. The results, for LET students, demonstrated the realities of gutter education: a 56% pass rate, with 28% achieving exemption.

Teachers looked back on a year in which the state had attempted to wrest the initiative back from progressive organisations in schools. In the Western Cape where the repression has not been as severe as it had been in some other parts of the country, we were able to organise more effectively and had a greater measure of success in this struggle than most, but not without costs.

The struggle at Langa High against reactionary elements within the school helped to consolidate the unity between the vast majority of parents, staff and students. 5. WECTU'S victory in the withdrawal of charges against the 7 teachers showed again the strength of unified action; teachers mobilised and stood together under the banner of WECTU, while the support from the community organisations was decisive.

CHANGE IN TACTICS

The departments have recognised the danger to this unity, and their tactics have accordingly, to the detriment of individual teachers and principals using their own regulations.

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Education - the crisis
tions - a kind of sniping policy that directly challenges a basic tenet of people's education: the control of the school by those directly involved in it - the parents, teachers and students.

The end of 1987 and the beginning of 1988 has therefore seen a series of transfers, demotions and resignations.

Langa High's principal, Hukwe Nqobeko, resigned after being transferred to Stutterheim. Mr Peter Carelse of Nlehe is, by the way,

"I hereby declare that I will uphold the rules and regulations of the school and that I will submit myself to disciplinary action should it be deemed necessary by the authorities concerned."

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?. by the PAPH/1/NFAPLIPH

"I hereby agree to discontinue my relationship with the school, that I will hand over all my property, including my school property, to ensure that my child attends school regularly."

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. hOwKS, qnw 1 unmet
...the struggle continues

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dale was transferred and demoted to deputy principal at Kleinvlei Primary. In schools under the BET, registration has been used both to control the conditions under which students may continue an education (see box), and to give the department the opportunity to attempt breaking the unity of the organised high schools. Staff and student bodies have been split and relocated at the 'new' schools (comprehensives and others). Registration was 'not permitted' after the closing date (22/1) and now schools are barred to all except registered students and staff. Registration in the Eastern Cape Natal and the Transvaal (except for 4 schools in Soweto) is reported to have proceeded, although "hundreds" have been turned away in the Transvaal, and in the E. Cape severe overcrowding is reported.

Departments continue to act in concert with security forces; the popular resistance to registration in DET schools was met with by a heavy security presence, and a ban on meetings "promoting the non-registration and non-attendance of pupils" in 7 magisterial districts in the Western Cape. This ban was also invoked to prevent a meeting in Mitchell's Plain to discuss the Carelse issue. The Joint PTSA's are challenging the ban in Court.

WECTU's strength in the Athlone East region was attacked by the effective sacking of two regional executive members from their posts at Manenberg SSS and the subsequent detention of 3 teachers (Selvin Daniels, Lilian Bucton and Cheryl Boer) and students from the same school.

The NECC has been targeted by the state; all national executive members are in detention, and 3 members of the Western Cape executive (Moosa Kaprey, Mark Splinters and Ziefred McConrey) were detained in January and are still being held. '

STOP PRESS-DETU FIGHTS BACK
UNCERTAINTY OF JOBS

while progressive teachers are facing increased repression in the schools, many newly-qualified teachers are sitting outside, jobless. Despite the appalling overcrowding and low teacher: pupil ratio, all departments have frozen teaching posts at school. This means that no new teachers (of which there is an excess) can be employed to alleviate those conditions (which are exacerbated by the freezing). There are now in the Western Cape large numbers of UWC and UCT education graduates of the last few years without teaching posts, and their position is repeated throughout the country.

A spokesperson for the DET claimed that there are enough posts country-wide.

"The problem is that newly-qualified

teachers are selective as to where they want to teach... They all want to be in the city where things are bright."

(At this time, the BET was denying that posts were being frozen). A recent report claimed that vacant posts were to be made redundant "within 10 days" (South 21/1).

THE UNIVERSITIES

In 1987 the government attempted to further stifle universities by passing legislation that would relate state subsidies to "good behaviour" (i.e. no student unrest). UCT and UWC challenged the validity of the bills in court. It is important to note that the defendants in the case were members of the Nationalist Party (House of Assembly) and the Labour Party (House of Representatives). The universities have just won their case. similar legal action is planned for the Transvaal and Natal. Meanwhile students at Turfloop continue to study under extreme conditions. The police and army, camped in the stadium dressing rooms and in tents on the sportsfield, provide a 24-hour security presence, and conduct armed patrols
- contd p.03

SEE BACK PAGE

t The most recent figures available are for 1986, from the SAIRR Annual Report published in November 1987:-

"white" "indian" "coloured" "black"

teacher:pupil ratio 1 : 13 1 : 18

Classroom shortage excess 587

Learners/pupil 2746 1952

% teachers with no no figures available
SC or matric. I

UNITY TALKS THE NEXT STEP?

One of WECTU's aims, as stated in its constitution, is "to strive towards a national teachers' union with similar aims and objectives". At the last AGM this aim was reiterated with a Clear mandate being given to the executive to engage in talks with other progressive teachers' unions around the formation of a national union.

The progressive teachers' unions in South Africa are:

WECTU

DETU (Democratic Teachers' Union)

EDASA (Education for an Aware SA)

NEUSA (National Education Union of SA)

NELEA operates in Natal, OFF, and the Southern, Northern and Eastern Transvaal. Its current strength is difficult to assess, particularly since in certain regions which are under extreme repression, e.g. N.Tvl and Pietermaritzburg, members are unable to meet.

ECTY (Eastern Cape Teachers' Union).

ECTU was formed prior to WHCTL following an attempt by Caster Ebrahim to transfer 3 teachers from the region, leading to mass resignations from the CTPA.

ELPTU (East London Progressive Teachers Union): a small grouping of progressive teachers in DET schools

PTU (Progressive Teachers' Union) which operates in DEC schools in the Tvl.

PTL (Progressive Teachers' League)

organises teachers in Tvl schools controlled by the House of Delegates
HATU (Mamelodi Teachers' Union) which represents a large percentage of teachers in Mamelodi.

PAPTU (Port Alfred Teachers Union), a small grouping of teachers in Port Alfred.

The PTU invited NECTT to participate in a National Consultative Conference 3:

progressive teachers' unions from the 4th October 1985. In the above unions only MATH, PAPTL, HLFTV and ECTF were not represented. The main resolution coming from this meeting was that all impediments to national unity should be removed and, significantly, it was agreed that there could be no preconditions to joining. ..._ adaptation of the IOLF

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Freed from:

1: aims and objectives were raised as the basis for national unity. With amendments, these are:-

1. To unite, mobilise and organise all teachers.

2. To struggle for a unitary, racial, non-sexist, democratic,

free and free education system on all levels, as part of our struggle

for a non-racial and democratic free from oppression and exploitation

a. To clarify, implement and promote people's education.

4. To work jointly with parents and students for the democratic control of education.

9. TC educate teachers about their rights and to fight for the rights and interests of all teachers in the schools.

,, TO work towards eradicating all sexist practices in schools.

/. ha invo ve Curselves a5 teacner. in the pregressive 7 _; de peeples.

W. Te ICJCCCK participwti h L' :wliti n-ary structures whir' hixa TYPE; ted by the state to perpet;_-e the status quo.

0. To develop and promote a national, people's culture.

lW.TC wark towards the prihvihles and rractifes gt hhn-Larial :wwrt.

A steering committee was established consisting of 1 delegate from each union, except NEUSA which would have 1 delegate from each region and 1 from its national executive. It was decided to co-opt delegates from those unions not represented. The task of the steering committee was to co-ordinate a programme of action, and to keep the NECC and Cosatu informed of all decisions. The next meeting, held on November 7th, was attended by all those unions at the first meeting (except for DETU which sent apologies) with the addition of ECTU, ELPTU and MATU. Significantly; however, the NEUSA executive was not represented. Its reasons were that it had not yet consulted with its members, and it proposed that talks be postponed until it could do so. This was despite the fact that NEUSA representatives from OFS, Natal, N Tvl, and S Tvl participated in the meeting.

Most encouragingly, all the unions present came with mandates accepting the 10 points and re-affirming their commitment to unity. A structure was proposed: school-based branches, united regionally. Suggested regions were the Western Cape, Eastern Cape, Border, Natal, OFS, Southern Transvaal, Northern Transvaal and Eastern Transvaal.

A committee was established to draft a constitution. (This has since been drawn up and distributed at the WECTU members' meeting on February 3rd). The meeting was so positive that April 5th was set for the date of the launch, and various names were proposed for the new union - the SA Teachers' Union, the National Union of SA Teachers, the SA National Teachers' Union. A press statement on November 10th publicised the intention of forming a national union. The next meeting was held on December 5th. All the progressive unions were represented, except the NEUSA Executive which, although intending to be present was unable to do so because of a communication breakdown regarding the venue. Two major issues were raised. Firstly, the unions discussed possible affiliation to Cosatu and explained in detail to Cosatu their position on the Atasac-CTPA grouping. Cosatu proposed that it host talks between the progressive teachers' unions and this grouping. Secondly, an assessment was made of the progress that had taken place within unions towards unity - and it became clear that not sufficient work had been done by all the unions concerned. For this reason, and following Cosatu's proposals, it was decided to postpone the launch, and a further meeting was scheduled for March. '

At the WECTU members' meeting on February 3rd it was agreed that WECTU should participate in the talks proposed by Cosatu, that would include all teachers' organisations working in the

schools of the oppressed.

However, while the progressive teachers have been working towards the creation of a union for all teachers, the CTPA-Atasa grouping has not been idle, but have engaged in talks with reactionary white racist teacher organisations: the SA Teachers' Association, the Suid Afrikaanse Onderwysunie, the Natalse Onderwysunie, the Onderwysunie van die Oranje Vrystaat and the Natal Teachers' Society^{tt}. (Recently our comrades in Edasa left the SATA because of its affiliation to the racist Federal Council of Teacher Associations to which most of the above organisations belong) The process of unifying, particularly around issues concerning WECTU's possible association with the Atasa-CTPA grouping evidently requires careful thought and further debate by members within meetings and through the newsletter.

It is informative to mention that one of the speakers at the recent Atasa conference was the Ciskei Secretary-General of Education. At this conference, Atasa's own Secretary General submitted a document that dealt with Atasa's attitude to the Natal violence. Although Atasa was opposed to violence, the Natal conflict was confined to different liberation movements and trade unions. As professionals, teachers would not involve themselves in such violence, but would follow official lines in countering apartheid. Teachers were not politicians or trade unionists, Atasa said.

t Other organisations present were: Cosatu, NECC, SASSSA, the SACC, Sayco
tt Topics that the group of reactionary organisations intend covering at their next conference in April include: the structure of a unitary teaching body; education finance; the registration and discipline of teachers; curricula and syllabi; school management and leadership.

sexual abuse in schools

At our last G.C., in October, Wectu decided to take up a campaign against sexual abuse. This re-affirmed a decision taken in late 1986 that this issue would be one out of 4 main campaigns for 1987. We have been spurred on by the recent case of sexual abuse in a school in one of our regions, and the difficulties that were encountered there in dealing with it. G.C. therefore called on all regions to send reps to a Sexual Abuse Campaign Committee meeting. Only 4 people attended this meeting, all women, representing 3 regions. We decided that to raise discussion within WECTU we would submit this article to WECTU news.

Sexual Abuse is defined as any forced manual, oral, visual or genital contact imposed on one person by another without consent. It also includes what Rape Crisis organisations have called the "mini-rapes", the whistles and jibes. Rape Crisis and feminist organizations have clearly challenged the myth that sexual abuse is perpetrated by strangers. In about 85% of cases the abuser is a known person: a family member, boss, teacher, colleague, friend or associate. In 90% of cases the abuser is male, the victim female. It is usually not a once-off event but develops gradually over a period of time, involving bribery and threats rather than extreme physical violence. It occurs in all economic, cultural, educational and religious strata of society.

Progressive teachers should educate themselves on all forms of sexual abuse including that occurring within the family. But as a teachers organization we should begin by campaigning around sexual abuse in schools.

Statistics are hard to come by because of the silence and taboo around this issue. Sex itself is rarely seriously discussed, sexual abuse even less so. But it is prevalent in both high and primary schools and the abusers can be either staff or students. The extent of it is indicated in that the now banned COSAS regarded it as a major campaign in the 1980's.

In order to concretise this type of sexual abuse occurring in schools and to find out how Wectu members and students felt about how it should be dealt with we interviewed some teachers and students. What follows is a selection of responses.

"While I was in college some teachers would offer us the papers in return for sex. Also at the school I was at I reported 2 students for bunking, a boy and a girl. I took them to the office. The principal hit the boy and told the girl to come after school. When I told another teacher she said I should never have taken the girl because the princi-

pal would 'fondle' her after school."
"When I was a new teacher at my school the vice-principal would always ask me to do him 'a favour'. At first I was naive - I asked him what? He patted his genitals. The same man then told other teachers how when he was teaching his geography class he would be mentally undressing the girls and studying their 'geography'. We should take up the campaign and speak to mothers in the PTSA's. We should definitely take up this campaign but we should be quite careful as it is a very sensitive issue. We need internal education and then to prepare our students and other teachers. We should understand the cause, sexual abuse. Intervention is always (I've - Cult and can cause problems for the girls. Prevention is better than intervention.

Hi

RPS

"It often happens.

ment the students get by usual way. it also happens; in situations that male teachers are in a position to make comments and making remarks about ours'."

"The hierarchy at school encourages it. it's very easy for teachers to abuse the power."

"Yes, it does happen. In a teacher's sexual and guilty should be dismissed. Sexual abuse is condoned by an attitude of 'nudge-nudge, wink-wink'. There is a tacit acceptance of this state of affairs by teachers.

"Hus it does occur, but it's not an important issue at this stage."

"We must address the problem but we need more person-power in Wectu. It needs to be clearly defined and cases should be dealt with within progressive organizations. Girls don't put their loot down. Then they are also too afraid or shy to speak about it. There is also a silence about it, a brotherhood to protect male egos. The majority of high school teachers are male.... Nectu should definitely embark on an educational campaign. The SRC should also play a role."

"I heard of one case at our school where a girl needed just a few marks in a subject to be promoted. The teacher was willing to give other students extra marks but was adamant about this girl. Later I discovered that the girl had to have sex with him."

"When I was at primary school our sir, Mr Y, asked me to go to town with him. I said yes, if Mary could go with. But Mary was late at the car and he went without her. On the way into the shop he told me to hold his hand so that Deoplo would think I was his daughter. On the way back he bought me something to eat. I started eating it but he told me to wait. Then he parked at Liosheek River. I asked him why we were stopping. He said so I could eat in peace. Then he started touching me. I ran out of the car with my bag. I was crying. A man in another car stopped. My sister came up and told the man I was lying that I was his daughter."

"Thvvo was, this boy I snaked, but he didn't nmuak mo. Then he began to nmumk mo, but I'd lost interest. I used to sth that a wxvvr in these days. I saw him walking past and "Pym: t, qhsh nzo, ti hit: me. One day it was really bad and I told my 'Msc Lowhur. She took me to a senior lady who said that we girls like to be touched. He said E kuihi 130k jhtc LHO martyr but: hAtthq was ever dame ta JMK' buy " h H3 lel llHC 1t, '13; " Link the vi' , "1!UH('3? 3w: 1 w; brunt):

"When I was at primary school, our principal Mr A used to call the girls after school. He'd say he wanted to show us how to write our names properly then he'd touch us and give us love-bites."

"There was this sir, Mr B, who was in the science lab. He'd call the girls behind the desk and you couldn't see what he was doing. But he would touch us. He got C. She was really scared of him."

"The way Mr X talks isn't nice miss. We don't like it. He often refers to our parents and speaks about things in a humble way."

WE ASK MEMBERS TO DISCUSS THE ISSUE REGIONALLY AND TO SEND IN COMMENTS ON WHY IT OCCURS AND THE BEST WAY(S) TO FIGHT IT.

OBITUARY

ELMON MATHONSI

It was with shock that we learned of the death of Comrade Elmon Mathonsi in a car accident at the end of November 1987.

Comrade Elmon taught in Soweto and NA: the Vice President of Neusa National Executive. At the time of his death he was centrally engaged in the struggle for transport subsidies for students at DET schools.

WECTU extends sympathies to Neusa and to his family. We have lost a valuable comrade in the struggle.

Elmon Ngabonl

Mathonsl

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WECTU WELCOMES STD SIXiS

SOUTHERN SUBURBS

Origin of the Orientation Course

For many years, Sached ran an
tion course for Standard Five
going to Standard Six, as a
preparing these pupils for the
liar demands of high school. By
when Sached proposed to Wectu
Suburbs that the Orientation
should be administered by Wectu with
the assistance of Sached, the course
ityself had become well-established in
the region, drawing large numbers of
pupils and enjoying widespread parental
support. It seems sure that the orien-
tation course will become a permanent
feature of Wectu organization in the
Southern Suburbs region.

orienta-

pupils

means of

unfami-

1987/

Southern

Course

1988 Orientation Course

The course ran from 13 to 15 January
1988, and was held in the Grassy Park
Civic Centre, its customary venue. As
in previous years, the organisers sou-
ght to combine academic with "alterna-
tive" programmes, partly to retain the
interest of their very youthful audien-
ce, partly to give their audience some-
thing of the flavour of the diversity
of high school life. The academic pro-
gramme itself was determined by the
availability of teachers in various
subjects; the organisers of the 1988
course were particularly anxious to in-
clude Afrikaans in the programme, as
the lack of Afrikaans in previous aca-
demic programmes had been criticised by
students. This was done; and Afrik-
aans was one of the programmes best
received by the students at the Course.
The academic programmes eventually com-
prised Mathematics, English, Afrikaans,
History and Science, the lastnamed be-
ing structured so as to allow the stu-
dents to conduct simple experiments
(all 150 or so at them : under the ra-
ther anxisus eyes 3f the Wectu teacnere
who were assisting. The students them-
selves did nct in the least snare the
anxiety 3f the teachers present,
inq chemicals in test tubes with enth-
eiasm and iurming pretty accurate C?H-
Cleeigns tram their observations. The
emphasis Cf the academic pregranme was
en student discover; 3f knowledge ies-
pecially in Histcry, Mathematics and
neat-

Jcnse indicates

15 very fruitful.

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Sc'ence;; :ruden: r

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The "a :ernati e
music (with the by now well-known - to
the organisers - "Standard Six Songs"),
CRIC careers guidance, 3 short dramatic
sketch followed by discussion on the
role of the S.R.C. in the high school,
an introduction to computer literacy
and two short speeches by Standard
Seven students on "what high school is
like" (one speech in Afrikaans, the
other in English). The speakers allowed
time for questions from the audience,
and found themselves having to respond
to a great many, ranging from teachers'
attitudes (corporal punishment) to the
academic work-load of high school.

Student Responses to the Course

It has been the custom for the
sers to ask students to give
assessments of the course in the
of completion of assessment
naires handed to them on the last day
of the orientation course. Responses
were without exception favourable (al-
though specific aspects are sometimes
harshly criticised). Here are a few of
the comments:

organi-
their
form
question-

In response to the question: 'Which
lesson did you find the most interest-
ing?' -

"Wiskunde. dit het my baie gehelp."

"Science, because the experiments was
exciting."

"SRC workshops want dit het my baie
meer vertel van die hoer skool. En dat
3ne nie hoef bang te wees vir die :n-
derwysers nie."

interessant
verlede."

'Teskiedenis. Ek vind dit
want dit vertel)QU oar die

H
mm

l:. Fun.

In

"LtriKaanE - very exsiting.

And the msst Liattering st 311, in re-
epznse t: the same questiqn -
wiles. Want ek net van ailes :ehou."

One student, invited to "suggest some improvements", came up with:

"The Wectu should find a place where they can stay forever..."

So now we know

Perhaps the greatest reward for the organisers was the wonderful enthusiasm of the students and the supportive attitude of their parents; a mother told the organisers: "It's a very good thing that Wectu is doing for our children. Will you be running more courses in the year?"

1988 is going to be a decisive year for Wectu, with national teachers' union on the agenda, and both policy and practice facing testing and revaluation. Yet it is obvious to us in the Southern Suburbs Region that in running courses such as the orientation course we have identified and responded correctly to a need in the community. Courses for students are part of the day-to-day work of the union. May they grow from strength to strength.

ATHLONE CENTRAL

The Athlone Central Region decided at the last general meeting of 1987 to organize an orientation course for the standard sixes of 1988. A co-ordinating committee was elected who then decided to run a three day course on the 13th, 14th and 15th January. Letters were sent to all the principals of the (approx) 30 primary schools in the Athlone area. Then a letter/pamphlet, advertising the course was sent to the pupils and their parents. The response was overwhelming.

On Wednesday 13th January the hall at Hewat Training College was a hive of activity. The course was started with introductory games and a session on careers run by the Careers Resource and Information Centre (C.R.I.C.). The rest of the course consisted of lively and interesting workshops and discussions pertaining to the various subjects. Films, drama and music were used as media of instruction. Jazzart took the pupils through some gymnastic paces. Subjects such as "Music and Mathematics" and "English and History" were correlated in order to introduce the pupils to these subjects in an entertaining and relaxed atmosphere.

The Friday morning session was particularly fruitful in that the pupils could choose whichever subject-class they wanted to attend. Judging by the communication between the pupils and the teachers one realized that alternative education can become a reality. It is therefore our duty as teachers to see that that reality becomes part of our daily lives at school.

Later that day the students discussed the formation of S.R.C.'s and why it is important for them to play a meaningful role in these structures.

As teachers we found the course a re-

warding experience and we hope the i-
200 pupils who attended found it jUSt
as rewarding. The main motivation fer
the course was that the move from Pri-
mary School to High School can be a
very traumatic experience for students.
We hope that for these students it was
just a little less traumatic. I WOUld
like to quote one boy at the end of the
course: "I wish the orientation week
could go on forever."

TEACHERS IN THEIR CLASS

TEACHERS AND CLASSES: KEVIN HARRIS
(Routledge Education Books)

The article that follows is not a review but a summary of a section of Kevin Harris' book, *Teachers and Classes*. It is the first, we hope, of a series on the book. The book has much to say that is provocative and incisive about schools, the aim of schooling and the role of teachers in a capitalist society. WECTU is at present part of an ongoing attempt to found a national teachers' union and Harris makes interesting reading on the question of the 'economic identification' of teachers, their class location and position. We hope that in the end teachers will be challenged to take up the book themselves.

Harris begins by stating that a common allegation made against teachers in capitalist societies today is that they fail to Educate. The capital E is used to make a distinction between what should be the goal of teaching, Education, and the reality, education. He equates education with socialization, a process which begins in the home and is continued in institutions like the church, youth and sports clubs. It is in the schools, however, that this process is most formative. He defines socialization in schools as that process whereby the pupil is got to absorb the dominant ideals of a society and is also provided with the knowledge and skills necessary for the adequate performance of social roles. This, he says, is what most teachers spend their time doing. By Education something quite different is intended; it is defined as the fullest development possible of the intellectual, moral and cultural capabilities of the pupil. The goal of Education is the pupil with a critical and creative mind, able to analyse, synthesize and evaluate and, in the end, act on his/her conclusions. (Harris distances himself from this 'aristocratic' ideal - what he is concerned to do is establish whether it is possible or not to attain this ideal in schools in capitalist societies). He then asks the critical question: is it possible to Educate within the context of capitalist social relations? That is, is it possible for the teacher to go beyond the mere socialization function in this context? In order to answer this Harris finds it necessary to look briefly at the nature of capitalist society. He divides capitalist society into four groups or classes. First there is the workers' class, numerically the largest group and consisting of people who do menial and largely unskilled work in return for wages. This group is economically, politically oppressed. Then there is the group above them, (metaphorically speaking)

the middle-class. This too is a large group consisting mainly of people who perform servicing and managerial functions. The work of this group is more skilled and is usually mental rather than manual. Examples of this class are low-level managers, secretaries, clerks, employees in banks and teachers. Next comes a relatively small group of experts in complex, specialized fields - doctors, lawyers, academics, engineers. This group has high social status, has access to abstract knowledge and is economically extremely privileged. For simplicity's sake this group can be labelled the upper middle-class. Finally, there is the smallest class, the capitalists themselves - the group that owns/controls the means of production.

We said above that education as it is practised in schools today is basically socialization. Now the crucial significance of socialization is that it is that process which ensures the perpetuation of any set of social relations existing in a particular society. Thus the central function of schools in a capitalist society is to ensure the perpetuation of the basic division outlined above. Proportionately, the workers' class must always be the largest. The reason is obvious: there will be far more people working on a bridge or

new building than there will be people (engineers and architects) designing it. The middle-class must also be proportionately large because the working-class requires a large workforce to oversee/manage and service it. Because there is in capitalist society no need for large amounts of engineers and architects, this, the 'expert' class will and must be kept proportionately small. And finally the capitalist class will be the smallest: only a few, relatively speaking, will own/control the means of production in a society.

It should be clearer now why teachers in schools situated in the context of capitalist social relations fail to Educate.

First, in order to maintain the proportional differences between the four classes or groups, it is essential that not too many people (indeed, only a minute fraction) be educated and thus have access to the 'expert' and capitalist classes. Harris says there is a basic principle at work here, which he calls the 'interference-elimination' principle. Put simply it means that too many Educated people would eliminate each other's opportunity of entry-into the numerically small 'expert' and capitalist classes. Perhaps most important, too many Educated people would result in fewer and fewer people being prepared to sell their labour to the capitalists - the work would be seen to be demeaning and wage as insufficient. This would be disastrous because capitalism needs a large workforce which has to sell its labour in order to survive. Secondly, an overabundance of Educated people - with their analytic and Critical abilities - would represent a real threat to any oppressive or repressive social formation. In theory they would be able to discern the true nature of capitalist society (all WECTU teachers take note!) and, again, in theory would set about subverting it. So try as hard as he or she may, even the sincerest, most hard-working teacher will be kicking against the prick: in his or her efforts to Educate the majority of his or her pupils: capitalist social relations demand that conditions at school be such that CHS endeavour will fail every time.

next newsletter we will look at implexity of trying to establish the liberation of teachers in the wntex: oi capitalist social relations.

In CHE

gm :3

THE WPSSSU

WPSSSU is essentially a sports organization. It is not a political organization but it is not apolitical. Because it is an organization that operates in the Republic of South Africa

and because of the nature of its affiliation, the organisation has to take decisions that are decidedly political. Ninetytwo schools located in the area Cape Town to Stellenbosch with a grand total of 80,000 pupils, are affiliated to the Union. A sizeable organization, the Union caters for 19 different codes of sport - this arrangement makes the organization virtually a full-time occupation. Administrators and officials are kept busy all year round.

WPSSSU is affiliated to:

1. the local senior bodies
2. the South African Senior Sports Association (SASSSA)
3. the South African Council on Sport (via SASSSA)
4. the Supreme Council of Sport in Africa (via SACOS)

Schools'

Annually WPSSSU participates in the SASSSA athletics tournament in April, winter codes in June and summer codes in December. These tournaments take place in various centers throughout S.A.

WPSSSU embraces the principles of the Double Standards resolution and of the policy of non-racialism. Over and above expecting strict adherence to these principles our policy is educational rather than punitive. The Union also has an acute sense of its social responsibility

1. It runs a bursary fund open to all those affiliated to it.
2. Annually it donates cash to various progressive organizations
3. It supported the legal costs of the 73 teachers who faced misconduct charges in 1987.

Despite its size and the range of its activities the union receives sponsorship from one commercial firm only - Dairy Felle.

In the next issue we will look at problems encountered by WPSSSU in organizing schools at present.

from WPSSSU Executive Member

SELECTION TWENTY-NINE

We do not lead normal lives
because of the missing ones.
We do not enjoy our meals
because of the missing ones.
One chair is empty
One pillow is bare
One toothbrush bone dry.
A tracksuit on a hanger
A dress for fine weather
hangs limp
A bauble for a ponyetail
lies waiting in a drawer forlorn
and faded blue jeans waiting to be worn
Give us back our children
Send them back to us, where they belong
For people live in homes, not cells.
She watched at birth her daughter
breathe
She heard at birth her man-child scream
she saw them grow to height and curve.
They sang, they laughed, they danced,
they learned.
She saw their clear brow, change and
challenge,
As forces, turbulent and unjust,
Unfold their vicious wings
Of greed, and hate, to maim and kill.
To Right the Wrong
They rise brave and strong
To Right the wrong.
The Forces brutally Intimidate, Arrest,
Detain, Interrogate,
And pluck the blossoms from the dust,
And shut them in lonely cages-
cages solitary
cages cold
cages silent.
The detainee does not' feel touch of
mother,
Love of wife, Strength of Father, Nor
hear his baby cry.
No homely sounds of pots and pans
No company, no music, no tick-tock Of
the clock
Does not feel soft rain on his face,
the wind in his hair
or the kiss of the sun.
Lonesome minutes, hours, days, months,
Lonesome meals, lonesome restless sleep
To think, to stand, to sit, to wonder,
to doubt, to fear, to
panic
To dream of sweet smell of flower,
To catch a glimpse of shaft of silver
moon.
- a reem by Tina Forbes,
Ashley.
Bootsteps, Keys rattling, voices'
Phantoms appear -
Smell of Teargas, Under-arm spray, W/r
smoke, Shavingelotion
Questions, Blows, "Voetez! Ten u hvh
Praat!"
Mar my kop voel duieling
"Ma ek is siek van die boere se Unkkies
Wat het geword van die pakkiesh
Die Big Corn-bites, Slangeti2;, in)
Cadbury Whole nut
Ha, wat het gebeur? Qns qyk U1: xgdt-
nal

Die "Elite", "Pick and Pay" en anncre
Supermarket Carriers
Ons wag, en wag, niks kom dour.
"Vroutjie, ek verlang viL joy 0; mt ic,
so sag, en warm, glad soos sy, erl r a:
Ag ek verlang - dis waar
Tandepasta is op
Meet ens nie vergeet hie,
Ohs is nie faces, blurs, :1
Uns is Real."
"Pappie se seuntjie,
Pappie net 'n vriendjie,
Dis kakalak.
Pappie het sy gaatjie velges
so dat hy, by pappie bly.
,wmer: Hie
mot pap
Thixo ngena czuillizi yweni gape
baphetheyc 2i thanbe ba khulule
abantwana bethu abahqole hulali.t
Asalaamoe Aleikoem.
Hoe vaar julle daar buite
Tramakasia vir die daarrels - Hiesmiela
5e Krieslaam by die hujs
Moet haie Doa maak, Algamuoeielah
Dis Magrieb, Allah Fewaar, Inshaaln1
Their prayers rise 4p dnU sprejd 11km
seeds in the wina
that bigws in thc bree/e dnl EWEtLtr
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That :;'n the): an;'
bars
Will snap like dry gLass A
They will rise and wilk dc Airica
Their clethin\$ huq1' ' hrlvc
shoulders
The lions will kn;w, the Tine W13 :VWQ'
And will Rise t: fillih.

PROGRESSIVE PRIMARY SCHOOL
TEACHERS-THEIR PROBLEMS

At most primary schools progressive teachers feel isolated. Factors which contribute to this are numerous: (a) Their numbers are small (often only one on a staff have joined WECTU), (b) Teachers are intimidated by the highly domineering manner of their principal and often being reprimanded, (c) They are kept in line constantly by "school discipline", usually permission having to be granted for everything that takes place at the school ie handing out of pamphlets, putting up posters, signature campaigns Or discussion of anything other than directly school-related issues at staff level.

When teachers are faced with these pressures daily it becomes easier for them to toe the line rather than to victimise themselves and be victimized as well. Even as far as supporting a progressive stand or colleague, they would rather take a back seat than risk the wrath.

It is difficult to prove: professional to be independent
EHCTC teachers have Duck into the Lula (I
WFUTF. 3h1;1mnt1.n which was collated
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As for those who maintain membership and joined because they feel they are progressive, the school does not provide an ideal environment for them to openly admit being WECTU members. To a large extent they never challenge the principal or HOD's in an open forum, not do they support those who do. Their commitment to WECTU is questionable as very few supported the two stay-aways called last year; in fact they didn't see the call as including them (usually the age group they teach being the excuse).

They are generally scared to ask permission to hand out pamphlets or to put up posters. At many schools even this activity is not permitted and can only be done in a clandestine manner. Only departmental material may appear in staffrooms.

remain in the Office for
day, being scrutinized
approved by the principal.
7 occurs quite of_
, have been called in
in near the depart-
W, J: way it may not be
' level and "politics"
Tho
matv _ s is largely the cause of
:is, 3: many primary school principals
hermit CTP; speakers to address their
erLFS. STPA members usually try to
high-light: the dangers Of NECTU. For
example, if a WECTU member attempts to
JddfeSS the staff members, whether as a
whole :t individually, this is seen as
Intimidation". The few primary school
teachers who supported the Stay aways
showed "irresponsibility".
eTFA CCHCinGeht at most pri-
1 have highlighted the problems facing
progressive teachers in primary sch-
0:15. The potential to develop their
lives within progressive teaching
a ists. My question is how and when
will this take place through the pro-
:te to teachers union?

13HISTORY ALIVE- new life

Kallaway and his co-writers when compiling this textbook were quite aware of the problematic surrounding history and history teaching in South Africa. It becomes clear that they directed their attempts towards those history teachers who want to steer away from textbook-bound history teaching.

In the History Alive series there is a clear challenge to the conventional ideas and writing of history textbooks. In the series history is seen as explanatory and interpretive, moving away from the chronological and "factual" presentation of history. History is presented as a dialogue and not as a monologue. An attempt is also made to steer away from the stereotypes so often attached to history teaching by presenting the holistic view rather than the narrow view of history and at the same time attempting to introduce to the pupils history as a science and the various aspects of the historian's craft. Various views of history are presented in an attempt to avoid directing teachers and pupils requiring them rather to draw their own conclusions. Kallaway et al present a holistic view moving away from the 'great men of history' by focussing on the economic, social and political aspects which surround a specific event in history. The writers have chosen to confine themselves to the bounds of the set history syllabus.

The history teacher is presented here with a more flexible approach to history teaching. Teachers are encouraged to present history from different points of view. Furthermore it provides the history teacher with a variety of source materials (photographs, primary and secondary documents, cartoons, maps statistical tables and diagrams). While this variety of source material lends itself to creative use in the classroom it is a pity that there is no elaboration directed at teachers on different ways of using this material. A supplementary volume on methodology for teachers would be most welcome. This material could therefore stimulate further research amongst teachers. (However, it could discourage the textbook-bound teacher from using the book. Priority should be given to those teachers who are set in their ways ie it is important to present them with alternative methods. It is in standards 6, 7 and 8 that various methods of teaching can be used since the teacher has more flexibility.)

A special attempt is made by Kallaway et al to capture the interest of the pupils since they are not weighed down by reading a purely factual text. The source material is expertly interwoven with the content thus encouraging debates, discussions and at the same time

developing writing and techniques within the classroom. Pupils are at the same time encouraged to develop critical thinking abilities as well as being provided with the conceptual tools to recognize interests and motives within history. Pupils are also encouraged to read further.

On the whole, the use of History Alive should be encouraged by all history teachers since it provides a definite departure from the traditional (conservative) textbooks used in our schools, and provides exciting potential for the creative teaching of history.

-----".-----"

CRISIS (continued from page 2)

during lectures. Detention cells are alleged to exist on campus. Exit and entry (by registration card only) are strictly controlled, all cars being searched. There is no SRC or forum for debates or discussion.

In keeping with the state crackdown on all areas of popular organisation, the educational arena continues to be a target of kragdadigheid - a policy that provides the other side of the coin to the 'popular persuasions' of apartheid education, SATV and the like. Our first choice as teachers is a crucial one - to work to implement apartheid ideology in the minds of the next generation, or to work towards a just society, laying the basis now in our two organisations.

Sources: Argus, Business Day, Cape Times, Citizen, Daily Dispatch
E.P. Herald, New Nation, Post, South, Sowetan, Weekly Mail.

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THOSE INCOMMUNICADOH

Three teachers - Nazeem Lowe, Ln/n Scott and Jeremy Veary - are at the moment being Charged with terrorism. All three men have been held for many months in terms of Section 29.

The sense of loss and the longing experienced by the family of the detainees are described by Mrs Forbes in her poem "Section 29" (see p. 11). I do not wish to dwell on these painful emotions. Instead I would like to describe the shift in consciousness that the families have experienced in the past few months.

I take as an example the Scott Family, whom I have befriended since Leon's detention. When I met Mrs Scott, she was shocked and sad but acquiescent, drawing strength from prayer. Then started her Loop street Routine.

Every Monday, she and the other Section 29 mothers had to go to the headquarters of the Security Police in Loop Street to deliver clothes, food and toiletries, and to fetch dirty clothes. Says Leon's sister, "Die eerste maal toe ek daar instep, toe bewe my kniee." Time and again, these parents were harassed - the police wouldn't accept their food parcels, or would let them wait for hours before they were attended to. On one occasion, Mrs Lowe was given Nazeem's blood-stained clothes.

No adequate explanation was given. Parents formed a support group and met regularly. They were shadowed by police all the time. Apprehension and resentment quickly made way for anger. When a security policeman came to search the Scott family's house, Leon's seven-year-old nephew confronted him with, "Waar is my uncle Leon wat julle in die Section 29 gegooi het?"

Parents were not :Um Of tle secutit y police anymore. At L we :treet the: wbuld vehemently procl: 1 the injusti(of their children's incarceration. m protest march On November 9 was a 3f solidarity. Mothers went there renly to meet the authorities in :hcir awn terms. "Ons sall hullo ac uitkrap. wne sal skoene met pencllhahke ?wnmvat hn hulle daarmee slaan a: Qns mmet."

"If they take one of us we'll ho w JHT: that person. Hulle gaan nie net ecn vat hie, hulle sal cns almal w3et vat."

Parents were prepared to be detained. Before the march they had ssmething to eat and jokingly said that it they had to go to prison, at least they would dc so with their stomachs full. Hr; Scot refused to eat. 33k wil hie eet ni:, ek wil hie drinn hue. Ek wil my kind terughe.H

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Editorial: what is WECTU ?1

There isn't a teacher, currently employed in the field of education, who has not known the frustration that that environment entails in this hierarchical system which never takes account of the problems or gives credit to the initiatives of those employed at the 'lowest' level of that system, the endless stream of instructions which are always issued from above, the never-ending 'advice' which looks more like directives and which one is not free to discard if it is totally irrelevant to one's own situation, the poor facilities and inadequate working conditions such as disproportionate teacher:pupil ratios and insufficient 'free-issue' supplies.

How is one meant to survive in a system like this? And equally important - how is one meant to provide a meaningful education to the youth of this country? Against the backdrop of social, economic and political upheaval, how does one present 'relevant' education to the youth? Indeed, what is a 'relevant' education?

We are all just teachers and, sitting back, are bombarded by the questions but feel a certain measure of helplessness as we struggle to find the answers and the means to incorporate this into our 'new' education.

This is where the strength of WECTU lies. Together we formulate the answers. Together we plan the future.

Together we create the means.

WECTU is about teachers helping teachers. NECTF is about having somewhere to let real advice that can actually make a difference in the classroom.

WRPTU is about having a say in what one teaches, how one teaches and why one teaches it.

Now, more than ever, with the demands at the people ringing out from all directions - from the parents, the students, the workers - we need to take up the challenge and be party to the creation of something different and useful in education.

WECTU must grow on the basis of the testimony of what it has done and can do for teachers and teaching. It must grow through the vigour and endeavours of each member.

DECLARATION

WECTU believes that teachers in apartheid schools cannot be neutral. They are either on the side of progress and liberation or they support the forces of oppression and exploitation.

We see ourselves as participants in the struggle for liberation. We believe that teachers must translate their verbal rejection of oppression into action: more and more by actively engaging in progress we act in the schools and the broader community. As teachers, however, our primary site of struggle should be the school.

HOW TO JOIN WECTU

FULL MEMBERSHIP is open to any teacher
at an educational institution who
abides by the constitution.
ASSOCIATE MEMBERSHIP is open to any
final-year education student.
We extend a special invitation to final
year education students to contact us
about joining WECTU. '

Write to The Secretary

P.O. Box 93

Crawford

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DETU FIGHTS BAC K

Teachers in the schools controlled by
the DET have fought back against the
vicious system of registration, the
system designed not to promote educa-
tion but to control schools, that has
resulted in large numbers of students
being deliberately excluded from
schools.

In response to this anti-educational
act, teachers stayed away for 3 days.

WECTU SALUTES DETU

AND THE TEACHERS CONCERNED

This action resulted in DET postponing
the due date for registration - another
important victory for progressive
teachers.VIVA DETU!