

TEACHERS — AFRICAN

1975 — 1977

---

HANSARD 6

Q. 423.

10 March 1975

311

✓ Loans for Bantu students training as teachers

93. Mr. L. F. WOOD asked the Minister of Bantu Education:

- (a) What amount was made available in each year from 1963 to date for loans to Bantu students training as teachers,
- (b) to how many students were loans granted during each of these years and
- (c) what percentage per annum is deducted from such teachers' salaries towards loan repayments.

The MINISTER OF BANTU EDUCATION:

(a) 1962-'63	R14 700
1963-'64	R14 200
1964-'65	R15 800
1965-'66	R29 400
1966-'67	R30 400
1967-'68	R28 000
1968-'69	R32 700
1969-'70	R64 500
1970-'71	R63 170
1971-'72	R127 470
1972-'73	R138 150
1973-'74	R158 825
1974-'75	R213 655

- (b) The information is not readily available. Loans vary from R40 per annum for day students to R100 per annum for boarding students and amounts to R200 per annum for university students.
- (c) Nil. Loans are redeemable by service on a year for year basis.

HAINSDARD. 7. Q. columns. 547-  
21 March 1975.

Bantu teachers X

311

\*5. Mr. R. J. LORIMER (for Dr. A. L. Boraine) asked the Minister of Bantu Education:

How many Bantu teachers (a) joined the staff of his Department for the first time and (b) resigned in each year since 1 January 1970.

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

- (a) The number of Bantu teachers who were appointed for the first time at Government schools and State-aided schools controlled by my Department was as follows:

1970	3 564
1971	5 083
1972	4 132
1973	3 723
1974	3 997

kwaZulu is included up to 31 March 1972.

- (b) Reliable statistics are not available. Teachers quite frequently change from one school to another and every change in the case of a State-aided school, entails a resignation and a re-appointment. Very few real resignations occur.

Question.....  
Write on both sides of the paper

Do not write  
in this  
margin

Hansard 7 Q Column 566.  
21/3/75

Do not write  
in this  
margin

Wilberforce Teachers' College at Ewaton

\*31. Mr. P. A. PYPER asked the Minister of Bantu Education:†

- (1) Whether the principal of the Wilberforce Teachers' College at Ewaton has been transferred, if so, for what reason;
- (2) whether the College is closed at present; if so, when was it closed;
- (3) whether the College will be reopened; if so, when; if not, why not.

†The DEPUTY MINISTER OF BANTU DEVELOPMENT:

- (1) No.
- (2) Yes on 14 March 1975.
- (3) Yes, a date has not yet been determined.

311



HANSARD

11

Q. 787

23 April 1975.

311

**Bantu teachers in Republic/Transkei**

212. Mr. H. G. H. BELL asked the Minister of Bantu Education:

- (1) How many Bantu teachers were employed in (a) Government and homeland authority schools, (b) State-aided schools and (c) private schools in the Republic, including the Transkei, at the latest date for which figures are available;
- (2) how many in each category were paid (a) by his Department or homeland governments and (b) privately;
- (3) in respect of what date are these figures given.

The MINISTER OF BANTU EDUCATION:

- (1) (a) 36 839.
- (b) 23 433.
- (c) 1 747.

(2)	(a)	(b)
Government and homeland authority schools	34 428	2 411
State-aided schools	22 905	528
Private schools	—	1 747

- (3) First Tuesday of March 1974.

Particulars in respect of teachers in the Bantu homelands are included in the abovementioned statistics. As Bantu Education in these areas is controlled by the different homeland governments the information was obtained from them.

Question.....  
Write on both sides of the paper

Do not write  
in this  
margin

Do not write  
in this  
margin

HANWARD 11

Q. 788-9.

23 April 1975

31

The MINISTER OF BANTU EDUCATION:

**Qualifications of Bantu teachers in Republic/Transkei**

213. Mr. H. G. H. BELL asked the Minister of Bantu Education:

(1) How many Bantu teachers in the Republic, including the Transkei and other homelands, (a) were professionally qualified and had (i) a university degree, (ii) passed the matriculation examination or its equivalent, (iii) passed the junior certificate examination or its equivalent, (iv) passed Sid. VI and (v) other qualifications such as technical qualifications and (b) had no professional qualifications but had (i) a university degree, (ii) passed the matriculation examination or its equivalent, (iii) technical or other vocational qualifications and (iv) not attained the matriculation level and held no technical or other vocational qualifications at the latest date for which figures are available;

(2) (a) what was the total number of Bantu teachers employed at the date concerned and (b) what is the date in respect of which these figures are given.

(a) (a) (i) 1 014.

(ii) 5 485.

(iii) 29 467.

(iv) 14 378.

(v) 1 455.

(b) (i) 47.

(ii) 357.

(iii) 58.

(iv) 9 701.

(2) (a) 62 019.

(b) First Tuesday of March 1974.

Particulars in respect of teachers in the Bantu homelands are included in the abovementioned statistics. As Bantu Education in these areas is controlled by the different homeland governments, the information was obtained from them.

HANSARD

12

Q. 826 - 8.

28 April 1975.

**Teachers' training courses for Bantu in Republic/Transkei/South-West Africa**

240. Mr. P. A. PYPER asked the Minister of Bantu Education:

- (1) How many Bantu students in (a) the Republic, including the Transkei and other homelands, and (b) South West Africa were enrolled during 1974 for

311

(i) the lower primary teachers' course, (ii) the primary teacher's course, (iii) the junior secondary teachers' course, (iv) the secondary teachers' diploma course, (v) the university diploma non-graduate course, (vi) the post-degree university diploma course, (vii) the university diploma course taken concurrently with a degree course, (viii) special courses in art and homecraft, (ix)

the trade instructors' course and (x) any other full-time teachers' training courses, with specification of each course;

- (2) how many students qualified for each of these certificates at the end of 1974 and in supplementary examinations.

**THE MINISTER OF BANTU EDUCATION:**

(1)	(a)	(b)	(2)
(i)	None	343	173
(ii)	11 713	149	4 852
(iii)	990	None	439
(iv)	269	None	109
(v)	22	None	7
(vi)	50	None	50
(vii)	None	None	None
(ix)	74	None	72
(x)	16	None	7
(aa)*	22	2	No students in final year
(bb)*	11	2	No students in final year
(cc)*	40	None	No students in final year
* (aa) Diploma in Special Education for Deaf.			
(bb) Diploma in Special Education for Blind.			
(cc) B. Ped.			

Particulars in respect of students in the Bantu homelands are included in the abovementioned statistics. As Bantu Education in these areas is controlled by the different homeland governments, the information was obtained from them.



# Challenge to African teachers

African Affairs  
Correspondent

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

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

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

The overtly racist origins of African education had blurred Black

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

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

## SHIRKING

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

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

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

accommodated at an conventional schools.

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

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

## BRIGADE

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

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

# Cape Black pupils go back as usual

*Cape Times 17/7/76*

WESTERN Cape African secondary schools opened last Tuesday and the African higher primary schools will open on schedule on Tuesday, Mr D. H. Owens, Western Cape Regional Director of Bantu Education, said today.

The Minister of Justice, Mr Jimmy Kruger, has announced that African schools in the Transvaal will not reopen until all agitation in the wake

of the recent Soweto riots has stopped.

Mr Owens said this ruling did not apply to the Cape and it was up to him to decide whether to reopen Western Cape schools for the third term.

He had assessed the situation and had found no evidence of unrest or agitation in the Western Cape. The secondary schools had reopened on schedule and the higher primary schools would reopen next Tuesday, he said.

1748  
2:320

*Mated*

Mercury Correspondent

30/7/75

**PORT ELIZABETH**—It would cost South Africa at least R245-million to provide compulsory education for all African children between the ages of seven and 15, Mr. G. J. M. Coetzee, of the Department of Bantu Education in Pretoria, said yesterday.

Speaking at the Midland Chamber of Industries' Train for Gain seminar at the Port Elizabeth College for Advanced Technical Education yesterday morning, Mr. Coetzee said the cost would be at least R400 million to bring such education facilities to a teacher-pupil ratio of one to 30, the present ratio for Coloureds.

He appealed to businessmen to realise that training, particularly in service training and the upgrading of workers, was not the sole responsibility of the Government.

"As an education department we have to be concerned with the whole man, not just the

economic man. With preparing children for life, not just earning a living.

To emphasise training of adult workers at the expense of the spiritual and social needs of the children placed in our care would be short-term and short-sighted.

Referring to the "aim and ideal" of compulsory education for Africans, Mr. Coetzee said quality of education would remain the first priority.

"Last year there were 3.6 million African children between the ages of seven and 15 being taught by 63 000 teachers at 11 800 schools.

It cost R151 million to provide this education.

This represented 75 percent of the children in the age group.

"Should all the children between those ages attend school, it would mean that 84 000 teachers would have to instruct 4.8 million pupils at 15 800 schools. The cost would be R245 million a year."

#### EXTRA MILLIONS

To bring the teacher-pupil ratio to 1 to 30 would require 57 200 more teachers and it would also mean an extra R74 million in annual salaries at an average of R1 300 a teacher. Additional classrooms would cost about R194 million.

The first annual budget would be at least R400 million, Mr. Coetzee said.

"Industry and commerce should not only accept responsibility for training their own workers, but also expand the assistance the sectors had begun to give to general education in South Africa," Mr. Coetzee said.

"I would suggest that the first line of action would be to help their own employees cope with their children's educational needs before extending assistance outside the company."

"A universal application of this principle could revolutionise the education situation."

The department of Bantu Education was also trying to increase the number of pupils doing post-primary education.

448

311

105 311 D. D. Spatch 5/9/75 (311) (1) 115 (2) 34

# No curbs on teachers — Ncamashe

EAST LONDON — Teachers, like any other Ciskei citizens, were free to attend meetings addressed by candidates standing for election in Zwelitsha and Victoria East, the Ciskei Minister of Education, Chief S. Burns-Ncamashe, said in a statement yesterday.

Chief Ncamashe also called on pupils and students at schools and universities, who were 18 years old and above to attend election campaign meetings and ask questions.

He added that the only things civil servants and students were not allowed to do while employed by the government was to

join political parties and take an active part in politics.

"Teachers and students should enjoy their full rights as citizens at election meetings," Chief Ncamashe said.

"It must be clear that teachers, in common with other voters, are free to vote as they wish. They are equally free to listen to election speeches of all parties—however they are not allowed to become members of any political organisation," he said.

He called on all teachers and students in the Ciskei to register as voters and take an active interest in the affairs of the Ciskei and vote for any can-

didates of their choice.

Chief Ncamashe's statement will come as relief to many Ciskei teachers who have been threatened with expulsion or transfer by other Cabinet Ministers if they attended political meetings addressed by candidates standing for the opposition Ciskei National Party.

Concern over the stand taken by teachers in politics in the Ciskei was voiced by the Ciskei Minister of Justice, Mr B. D. Myataza, who said teachers and ministers of religion in the Ciskei supported the Ciskei National Party. — DDR (News by Leslie Xinwa, 33, Caxton Street, East London.)



# 7600 Black teachers a year in 1976

STAR 18/4/76

3/1

## Pretoria Bureau

There are now 39 Black teacher training colleges, producing 6 000 primary school teachers and 430 secondary school teachers this year, the Minister of Bantu Education, Mr M. C. Botha, said today.

By next year, the output of trained teachers would be 7 000 for primary schools and 600 for secondary schools. This programme would soon eliminate the department's obligation to employ unqualified teachers.

Mr Botha was opening the new Mgwenya Teacher Training College, in the Swazi homeland.

He said it was disturbing that so many Swazi teachers were unqualified. But the new college he was opening would overcome this problem.

## UNIVERSITIES

Another problem in the education of Black pupils was that the universities were not producing sufficient teachers for pupils of matric level, in subjects such as mathematics,

science, languages and commerce.

This hampered development of the homelands, which needed people trained as administrators, scientists, technicians and professionals.

Mr Botha said his department hoped to meet the shortage by starting special courses for matric-level teachers in colleges producing teachers at junior secondary level.

He said there were important steps to be taken before the Swazi homeland reached constitutional, self-government, but progress in this direction would be made in a reasonable time.

~~SECRET~~

# Teachers quit Orlando school

Staff Reporter

NINE teachers at Orlando West High School, Soweto, resigned this week.

The resignations are understood to be connected with the dismissal of a colleague, Mr Jacob Selebi.

Of the nine who resigned, three are women. The resignations have left the school with a staff of 29, excluding the principal.

Yesterday, the headmaster of the school, Mr M. Mzaidume, confirmed he had received nine resignation letters, eight on Monday and the ninth yesterday. He declined to comment.

He said he had absolutely no idea why the teachers resigned. "Even in their letters of resignation, no reasons are given," he said.

He said there had never been any indication of discontent before the resignations.

None of the teachers who resigned were at school yesterday. Mr Selebi was not available for comment yesterday.

Mr Mzaidume would not give reasons for Mr Selebi's dismissal. He said the committee board had expelled him and only the board could give reasons.

# More Black teachers

5-AR 8/10/75  
3/1

The shortage of teachers in Black schools should soon be eliminated, according to the Minister of Bantu Education, Mr M C Botha.

He was announcing a training programme aimed at producing 7,000 primary school and 600 secondary school teachers by 1976.

The occasion was the recent opening of the new Mgwenya Teacher Training College, the first in the Swazi homeland in the Eastern Transvaal.

Before long, Mr Botha predicted, the present need to employ some unqualified teachers at Black schools would be overcome.

Three new teachers training colleges would increase the total number to 39.

The shortage of matric teachers in such subjects as mathematics, science, languages and commerce was hampering the development of the Black homelands, the Minister said.

They badly needed trained administrators, technicians and professional people.

The opening of the new Mgwenya college would do much to overcome the shortage, he said.

# Ciskei teacher shortage in new education system

EAST LONDON — The Ciskei will be hard hit by lack of qualified school teachers next year.

With the implementation of the 12-year structure as against the present 13-year structure in the black schools, more teachers will be needed for 21 000 pupils who will be

studying Form I in the Ciskei. These are the pupils who are at present in Stds 5 and 6.

The Ciskei Education Planner, Mr K. B. Tabata, said 465 classrooms would be needed to accommodate these pupils.

The immediate problem facing these pupils is

shortage of teachers.

"There is generally a shortage of teachers and we intend making use of the primary school teachers, especially those with matric," Mr Tabata said.

To improve the standard of teaching, training is also given for primary school teachers at the Mdantsane In-Service Training Centre.

"These teachers will be absorbed in the secondary schools," Mr Tabata said.

He said the intention was to start with qualified teachers and the transfer of these teachers was provisional.

Classrooms had been reserved in the primary schools because the present secondary schools would not be able to cope with the number of pupils.

Mr Tabata said steps had been taken to provide more accommodation.

"In Mdantsane there are two additional secondary schools to be regarded as 'bulge' secondary schools.

"Next year they will accommodate the Form 1 pupils in 1977, Form 2 pupils and in 1978 Form 3 pupils.

"In the townships of Dimbaza, Zwelitsha and Sada, 17 additional classrooms have been built in the secondary schools there," Mr Tabata said.

In the rural areas 87 additional classrooms had been built in old and established secondary schools.

These emergency arrangements are due to increase in the anticipated number of Form I pupils because of a decision to reduce the number of school years from 13 to 12.

The reduction brings the number of years a black takes to matriculate in line with that required by white, Coloured and Asian pupils. —DDR

1. (311)
2. 104

4 000

DM 24/9/55

teachers

needed

Own Correspondent

EAST LONDON. The Transkei will experience a shortage of 4 000 teachers for the next five years, the Transkei Secretary for Education, Mr G. L. Kakana, said at the weekend.

His department was recruiting teachers and were offering scholarships and bursaries.

"At the Cicira Training School for post-matric teacher training there are over 250 bursary holders," he said.

Teachers were being encouraged to take up degree courses at the University of Fort Hare.

"To improve the quality of teachers we have appealed to teachers in practice to take matric."

"There are 350 teachers who are writing their matric examinations this year," he said.

In-service training courses had already been planned and some teachers had been sent to Pretoria.

# Transkei D.D. 24/11/75 teacher

## shortage

EAST LONDON — The Transkei will experience a shortage of 4 000 teachers for the next five years, the Secretary for Education, Mr G. L. Kakana said.

He said they were recruiting teachers and were offering scholarships and bursaries.

"At the Cicira Training School for post matric teacher training there are over 250 bursary holders," he said.

Teachers were being encouraged to take up degree courses at the University of Fort Hare.

"To improve the quality of teachers we have appealed to teachers in practice to take up matric.

"There are 350 teachers who are writing their matric examinations this year," he said.

In service-training courses had already been planned and some teachers had been sent to Pretoria.

Mr Kakana said Transkei pupils writing Std 7 this year would be issued certificates by the Transkei Government.

"After Std 8 another external examination will be written and other pupils may branch to vocational fields and the last external examination will be after Std 10," he said.

The Ciskei Education Planner, Mr K. B. Tabata, said the Ciskei was in accordance with the Republic.

"We write departmental examinations," he said.

—DDR



MR KAKANA

1/103

2.

31

323

Hansard 2 col 92 5/2/76

**Loans for Bantu student teachers**

36. Mr. L. F. WOOD asked the Minister of Bantu Education:

- (1) What amount was made available for the year 1975-'76 for loans for Bantu students training as teachers;
- (2) whether individual loans have been increased in relation to the increased cost of living; if so, by what percentage; if not, why not.

**The MINISTER OF BANTU EDUCATION:**

Normally only bursaries not loans, are made available to Bantu students for training as teachers. The required information in respect of bursaries are as follows;

(1) R174 000.

(2) No, the global provision was increased as follows:

1973-'74	R51 400
1974-'75	R96 000
1975-'76	R174 000

To make it possible for more students to be trained as teachers, the bursaries which have been increased as follows during 1973-'74, have not been increased further:

Universities: From R100 to R200 per year.

Primary and Junior Secondary Teachers' Certificates: From R80 to R100 per year.

323

Mansard 3 col 179 11/2/76

**Teachers employed/resigned/retired**

141. Mr. P. A. FYPER asked the Minister of Bantu Education:†

- (1) How many teachers were employed by (a) the Department of Bantu Education and (b) the education department of each homeland government as at 31 December 1975;
- (2) how many teachers (a) resigned from the service of these departments and (b) retired on account of reaching the retirement age, during 1975.

**The MINISTER OF BANTU EDUCATION:**

- (1) Statistic as at 31 December 1975 are not available. The required information as at 30 June 1975 is as follows:

(a) Republic	26 529
South-West Africa	715
Subtotal	27 244

(b) Republic:	
Bophuthatswana	6 406
Ciskei	4 410
Gazankulu	1 658
KwaZulu	10 564
Lebowa	6 758
Qwaqwa	893
Transkei	9 944
Venda	1 845
Subtotal	42 478

**South-West Africa:**

East Caprivi	302
Kavango	446
Ovambo	1 679
Subtotal	2 427
Total	72 149

- (2) (a) My Department does not keep statistics of resignations of teachers. Resignations occur quite frequently but it is very seldom that a teacher quits the teaching profession. Mostly a teacher resigns at one school to take up a post at another school.

(b) 92.



Hansard 9  
22/3/76  
col 622.

323

**White/Bantu teachers: Salaries/allowances**

502. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

Whether White and Bantu teachers in the employ of his Department receive the same salaries and allowances; if not, what are (a) the differences in (i) salaries and (ii) allowances and (b) the reasons for these differences.

The MINISTER OF BANTU EDUCATION:

No.

- (a) (i) and (ii) The salary scales and allowances of White and Bantu teachers are not always comparable as the majority of Bantu teachers have qualifications lower than matric. In cases where a comparison can be made the salary scales for Bantu teachers are approximately 30 percent of those for Whites.
- (b) The Government's policy in regard to salary structures is a matter that has been clearly stated on various occasions in the past and the closing of the gap is receiving attention.

# No training facilities for teachers

ARGUS

23/3/76

*Teachers - African*

THE 1975 School Statistics released by the Department of Bantu Education in their March 1976 journal have once more touched on a sore spot in the hearts of the urban Africans in the Western Cape.

The report reflects that there are altogether 1 015 primary schools in the White areas of the Cape, but not a single teacher training school. The nearest teacher training schools are, in accordance with a Government ruling, situated in the homelands, namely, the Ciskei and the Transkei. Pupils who wish to train as teachers have to travel over 1 000 km without SAR travel concessions.

From the foregoing facts it is clear to deduce that some change of heart is urgent. Reports in the newspapers have revealed that urban children take too long to adapt them-

selves to the rural areas, and this has resulted in endless disturbances and court litigation.

Why must an urban African parent be burdened with unnecessary expense when he tries to improve the society by educating his children? Today most of the teachers who man the urban schools have been imported from the rural areas because those are the only places allowed to manufacture teachers.

I am appealing for a fair distribution of teacher training facilities.

J. R. MASIEA

Chairman Urban

Sotho Board

Guguletu

## Soweto college will be unique in SA

The R600 000 teachers training college to be built in Soweto by Anglo American represents a significant policy shift by the Department of Bantu Education.

The new college, which will open in early 1978, is the first new teacher training institution to be

built in an urban area since the Bantu Education Department began, according to a spokesman for the Department.

Previously Bantu Education policy had allowed new teacher training colleges to be built only in the homelands.

Mr Michael O'Dowd, a spokesman for Anglo American said the college was the result of AAC's wish to build "a unique educational institution rather than another school."

"Our one condition was that it should not be ethnically grouped and the Department of Bantu Education itself suggested a teacher training college for primary school teachers," he added.

Mr O'Dowd said Anglo had consulted Black opinion first on what was most needed in Soweto and the consensus was for further educational facilities.

The new college, which will be built on a large site near the Jabulani Technical College, is to be non-residential and will cater for about 300 students initially.

323

Hansard II col 810

9/4/76

(X) Teachers employed/qualifications

641. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (1) How many teachers were employed in (a) primary and (b) secondary and high schools in 1975;
- (2) how many of the teachers in (a) primary and (b) secondary and high schools have standard X plus teaching qualifications.

The MINISTER OF BANTU EDUCATION:

(1) (a) 23 317.

(b) 2 711.\*

(2) (a) 907.

(b) 1 266.\*

Statistics are in respect of schools in White areas only.

\* Teachers employed in teacher training schools included.

323

HANSARD NO. 13

APRIL 1976 7/11

893

MONDAY, 20

## In secondary schools:

1971 — No separate statistics are available.  
 1972 — 99.  
 1973 — 115.  
 1974 — 137.  
 1975 — 241.

- (b) More teachers are being trained. The following number of students have qualified as teachers at training institutions: (They qualify for appointment in posts inside and outside the homelands).

	Primary	Secondary	Specialist
1971	3 459	352	69
1972	3 842	474	72
1973	4 469	451	102
1974	5 025	619	74
1975	6 220	660	121

More teacher training schools are being erected and existing training schools have been extended. Seven new teacher training schools have been erected since 1971.

In 1974 a project for the training of unqualified primary school teachers was started by introducing a special condensed course. In this case recognition is given to the practical teaching experience a person has gained as unqualified teacher.

## Shortage of Bantu teachers 872.

657. Mr. G. W. MILLS asked the Minister of Bantu Education:

Whether there was a shortage of qualified Bantu teachers in schools outside the homelands in the years 1971 to 1975; if so, (a) what was the shortage of (i) primary and (ii) secondary school teachers in each such year and (b) what steps are being taken to reduce the shortage.

## The MINISTER OF BANTU EDUCATION:

- (a) (i) and (ii) Yes. The statistics furnished below are in respect of unqualified teachers in approved posts outside the homelands:

## In primary schools:

1971 — No separate statistics are available.  
 1972 — 3 868.  
 1973 — 4 338.  
 1974 — 4 774.  
 1975 — 4 943.

# STATISTICS

## NUMBER OF TEACHERS: 1975

### A. ACCORDING TO POPULATION GROUP (REPUBLIC)

Population Group	White Alpha										Homelands										Total
	Northern Transvaal	Southern Transvaal	Orange Free State	Natal	Cape	Total White Area	Ciskei	Bophu- thstswana	OmaOma	Lebowa	Gazankulu	Venda	KwaZulu	Transkei	Total Home- lands	Republic					
Xhosa																					
Zulu																					
N. Sotho	285	1 198	253	297	3 765	5 898	4 187	163	12	19	3	1	262	9 558	14 205	20 103					
S. Sotho	793	1 785	574	3 113	18	6 283	3	80	55	119	3	1	10 037	9 558	10 316	16 599					
Tswana	1 524	805	37	36	13	2 415	7	325	1	6 037	36	3	1	18	2	10 316					
Tsonga	296	1 263	2 861	132	106	4 658	99	109	784	24	—	63	10	304	6 481	6 060					
Venda	1 451	1 549	913	11	362	4 286	11	74	9	76	1	4	79	—	5 506	9 792					
Swazi	459	274	3	10	1	746	13	6	—	14	5	27	2	—	1 847	2 593					
S. Ndebele	79	114	1	1	—	195	—	7	—	70	6	—	—	—	1 730	1 925					
Sub-Total	866	161	25	340	1	1 393	—	13	—	10	5	—	26	—	122	1 515					
Coloureds	203	95	21	30	—	349	—	87	2	122	—	—	—	—	211	860					
Whites																					
Total	5 956	7 244	4 788	3 970	26 223	4 307	6 260	870	6 669	1 612	1 804	10 416	9 882	41 820	68 043	68 043					
	14	5	—	8	2	29	—	1	1	1	1	5	1	11	40	924					
	113	53	14	70	27	277	103	145	22	88	45	40	61	647	924						
	6 083	7 302	4 802	4 048	4 294	26 529	4 410	6 406	893	6 758	1 658	10 564	9 944	42 478	69 007						
B. ACCORDING TO CONTROL OF SCHOOL																					
Control																					

### B. ACCORDING TO CONTROL OF SCHOOL

Control of School	White Area										Homelands										South West Africa							Grand Total
	North Transvaal	South Transvaal	Orange Free State	Natal	Cape	Total White Area	Ciskei	Bophuthata-Tswana	Ovamboland	Lebowa	Gazankulu	Venda	KwaZulu	Transkei	Total Home-lands	Total Re-public	Ovambo	Ka-vango	Eastern Caprivi	Re-mainder of S.W.A.	Total S.W.A.							
Government/Territorial	252	54	36	239	71	652	270	388	138	251	133	158	439	9 795	11 562	12 214	66	27	15	90	188							
Farm	3 379	6 637	2 074	1 827	2 820	16 737	4 088	5 792	747	6 349	1 511	1 670	9 802	29 959	45 696	1 588	417	208	486	2 691	49 387							
Factory	2 123	258	2 427	1 535	1 070	7 413	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—							
Hospital	133	40	54	108	20	355	—	4	—	7	—	—	—	—	—	—	—	—	—	—	—							
Scheduled	28	—	4	29	9	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—							
Special Schools	7	10	2	8	13	40	2	—	—	2	1	—	—	—	11	7 413	366	—	—	9	7 422							
Sub-Total	17	8	20	71	14	130	23	17	3	34	13	7	34	44	229	229	5	—	—	—	5							
Church and Private	5 939	7 007	4 617	3 817	4 017	25 397	4 388	6 222	888	6 643	1 658	1 835	10 288	9 844	41 816	67 213	1 651	446	223	585	2 905							
Night Schools and	47	212	125	192	144	720	22	131	5	74	—	10	217	80	539	1 259	28	—	79	130	237							
Continuation Classes	97	83	60	39	133	462	—	3	—	41	—	—	59	20	123	535	—	—	—	—	1 496							
Total	6 083	7 302	4 802	4 048	4 294	26 529	4 410	6 406	893	6 758	1 658	1 845	10 564	9 944	42 478	69 007	1 679	446	302	715	3 142							

20

BANTJO-ONDENWYSELAD — APRIL 1976

# BANTU LANGUAGE STUDY

## TEACHING BANTU LANGUAGES

BY J. H. A. SWART

On various occasions at the meetings of language committees, subject committees, book committees, at inspectors' conferences, at In-Service Training courses and even at meetings of the Examinations Board of the Department, concern has been expressed over the examination results in the Bantu languages. Although very few candidates actually fail in the vernacular, it is also true that distinctions in the home language are few and far between.

And yet, this need not be so. There are four definite advantages that the Bantu language teacher enjoys in relation to teachers of other languages.

### First language

Bantu language teachers do not only teach their mother tongue but their subject is also the pupils' mother tongue. Those of you who have been responsible for teaching a second or a third language to pupils of another language group will appreciate that the first language teacher enjoys a tremendous advantage in relation to teachers of other languages. This is, however, not reflected in the examination results.

### Structural language

The home language teacher teaches a structural language — actually a language with a very fine and scientific structure. It has been proved in an Afrikaans school for instance that there is a 96 per cent correlation between Northern Sotho and Mathematics. The grammar of these structural languages can be analysed and reduced to a number of straightforward formulae, theories or structures. It is on the other hand Afrikaans and English, and for that matter most other languages, are compared with these

languages, there is no doubt that the home language teacher is in a very favourable position as far as teaching grammar is concerned.

### Teaching literature

Another advantage the teacher of Bantu languages enjoys, is in the teaching of literature. The themes of most of the existing books in Bantu languages are related to the cultural heritage of the people and therefore not altogether new to the pupils. One would therefore expect pupils to obtain high marks in the paper on literature. But this is not the case.

### Examination papers

The rest of the material that constitutes an examination paper in the Bantu languages is the same as for the second or third languages. Pupils are also in a position to answer the questions in their mother tongue. Again we have an advantage enjoyed by the Bantu language teacher.

Taking these four advantages into account one would reasonably expect a distinct variation of marks in favour of the Bantu languages in the final examinations, yet, as stated at the outset, this is not the position. Hence the inference that a new approach is necessary.

### New approach

We find ourselves in an era of new approaches. There is a new approach to the teaching of Mathematics, General Science, etc. We even read about new structure English and modern Afrikaans.

This new approach should have two very important components — a new inclination towards these languages and a new structure analysis method of teaching Bantu languages.

### New inclination

It was a new inclination among the people that sparked off the development of Afrikaans during a time when Afrikaans was regarded as an inferior language. This new inclination produced authors such as Langenhoven and others who stimulated the development of Afrikaans.

The Bantu languages are pure, scientifically structured languages and the greatest and most precious heritage of the people and their children. Today there is indeed a crying need of men of the like of Langenhoven to spark off a new inclination towards all the Bantu languages.

If this new inclination towards the Bantu language is transmitted to the inspectors of schools, the principals and the teachers, we will arrive at a new situation in which —

- the best teacher will be made responsible for teaching the mother tongue.
- the inspector and the principal will make it their business to ensure that all the time allocated to the Bantu languages is used most productively.
- the teacher, the principal and the inspector will all work together as a team in teaching their own languages more proficiently.
- the best teachers will share their successful new methods of teaching with all the others by writing articles on method for the monthly Bantu Language Study feature in the *Bantu Education Journal*.
- inspectors and principals will see to it that the now indispensable Terminology and Orthography No. 3 is used in every classroom.
- teachers will approach the languages with a new inclination.

Nasorgprojekte vir kreupelies bestaan by Letaba, Tlalatlang en Khwezi Lokusa. Die Kreupelies word verder opgelei in kleremakers, keramiekwerk, roltangwerk en sisalwerk. Volwasse Kreupelies kry hier die geleentheid om hulle eie geld te verdien.

By nog meer skole word daar op die oomblik nasorgprojekte beplan.

Die taak van die skole en nasorgprojekte is om selfstandige mense te lewer wat ook aanvaarbaar is vir die mense rondom hulle. Hier het al ons onderwysers as opvoedkundige leiers in hulle gemeenskappe, 'n opvoedingsstaak ten opsigte van die publiek. Hulle moet die mense rondom hulle oortuig dat die gestremdes net sulke normale mense as hulle self is, in die sin dat hulle vir hulle self kan sorg. Hulle kan ook die gestremdes help om die nodige kontakte te maak met staatsdepartemente, geregtshere of organisasies waar hulle die nodige hulp kan kry.

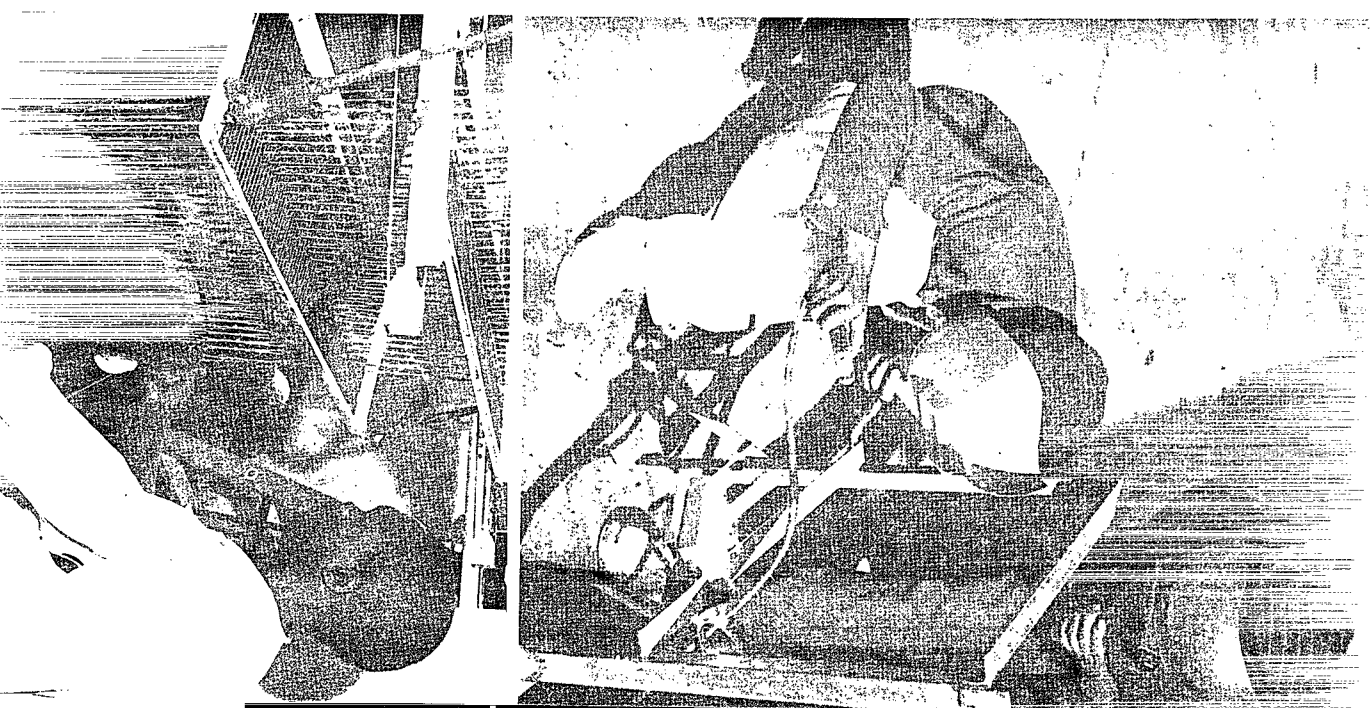
'n Mens sou verwag dat 'n baie dowe persoon baie kommunikasieprobleme met horendes sal hê. In werklikheid begryp die oorgevoede dowe maklik wat van hom verwag word. Hy kan ook maklik dit wat hy wil meedeel, op papier neerskryf en daar kan vir hom boodskappe geskryf word. Hy kan ook gehelp word om gratis gehoorapparaat van die Departement van Gesondheid te kry, indien hy daarmee beïet kan hoor.

Die blinde kan gehelp word om gratis boeke, bandopnames en bandspelers van die Biblioteek vir Blindes op Grahamstad te leen. Al hierdie materiaal word gratis deur die pos aan blindes verskat.

Deur 'n bietjie hulp kan die lewe vir die gestremdes baie aangenameer gemaak word. Hier het die onderwyser 'n goeie geleentheid om waardevolle diens te lewer.

Links: Hierdie blinde spin boksaar by 'n nasorgprojek. Sy ontvang 'n bonus vir die heersende boksaar wat sy spin.

By regs: Dawes en Kreupelies word geleer om te swels. Regs: By sommige projekte word die gestremdes sisal-matte.



323

Hansard No 14

6/5/76.

The MINISTER OF BANTU EDUCATION:

		Republic	S.W.A.
(1) (a)	(i)	1 143	10
	(ii)	6 488	44
	(iii)	33 578	302
	(iv)	14 339	1 606
	(v)	1 542	2
(b)	(i)	60	1
	(ii)	78	1
	(iii)	591	7
	(iv)	95	—
	(v)	10 169	1 004

(2) (a) 68 083

(b) 2 977

Bantu teachers: Qualifications 964

766 Mr. B. W. B. PAGE asked the Minister of Bantu Education:

- (1) How many Bantu teachers in the Republic, including the homelands and South West Africa, respectively, (a) were professionally qualified and had (i) a university degree, (ii) passed the matriculation examination or its equivalent, (iii) passed the junior certificate examination or its equivalent, (iv) passed Std. VI and (v) other qualifications such as technical qualifications and (b) had no professional qualifications but had (i) a university degree, (ii) passed the matriculation examination or its equivalent and some university subjects, (iii) passed the matriculation examination or its equivalent, (iv) technical or other vocational qualifications and (v) not attained the matriculation level and held no technical or other vocational qualifications in March 1975;
- (2) what was the total number of Bantu teachers employed in (a) the Republic and (b) South West Africa at the date concerned.



3 11

## Few teachers with degrees

HOUSE OF ASSEMBLY. — Only 11 per cent of black teachers in South Africa, including the homelands — 7 631 out of 68 083 — have a university degree or matriculation as well as professional qualifications.

Another one per cent have degrees or matriculation, but no professional qualifications.

A total of 87,7 per cent of black teachers have not passed matric, although 83,9 per cent of black teachers do have some teaching qualifications.

These details were given in the House yesterday by the Minister of Bantu Education.

Mr. M. C. Botha said a total of 57 090 had some teaching qualifications, but 10 189 (16,9 per cent) had no teaching qualifications, no technical or other qualifications and had not passed matric. — PC

2.

Audio/visuals

Is it essential to show any audio/visuals, such as a film or a videotape?

Handed 16  
21/5/76

## Salaries of Bantu primary school principals

1047  
Mr. L. F. WOOD asked the Minister of Bantu Education;

- (1) Whether a revision of the salaries of Bantu primary school principals has taken place since 1974; if so, the or oom
- (2) whether the revision has been completed; if so, when;
- (3) whether it is intended to allocate salary scales to Bantu primary school principals; if so, (a) when and (b) what are the scales; ng and as ject?
- (4) whether an announcement has been made to this effect; if so, when; if not, why not; the
- (5) how many Bantu primary school principals are affected. see? rm?

The DEPUTY MINISTER OF BANTU the ADMINISTRATION AND EDUCATION; or

- (1) No.
- (2) Falls away.
- (3) Yes. hear? microphone? s system l there be nd can your
- (a) The matter has not been finalized.
- (b) Falls away.
- (4) Falls away.

- (5) 5 461 in White areas. i easily? Are there sufficient power supplies for any projected visuals or recorded sound?

Visuals

- (a) What equipment will you have at your disposal? Will there be an experienced projectionist available?
- (b) Are there any suitable visuals or other aids (e.g. films, videotapes, sound tapes, slides, etc.) already available?
- (c) What facilities are there for obtaining or making others you may need?

Budget

Has a budget already been prepared? If so, how much money has been allowed for:

Hansard 21

25/6/76

823

Audio/visuals

Is it essential to

Salary scales for Dantu teachers

1301  
Dr. A. L. B. B. asked the Minister of Dantu Education:

What are the current salary scales for Dantu teachers employed by his Department.

The MINISTER OF DANTU EDUCATION:

The salary scales are contained in the enclosure hereto.

SALARY SCALES OF DANTU TEACHERS EMPLOYED BY THE DEPARTMENT OF DANTU EDUCATION

Principal (Secondary schools):

M+2 (M) R2 230x120—2 700x150—3 000; (W) R1 980x120—2 700x150.

M+3 (M) R2 580x120—2 700x150—4 200; (W) R2 340x120—2 700x150—4 050.

M+4 and Higher (M) R3 000x150—4 200—4 360; (W) R2 700x150—4 200—4 360.

Senior Assistant Teachers who are in possession of qualifications M+5 and M+6 and who have completed 12 months' service on the maximum of the applicable salary scale, will be granted further increments up to R4 920 (M)/R4 560 (W) and R5 180 (M)/R4 740 (W) respectively.

Teachers with a professional qualification:

M+6 (Degree's degree) (M) R3 300x150—4 200x180—4 560; (W) R3 000x150—4 200x180.

M+5 (Degree plus Hons./M.A./B.Sc.) (M) R2 550x150—4 200—4 360; (W) R2 300x150—4 200—4 360.

M+4 (Degree) (M) R1 450x120—2 500x150—2 700; (W) R1 220x120—2 500x150—2 650.

M+3 (B.A./B.Sc./B.A./B.Sc.) (M) R1 300x120—2 500x150—2 650; (W) R1 100x120—2 500x150—2 650.

Specialist Teachers (S.T.D.) (M) R1 300x120—2 500x150—2 650; (W) R1 100x120—2 500x150—2 650.

Old 3+2 (M) R1 570x120—1 620x120—1 820; (W) R1 370x120—1 620x120—1 720.

Old 6+3 (M) R1 430x120—1 620x120—1 720; (W) R1 230x120—1 620x120—1 740.

Progression scales for teachers at post-primary schools who are in possession of qualifications M+4 and higher and three years' teaching experience:

M+6 (M) R3 430x150—4 200x180—4 360; (W) R3 130x150—4 200—4 360.

M+5 (M) R3 000x150—4 200x180—4 360; (W) R2 700x150—4 200—4 360.

M+4 (M) R2 550x150—4 200x180—4 360; (W) R2 300x150—4 200x180—4 360.

Teachers without a professional qualification:

Grade 1 (M) R2 100x150—2 700x150—2 850; (W) R1 800x150—2 700x150—2 850.

Grade 2 (M) R1 570x120—1 620x120—1 820; (W) R1 370x120—1 620x120—1 720.

Grade 3 (M) R1 430x120—1 620x120—1 720; (W) R1 230x120—1 620x120—1 740.

Senior Assistant (Secondary school(s):

M+2 (M) R2 230x120—2 700x150—3 000; (W) R1 980x120—2 700x150—3 000.

M+3 (M) R2 580x120—2 700x150—4 200; (W) R2 340x120—2 700x150—4 050.

M+4 and Higher (M) R3 000x150—4 200—4 360; (W) R2 700x150—4 200—4 360.

Senior Assistant Teachers who are in possession of qualifications M+5 and M+6 and who have completed 12 months' service on the maximum of the applicable salary scale, will be granted further increments up to R4 920 (M)/R4 560 (W) and R5 180 (M)/R4 740 (W) respectively.

Teachers with a professional qualification:

M+6 (Degree's degree) (M) R3 300x150—4 200x180—4 560; (W) R3 000x150—4 200x180.

M+5 (Degree plus Hons./M.A./B.Sc.) (M) R2 550x150—4 200—4 360; (W) R2 300x150—4 200—4 360.

M+4 (Degree) (M) R1 450x120—2 500x150—2 700; (W) R1 220x120—2 500x150—2 650.

M+3 (B.A./B.Sc./B.A./B.Sc.) (M) R1 300x120—2 500x150—2 650; (W) R1 100x120—2 500x150—2 650.

Specialist Teachers (S.T.D.) (M) R1 300x120—2 500x150—2 650; (W) R1 100x120—2 500x150—2 650.

Old 3+2 (M) R1 570x120—1 620x120—1 820; (W) R1 370x120—1 620x120—1 720.

Old 6+3 (M) R1 430x120—1 620x120—1 720; (W) R1 230x120—1 620x120—1 740.

Progression scales for teachers at post-primary schools who are in possession of qualifications M+4 and higher and three years' teaching experience:

M+6 (M) R3 430x150—4 200x180—4 360; (W) R3 130x150—4 200—4 360.

M+5 (M) R3 000x150—4 200x180—4 360; (W) R2 700x150—4 200—4 360.

M+4 (M) R2 550x150—4 200x180—4 360; (W) R2 300x150—4 200x180—4 360.

Teachers without a professional qualification:

Grade 1 (M) R2 100x150—2 700x150—2 850; (W) R1 800x150—2 700x150—2 850.

Grade 2 (M) R1 570x120—1 620x120—1 820; (W) R1 370x120—1 620x120—1 720.

Grade 3 (M) R1 430x120—1 620x120—1 720; (W) R1 230x120—1 620x120—1 740.

is?

one or room

ing and as object?

the

see? form? the or

hear? microphone? system there be and can your

easily? supplies or

have at there be an st

visuals or videotapes, c.) already

re for ers you

pared? en

THE ARGUS, MONDAY JULY 12 1976

# Black teachers' plight blamed on Government

The Argus Correspondent

JOHANNESBURG. — The Government's non-payment of African teachers' salaries showed the same insensitivity and lack of control that led to the language dissatisfaction in Soweto, Opposition spokesmen said today.

They were reacting to reports of the plight of teachers in KwaZulu and elsewhere including urban areas. Some teachers have not been paid for up to six months.

Mr N. J. J. Olivier, the United Party spokesman on Bantu Education said: "My reaction, if these reports are true and they seem to be, is that there is a shocking state of affairs in the Bantu Education Department."

The same lack of proper organisation in the department and insensitivity is being shown as in the case of late Black matric results earlier this year and the language question in Soweto.

Obviously, Black teachers, especially considering their low salaries, can't afford to be without monthly salaries.

## PREMATURE MOVE

Dr A. L. Boraine, of the Progressive Reform Party, said questions in Parliament about teachers' salaries in KwaZulu drew the response that it was the province of the KwaZulu Government.

This shows again a premature moving into independence without the

necessary infrastructure having been established, he said.

It is a disgrace that the Government allowed such a situation to develop. The whole department should be thoroughly investigated.

Meanwhile the new powers to be given to Soweto's Urban Bantu Council are expected to mean the townships will eventually be run by Black Superintendents.

## EVENTUAL CONTROL

This will be one of the dramatic changes to be brought about when the Urban Bantu Council gets its new powers, according to Soweto's Mayor Mr T. J. Makhaya.

He said today the UBC will have to say in matters like amenities, housing, employment of staff, education and health, and trading and transport.

"We will have absolute control of the townships and I envisage a stage where we will run the entire complex as a municipality," Mr Makhaya said.

I think for the moment we will have to have White officials helping us, but ultimately Blacks will run the area, he said.

# Teachers' pay threatened

Own Correspondent

**PRETORIA.** — The Minister of Bantu Education, Mr M C Botha, has threatened to withdraw salary subsidies from African teachers whose pupils are boycotting schools.

In a statement issued here last night the Minister said that school attendance for African pupils was entirely voluntary. They were at liberty either to attend or to stay away from school.

The department, however, had financial obligations towards school boards and teachers.

If pupils no longer wished to attend school, the department could not be expected to continue subsidizing the salaries of teachers while their services were not being used.

In such cases it would be necessary to come to an arrangement with school boards to have these teachers transferred to posts at other schools in the same school board area, or even to schools under the control of other school boards, "where conditions were normal".

## Examinations

Should it not be possible to find other posts for these teachers and pupils continued to stay away from school, it could not be expected that the department would provide subsidies for teachers who were not teaching.

Mr Botha said: "Where parents and pupils are genuinely interested in education, the pupils should return to school without delay. This is important, too, because of the coming examinations."

332  
823

# Botha threatens black 21/10/76 teachers over boycott on

PRETORIA — The Minister of Bantu Education, Mr M. C. Botha, has threatened to withdraw the salary subsidy from black teachers whose pupils are boycotting schools.

He said pupils were at liberty either to attend or to stay away.

The department, however, had financial obligations towards school boards and teachers.

If pupils no longer wished to attend school, the department could not be expected to continue subsidising the salaries of teachers while their services were not being utilised.

In such cases it would be necessary to come to an

arrangement with school boards to have teachers transferred to posts at other schools in the same school board area, or even to schools under the control of other school boards where conditions were normal.

Should it not be possible to find other posts for such teachers, and pupils continued to stay away, it

could not be expected that the department would provide subsidies for teachers who were not teaching.

Mr Botha urged that where parents and pupils were genuinely interested in education, the pupils should return to school without delay. This was important, too, because of the coming examinations.

— DDC.

4/2/77  
N/m

# Teachers stoned for not yielding

Mercury Correspondent

CARE TOWN -- Riot police were called to Nyanga yesterday after a teacher was injured and cars were damaged when intimidators hurled stones at the staff of a primary school.

This was disclosed by a Department of Bantu Education official who said this was one of several intimidation incidents which merited a general improvement in school attendances yesterday.

Mr. Mike Mitchell, circuit inspector of the Department of Bantu Education, said that about noon intimidators arrived at Walter Teka Higher Primary School in Nyanga.

They threw stones at the staff, and one teacher was struck on the head and several others were also hit.

This was after the principal, Mr. Cyril Mandlodi, had refused to yield to the intimidators and close the school.

Mr. Mitchell said the riot police were called and the intimidators had run away. Several cars belonging to teachers were damaged.

Intimidation incidents were reported also at John Dima-Lower Primary School, Mkhanyoli Lower Primary School and Hlengisa Higher Primary School, all in Nyanga.

Mr. Mitchell said: "The general attendance yesterday was better."

Arrangements are going ahead for the special examinations this month.

Hansard 2 col 150 4/2/77

323

**Loans for Bantu students training as teachers**

31. Mr. L. F. WOOD asked the Minister of Bantu Education:

- (1) What amount was made available for the year 1976-77 for loans for Bantu students training as teachers;
- (2) whether individual loans have been increased in relation to the increased cost of living; if so, by what percentage; if not, why not.

The MINISTER OF BANTU EDUCATION:

- (1) No loans are made available to students training as teachers. R187 000



# Blacks teaching Whites in new schools move

BY JENNIFER HYMAN

NOW Black teachers have moved into White schools. And again it is the private schools which have taken the lead.

A growing number of Government schools are also employing African teachers of Zulu and Sotho.

In an attempt to evade regulations, schools are registering Black teachers as language assistants or "demonstrators".

And the classes they teach are held after normal school hours and are classified as "extra-mural".

One Government high school has formed a "club" to enable Sotho to be taught in Standards 6 and 7 by a highly qualified Black woman teacher.

The principal of one primary school, which started teaching Zulu to Standards 4 and 5 two years ago, said a visiting inspector had recently been told that a Black woman teacher was taking Zulu classes.

However, these are technically held after normal school hours and I don't think we shall have problems.

Some principals said they had tried unsuccessfully to

find a qualified White teacher.

Most, however, said they favoured employing a Zulu or Sotho speaker to teach the languages.

"After all, it is far better to have an Afrikaans speaking teacher for Afrikaans and so on," said one principal.

The Express found that the Black teachers being used — most of them women — were competent and qualified.

However, Transvaal Education Department policy is to use only White teachers for African languages.

The TED ran a series of crash four-week courses in 1975 and 1976 for primary school teachers to learn the rudiments of conversational Zulu, Tswana and North and South Sotho.

Every primary school in the Transvaal was instructed to send one teacher to the course and they are now conducting classes in these languages.

Although the course was

considered a success, many principals interviewed doubted whether a White person could master a language sufficiently well in four weeks to teach it, even at the conversational level.

The TED this week denied there was a shortage of qualified White teachers and said that in view of the availability of Whites, the department would not condone the use of Blacks to teach African languages.

A spokesman for the TED said experience in foreign language teaching had "proved beyond any doubt" that a native speaker of the target language is not essential.

A total of 137 Transvaal high schools controlled by the TED offered African languages last year and 220 candidates sat Metric in an African language.

The Express found that very few White teachers are being trained to teach at high school level.

The Department of African languages at the University of the Witwatersrand last year produced eight graduate teachers of Zulu or South Sotho and this year expects

Standard 3 Q cols 203-204 8/2/77

**Teacher training institutions for Bantu**

(85) Dr. F. VAN Z. SLABBERT asked the Minister of Bantu Education:

323

- (1) Whether there are any teacher training institutions for Bantu students in (a) the Cape Peninsula and (b) the rest of the Western Cape; if so, (i) where are they situated and (ii) how many students can be accommodated in each institution; if not,
- (2) whether it is the intention to establish such institutions; if so, (a) where and (b) when; if not, why not.

The MINISTER OF BANTU EDUCATION:

(1) (a) No.

(b) No.

- (2) No. A training college cannot be erected for each residential area. Black pupils of the Cape Peninsula and the Western Cape who want to qualify themselves as teachers must attend teachers' training schools in the homelands. Consideration is being given to the establishment of an additional training school in the Cape Province to cater for the Xhosa. This group has nevertheless the least unqualified teachers.

18/2/77

Hansard 4 vol 409

TYPE OF FARM EMPLOYEE - REGULAR

RACE - ALL RACES

EMPLOYMENT AS AT 31ST AUGUST 1973

EC REGION EMPLOYMENT	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION EMPLOYMENT	3947	9688	36169	14119	4451	5163	6691	2948	7039	2580		
EC REGION EMPLOYMENT	13	16	17	18	19	20	21	22	23	24		
EC REGION EMPLOYMENT	1070	10276	18630	11334	3104	4256	22671	2174	3278	7206		
EC REGION EMPLOYMENT	25	28	29	30	31	32	33	34	35	36		
EC REGION EMPLOYMENT	1648	30877	17621	30111	3000	17854	648	8323	3309	1376		
EC REGION EMPLOYMENT	37	40	41	42	43	44	45	46	47	48		
EC REGION EMPLOYMENT	350	25231	18429	31488	27504	7975	21080	36683	31548	9806		
EC REGION EMPLOYMENT	49	52	53	54	55	56	57	58	59	60		
EC REGION EMPLOYMENT	306	13194	33362	9245	18233	4338	2724	14578	8696	1386		

TYPE OF FARM EMPLOYEE

In the employ of school boards ..... 18 415  
In the employ of managers or governing bodies of State-aided schools ..... 8 075 13

(1) Statistics as on the first Tuesday in March 1976.

RACE - AFRICAN

EMPLOYMENT AS AT 31ST AUGUST 1973

EC REGION EMPLOYMENT	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION EMPLOYMENT	136	416										
EC REGION EMPLOYMENT	13	14										
EC REGION EMPLOYMENT	5590	287										
EC REGION EMPLOYMENT	25	26										
EC REGION EMPLOYMENT	7968	7221										
EC REGION EMPLOYMENT	37	38										
EC REGION EMPLOYMENT	1313	567										
EC REGION EMPLOYMENT	49	50										
EC REGION EMPLOYMENT	27372	10098										

Teachers employed by Department of Bantu Education

341. Mr. P. A. PYPER asked the Minister of Bantu Education;

How many teachers were employed by (a) his Department in (i) the Republic and (ii) South West Africa and (b) the education department of each homeland government, as at 30 June 1976.

The MINISTER OF BANTU EDUCATION:

- (a) (i) 736.
- (ii) 94.
- (b) As education is controlled by the self-governing territories, I am not in a position to furnish the requested information.

For the sake of clarity it should be mentioned that besides the above-mentioned there is a large number of teachers in the employ of school boards and managers or governing bodies of state-aided schools whose salaries are subsidized by my Department. The information in this connection is as follows:

EC REGION EMPLOYMENT	1	2	3	4	5	6	7	8	9	10	11	12
EC REGION EMPLOYMENT	917	1758										
EC REGION EMPLOYMENT	22	23										
EC REGION EMPLOYMENT	1701	2092										
EC REGION EMPLOYMENT	34	35										
EC REGION EMPLOYMENT	5982	1790										
EC REGION EMPLOYMENT	46	47										
EC REGION EMPLOYMENT	40596	54153										
EC REGION EMPLOYMENT	14	15										
EC REGION EMPLOYMENT	58	59										
EC REGION EMPLOYMENT	12309	10177										
EC REGION EMPLOYMENT	57	60										

Hensard 4 wd 410 18/2/77

(38)

Standard 5 Q no 455-456 23/2/77

**Bursaries to Bantu student teachers**

354. Dr. A. L. BORAINÉ asked the Minister of Bantu Education:

- (a) How many bursaries were granted to Bantu student teachers in 1976 and (b) what was the total amount granted.

The MINISTER OF BANTU EDUCATION:

- (a) 1 488.  
(b) R146 790.

323

**Import duty deposit scheme**

368. Mr. T. ARONSON asked the Minister of Finance:

- (1) On what date did the import duty deposit scheme come into operation;  
(2) (a) what amount in deposits had been collected as at the latest date for which figures are available and (b) what is the date for which the figure is given;  
(3) how many importers have paid deposits to the Government to date;  
(4) what amount has been refunded since the scheme came into operation;  
(5) how long is this scheme to remain in operation.

The MINISTER OF FINANCE:

- (1) The scheme came into operation on 2 August 1976 in terms of Proclamation R.137 of 1976.  
(2) (a) R347,3 million.  
(b) 2 February 1977.  
(3) As deposits were paid by either the importers themselves or their agents, it cannot be determined how many importers actually paid deposits. The Reserve Bank, however, communicated with 3 327 registered importers and/or agents while more than 50 000 forms R.B.1., which were used by unregistered importers and/or agents and for imports through the post, were received.  
(4) R16,9 million was refunded until 10 February 1977.  
(5) The scheme was terminated with effect from 2 February 1977 in terms of Proclamation R.17 of 1977.

**Bantu primary school principals: Salaries**

(672) Mr. L. F. WOOD asked the Minister of Bantu Education:

323

- (1) Whether the salaries of Bantu primary school principals have been revised since 1974;
- (2) whether it is intended to allocate salary scales to the posts of Bantu primary school principals; if so, (a) when and (b) what are the scales; if not, why not;
- (3) (a) how many such school principals are there in the Republic and (b) what is the estimated additional expenditure which would be incurred as a result of the introduction of salary scales.

**The MINISTER OF BANTU EDUCATION:**

- (1) No.
- (2) Yes. (a) and (b) Salary scales for primary school principals are at present considered. Details of the scales and the date of implementation are not yet known.
- (3) (a) 5 800.  
(b) The estimated additional expenditure cannot be calculated as the scales are not yet finalized.

\* \* \* \* \*

(10 marks)

3. Write briefly on the causes of urbanisation.

323

## Anglo build R1m Soweto college

By MIKE LOUW

THE Anglo American Group has started building a R1 000 000 teachers' training college in Soweto.

It will be called the Soweto Teachers' Training College and will open in January next year. The college will train 300 students and will be in Klipspruit.

The disturbances in Soweto in June last year prevented the college be-

ing completed by this year.

The building will be handed to the Department of Bantu Education when completed.

Dr K. B. Hartshorne of the Department of Bantu Education said the training college will accept students who have passed Junior Certificate and wish to do the Primary Teachers' Certificate. He said the Junior Secondary Teachers' Certificate would be introduced if the need arose.

# Teachers get a warning

Natal Mercury  
28/3/77

Mercury Correspondent

JOHANNESBURG — School principals and their assistant teachers were yesterday warned that they would lose their jobs if they were found to be involved in forcing pupils to buy whatever they need from White-controlled business concerns.

The first annual conference of the Soweto Traders' Association held here was told that the association had been told by the Department of Bantu Education that school principals and assistant teachers who encourage or force pupils to buy uniforms and books from specified White-owned shops would be dismissed.

It was reported that teachers were either given cash or clothes by certain shops on condition that the pupils patronised such shops.

It was also resolved that White companies should not be allowed to establish supermarkets in residential areas for Blacks because Blacks were not allowed to trade in White areas.

Mr. Marcus Nkosi, a businessman of Kwa-Thema, Springs, who is chairman of the East Rand Traders' Association and also chairman of VIP Sports Promotions said Blacks were capable of establishing supermarkets in their own areas.





Mr A. F. S. Xate, Mr J. A. Schoeman (principal) and Mr R. N. Sigabi of Healdtown.

## Blacks get top Lovedale jobs

ALICE — Two senior teachers, Mr A. F. S. Xate and Mr R. N. Sigabi will make history at the 136-year-old Lovedale Training College today when they become the first

black vice-principals of this famous institution, the first to offer higher education to blacks in South Africa.

The college, with 633 students training to be teachers, was started by missionaries of the Church of Scotland in 1841. The principal is Mr J. A. Schoeman and vice-principal Mr B. Podesta will now be joined by Mr Xate and Mr Sigabi.

Both have taught at Lovedale for many years.

Mr Xate, born in Uitenhage was educated there and at Healdtown. He also studied at Fort Hare, where he obtained a teaching diploma and at the University of South Africa gaining a BA degree with Xhosa and Education as major subjects. He has taught in Grahamstown and came to Lovedale eight years ago.

Mr Sigabi, who comes from Kamstone outside Queenstown, also attended Healdtown, where he did a teacher training course. He specialises in teaching general teaching methods, which he has taught at Healdtown, Clarkebury and Zwelitsha Training Schools. For nine years he has taught at Lovedale. — DDC

say which basic skt demand in In Box 3. Your basi

are shown

an essay about pe upbringi and what Your cul TUT TEN

Discuss it with others, please. out how you see yourself as being If as being similar to others. lease write five statements about ir to and different from others?

What is your culture Box 7. Characteristics of your culture, your relationships? How do you feel es in South Africa? Please write

TUT ELEVE

Please write a fifty-word self-description. Discuss it with someone close to you and ask for comments.

TYPE OF FARM EMPLOYEE - CASUAL		EMPLOYMENT AS AT 31ST AUGUST 1973																	
		E - WHITE																	
EC REGION EMPLOYMENT	11	2	3	3	6	5	194	6	144	7	8	29	9	10	11	12	10		
EC REGION EMPLOYMENT	13	14	6	15	2	17	13	18	10	19	11	20	21	22	23	24	0		
EC REGION EMPLOYMENT	25	26	27	7	29	6	30	7	31	0	32	4	33	34	35	36	1		
EC REGION EMPLOYMENT	37	38	2	39	10	41	2	42	9	43	10	44	45	46	47	48	2		
EC REGION EMPLOYMENT	49	50	3	51	0	49	6	50	3	56	4	57	3	58	59	7	60		
TYPE OF FARM EMPLOYEE - CASUAL		EMPLOYMENT AS AT 31ST AUGUST 1973																	
EC REGION EMPLOYMENT	1	2	2420	3	6477	8	5663	9	6641	10	1165	10164	2735						
EC REGION EMPLOYMENT	13	14	15	15	3761	20	4032	21	25318	22	1704	2124	24	7379					
EC REGION EMPLOYMENT	25	26	27	27	13736	32	33	33	102	34	5990	15558	36	198					
EC REGION EMPLOYMENT	37	38	39	39	1252	40	41	42	24871	43	44	45	46	47	48	48	8097		
EC REGION EMPLOYMENT	1319	569	1252	1252	10453	19272	25357	24871	10636	13369	40601	54217	59	60	581				
EC REGION EMPLOYMENT	27008	13106	2262	2262	10453	19272	25357	24871	10636	13369	40601	54217	59	60	581				

Handwritten: Hansard 11/13/4/27

APRIL 1977

Minimum educational qualifications/  
maximum salaries for Bantu school principals

749. Mr. L. F. WOOD asked the Minister of Bantu Education:

(a) What are the minimum educational qualifications for Bantu (i) male and (ii) female principals of lower primary schools and (b) what is the maximum salary applicable in each case.

THE MINISTER OF BANTU EDUCATION:

(i) Primary Teachers' Certificate

(ii) Primary Teachers' Certificate

R4 560+20%  
Principal's allowance R252 per year

R4 200+20%  
R252 per year

APRIL 1977

Minimum educational qualifications/  
maximum salaries for Bantu school principals

749. Mr. L. F. WOOD asked the Minister of Bantu Education:

(a) What are the minimum educational qualifications for Bantu (i) male and (ii) female principals of lower primary schools and (b) what is the maximum salary applicable in each case.

The MINISTER OF BANTU EDUCATION:

- (i) Primary Teachers' Certificate  
(b) Salary: R4 560+20%  
Principal's allowance R252 per year

- (ii) Primary Teachers' Certificate  
R4 200+20%  
R252 per year

Handwritten: 11-13/4/77

836

# TEACHERS' UNION JOINS INKATHA

Tribune Reporter

323

THE 4 000 member Natal African Teachers Union has decided to affiliate to Inkatha Yenkululeko Yesizwe, the black cultural liberation movement.

This follows reports that KwaMashu schoolteachers are to be asked to become members of Inkatha as the township has been taken over by the KwaZulu Government.

Mr G. L. Steyn, secretary of the Department of Education in KwaZulu, announced last year that all teachers under KwaZulu would be advised to join Inkatha.

## Happy

Mr J. Africa, a KwaMashu schools inspector, said he would soon write to KwaMashu school principals and inform them about the Inkatha membership.

1987/1

Mr T. S. Khwela, secretary of NATU's executive committee, said he was happy about the decision.

Mr Ewart Bhengu, chairman of the Inkatha branch in KwaMashu, said in his opinion teachers were not bound to become Inkatha members. Their membership was, however, vital as it would quash speculation that Inkatha was a Communist organisation.

• Chief Charles Boy Hlengwa is understood to have called a meeting for today at Mfume on the South Coast to explain why he has disbanded Umkhonto KaShaka (Shaka's Spear), his former opposition party in KwaZulu.

He is expected to tell his followers that they can now join Inkatha.

Standard 16 Q col 1140 20/5/77

**Double-session classes in Bantu schools**

891. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(a) How many Bantu teachers in (i) sub-standard classes, (ii) Std. 1 and 2 classes and (iii) Std. 3 and 4 classes were employed in double-session classes in the Republic, including the homelands, in March 1976 and (b) how many pupils were involved in each case.

The MINISTER OF BANTU EDUCATION:

- (a) (i) 10 517.  
(ii) None.  
(iii) None.
- (b) (i) The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.  
(ii) None.  
(iii) None.

323

Standard 16 @ cols 1140-1141 20/5/77

**Bantu teachers**

892 Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

- (1) How many Bantu teachers were employed in (a) Government and homeland authority schools, (b) State-aided schools and (c) private schools in the Republic, including the homelands, in March 1976;
- (2) how many in each category were paid (a) by his Department or homeland governments and (b) privately.

323

The MINISTER OF BANTU EDUCATION:

- (1) and (2) The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

Harvard 16 Oct 1141 20/5/77

#### Qualifications of Bantu teachers

893. Mr. N. J. I. OLIVIER asked the Minister of Bantu Education:

- (1) How many Bantu teachers in the Republic, including the homelands, and South West Africa, respectively, (a) were professionally qualified and had (i) a university degree, (ii) passed the matriculation examination or its equivalent, (iii) passed the junior certificate examination or its equivalent, (iv) passed Form 1 and (v) other qualifications such as technical qualifications and (b) had no professional qualifications but had (i) a university degree, (ii) passed the matriculation examination or its equivalent and some university subjects, (iii) passed the matriculation examination or its equivalent, (iv) technical or other vocational qualifications and (v) not attained the matriculation level and held no technical or other vocational qualifications in March 1976;
- (2) what was the total number of Bantu teachers employed in (a) the Republic and (b) South West Africa at the date concerned.

The MINISTER OF BANTU EDUCATION:

- (1) and (2) The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

323

323

Hansard 18  
col 1220

THURSDAY, 2 JUNE 1977

† Indicates translated version.

For written reply:

#### Education of Bantu teachers

896. Mr. N. J. J. OLIVIER asked the Minister of Bantu Education:

(1) How many Bantu students in (a) the Republic, including the homelands, and (b) South West Africa were enrolled during 1976 for (i) the lower primary teachers' course, (ii) the primary teachers' course, (iii) the junior secondary teachers' course, (iv) the secondary teachers' diploma course, (v) the university education diploma non-graduate course, (vi) the post-degree university education diploma course, (vii) the B.Ed., B.Ped. or other degree courses in education, (viii) special courses in art or homecraft, (ix) diploma course in special education for the deaf or blind, (x) the trade instructors' course, (xi) courses for training staff for pre-school institutions and (xii) any other full-time teachers' training courses, with specification of each course;

(2) how many students qualified for each of these certificates at the end of 1976 and in supplementary examinations.

The MINISTER OF BANTU EDUCATION:

(1) The requested information is contained in the 1976 Annual Report of the Department of Bantu Education.

	Republic	South West Africa
(2)		158
(i) .....	5 844	100
(ii) .....	601	—
(iii) .....	15	—
(iv) .....	5	—
(v) .....	53	—
(vi) .....	31	—
(vii) .....	82	—
(viii) .....	—	—
(ix) .....	8	—
(x) .....	11	—
(xi) .....	293	—
(xii) Primary Teachers' Certificate for unqualified teachers .....	30	—
Industrial Instructors' course .....	4	—
Higher Secondary Teachers' Diploma .....		

# Teachers want mixed association

PORT ELIZABETH — Representatives of various teachers' bodies urged yesterday the establishment of a multiracial umbrella body for all the teachers' associations in South Africa.

The call came at the annual congress of the South African Teachers' Association being held here.

Teachers behind the call emphasised the necessity for closer contact, for better co-operation, and proposed a united teachers' body to which teachers of all races could belong.

Teachers also expressed dissatisfaction with the method of informing Cape Senior Certificate candidates of their results.

A motion was passed asking the Education

Department to reconsider the present method. It was proposed by Mr J. Ince of Cape Town.

Mr Ince said the results released on New Year's Day, were published in the press before the candidates received written confirmation of their results.

If candidates were advised of their results earlier, it would help them to make important decisions such as deferring military service or whether they should write supplementary examinations.

Another factor was that when the results were normally published in the

newspapers, crowds of candidates gathered in city streets to await their results or celebrate, resulting in undesirable behaviour.

Another motion passed without discussion requested the department to allow Senior Certificate candidates time to read through their question papers before the examination begins.

But a motion recommending that games and sports be included in school time tables, instead of being conducted as extramural activities, was convincingly defeated.

The motion was proposed by Mr T. Long, on

behalf of the Albany Teachers' Association.

Mr Long proposed that games and sports be included in school time-tables on a class basis under the direction of the physical education teacher, who would be responsible to the principal and the inspector or inspectress of physical education.

He said there were many problems with school sport as it was organised at present.

The emphasis was on competition, with win-at-all-costs attitude, he said. In this way rivalry developed and pupils developed the wrong attitude to life in general and a sense of poor sportsmanship. — DDC

323



# Teachers back pupils on equal education

**Staff Reporter**  
THE African Teachers' Association of South Africa stood four-square behind the Soweto SRC in its demand for the abolition of Bantu Education. This was said yesterday by Mr Hamilton Dlamlenze, secretary general of the association. With the present mood, our association's primary objective is to bring about a complete change in white attitudes towards black aspirations," Mr Dlamlenze said.

He was speaking after the outbreak of violence in Soweto and on the eve of a series of meetings between Soweto principals and Department of Bantu Education officials. The meetings started on Monday, aim to draw up recommendations to improve the quality of edu-

cation in Soweto. Abolishing Bantu Education, he said, meant:

- ① Spending the same amount on a black child as on a white;
- ② Giving black educationists an important role in drawing up syllabuses;
- ③ Opening key positions in black education — including the Cabinet portfolio, the permanent secretaryship and the top planning positions — to blacks.

These changes could not come overnight, but a declaration of intent to work towards them was needed, Mr Dlamlenze said.

"We need an indication that these changes are the objectives. We need a commitment to one universal education for all," he said.

s known to be  
million bags of  
real incomes

by an  
by 9,6 million

not more than

coffee and  
.25 then the  
would be to :

farmers.

42. If the income exactly 0,6 a maize per ann rising by an

1. Reduce th
2. Create a
3. Increase indeterm
4. Increase bags.
5. Increase 4,8 mill

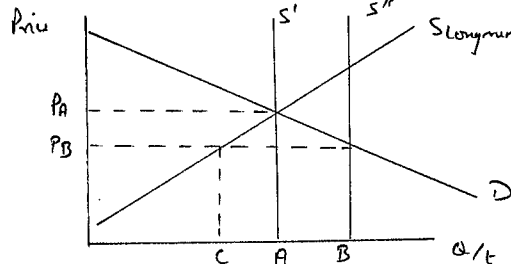
43. If Brazil prod if the price e effect on Braz

1. Raise worl
2. Increase t
3. Increase i
4. All three
5. The first two 1. and 2. but not 3. above.

44. If Australia produced a quarter of the world's wheat and if the price elasticity of demand for wheat was one-third then the effect of Australia reducing her output by 10% would be to -

1. Raise income of Australian wheat producers.
2. Lower income of Australian wheat producers.
3. Lower price received by Australian wheat producers.
4. Have no effect on world prices.
5. Raise world price by 30%.

45. In order to stabilise prices at  $P_A$  by means of a buffer-stock scheme



If a bumper crop  $OB$  was harvested the government would have to :

1. Buy  $AB$  wheat at price  $P_A$
2. Buy  $AC$  wheat at price  $P_B$
3. Buy  $AB$  wheat at price  $P_B$
4. Sell  $AB$  wheat at price  $P_B$
5. Sell  $AB$  wheat at price  $P_A$

7/8/77

623

# Span terug van myn

DIE Suid-Afrikaanse span wat Donderdag na Moatize in Mosambiek vertrek het om 150 vasgekeerde swart mynwerkers te red, het gisteraand in Johannesburg teruggekeer.

Hulle het per radio laat weet: „Operasie voltooi.” Al wat tot dusver bekend is, is dat ses lyke uit die myn verwyder is.

Nege buitelanders is ná die mynram্প in onluste om die lewe gebring. Gister is die moordenaar Mosambiek se minister van ekonomiese sake in ’n radio-uitsending betreur.

Volledige berig op bladsy 5.

# 600 Soweto teachers to quit

The Argus Correspondent

JOHANNESBURG: — Last night's decision by about 600 Soweto secondary school teachers to resign brings to a head the long-simmering crisis in Soweto schools.

The resignations will come into effect as soon as a committee elected by the teachers reports back next week on the legal implications of such a move.

In an overwhelmingly approved motion the teachers said they joined hands with other black bodies in rejecting the Bantu education system.

They said the take-over of schools by the State was arrogant and unacceptable.

During the meeting at the White City Jabavu Methodist Youth Centre, police arrived and questioned the chairman Mr L. M. Mathabathala.

The Secretary of Bantu Education, Mr G. J. Rousseau, would not com-

ment today on the decision by the Soweto teachers.

Mr Rousseau said in Pretoria that he was awaiting a report from the regional director of education in Soweto, Mr Jaap Strydom.

But he rejected charges in a statement released by the teachers that the State take-over of the former community schools had been 'arrogant'.

His department had no choice but to take over, he said.

Soweto teachers had asked in March that they no longer be controlled by school boards.

'We have now taken over control of the schools. I cannot see how this can now be called arrogant,' he added.

Reacting to the teachers'

allegation that the present education system 'degraded' them, Mr Rousseau said: 'I cannot understand how it can be degrading to teachers.'

Commenting on the teachers' appointment of a special committee to report on their legal position regarding the resignations, Mr Rousseau said they were bound to give three months' notice.

During that notice period they were obliged to remain in the department's service.

This morning attendance at most post-primary schools was nil.

At Orlando High School, Mr T. W. Khambule, principal, said that so far only 16 pupils had registered, but none had arrived.

TABLE 13

ACCOMMODATION FIGURES FOR EMPLOYERS DORMITORIES IN SECTION 2 GUGULETU & KEY TO STATISTICAL DATA

## ALLOCATED

Key to employers' dormitories overleaf

No. of No. of  
hostels beds Site No.

## COMPLETED NOT BUILT

No. of No. of  
hostels beds hostels beds

Key to employers' dormitories overleaf	No. of hostels	No. of beds	Site No.	No. of hostels	No. of beds	No. of hostels	No. of beds
1. Cementation	1	30	3(d) NY61	—	—	1	30
2. Clifford Harris	4	120	8(b-e) NY64	4	120	—	—
3. Fred Pike Cape Group	—	—	—	—	—	—	—
Construction	1	30	9(b) NY64	1	30	—	—
4. G.H. Burchell	1	30	3(c) NY61	—	—	1	30
5. Gorrie & Findlay	2	60	10(d) (e) NY64	2	60	—	—
6. Industrial Sand & Engineering	1	30	9(c) NY64	1	30	—	—
7. Kara Construction	4	120	4(b-e) NY61	2	60	2	60
			2) 3(b) NY61	1	30	1	30
			3) NY61	1	30	—	—
			4) (c) NY64	2	60	—	—
			5) NY64	1	30	—	—
			6) (d) NY61	2	60	—	—
			7) (c) NY64	—	—	—	—
			8) NY61	—	—	—	—
			9) (d) NY61	2	60	—	—
			10) (c) NY64	2	60	—	—
			11) (e) NY61	—	—	—	—
			12) (d) NY61	—	—	—	—
			13) (e) NY61	—	—	—	—
			14) (e) NY61	—	—	—	—
			15) (e) NY61	—	—	—	—
			16) (e) NY61	—	—	—	—
			17) (e) NY61	—	—	—	—
			18) (e) NY61	—	—	—	—
			19) (e) NY61	—	—	—	—
			20) (e) NY61	—	—	—	—
			21) (e) NY61	—	—	—	—
			22) (e) NY61	—	—	—	—
			23) (e) NY61	—	—	—	—
			24) (e) NY61	—	—	—	—
			25) (e) NY61	—	—	—	—
			26) (e) NY61	—	—	—	—
			27) (e) NY61	—	—	—	—
			28) (e) NY61	—	—	—	—
			29) (e) NY61	—	—	—	—
			30) (e) NY61	—	—	—	—
			31) (e) NY61	—	—	—	—
			32) (e) NY61	—	—	—	—
			33) (e) NY61	—	—	—	—
			34) (e) NY61	—	—	—	—
			35) (e) NY61	—	—	—	—
			36) (e) NY61	—	—	—	—
			37) (e) NY61	—	—	—	—
			38) (e) NY61	—	—	—	—
			39) (e) NY61	—	—	—	—
			40) (e) NY61	—	—	—	—
			41) (e) NY61	—	—	—	—
			42) (e) NY61	—	—	—	—
			43) (e) NY61	—	—	—	—
			44) (e) NY61	—	—	—	—
			45) (e) NY61	—	—	—	—
			46) (e) NY61	—	—	—	—
			47) (e) NY61	—	—	—	—
			48) (e) NY61	—	—	—	—
			49) (e) NY61	—	—	—	—
			50) (e) NY61	—	—	—	—
			51) (e) NY61	—	—	—	—
			52) (e) NY61	—	—	—	—
			53) (e) NY61	—	—	—	—
			54) (e) NY61	—	—	—	—
			55) (e) NY61	—	—	—	—
			56) (e) NY61	—	—	—	—
			57) (e) NY61	—	—	—	—
			58) (e) NY61	—	—	—	—
			59) (e) NY61	—	—	—	—
			60) (e) NY61	—	—	—	—
			61) (e) NY61	—	—	—	—
			62) (e) NY61	—	—	—	—
			63) (e) NY61	—	—	—	—
			64) (e) NY61	—	—	—	—
			65) (e) NY61	—	—	—	—
			66) (e) NY61	—	—	—	—
			67) (e) NY61	—	—	—	—
			68) (e) NY61	—	—	—	—
			69) (e) NY61	—	—	—	—
			70) (e) NY61	—	—	—	—
			71) (e) NY61	—	—	—	—
			72) (e) NY61	—	—	—	—
			73) (e) NY61	—	—	—	—
			74) (e) NY61	—	—	—	—
			75) (e) NY61	—	—	—	—
			76) (e) NY61	—	—	—	—
			77) (e) NY61	—	—	—	—
			78) (e) NY61	—	—	—	—
			79) (e) NY61	—	—	—	—
			80) (e) NY61	—	—	—	—
			81) (e) NY61	—	—	—	—
			82) (e) NY61	—	—	—	—
			83) (e) NY61	—	—	—	—
			84) (e) NY61	—	—	—	—
			85) (e) NY61	—	—	—	—
			86) (e) NY61	—	—	—	—
			87) (e) NY61	—	—	—	—
			88) (e) NY61	—	—	—	—
			89) (e) NY61	—	—	—	—
			90) (e) NY61	—	—	—	—
			91) (e) NY61	—	—	—	—
			92) (e) NY61	—	—	—	—
			93) (e) NY61	—	—	—	—
			94) (e) NY61	—	—	—	—
			95) (e) NY61	—	—	—	—
			96) (e) NY61	—	—	—	—
			97) (e) NY61	—	—	—	—
			98) (e) NY61	—	—	—	—
			99) (e) NY61	—	—	—	—
			100) (e) NY61	—	—	—	—

393

# Teacher crisis worsens

STHR 1/9/77

The teacher crisis at post-primary schools in Soweto worsened today as more teachers pledged to join the 600 who last night agreed to resign in protest against Bantu Education.

This was confirmed by Mr Dan Mazibuko, an executive member of the Soweto Teachers' Union, who said there were more than 700 post-primary teachers in Soweto

bodies in rejecting Bantu Education. They said the take-over of schools by the State was arrogant and unacceptable.

During the meeting at the White City Jabavu Methodist Youth Centre police arrived and questioned the chairman, Mr L M Mathabathe.

The Secretary of Bantu Education, Mr G J Rousseau, would not comment

today on the resignations, our Pretoria Bureau reports.

Mr Rousseau said he was waiting for a report from the Regional Director of Education in Soweto, Mr Jaap Strydom. He could not comment before receiving the report.

Commenting on the interruption of the teachers' meeting last night by riot police, Brigadier J J Gerber, assistant police

commissioner at Protea, said today that the police had investigated the meeting purely to find out what was going on, having had no earlier knowledge of the gathering.

● Secondary schools in Soweto and the Alexandra, Hillside, and Soshanguve townships in Pretoria were virtually deserted today as students continued their boycott of the system of Bantu Education.

Mr Mazibuko said that, in addition to the 600 who attended a meeting in Soweto last night and decided to resign, more teachers had expressed their support today.

The resignations will come into effect as soon as a committee elected by the teachers reports back next week on the legal implications of the move.

In an overwhelmingly approved motion the teachers said they joined hands with other black

## HISTORIOGRAPHY

TOPIC IX 2.

new about the New Economic  
How far can its methods  
be usefully applied to other branches  
of historical scholarship?

S TOWNELL

19th September, 1977.

For the benefit of the parents of Confirmation candidates I would like to know that the confirmation will take place on Sunday at 5:00 p.m. The candidates will be confirmed by Bishop Pak. All who will be confirmed should bring a letter of recommendation from their pastor. The confirmation will make the difference between the secular and the Christian life. This service.

It is important that the candidates attending the classes and Mass receive preparation for their Confirmation because some of the candidates have been very regular of late and I am glad to see them to come with them to Church to encourage them and to confirm them. They have been confirmed before to be a great consolation to me. They have been confirmed.

Probably the main reason why students remain faithful after they have been confirmed is because of the lack of alternatives many parents. You as parents could indicate by showing more interest and taking them to be regular worshippers during instruction period and after they have been confirmed. Young people require guidance and encouragement otherwise they tend to stray from this is why so many who have been confirmed the past fail to continue to be regular of the Church.

I therefore appeal to parents to encourage the candidates to be regular in their attendance at Mass and at class, their preparation and to continue to pray. They have been confirmed. In this way they are able to influence them to become faithful members of Christ's Church.

cont'd J. Kenner Bloomington, Ind. June 6  
fully J. G. Griffith The Head War Men  
E. J. Kenner Generations of human beings  
can get Randolph, Grahamstown,  
W.S. Anderson With average wa  
Your brother is not interest  
B.F. Dick standard Time Series 4  
smiling.  
D.E. Eicholtz Mrs. Lucille  
He says they are really quite  
the same as Ostrich feathers  
stay at the hotel, Bloomington, Ind.  
It is also advised that you take  
with him; we have heard from them  
up there, Bloomington, Miller points

Prisoners of War  
2nd mean  
2nd mean  
3rd mean  
4th mean  
5th mean  
6th mean  
7th mean  
8th mean  
9th mean  
10th mean  
11th mean  
12th mean  
13th mean  
14th mean  
15th mean  
16th mean  
17th mean  
18th mean  
19th mean  
20th mean  
21st mean  
22nd mean  
23rd mean  
24th mean  
25th mean  
26th mean  
27th mean  
28th mean  
29th mean  
30th mean  
31st mean  
32nd mean  
33rd mean  
34th mean  
35th mean  
36th mean  
37th mean  
38th mean  
39th mean  
40th mean  
41st mean  
42nd mean  
43rd mean  
44th mean  
45th mean  
46th mean  
47th mean  
48th mean  
49th mean  
50th mean  
51st mean  
52nd mean  
53rd mean  
54th mean  
55th mean  
56th mean  
57th mean  
58th mean  
59th mean  
60th mean  
61st mean  
62nd mean  
63rd mean  
64th mean  
65th mean  
66th mean  
67th mean  
68th mean  
69th mean  
70th mean  
71st mean  
72nd mean  
73rd mean  
74th mean  
75th mean  
76th mean  
77th mean  
78th mean  
79th mean  
80th mean  
81st mean  
82nd mean  
83rd mean  
84th mean  
85th mean  
86th mean  
87th mean  
88th mean  
89th mean  
90th mean  
91st mean  
92nd mean  
93rd mean  
94th mean  
95th mean  
96th mean  
97th mean  
98th mean  
99th mean  
100th mean

Mon. Prisoners awaiting execution  
Tue. Prisoners awaiting execution  
Wed. Prisoners awaiting execution  
Thurs. Prisoners awaiting execution  
Fri. Prisoners awaiting execution  
Sat. Prisoners awaiting execution  
Sun. Prisoners awaiting execution

# Soweto teacher crisis worsens

**JOHANNESBURG** — The teacher crisis at post-primary schools in Soweto worsened yesterday as more teachers pledged to join the 600 who agreed on Tuesday to resign in protest against black education.

This was confirmed by an executive member of the Soweto Teachers'

Union, Mr Dan Mazibuko. There are more than 700 post-primary teachers in Soweto.

But the Government is still awaiting an official approach, the Secretary for Bantu Education, Mr G. J. Rosseau, said yesterday. "We do not have the remotest idea of how far-ranging the implication of their decision is."

All he knew was what he had read in newspapers, which gave varying versions of the number of teachers who had decided to resign.

Meanwhile, more than 1 000 pupils were forced out of classes at three primary schools in Atteridgeville near Pretoria yesterday.

The principal of one of the schools said several windows were smashed at the school. Tar was put into the keyholes of classrooms to prevent the doors being opened. Pupils were sent home because of the tension, he said. — DDC.

[illegible]

1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10  
 11  
 12  
 13  
 14  
 15  
 16  
 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  
 481  
 482  
 483  
 484  
 485  
 486  
 487  
 488  
 489  
 490  
 491  
 492  
 493  
 494  
 495  
 496  
 497  
 498  
 499  
 500  
 501  
 502  
 503  
 504  
 505  
 506  
 507  
 508  
 509  
 510  
 511  
 512  
 513  
 514  
 515  
 516  
 517  
 518  
 519  
 520  
 521  
 522  
 523  
 524  
 525

we'll go this week if we  
between Ficksburg and Bloem-  
CPS 8.1962 29-40  
14000 (South African 1962 145-160  
2 books 8000

**THE**

parents are required to be registered at class and continue to be registered in this church. In this church, to become a member, you must be registered in the church.

... appeal to  
... candidates  
... at Mass  
... and to re-  
... confirmed.  
... convince them  
... s of Christ

I therefore encourage them to encourage their attendants in their preparation. They have been able to inform faithful members of the Church.

# Defiant teachers in job wrangle

Mercury 9/11/77  
African Affairs Correspondent

ALL THE teachers at Dlangenzwa High School, near Empangeni, have been suspended by the KwaZulu Department of Education, the Secretary for Education, Mr. George Steyn, said yesterday.

The suspension arises from a dispute between students and staff which caused the school to be closed for about a month recently.

Mr. Steyn said the teachers, with the exception of the headmaster and a boarding master, had been suspended because they refused to teach.

A commission of inquiry was appointed last month to investigate conditions at the school and relations between students and staff.

Teachers were asked to continue until the commission had concluded its inquiries, but, said Mr. Steyn, "they are now being defiant of authority. It's a most unfortunate situation."

He said his department was making alternative arrangements so that students would not suffer.

It is understood that student teachers from the nearby University of Zululand and assistant inspectors of the department would be used to keep the school going until the deadlock has been resolved.

323

Another new aspect of New Economic History is its findings. New Economic historians, generally, have not looked for new fields of study but have tended to have a second look at some of the classic areas of interest for economic historians — the profitability of slavery, the economic effects of the Civil War, the influence of railways on economic growth etc. Such revision has led to contracting long - established being effere, was still war. Instead of accol for the South back played a less important originally believed (8) for on some historians can questionable but one considered exaggerated the New Economic History movement is founded on a piecemeal strategy and a search for the beyond those of a scientific and sophisticated

economic historians have a second look at some of the classic areas of interest for economic historians — the profitability of slavery, the economic effects of the Civil War, the influence of railways on economic growth etc. Such revision has led to contracting long - established being effere, was still war. Instead of accol for the South back played a less important originally believed (8) for on some historians can questionable but one considered exaggerated the New Economic History movement is founded on a piecemeal strategy and a search for the beyond those of a scientific and sophisticated

economic historians have a second look at some of the classic areas of interest for economic historians — the profitability of slavery, the economic effects of the Civil War, the influence of railways on economic growth etc. Such revision has led to contracting long - established being effere, was still war. Instead of accol for the South back played a less important originally believed (8) for on some historians can questionable but one considered exaggerated the New Economic History movement is founded on a piecemeal strategy and a search for the beyond those of a scientific and sophisticated

economic historians have a second look at some of the classic areas of interest for economic historians — the profitability of slavery, the economic effects of the Civil War, the influence of railways on economic growth etc. Such revision has led to contracting long - established being effere, was still war. Instead of accol for the South back played a less important originally believed (8) for on some historians can questionable but one considered exaggerated the New Economic History movement is founded on a piecemeal strategy and a search for the beyond those of a scientific and sophisticated

economic historians have a second look at some of the classic areas of interest for economic historians — the profitability of slavery, the economic effects of the Civil War, the influence of railways on economic growth etc. Such revision has led to contracting long - established being effere, was still war. Instead of accol for the South back played a less important originally believed (8) for on some historians can questionable but one considered exaggerated the New Economic History movement is founded on a piecemeal strategy and a search for the beyond those of a scientific and sophisticated

N. m. 19 AT 24/7  
SCHOOL  
CHARGED

323 African Affairs  
Correspondent

THE KwaZulu Department of Education has charged 19 of the 21 teachers at Dlangezwa High School, near Empangeni, with misconduct after a temporary closure of the school last month.

The secretary of the department, Mr. George Steyn, told the Mercury yesterday that the teachers had been suspended without pay since September 6 and this would continue until the disciplinary hearing next month.

The teachers have been given a fortnight to reply to the charges, after which the disciplinary committee will arrange a hearing.

# Soweto teachers quit

THE MURD

JOHANNESBURG — Nearly half of Soweto's high school and secondary school teachers have resigned. Among the 331 who resigned are 10 headmasters.

A spokesman for the teachers, Mr C. Nkondo,

told students at the Witwatersrand University yesterday that they would resume duties only if the Government introduced an acceptable type of education for blacks.

(33)

her son that by divine mercy and his previous accident. The messenger was to testify about his mother's dangerous ex-able to visit her — at present rest was pretending unconcern, she cared for tion generally. She also ordered Acer-

ronia's will to be found and her property sealed. Here alone no pre- tence was needed.

7. To Nero, awaiting news that the crime was done, came word that she had escaped with a slight wound — after hazards which left no doubt of their instigator's identity. Half-dead with fear, he insisted she might arrive at any moment. 'She may arm her slaves! She may whip up the army, or gain access to the senate or Assembly, and in-criminate me for wrecking and wounding her and killing her friends! What can I do to save myself?' Could Burrus and Seneca help? Whether they were in the plot is uncertain. But they were im-mediately awakened and summoned.

For a long time neither spoke. They did not want to dissuade and be rejected. They may have felt matters had gone so far that Nero had to strike before Agrippina, or die. Finally Seneca ventured so far as to turn to Burrus and ask if the troops should be ordered to kill her. He replied that the Guard were devoted to the whole imperial house and to Germanicus' memory; they would commit no violence against his offspring. Anicetus, he said, must make good his promise. Anicetus unhesitatingly claimed the direction of the crime. Hearing him, Nero cried that this was the first day of his reign — and the magnificent gift came from a former slave! 'Go quickly!' he said. 'And take men who obey orders scrupulously!'

Agrippina's messenger arrived. When Nero was told, he took the initiative, and staged a fictitious incrimination. While Agerinus de-livered his message, Nero dropped a sword at the man's feet and had him arrested as if caught red-handed. Then he could pretend that his mother had plotted against the emperor's life, been detected, and — in shame — committed suicide.

5. Meanwhile Agrippina's perilous adventure had become known. It was believed to be accidental. As soon as people heard of it they ran to the beach, and climbed on to the embankment, or fishing-boats nearby. Others waded out as far as they could, or waved their arms. The whole shore echoed with wails and prayers and the din of all manner of inquiries and ignorant answers. Huge crowds gathered with lights. When she was known to be safe, they prepared to make a show of rejoicing.

But a menacing armed column arrived and dispersed them. Anicetus surrounded her house and broke in. Arresting every slave in his path, he came to her bedroom door. Here stood a few servants — the rest had been frightened away by the invasion. In her dimly lit room a single maid waited with her. Agrippina's alarm had increased as no-body, not even Agerinus, came from her son. If things had been well there would not be this terribly ominous isolation, then this sudden uproar. Her maid vanished. 'Are you leaving me, too?' called Agrip-pina. Then she saw Anicetus. Behind him were a naval captain and lieutenant named Herculeus and Obarius respectively. 'If you have come to visit me', she said, 'you can report that I am better. But if you are assassins, I know my son is not responsible. He did not order his mother's death.' The murderers closed round her bed. First the captain hit her on the head with a truncheon. Then as the lieutenant was drawing his sword to finish her off, she cried out: 'Strike here!' — pointing to her womb. Blow after blow fell, and she died.

9. So far accounts agree. Some add that Nero inspected his mother's corpse and praised her figure; but that is contested. She was cremated that night, on a dining couch, with meagre ceremony. While Nero reigned, her grave was not covered with earth or enclosed, though later her household gave her a modest tomb beside the road to Misenum, on the heights where Julius Caesar's mansion overlooks the bay beneath. During the cremation one of her former slaves, Mnester (II), stabbed himself to death. Either he loved his patroness, or he feared assassination.

This was the end which Agrippina had anticipated for years. The prospect had not daunted her. When she asked astrologers about Nero, they had answered that he would become emperor but kill his mother. Her reply was, 'Let him kill me — provided he becomes emperor!'

However, a scheme was put forward by commanded the fleet at Misenum. In No- been his tutor; he and Agrippina hated made, he now said, with a section which hurl Agrippina into the water without warning. Nothing is so pro- ductive of surprises as the sea, remarked Anicetus; if a shipwreck did away with her, who could be so unreasonable as to blame a human agency instead of wind and water? Besides, when she was dead the emperor could allot her a temple and altars and the other public tokens of filial duty.

4. This ingenious plan found favour. The time of year, too, was suit- able, since Nero habitually attended the festival of Minerva at Baiae.<sup>1</sup> Now he enticed his mother there. 'Parents' tempers must be borne!' he kept announcing. 'One must humour their feelings.' This was to create the general impression that they were friends again, and to produce the same effect on Agrippina. For women are naturally in- clined to believe welcome news.

As she arrived from Antium, Nero met her at the shore. After welcoming her with outstretched hands and embraces, he conducted her to Bauli, a mansion on the bay between Cape Misenum and the waters of Baiae. Some ships were standing there. One, more sum- ptuous than the rest, was evidently another compliment to his mother, who had formerly been accustomed to travel in warships manned by the imperial navy. Then she was invited out to dinner. The crime was to take place on the ship under cover of darkness. But an informer, it was said, gave the plot away; Agrippina could not decide whether to believe the story, and preferred a sedan-chair as her conveyance to Baiae.

There her alarm was relieved by Nero's attentions. He received her kindly, and gave her the place of honour next himself. The party went on for a long time. They talked about various things; Nero was boyish and intimate — or confidentially serious. When she left, he saw her off, gazing into her eyes and clinging to her. This may have been a final piece of shamming — or perhaps even Nero's brutal heart was affected by his last sight of his mother, going to her death.

5. But heaven seemed determined to reveal the crime. For it was a quiet, star-lit night and the sea was calm. The ship began to go on its way. Agrippina was attended by two of her friends. One of them, Crepereius Gallus, stood near the tiller. The other, Accronia, leant over the feet of her resting mistress, happily talking about Nero's re-morseful behaviour and his mother's re-established influence. Then came the signal. Under the pressure of heavy lead weights, the roof fell in. Crepereius was crushed, and died instantly. Agrippina and Accronia were saved by the raised sides of their couch, which hap- pened to be strong enough to resist the pressure. Moreover, the ship held together.

In the general confusion, those in the conspiracy were hampered by the many who were not. But then some of the oarsmen had the idea of throwing their weight on one side, to capsize the ship. However, they took too long to concert this improvised plan, and meanwhile others brought weight to bear in the opposite direction. This provided the opportunity to make a gentler descent into the water. Accronia ill-advisedly started crying out, 'I am Agrippina! Help, help the em- peror's mother!' She was struck dead by blows from poles and oars and whatever ship's gear happened to be available. Agrippina herself kept quiet and avoided recognition. Though she was hurt — she had a wound in the shoulder — she swam until she came to some sailing- boats. They brought her to the Lucrine lake, from which she was taken home.

6. There she realized that the invitation and special compliment had been treacherous, and the collapse of her ship planned. The collapse had started at the top, like a stage-contrivance. The shore was close by, there had been no wind, no rock to collide with. Accronia's death and her own wound also invited reflection. Agrippina decided that the only escape from the plot was to profess ignorance of it. She

1. On 19-23 March.



# Dept has lost all control — teachers

Soweto teachers today accused the Department of Bantu Education of having lost control of the situation in township schools.

The teachers, who have resigned, said in a statement today that the Department's decision to extend the time for which students may be enrolled at State schools was a move of desperation and an admission that they cannot control the situation.

The Ministers of Bantu Education, Mr. M. C. Botha, announced last night that students had been given another seven days in which to register at the State schools.

So far only about 2,000 out of 27,000 students have registered.

The hundreds of Soweto teachers who quit their posts on Tuesday want to have no further dealings with the Department of Bantu Education, and have vowed not to be bullied by anyone.

## PROTEST

This was made clear today by Mr. Fanyana Mazibuko, an executive member of the committee elected by the teachers to investigate the implications of the mass resignations. The teachers said they were quitting in protest against Bantu Education.

Mr. Mazibuko said in a statement today that the committee had no mandate to negotiate with anyone.

His frame of reference confirms it to a baffled group of teachers stand and the forces which compelled the teachers to resign their posts, he said.

Mr. Mazibuko said the most objectionable factor that led to the resignations was police activities on school premises.

that police have gone into school yards and attacked students in various ways. In the face of all this disruptive police activity teachers and parents are accused of failure to discipline their children," he said.

## NO TIME

Sapa reports from Pretoria that in his statement last night, Mr. Botha said: The postponement had been granted in view of practical difficulties that parents might encounter in finding time to be present at the enrolment of their children at the new State schools.

In cases where parents were unable to accompany their children, the schools would make the necessary arrangements. In these cases the pupils should contact the principal of the school.

Mr. Botha said it was essential that the line of communication between the school and the parent be kept open, because both had their responsibilities towards the child and towards each other.

The department was anxious to establish such contact between parents and schools.

The Commissioner of Police, General Gert Prinsloo, said today: "Our presence at the schools was justified and legal and we went there to keep law and order and to prevent intimidation."

The Regional Director of Education, Mr. Jaap Strydom, said he wished to point out that to the best of his knowledge no teacher had yet resigned.

Matters Arising

on page 2 be amended seconded that these printed and circulated

Minutes of the

Minutes

The meeting was

Opening

Apologies:

Present:

TUES

ST. FRANK MINUTES

NOIION

prayer.

St. Andrews

CR.

# Botha tells teachers how to get back

Der.  
30/9/77

1100  
323

## Pretoria Bureau

Requests from Soweto teachers made either in writing or by phone to withdraw their resignations would be treated on merit, the Minister of Basic Education, Mr M C Botha, said last night.

He was asked for clarity on this point after saying that requests had been received from teachers wishing to withdraw their resignations.

The reason for the requests appeared from a letter received which strongly suggested that in-

timidation might have played a part in the resignation of 330 teachers.

"I was under duress to sign the letter of resignation for fear of my life. I feared the consequences to myself and property," he quoted from it.

Mr Botha said "Two persons" accompanied by members of the Press had handed some 230 duplicated notices of resignation which they had collected to circuit inspectors in Johannesburg.

A sworn statement accompanied the notices, he said, to the effect that the

letters of resignation were genuine and had been signed by the teachers named.

Mr Botha said his department had no alternative but to conclude that the group of teachers concerned did not wish to continue serving their community in their positions as teachers.

The services of unqualified temporary teachers would be terminated after 24 hours' notice.

And the appointments of teachers who were on probation would be terminated by 30 days' notice.

V. Jone

12.4. A

12.3. V

E

12.2. A

12.1. C

12. EXTENSI

C

I

11.8. S

11.7. N

11.6. A

will be accepted.

11.5. C. Camp to get induction fees prior to induction. Post-dated cheque

11.4. Proposed Inductions - J. Macé, S. Pretorius, E. Geldenbloem.

11.3. Keys of Fellowship with M. Lavelle and S. Pretorius.

11.2. No socials/recruitment drives held during past month.

11.1. No headcount available.

## 11. VICE PRESIDENT INTERNAL AFFAIRS' REPORT - C. Camp

10.3.7. The importance of kit building and keeping of accounts stressed.

Club.

(7) Artificial reef construction in conjunction with the JOM

(6) Club House (A. Fowler to investigate).

(5) Effective Speaking for Schools.

(4) Training for Trainers.

(3) Suitable project to carry on Nathan Martin Trust.

(2) Jaycee diary for Ways and Means.

(1) Public Relations project re menaces on the mountain.

Suggested projects:

10.3.6. Request booklet "How to run projects" from National Secretariat.

10.3.5. Brainstorming session arranged for 18-10-77.

10.3.4. Graphs showing involvement in projects shown to Council.

10.3.3. Members' interests forms have been drawn up and will be

circulated at next G.B.M.

Subcon.

10.3.1. Proposal re Vice President Programmes within the Region to circulate reports to each other. Being put on the floor at

10.3. General:

TEACHERS - AFRICAN

NOV. 1977 - DEC. 1978

166

R.A.M.

11/17/77

323

resign

**Staff Reporter**

ANOTHER 166 of Soweto's high school teachers resigned yesterday, bringing to 500 the number that has quit.

Prior to the current spate of resignations there were 750 high school teachers in the townships.

The Committee of Six, which represents Soweto high school teachers who initially decided to resign, said yesterday more resignations could be expected next week.

The Secretary for Bantu Education, Mr J. Rossouw, said yesterday some teachers had admitted to resigning because of intimidation.

Mr Rossouw added that the remaining number of Soweto teachers was more than adequate because so few pupils were turning up for lessons.

5.2.3 (ix) Aster filifolius -

co-dominant grassed dwarf shrub

This community is represented by

results in a reduction of the grass

filifolius. This particular sam

Aster filifolius and 1,4 per cent

present in greatest numbers suggest

taken place as they were Eragrostis

contortus and Aristida congesta.

Elionurus argenteus, Heteropogon

thrux, Trichoneura grandiglumis.

Sheep were grazing on the plot with

would appear to be a causal factor

recognition is primarily on the high

position on the landscape. Little

ground layer component as it was high

5.2.3 (x) Eragrostis chloromelas d

This community is represented by plots

the lowest stage in the succession on

major change to pioneer species such

is not reduced, only a species change

argenteus and Themeda triandra to Er

induced factor.

The photo image for this type is

type occurs on a north-facing slope on

Mispah soil forms occur.

5.2.3 (xi) Eragrostis chloromelas -

land community

This community is represented by plots

associated with major habitat disturbance

lehmanniana, both very hardy species,

other species are excluded.

## Soweto

SRC

warning

to teachers

JOHANNESBURG. — The Soweto Students' Representative Council (SSRC) yesterday told a parents' meeting attended by 2,000 people that teachers who had not resigned their posts in protest against Bantu Education would never teach in Soweto again.

A representative of the SSRC told the meeting they must forget about teaching in Soweto. We cannot see how supporters of Bantu Education can work in the system we envisage.

The meeting, held at the Regina Mundi church, was to brief parents on developments in the schools situation in Soweto. The teachers' resignations were overwhelmingly supported and the creation of a teachers fund was decided upon, with each worker requested to contribute R1.

**ACCEPTABLE**  
Parents also supported the teachers' stand that they would not return to school until a nationally acceptable system of education was introduced.

The SSRC statement also called on parents whose children were at boarding school to make sure they came back so that we sink together in the same boat.

The teachers who had resigned, the SSRC statement said, had qualified themselves as the only teachers fit to teach when things became normal.

It condemned teachers who gave the impression that they had resigned while surreptitiously withdrawing their resignations.

The meeting also decided that teachers who had resigned their posts should be provided for until adequate alternatives could be arranged. The teachers' action committee was asked to draw up an educational programme for next year.

Heteropogon contortus

ing of the main grass type

intrusion of Aster

t aerial cover of

The grasses that were

dwarf shrubland had

caffra, Heteropogon

though scarce, were

ra, Tristachya leuco-

agrostis lehmanniana.

ing taken and they

Photo image

olius and the site

derived from the

nity

would appear to be

orms prior to a

Cover, itself,

las, Elionurus

this is a grazing

hue. Generally this

often where

dominant grass-

10 and is

as and Eragrostis

virtually all

5.2.3 (ix) Aster filifolius The Star Wednesday October 12 1977

co-dominant grassed dw  
This community is repres  
results in a reduction of  
filifolius. This particu  
Aster filifolius and 1,4 p  
present in greatest numbe

taken place as they were  
cantortus and Aristida co

Elionurus argenteus, Hete  
thrux, Trichoneura gran

Sheep were grazing on the  
would appear to be a caus

recognition is primarily on  
position on the landscape.  
ground layer component as

5.2.3 (x) Eragrostis chlo

This community is represent  
the lowest stage in the succ  
major change to pioneer sp  
is not reduced, only a spec  
argenteus and Themeda tria

induced factor.

The photo image for th  
type occurs on a north-facin  
Mispah soil forms occur.

5.2.3 (xi) Eragrostis chlon

land community

This community is represente  
associated with major habita

lehmanniana, both very hard  
other species are excluded.

# 110 now withdraw resignations

The Department of Bantu Education in Johannesburg has received 110 withdrawals of teacher resignations, a spokesman said today.

Originally, about 500 teachers from Soweto's 40 State-run secondary schools had handed in their resignations, but with the withdrawals, that number has dwindled to about 400.

The Department of Bantu Education and of Bantu Administration have accused the six members of Soweto's Teachers' Action Committee of intimidating teachers into resigning.

The action committee has denied this allegation, and accused the Government of intimidating teachers.

Mr N. Molope, vice-chairman of the action committee, said the department's barring of action committee chairman Mr Curtis Nkondo, and its secretary, Mr Fanyana Mazibuko was an act of intimidation.

## DIFFICULT

Mr Molope said the Department of Bantu Education had made it difficult for teachers to resign, but that it was being made very easy for them to withdraw their resignations.

He said teachers could even resign over the telephone.

A Department of Bantu Education spokesman in Johannesburg today denied this was the case. "Withdrawals of resignations must be received in written form and either be delivered personally or through the post," he said.

Themeda triandra, Tristachya leuco-  
ata and Eragrostis lehmanniana.

its were being taken and they

situation. Photo image

of Aster filifolius and the site

ation was derived from the

e canopy.

and community

d 141 and would appear to be

alon soil forms prior to a

ngesta. Cover, itself,

is chloromelas, Elionurus

melas. This is a grazing

gray (loly) hue. Generally this

of hillocks often where

anniana co-dominant grass-

, 175 and 210 and is

is chloromelas and Eragrostis

survive while virtually all

# 19 teachers back at the blackboard

*Newswatch* African Affairs Reporter 7/10/77

ALL 19 teachers at KwaDlangezwa High School, near Empangeni, who had been suspended by the KwaZulu Department of Education, were back at work, department secretary Mr. George Steyn said yesterday.

The suspension arose from a dispute between pupils and staff which caused the school to be closed for a month after teachers refused to teach.

A commission of inquiry was appointed to investigate conditions at the school and relations between pupils and staff. Teachers were asked to continue until the commission had concluded its inquiries but they refused.

After a temporary closure of the school the education department charged them with misconduct.

Mr. Steyn said yesterday that the teachers had resumed duties but pointed out that the charges had not been dropped.

He said teachers who had been transferred from other schools to KwaDlangezwa High School had gone back to their own jobs.

## Relief food

GENEVA — The Swiss-based league of Red Cross Societies and the United Nations High Commission for Refugees have jointly distributed 150 tons of food to 52 000 refugees from Zaire in Angola, the two bodies announced yesterday. — (Sapa-Reuter.)

# 104 teachers stay *C.T. Dierm.*

JOHANNESBURG. — Altogether 104 of the 500 teachers who resigned at Soweto's 40 State schools, have withdrawn their resignations, the Regional Director of Bantu Education for Soweto, Mr. Jap Strydom, said here yesterday.

Mr Strydom said the main reason given by teachers who had withdrawn their resignations was that they were intimidated or forced into resigning.

"The pattern is stabilizing itself and I expect more withdrawals in due course," he added.

323

~~323~~



star 9/2/77

# Teachers 'won't be dismissed'

323

Teachers at schools which may be closed down next year because of lack of students will not be dismissed says a Department of Bantu Education spokesman.

Mr Jan Vermaak, a circuit inspector in the Department of Bantu Education in Johannesburg, says the Department expected no problems in providing all teachers with employment.

He pointed out that 50 to 60 applications for the Soweto Teachers' Training College opening next year had already been received.

"If we have a number of qualified teachers without pupils, we will most certainly put them into other posts," he said.

"As a last resort we would post them to other areas."

Teachers who resigned last year in protest against the system of Bantu Education could still return to the profession, Mr Vermaak said.

"All applications will be considered."

## POLICE REPORT

An estimated 400 teachers resigned from the Department of Bantu Education earlier this year, although 100 of those had later withdrawn the resignations.

Mr Vermaak denied reports that lists of teachers who had withdrawn resignations had been submitted to the police.

Teachers had complained of having been interrogated by the police about reported intimidation by others.

"Some were obviously intimidated," Mr Vermaak said, "and did go to the police. The police have in turn made investigations, which meant making inquiries to the Department."

# Black call for lessons in English

RDM  
14/12/77  
323

By J S MOJAPelo

THE Department of Bantu Education is to consider a proposal by the African Teachers' Association of South Africa (Atasa) that English should be the medium of instruction in black schools from standard three to matric.

At present a child's mother tongue is the medium of instruction in lower primary schools. The two official languages are used in the higher primary (standard three to five) and post-primary (standard five to matric).

Atasa, representing all African teachers in South Africa, proposes that English should be the medium of instruction and should begin at standard three, with teaching at lower standards geared towards it.

The proposal is one of a number contained in a memorandum which Atasa will submit to the Minister of Bantu Education early next year.

Atasa proposes that teacher training should be taken more seriously to help raise the standard of

education for black children.

Matriculation or school-leaving certificate should be the qualification for teacher training. The period of training should be about five years.

The minimum educational qualification for a primary school teacher is now Junior Certificate (standard nine) plus two years' training. Matric is the minimum prerequisite for post-primary teachers.

Atasa has proposed that free and compulsory education should be introduced with the school-going age lowered to five.

It also proposes introduction of pre-school education, using trained teachers.

It says ethnic schools should be abolished and a child be allowed to attend the nearest school.

Different streams of education and a school meals service should be introduced.

On teachers, the association calls for equal pay for women if they are doing the same job as a man.

# Black teachers 323 dissatisfied after talks with Botha

**PRETORIA** — The discussions between the Minister of Bantu Education, Mr M. C. Botha, and a delegation of the African Teacher's Association of South Africa on Bantu Education matters yesterday, were described as "free, frank and fruitful from an educational and administrative point of view" in statements after the talks.

The Minister said all the matters raised by the Atasa delegation had been discussed fully and in a cordial spirit.

The chairman of Atasa and the delegation, Mr R. L. Peteni, replying to questions by reporters after the meeting, said the discussions had been free and frank. In matters most important to his delegation, however, they had not achieved what they had expected.

The most important matter to his delegation was the request for placing black education under the Department of National Education, Mr Peteni said.

Another matter that had been frankly discussed was their request for equal funds for whites and black education.

"We hoped to be able to issue a statement about

changes we are asking for, but unfortunately we cannot. On the matters most important to us, we have not achieved anything," Mr Peteni said.

In a statement which he issued after the meeting, Mr Botha said Atasa had raised a number of points which they regarded as impeding the education of blacks.

"It was possible for Atasa to present and discuss their well-prepared and well-documented representations very fully, which they did ably and forcibly.

"Practical considerations in connection with the introduction of compulsory education were fully discussed, more particularly the financing of education, the provision of additional classrooms and of qualified teachers and the

advisability of immediately introducing compulsory education on a geographical basis.

"Discussions also touched on discrepancies in teachers' salaries. They were informed that the Government subscribes to the principle of progressively narrowing salary discrepancies. Other matters discussed included, among others, admission to universities, curriculum development, ethnic grouping, and many others.

"The delegation propagated very strongly improved financial provision for black education. The Minister accepted the principle, but drew attention to improved financial provision over the past three or four years as well as salary improvements over the same period." — SAPA.

Teachers X

325

90. Mr. P. A. PYPER asked the Minister of Education and Training:

How many teachers were employed by  
(a) his Department in (i) the Republic and  
(ii) South West Africa and (b) each home-  
land government which had not taken over  
education services as at 30 June 1977.

The MINISTER OF EDUCATION AND  
TRAINING:

(a)	(i)	(ii)
Teachers at Govern- ment schools in areas that are not self- governing territories ..	762	107
White teachers sec- onded to self-governing territories .....	509	70

(b) (i) and (ii) None. All self-governing  
territories have control over education  
in their areas.

Note: 1. Statistics as on the first Tuesday  
of March 1977.

2. Teachers attached to subsidized  
schools are excluded.

HANWARD. 7 16 March 1978

~~Questionnaire to workers (2)~~  
Question 333 Col. 419

2. Have you asked for changes and been refused?

If yes, give

Salary scales of Black teachers

333. Dr. A. L. BORAINÉ asked the Minister of the Interior:

- (1) Whether the salary scales of Black teachers have been or are to be raised during 1978; if so, (a) by what percentage and (b) from what date;  
(2) whether the new scales provide for narrowing the gap between salaries of Black teachers and those of teachers in other race groups; if so, to what extent; if not, why not.

325

3. What problem?

4. What do you think?

The MINISTER OF THE INTERIOR:

- (1) Yes. A revised salary structure for Black teachers coupled with an increase in salary became effective on 1 January 1978. The percentage increase varies according to qualification and rank.  
(2) Yes. Taking the White teachers as bases, the average ratio of the salary scales for Black teachers in relation to that for White teachers was improved from 57.7% on 1 July 1974 to 67.1% on 1 January 1978.

Do you disagree?

other factors?

Have you

changed

rs on this or on

her to get something

To occasional and contract workers only

Will you try to come back to this farm?

Why/Why not?

Handwritten. 7 17 March 1978.  
Question 230 Cols. 433

433

FRIDAY, 17

**Black teachers dismissed** X.

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

Whether any Black teachers in the employ of his Department were dismissed during 1977; if so, (a) how many in each month of that year and (b) for what reason.

**THE MINISTER OF EDUCATION AND TRAINING:**

Yes.

(a) January .....	none
February .....	none
March .....	none
April .....	none
May .....	none
June .....	none
July .....	none
August .....	none
September .....	51
October .....	286
November .....	142
December .....	none

- (b) The 479 teachers mentioned above were attached to Government schools in Soweto. During September last year they resigned by giving three months' notice. As they were appointed on probation their services were terminated according to the conditions of service prescribed in the relevant regulations.

230 325

HANSARD. 7 17 March 1978.  
Question 229 Col. 432.

X Black teachers resigned

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

Whether any Black teachers resigned from the service of his Department during 1977; if so, (a) how many in each month of that year and (b) for what reason.

The MINISTER OF EDUCATION AND TRAINING:

Yes.

(a) January .....	3
February .....	12
March .....	9
April .....	4
May .....	0
June .....	10
July .....	5
August .....	3
September .....	484
October .....	2
November .....	0
December .....	40

- (b) It is not required of a teacher to give reasons for his resignation. During September last year altogether 479 teachers from Soweto resigned by giving three months' notice. No reasons were given in their letters of resignation. Subsequently a number of these teachers withdrew their resignations alleging that they were forced by intimidators to sign letters of resignation supplied to them.

325

## Hike for black teachers

PAY RISES for South Africa's 63 000 black teachers are likely to be announced by the government next week.

This was announced yesterday by government sources in Pretoria. The sources added that a system of merit pay increases recently approved for white and coloured teachers was also

under consideration for blacks.

The Minister of Education and Training, Mr W A Cruywagen, will have to announce salary increases averaging more than 8,5 percent if government policy of narrowing the wage gap between teachers of different races is to be adhered to.

This gap has been eliminated at university level.

e skakeldiens met

s se kinders na u

an u arbeiders se kinders.

t onder die werkers

aan te bring.

(ii) veroorsaak dit dat hulle die plaas wil verlaat.

(iii) wil hulle liever ander soort werk op die plaas doen.

12. Hoe belangrik is dit vir u arbeiders dat hulle kinders onderwys kry.

13. Doendie onderwyser enige buitemuurse werk (b.v. onderrig in die godsdiens aan werkers). Indien ja, spesifiseer.

14. Dink u dat, met die ontwikkeling van u plaas, u geleidelik meer ervare en opgeleide werkers nodig sal hê vir tegniese administratiewe en soortgelyke werk. Indien ja, spesifiseer.



(325)

# Black pay rise on way

21/3/78 Natal Mercury

Mercury Correspondent

CAPE TOWN — Pay rises for South Africa's 63 000 Black teachers are likely to be announced by the Government next week.

This was disclosed yesterday by Government sources in Pretoria. The sources added that a system of merit pay, increases recently approved for White and Coloured teachers was also under consideration for Blacks.

The Minister of Education and Training, Mr. W.A. Cruywagen, will have to announce salary increases averaging more than 8.5 per cent if Government policy of narrowing the wage gap between teachers of different races is to be adhered to. This gap has been eliminated at university level but a spokesman for Mr. Cruywagen's department was yesterday unable to say how large it was at other teaching levels.

# New pay scales show just how big gap is

Star 30/3/78

Black teachers' salary scales have been put on a par with those of their similarly qualified white colleagues — a step on the way to eliminating the pay gap but also an indication of just how far behind most black teachers are.

The new pay scales — which include a restructuring of promotion posts to bring them into line with those of the white profession — represent a 10 percent decrease in the wage gap over the past four years.

Black teachers will now get, on average, 67 percent of what their white colleagues with the same qualifications earn, according to Mr Cruywagen, Minister of Education and Training, who announced the new pay scales this week.

A Department of Education and Training (DET) official said the new pay scales were an incentive

for teachers to better their qualifications — the higher the qualification the better the pay scale.

"As far as we are concerned this is a starting point for narrowing the pay gap," he said.

Where black and white qualifications are comparable, the percentage increases will now be the same — but the real facts of how much the increases mean to black teachers are in the statistics:

- Only two percent (1 300) of the 63 000 black teachers in urban areas and the homelands have a degree and teaching diploma. One-third (13 000) three years ago of white teachers had this qualification.

- Two-thirds of black teachers — 42 000 — have only standard six or eight with a teaching diploma.

- One-fifth of black teachers — 12 000 — have no teaching qualifications

at all — against three percent of white teachers (1974 statistics). Another 7 400 black teachers have only matric and a diploma.

In other words the low qualifications of most black teachers will make the effect of the new pay-scale parity minimal.

In all, there are 13 different qualification levels for black teachers against about four levels for whites.

Leading black educationists like Mr T W Kambele, former headmaster of Orlando High in Soweto, have criticised the actual pay increases as being negligible for most black teachers.

He said many black teachers earned less than R20 a month and the actual increase they would get next month — from five percent — comes to nothing after taxation.

The first move to bring black pay scales on to the

same levels as whites began in 1974, but was only really felt in 1976 when salaries went up about 20 percent.

With the latest increases black salaries will have gone up by between 25 and 58 percent over the past four years. In some exceptions — those of the 380 black school inspectors — this overall increase will be as high as 88 percent.

Improving the qualifications of black teachers is DET's obvious priority. In Johannesburg a promising start was made last year with Operation Upgrade — an extramural programme which has already helped 2 600 Soweto teachers' better their qualifications.

Another move which should filter better qualified — and thus better paid — teachers into schools, was this year's opening of the new Soweto Teachers' Training College at Klipspruit.

6. Dink u dat, met die ontwikkeling van u plaas, u sal meer ervare en opgeleide werkers nodig sal hê, vir tegniese, administratiewe en soortgelyke werk. Indien ja, spesifiseer.
7. Het u enige probleme in verband met kinders van u werkers wat elders skoolgaan? Indien ja, spesifiseer.

(325)

Nov 29/3/78

# Big pay rises coming for black teachers

## Pretoria Bureau

South Africa's 78 000 black teachers will receive pay increases of between 25.5 and 58 percent in terms of new salary structures announced by the Minister of Education and training, Mr. Cruywagen.

Black school inspectors will also receive pay rises of 88 percent on the old 1974 scale.

The new deal, which has closed the black-white salary gap in the teaching profession by an average 9.4 percent since 1974, is expected to come into effect at the end of next month.

The increases will be backdated to January 1.

Mr. Cruywagen said yesterday the new teaching scales were a "significant breakthrough" because the key scale was now identical for all population groups.

## TREBLED

"This implies that increments for black teachers are absolutely identical with those of all other teaching personnel in comparable salary categories."

"In some instances, the increments of teachers have even trebled in comparison with increments on the old scale (of 1974)."

Mr. Cruywagen said another noteworthy effect of the new key scale was that all teaching staff would now progress more rapidly.

He pointed out that the average black-white teacher pay ratio had narrowed from 57.7 percent in 1974 to 67.1 percent this year.

# 'Teachers at fault in black education'

PIETERSBURG. — The fault with black education lay not with the system but with the classroom teacher, the Deputy Minister of Education and Training, Dr Andries Treurnicht, said in Pietersburg last night.

He was addressing the annual congress of the Association of White Teachers in Black Education.

A rise in standards could only be achieved by persuading black teachers that to realise black ambitions they would have to accept that education required the most talented youth of a nation, Dr Treurnicht said.

The fault lay not in the system, the curricula, the medium or the textbooks, but in the classroom teacher, he said.

"There is no royal road to success. The instrument for raising standards, lies with a corps of well qualified, dedicated teachers who have specialised in high school subjects and are inspired by idealism to serve their people through education," Dr Treurnicht said.

Another condition of success in education was the inculcation of discipline.

Although their numbers were small in comparison

with the 69 258 black teachers, the 937 whites in black education were performing one of the most important educational services in the country.

In their professional association with various population groups, they played a major role in maintaining and developing a high standard of education. They also fostered good relations in the best interests of South Africa and its people, he said.

It was a difficult task to educate children of other nations so that they grew up with their own culture. But the imposition of alien systems led to self-rejection and self-hate and created a negative identity which could erupt into conflict and crisis, he said.

"I think that through our conduct and our policy, national identity and national self-determination have averted such eruptions against us by developing nations."

"The rapid progress at management, level and later constitutional development leading to independence of certain black nations can be ascribed largely to the education they received," Dr Treurnicht said. — Sapa.

# Teachers are firm on Bantu Education

325

RDM 3/5/78

## Staff Reporter

A NUMBER of Soweto teachers who resigned in protest against Bantu Education last year resolved yesterday not to rescind their decision until the present system of education for blacks was completely scrapped.

- About 48 teachers took this resolution at a meeting at St Albans Anglican Church, Westgate, Johannesburg.
- They claim their resolution is binding on all 178 teachers who have not withdrawn their resignations.

The 178 are being helped by the Teachers' Relief Fund, Mr Nathan Molepe, vice-chairman of the Teachers' Action Committee, said at the meeting.

Many of the 500 Soweto high school teachers who resigned last year in protest against Bantu Education have returned to their posts.



Surname: (Block letters) .....  
 Christian name: .....  
 Date of Birth: .....  
 Name of parent/guardian: .....  
 Address of parent/guardian: .....  
 Relationship of guardian to applicant: .....  
 (e.g. father; mother; aunt; uncle; brother)  
 Are both parents living? YES/NO .....  
 Name and address of school .....  
 What standard/Form do you hope to be in next year? .....  
 Name and address of school where you hope to study: .....  
 Intended future occupation (if decided): .....  
 SIGNATURE OF PARISHIONER: .....  
 DATE: .....  
 PART III. This part is to be completed by the Parent or Guardian.  
 Nature of employment of: .....  
 a. Father: .....  
 b. Mother: .....  
 c. Other members of family: NYANGA .....  
 STATEMENT OF RECEIPTS & PAYMENTS  
 FOR THE YEAR ENDED 31.12.1977  
 Number of children in the family: Boys: ..... Girls: .....  
 Ages: .....  
 State briefly Parents or Guardian's REASONS for not being able to pay for applicant's schooling: .....  
 Are parents or guardians in receipt of any other financial assistance for the schooling of their children? YES/NO .....  
 If so, please specify .....  
 Please estimate what is needed for schooling next year (books; boarding; .....

## Xhosa teachers rule

CAPE TOWN — White provincial high schools in the Cape were not permitted to employ blacks to teach Xhosa, the senior Nationalist MEC in the province, Mr Frans Loots, said yesterday.

He was replying to a question tabled in the Provincial Council by Mr Ken Andrew (PFP,

Pinelands).

In reply to another question by Mr Andrew, Mr Loots revealed that about 12 000 white pupils in the Cape were being taught Xhosa at 106 primary schools and 25 secondary schools.

In 1976, a total of 57 pupils in the province took Xhosa for matric. This had risen to 91 last year and it was expected that about 100 would take it as a subject this year. — PC.

Handcard 17 2 June 1978  
Question 7 Col. 849 - 850

Delay in payment of teachers' salaries in  
Soweto schools

77 Dr. A. L. BORLAINE asked the Minister of Education and Training:

Member here has been asking delay in the payment of teachers' salaries in Soweto schools. Could he tell us the extent of the delay and (a) the reason for it.

THE MINISTER OF EDUCATION AND TRAINING:

Yes, in respect of some newly appointed teachers, there are certain problems that are not related to the payment of salaries.

2 JUNE 1978

850

(a) The extent varied considerably but was at no stage more than 3% of the total number of teachers in Soweto. The average period of delay was one month.

(b) The late submitted appointment documents coincided with the implementation of the new salary scales for all teachers—some 29 000.

Dr. A. L. BORLAINE: Mr. Speaker, arising from the reply given by the hon. the Minister, could he tell us whether any of the teachers who have not received, or who have experienced delays in receiving their salaries, are teachers who had been reinstated after resigning?

The MINISTER: Mr. Speaker, no difference is made between the movements of teachers outside or inside the department. The teachers to whom the hon. member is referring were appointed by the department and their remuneration is determined on merit.

ROM 3/6/78 (325)

# Teachers mass to dispute salaries

By VELELENI MASHUMI  
Pretoria Bureau

HUNDREDS of black teachers thronged the Department of Education and Training Building in Pretoria yesterday upset over

alleged discrepancies in their salaries.

The teachers alleged unfulfilled promises on salary increases.

A department spokesman told the Rand Daily

Mail that there seemed to have been confusion.

"A few teachers did not get their full salaries in recent months but that is being put right."

"The thing is that most

of the teachers affected were connected with last year's mass resignation," he said.

His department was geared towards the equalisation of salaries.



# THE FORUM

Letters  
to the  
Editor

## Unpaid teachers of KwaZulu

19/10/78 Nim  
(107) 825  
SIR, — May the education officials of KwaZulu give a very sharp eye to the delay in paying teachers teaching within their jurisdiction. It is unfair to employ a man and not pay him for more than three months. We ask ourselves these questions:

(i) What does the Department think this man is eating?

(ii) What does the family of this man eat?

(iii) How is he supporting his family?

(iv) How can he stand in front of children with an empty stomach?

(v) According to the principles of education it is said that a teacher must be neat and presentable — how can he be like that when he is without coins jingling in his pocket?

(vi) A man teaching children must be a happy man — how can he be that without his salary to settle his personal accounts?

(vii) We would like to know which other KwaZulu Government department has the same problem of failing to pay its employees. If there is a problem why not correct it?

It is impossible to ward off starvation and poverty caused by delayed payments.

325

receive their salaries in time.

But Mr. J. Bosman, the department's spokesman, said yesterday it was not possible for the school board to order teachers to go to Pretoria as they were not department employees and had not been taught to feed computers.

He said he was not aware of any teachers whose salaries had not yet been paid.

Last month a survey in Soweto found that over 50 teachers went unpaid for several months; and in the same month about 300 Pretoria teachers stormed the department claiming that they had not been paid for months.

**POLITICAL** comments in this issue by Allister Sparks, Benjamin Po-  
ground, Chris Day and Tim Leabart;  
newsbits by John Ryan headlines  
and sub-editing by John Paterson;  
cartoons by Bob Connelly; all of  
1711 Main Street, Johannesburg.

22/6/78 (325) M

# Blacks want to learn — teacher

KING WILLIAM'S TOWN

Young blacks did not hate whites — they simply wanted a decent education, Mr H. H. Dlamienze, secretary-general of the African Teachers' Association of South Africa (Atasa), said here yesterday.

Contact and communication beyond the colour line did not exist in this country because of differentiated systems of education, he said.

He was addressing the 91st annual conference of the white South African Teachers' Association (Sata), on its theme of contact and communication. The conference started on Saturday and ends today.

"Education for whites is compulsory but not for blacks. Black teachers are ill-qualified. Facilities in black schools are inadequate. Overcrowding is a common feature and as a

result the quality of teaching suffers."

Black children had legitimate grievances, he said.

"Our children do not hate whites. They only thirst for education — as the scores who flock for lectures at Wits University prove. Others in Johannesburg even go to the Institute of Race Relations offices in quest of education."

Mr Dlamienze said Atasa advocated one national system of education in South Africa where all children would have an equal opportunity.

Sata, as the oldest teachers' association in South Africa, could make a contribution towards opening communication between black and white.

"The cry from the black children is give us the same education as our white fellow men."

DDR

2/7/68

# Black

325

place, income, academic standards, community service, athletic ability and so forth.

## Retrograde

The basic thought is that the student should bring something useful with him into his year — such as it would be good for people of different backgrounds to get used to working and living together. A flexible concept.

Judge Marshall summed up his dissenting feelings this way: "The dream of the great American melting-pot has not been realized for the Negro since, because of his skin color, he has never made it into the pot."

He felt the majority ruling retrograde. But, with other moderate blacks outside the court, he went along with the idea that affirmative action had, in principle, survived none the less.

The case broke up traditional political alliances of Jewish leaders for example, heartily dislike quota systems as replacement one form of discrimination with another. There were liberals on this point.

Senator Patrick Moynihan, who developed the first affirmative-action program under President Johnson, hailed the court ruling, saying: "It gets us back to good, sensible mainstream ideas of what should be in contrast to the concepts of an arrogant bureaucracy."

But the Rev. Jesse Jackson, a leading black activist, denounced it as a "disastrous blow" to the hopes of his people — a "psychological setback."

In general, after the smoke had cleared, some came round to the view that the

## UNEMPLOYMENT

FM 11/8/78

### Ups and downs

325

African unemployment dropped between last October and January this year, only to rise again in February, according to the Department of Statistics. The Department's second survey of African unemployment comes at the same time as a *Senbank Economic Opinion* arguing that African unemployment will continue to rise.

African joblessness dropped from 633 000 in October to a low of 539 000 in January, rising again to 569 000 in February. This represents a drop from 12,4% of the African working population to 10,7%, followed by a rise to 11,1%.

Statistics' figures have been criticised in the past, both because they give no indication of under-employment, which is a particularly important factor in rural areas, and because workers who work for more than five hours a week are considered "employed." Most sources agree that the actual African unemployment figure is a good deal higher than the official one.

A department spokesman tells the *FM*, however, that Statistics should be able "to give some indication" of under-employment soon — probably after six months' figures are available.

The Department's figures are fairly optimistic, a view not shared by most academic writers on unemployment — nor by this week's *Economic Opinion* writ-

ten by Senbank's Izak Botha.

In it, Botha argues that an economic upswing will not solve the African jobless problem. Not only would a much higher than expected growth rate be needed to absorb new entrants to the labour market, but certain structural problems stand in the way too.

A key point made by Botha is the trend towards increased capital intensity, a factor which has increased markedly in the Seventies. Investment incentives for capital expenditure, rather than for investment in manpower, is a key cause of this problem, says Botha.

Part of the trouble is also the lack of African job mobility, both horizontal (between cities and between the rural areas and the cities) and vertical (between lower and higher level jobs). Hopefully the forthcoming reports of the Wiehahn and Riekert Commissions will ease the problem says Botha.



Today ELIZABETH WILSON interviews the final candidate in the 1978 Woman of the Year series.

Tomorrow all 21 will be presented in a complete line-up and you will be asked to vote for the one you feel deserves the overall title.

As in previous years, the emphasis has been placed on the widely varying talents and abilities of modern women in every sphere, race and age-group.

The choice has been confined to women living in Johannesburg, Pretoria and the Reef areas to enable them to attend the Woman of the Year luncheon at a Johannesburg hotel on December 6, when the result of the readers' ballot will be announced.

Also at this gala event will be the 10 Unsung Heroines who have selflessly served their communities and families, expecting no reward.

## First black teacher to win JCE gold medal award

The Johannesburg College of Education Gold Medal of Honour for meritorious service to education has been won for the first time by a black school teacher, Mrs Miriam Dakile.

Mrs Dakile, a member of the national council of the African Teachers' Association of South Africa (ATASA) and chairman of the Committee of Early Childhood Education in South Africa, will receive the award at the JCE graduation ceremony at the University of the Witwatersrand on December 2.

Professor A N Boyce, Rector of the College, said that Mrs Dakile met the criteria for the reward in every sense.

"She has been a great innovator and a person of tremendous influence in the department of education and training," he said.

Professor Boyce said

the award was instituted in 1964. "It is based on merit, irrespective of race," he said.

"It is for service to education — for persons both in the classroom and beyond, in institutions ranging from pre-school to university."

Mrs Dakile trained as a teacher at Kilnerton Institution, Pretoria from 1941 to 1943.

She began teaching at Sophiatown Methodist School where she worked until 1957 when the township was moved to Meadowlands.

In 1962 Mrs Dakile was promoted to her present post as principal of Eku-thuleni Lower Primary School in Diepkloof.

During her career she has carried out experiments in the teaching of oral English at Lower Primary School level.

In 1975 she accompanied the secretary-general of ATASA to the New Zealand Educational Insti-

tute Centenary Celebrations where she delivered a paper on "Teaching Strategies in Primary Schools."

In 1976 she pioneered the Project of Early Childhood Education in Black Schools in South Africa.



MRS MIRIAM DAKILE — a black teacher with tremendous influence in the Department of Education and Training.

for livestock units was for the coming year. The carrying capacity decided upon would then be converted into units per share as controlled by each household. Soon thereafter, perhaps one week later, a public auction would be arranged by the management of the company. The auction could be overseen by a district magistrate. At the auction the annual rental on the excess shares controlled by households with insufficient stock to utilise fully their grazing right would be put up for sale. Legislation should prohibit the sale of the shares for a period of five to ten years until members have had a chance to realise that they control an asset that

## Better qualified teachers

Pretoria Bureau

THE PRESENT minimum requirement for black teacher training — a junior certificate — will be phased out as the number of matriculated students increases each year, a spokesman for the Department of Education and Training, Mr G Engelbrecht, said yesterday.

He said the department planned to raise the minimum qualification for black teacher training colleges due to the marked

increase in the number of matriculated blacks.

"This year there was a 52% increase in the number of candidates who sat for the senior certificate examination," Mr Engelbrecht said. "Last year the number was 10 957 — including Transkei — and this year there were 16 699 students writing, which shows a marked increase," he said.

He said the new qualification would come into force in two or three years.

# New pay day for Ciskei teachers

EAST LONDON — Ciskei teachers will be paid on the 20th day of each month to allow for weekends, public holidays and end of school terms. This was revealed by the Secretary for Education in Ciskei, Mr K. B. Tabata, after surprised teachers unexpectedly received their salaries yesterday. Mr Tabata said what the teachers had received was their monthly pay for August. "It is not back-pay but there has been an adjustment in their salaries," he said.

He said the administrative staff would receive their salaries on the 25th day of the month and on the 22nd day in December. DDR.

Une l'heure (...)  
 (...)  
 L'H  
 les E  
 Ju  
 S  
 aujour  
 autre  
 La  
 à Rodrigue

ive (...) à  
 ive.  
 on me voit si  
 ac de Lait,  
 rent avec des mains ineffables  
 s-tu ? N'est-ce point ta nuit nuptiale  
 à donc pensais-tu la passer avec Rodrigue  
 six ? (Th II, 778)  
 confirme que l'étreinte qui a uni Prouhèze  
 de leurs âmes :

Il ne s'agit pas de son corps ! mais ce battement sacré par lequel les âmes<sup>x</sup> l'une dans l'autre se connaissent sans intermédiaire, comme le père avec la mère dans la seconde de la conception : c'est ce que je sers à manifester.  
 Je la dessine avec mes eaux où elle baigne. (Th II, 778)

Et l'enfant qui va naître de l'étreinte spirituelle de Prouhèze et de Rodrigue, cette enfant conçue dans ce "battement sacré" et qui se dessine déjà dans l'Eau de la Grâce, ne sera-t-elle pas celle que l'on appellera "Sept-Épées", la fontaine de Grâce jaillie du coeur percé par "cette Epée" ? En effet, elle aura beau être la fille de Camille, selon la chair, lui-même reconnaîtra en elle l'enfant spirituelle de Prouhèze et de Rodrigue (Th II, 834). Et l'Eau sera toujours l'Elément naturel de cette enfant que nous ne rencontrerons jamais que sur un bateau, ou nageant dans la mer ?

Pour l'instant, Prouhèze, l'Epée retirée du coeur de Rodrigue, gît toute ensanglantée. La mort du sacrifice, dit-elle, est tout ce qu'elle peut donner à Rodrigue (Th II, 779) et ce n'est que quand tout le sang aura coulé de cette blessure, quand Rodrigue crucifié par elle connaîtra son "vide impitoyable", qu'elle pourra le donner à Dieu découvert et déchiré pour que Dieu le remplisse dans un coup de tonnerre, c'est alors " [qu'elle aura] un époux", et qu'elle verra "sa joie" (Th II, 780). C'est ainsi que parle Prouhèze, et la Lune lui "baise le coeur".

Cette même lune contemple aussi Rodrigue dans son bateau qui, l'Epée retirée de son coeur :

(...) dort (...),  
 Le sommeil sans bords d'Adam (...).  
 Car comme Adam dormait quand la femme lui fut enlevée du coeur, n'est-il pas juste que de nouveau il  
 Dorme en ce jour de ses noces (...)





● Prof Rhodie  
... flush it

# Black teachers upset by 'loaded' quiz

**QUESTIONS** in a survey on State security and race relations are upsetting Black teachers and professional men who were sent questionnaires by Pretoria University's Institute for Plural Relations.

About 10 000 questionnaires were sent — and on top of upsetting the teachers they "embarrassed" the Department of Education and Training because it was not consulted.

The institute is headed by Prof Nic Rhodie, brother of Dr Eschel Rhodie, and he said the project was funded by the university.

Among the questions in the 26-page document are:

● Do you consider White political paramountcy in its present form essential for (a) the maintenance of law and order (b) the maintenance of civilised standards in South Africa?

● In supporting the present White regime ... are you at least partially influenced by the chaos caused elsewhere in Africa by Black takeovers, eg in the former Belgian Congo and recently in Angola and Mozambique?

● Do you think Whites can be expected to share unconditionally with all categories of Blacks, ie also with those who are still relatively unsophisticated, public facilities and services which they have used exclusively until now?

● In your opinion, in the event of Black majority rule, would Chief Buthelezi succeed better than the Prime Minister in maintaining good relations among all the various racial and ethnic groups in SA?

● In the event of Black majority rule based on one-man-one-vote, are you confident that Zulus will not politically dominate the other population and ethnic groups?

● Public toilets represent a type of facility and service which, if made accessible to all, could lead to a great deal of friction between Whites and (especially unsophisticated categories of) Blacks as well as a lowering of standards.

● If the national survival and security of the Republic should be seriously threatened by insurrection and riots, mostly by non-Whites within the country, would you be prepared to actively assist the authorities to prevent a total collapse of law and order, even if it meant upholding law and order established by the White Government?

Several teachers who spoke to the Sunday Express were upset by a number of the questions, which they described as politically loaded.

Mr L Peteni, a Katlehong secondary school principal, said he would not complete the questionnaire because he felt some of the questions were unfair.

Mr M B Kumalo, lecturer in Black Languages at Wits, said it would be wrong if it were given to teachers because they are not allowed to involve themselves in politics.

Another teacher said: "When they vote, they do not consult us. So why

## PROBE ON THE 'WHITE IS RIGHT' THEME

By ZANDI SIKWEBU

should I give them my views about the mess they have made out of our country? I might return it to the sender, saying: addressee dead and buried."

The questions cover a range of subjects including consolidation of the homelands, influx control and laws and regulations that cause Blacks irritation and humiliation.

On discrimination they are required to "state in order of importance" what they consider the three most humiliating and irritating forms of discrimination.

Other questions deal with the June 1976 riots, Mixed Marriages Act, Immorality Act, Inkatha and the security of the State.

The teachers are asked if the use of Afrikaans as a medium of instruction triggered off the riots or was merely an excuse or pretext for violence.

Mr G Engelbrecht, a spokesman for the Department of Education and Training, said the question-

naires were sent to the teachers without the knowledge of the department.

"In matters of this nature the department would appreciate it if it was first approached," he said.

"The department contacted the University of Pretoria and drew their attention to the fact that the department was embarrassed by the report."

Prof Rhodie said the questionnaires were sent to teachers, among other people, in their capacity as persons and not as teachers. According to a letter accompanying the questionnaire and signed by Prof "The institute is undertaking a countrywide survey of urban Black opinion leaders' views on important current affairs. This survey is part of a large-scale investigation into the views on current affairs of opinion formers in all main population groups in the RSA."

"Our aim with this survey is to discover the reaction of urban Blacks to the restrictions they are subjected to, as well as their views on how these could be relaxed."

It added: "Urban Blacks often claim they do not have an effective platform from which to speak their minds."

"You will therefore agree that this survey may indeed be described as a unique platform for urban Black opinion formers to express their views."

Prof Rhodie said that if people did not want to participate in the questionnaire they could flush it down the toilet.

"They have their democratic choice," he said.

TABLE

## GENERAL NEWS

# Black teachers told: You'll get your pay

Year

1946

1947

1948

1949

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

1969

1970

1971

1972

1973

1974

1975

1976

1977

Pretoria Bureau

THE DEPARTMENT of Education and Training's chief public relations officer, Mr G Engelbrecht, yesterday assured black teachers who have not yet received their salaries on the eve of the festive season that they will be paid soon.

This week black teachers flooded the department's head offices in Pretoria with queries about, among other things, non-payment

of their salaries.

Many teachers interviewed by the "Mail" this week claimed to have received no pay from the department for months, and in some instances for six months or more.

Reacting to these claims, Mr Engelbrecht said he was aware that many teachers had visited the department's head office, but only a small number had not in fact received their salaries.

"According to our figures, of all the teachers who came to enquire at our offices only 25% had not received their pay at all or their cheques had gone astray," Mr Engelbrecht said.

"From the survey we conducted on 101 cases yesterday only six could be traced to delays on our part. Of all the teachers who came to enquire about salaries, more than 75% were concerned with salary arrears and the adaptation to the new salary scales.

"Others were seeking clarification on problems related to the deduction of premiums for insurance policies or tax payments."

"Because of the complication and confusion surrounding the non-payment of salaries the department's first priority was to pay people who had not received any money at all, Mr Engelbrecht said.

"There are more than 29 000 files which must be attended to for the application of the new salary scales. Our salaries office has had to work overtime for four months to try and cope with the situation," he said.

"According to Mr Engelbrecht much of the blame for the delays lay with school boards, which only sent letters of appointment to the department.

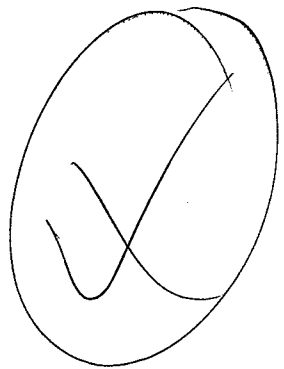
The department could not pay before the school board sent assumption of duty forms, he said.

"A letter of appointment sent to the department is not a mandate for payment of a teacher's salary. A letter of assumption of duty serves as testimony that a teacher is employed by the school board," Mr Engelbrecht said.

1958	..	..	..	..
1959	1 104	10 541	..	..
1960	1 463	14 581	..	..
1961	1 414	14 060	..	..
1962	1 406	13 912	..	..
1963	1 435	12 300	..	..
1964	1 665	16 158	..	..
1965	1 912	20 402	..	..
1966	2 159	24 242	4	346
1967	2 933	28 621	1	569
1968	3 770	38 392	3	552
1969	4 523	55 832	13	516
1970	5 379	57 075	6	525
1971	5 172	51 461	12	442
1972	3 966	39 833	5	349
1973	5 116	67 694	4	536
1974	6 194	80 698	2	414
1975	5 479	62 723	3	438
1976	4 339	67 660	2	316
1977				

TEACHERS - African  
27-4-79 - 14-12-79

325



Captain Feilden's Squadron and the pom-pom were sent in front as we were told Feilden had to go fully 40 miles that night. I went with Feilden as the other Squadron were to go with the Camerons who had a doctor of their own. We were all much annoyed at being so long when we had such a march to

Hansard 13 (799)  
TUESDAY, 8 MAY 1979

†Indicates translated version.

For written reply:

A few miles further, a post called Scheer Poort. It is between the Lincolns and we were not going in an ambulance without having got into trouble. Friends, but I afterwards heard that the ambulance had got safely through. We had to leave all our private pack ponies and cape carts here and also the pom-pom and only took a tonga and a cart with surgical equipment. We Officers each put a few rugs in this cart and some tinned meats, butter, etc, but we forgot tea and coffee in the hurry. We watered the horses and had a light lunch and then headed for Pretoria. We marched steadily on, merely waiting to water our horses now and then. I was deadly tired and feverish and towards evening I took quinine and sat in the tonga. The track was so rough that at times I had to hold hard not to be shot out. We did

Black student teachers: bursaries  
626. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

(a) How many bursaries were granted by his Department to Black student teachers in 1978 and (b) what was the total amount granted.

The MINISTER OF EDUCATION AND TRAINING:

(a) 1 667.

(b) R170 270.

post called Scheer Poort we found that sent on the about it as I might their wounded

325

# No rise: Teachers dismayed

16/5/79

THE South African Teachers' Association (SATA), was disappointed by the government's refusal to grant teachers an increase in salary, an association statement said yesterday. The SATA represents 7,500 English-speaking teachers in the Cape Province.

The statement issued to Sapa, said: "Expectations based on statements of the former prime minister and the former Minister of National Education, Dr. P. Koothmo, have not been fulfilled. SATA members question whether teachers now enjoy an advantageous position salary-wise, as alleged by the new Minister of National Education, Mr. W. A. Groenewald. In fact, the salary of teachers has fallen behind that of other professions and the Federal Council of Teachers' Associations, of which the SATA is a member.

"The SATA welcomes, however, the government's setting-up of a special joint committee which will, as a matter of urgency, draw up a memorandum on this issue for presentation to teachers' associations.

"Any talk of confrontation between the government and teachers is unfounded. The SATA supports the Federal Council in its actions and endorses its statement that teachers will not resort to any actions that might be to the detriment of their pupils.

"While teachers are not contemplating any extreme action they will, however, continue to press the government to implement the increases in salary that have been held before them.

"The government would do well to consider the unfortunate consequences on the quality of education in our country if there is widespread unhappiness and discontent in the ranks of the teaching profession." — Sapa

# A man who moulded leaders

By Wellington Sangotsha

**EAST LONDON** — Retired educationist says he is proud to have produced national leaders and still to have enough energy to serve his people.

He is Mr Don de Wet Jojo, 67, of zone nine, Mdantsane. He taught for 40 years.

The leaders he produced include the Ciskei Chief Minister, Chief Lennox Sebe, and Minister of Education, Chief Doyle M. Jongilanga.

Others are Professor Z. Gitywa, senior lecturer at Fort Hare, Dr G. Mbolekwa, who is in Canada, Mr F. A. Bhengu, chief inspector of schools in the Ciskei, Mr L. Ndizi, an education official in the Ciskei and the Rev E. M. Hopa, of the Order of Ethiopia Church.

Mr Jojo attended Healdtown with some of the greatest. Transkei Minister of Transport, Mr W. Mbanga, Mr H. Nabe, dean of students at Fort Hare, Professor W. M. Kware, vice-chancellor of the University of the North and Mr M. Mbete, retired Healdtown principal.

Mr Jojo had produced scores of educationists. They include Mr K. T. Ciliza, principal of Ndumsi Secondary School in Ntabankulu, Mr M. M. Dabula, senior information officer with Transkei Government, Mr Mdingi, a principal at Tsolo, Mr Ngxumza, principal of Pondoland and Mr A. Mzamane, principal in the Orange Free State.

Mr Jojo retired last year while teaching at Dr W. B. Rubusana Training School, Mdantsane.

Mr Jojo was born at Osborn, Mount Frere, where he did primary and secondary education. He matriculated at Healdtown Institution in 1934. He was an outstanding athlete, specialising in 100 metres and relay.

Mr Jojo represented Healdtown in the 100 metres during an inter-collegian meeting at Queenstown in 1933. He was beaten in high jump by the former Transkei Secretary for Health, Dr C. Bikitsha, who later became a high jump champion in Britain.

He was a co-founder of Osborn Secondary School, now upgraded to a high school in the district of Mount Frere. He founded the school with the Rev R. Parsley, of the Methodist Church. Later he was joined by Dr A. Wolheim, who became principal.

There were only two black teachers teaching in post primary schools in Transkei. The other was a Mr Mabuda, who was teaching in a training school in Pondoland.

They started Osborn Secondary School with 31 pupils. At the end of the year the school obtained 100 per cent first class passes.

In 1941, Mr Jojo became principal of Upper Ngxaza Higher Primary School at St Cuthberts. He was recalled by Dr Wolkeim to join the staff of Welsh High School in Duncan Village in 1943.



Mr De Wet Jojo admiring a retirement gift.

He then taught at Healdtown and Forbes Grant in Ginsberg.

From 1949 to 1957 he was an assistant principal of Tshabo Higher Primary School, near Berlin. One of his toughest experiences was the introduction of Bantu Education in 1956. As a result, he left and went to teach at High School in Francistown, Botswana.

Because of the climate he returned after two years. Because of ill health he was out of teaching for six years.

He resumed in 1966 when he taught at Ikwezi Higher Primary School in Duncan Village. Later he was transferred to Ayliff Secondary School, Peddie, now Nathaniel Pania High until 1967.

Mr Jojo went to seek green pastures in Transkei where he remained from 1967 until

1976.

He was principal of Misty Mount Post Primary School, Libode, for six-and-a-half years. He started Mpeko High School, near Umtata and taught there for a year and for three years he taught at Ndema High School, Tsolo before he joined Dr W. B. Rubusana Training School.

Mr Jojo was married to the former Miss Martha Nyengule, a teacher at Mount Frere, who died in 1950. Two daughters were born, Miss Patricia Nompumelelo Jojo, a nursing sister at All Saints, Engcobo and Miss Lumka Jojo, also a nursing sister at Emadwaleni Hospital, Pondoland.

Mr Jojo remarried Miss Rose Mrwebi, a dressmaker. They have three children, Mrs Thobeka Ntsokwana, Monde 24 and Xoliswa, 16.

1126 Nov 3/79

# Constance is back at her alma mater

**C**ONSTANCE Koza organised the interview very well. She looked at her watch, sat me in the sun and told me what she felt I should know. And when that was that, she organised the photographer and told him from which side she looked her best, smiled briefly, stepped into a car and drove away. She's come back to her alma mater, the Inanda Seminary, as principal and my bet is that the school won't be the same again.

Mrs. Koza is the first Black female principal of the seminary founded in 1869 with 19 students. Today there are 370 pupils, ranging in age from 11 to 20 plus; mature students, many of them married, come to the school for secretarial courses. The seminary is run under the auspices of the Assembly of Education committee of the United Congregational Church of Southern Africa.

The new principal looks deceptively motherly and she admits to a positive delight in her grandchildren — "I must have at least one with me," — and a natural pride in her two children's achievements (one is a reporter, the other studying in the USA for her masters in nutrition).

• But Mrs. Koza isn't your ordinary teacher working her way through the serried ranks of the classroom.

Since 1973 she has worked as Director of Inter Church Aid, a division of the South African Council of Churches. In this capacity she raised funds for South African projects, taught mature students on principles of community development and made recommendations to the SACC on welfare and development aspects of church work.

At the same time, she was managing

director of the Development of African Handicrafts (DEVCRRAFT), a scheme whereby small home industries in the rural areas supply three shop outlets with handicrafts.

Now, she says, she's going to return some of the good things she has received from the seminary to the present-day pupils — and she's going to become actively involved in teaching once more.

The woman who went on to obtain a B.Sc in botany, zoology and psychology, a post-graduate diploma in education, an M.Sc in community development, and a Ph.D in education, pending her thesis, puts her achievements down fairly and squarely to Inanda's policy of education.

"The Inanda girl is made to be independent. We were considered to be a bit unfeminine. I remember in particular one of the teachers here who mothered me and I think moulded my life."

Constance was born in Benoni. Her father was a local man — he could practically see the seminary from his birthplace — and her mother was the daughter of a missionary.

Constance has no regrets at turning down the last job she was offered with the United Nations. She was to have co-ordinated women's groups for the 48 African member states of that body and would have lived in Addis Ababa; but the call of Inanda was, she says, strong.

"I've kept on saying I will go back before I die . . . now I'm here and I hope I can have an input in helping these girls to receive what I received. I have cherished the tradition.

"Now I have come back to a more quiet life. I was too stretched before and it behoves my age."

Age or no age (and she looks in pretty good shape) Constance is aching to get things done. She has a few weeks in which to prepare before the girls return to school, to settle herself in.

**Jennifer Crwys-Williams**



CONSTANCE KOZA — Back to Inanda after a varied career.



**International Year of the Child 1979**

SOUTH AUSTRALIA wants to encourage world-wide awareness and involvement of children and their families and feels the best way to do this is by correspondence.

They want to encourage individuals, groups and families to start writing to counterparts elsewhere in the world and anyone interested in this Getting to Know You programme can obtain the address and questionnaire from the International Year of the Child, South African National Commission, P.O. Box 8539, Johannesburg.

# Soweto <sup>325/</sup> <sup>343</sup> short of 350 teachers

About 350 additional teachers are required for Soweto schools, if parents want their children to have a proper education, the regional director for Education and Training in Johannesburg, Mr. Jaap Strydom, said today.

Mr. Strydom said that because of the estimated 350 teacher shortage, all pupils were not receiving proper education and therefore not enough pupils were being turned out to qualify as teachers.

"The vicious circle must be broken if the teacher shortage is to be solved," Mr. Strydom said.

"One possible way of doing this is to make use of fully qualified teachers doing their military service — but the decision is entirely up to the people of Soweto," he said.

IN RAMP VAN BEHEER  
in onder die toesig van n  
1978 bestaan het uit die  
spitaal van die Universi-  
ty, die Adjunk-Prinsipsaal,  
W.H.B. Deem, professor  
i. Wetsh.  
beraad waarvan die  
Kapsstad, ex officio

Die hoofdeel van die Sentrum is om navorsing na die onder-  
linge groepsverhoudinge in Suid-Afrika te bevorder en te  
lei. In die navorsing word ook aandag gegee aan die  
houdinge tussen rasse- en

(Kalfornia), die Administratiewe Assistent, mev. B.J. Chapman.  
Albertyn en n deelyse sekretaresse, mev. B.J. Chapman.  
gedurende die jaar is mej. Norma Cornell en Ruth Ruther-  
ford as tydelike Klerlike assistente en mej. Judith  
Cornell, B.A. (Universiteit van Kapsstad) as deelyse  
navorsingsassistent in diens geneem. Twee ert-

## Helicopters will help the injured

Pretoria Bureau.  
The Transvaal Provincial Administration, executive committee has approved a helicopter ambulance emergency service for its hospitals in a bid to save more lives.

The service will be controlled by the Johannesburg Hospital. The superintendent will decide whether trips are justified.

kampus, waar ons gedurende die laaste vyf jaar gehistories  
was, ontfang. Daarom is bespoedig die bestel van die  
eksterne kantoor in die nuwe gebou van die Sentrum  
Sciences Building op die groote Schuur Campus aasbed.  
Ek wil weersins die Carnegie Corporation en die Algemeen  
Diakonaal Bureau van die Gereformeerde Kerk van die  
Nederland bedank vir hulle gunle ondersteuning van die  
Konstruktiewe Program wat ons in staat gestel het om meer  
personeel aan te stel en om publikasies en werkgroepe te  
finansier. Ek wil ook graag weersins die ondersteuning  
deur plaaslike skenkers, firmas en trusts noem, kort  
nadat die Program gestig is. Hulle hulp het dit moontlik  
gemaak om eilike publikasies gratis te versprei onder  
almal wat in die bevordering van n oop samelewing belang-  
stel.

verpligtinge  
tegenoor die  
Sentrum vir  
Wetsh en  
D. H. Hille  
NORC



289/19  
25% 80  
50  
325

You may not agree with him but you can't ignore him

# Education needs attention

Parents are complaining that their children are assaulted, sworn at and dismissed from schools at Mdantsane, to roam the streets where they commit minor offences.

The parent of a girl, who, for professional reasons, may not be named said she found her daughter in pain one night and asked her what was wrong. The child told her she had been beaten by her class teacher.

The parent said the child's hand was blue and for two days she could not go to school. When the parent told her she was going to write to her teacher and complain, the child pleaded with her mother not to complain, but to say she was sick.

The mother said she complained but the teacher never answered the letter.

Another parent I spoke to told me her child was slapped by his teacher. The teacher told the child that because his mother was a medical sister she expected him to be up to date with all school monies and that the school was not Frere Hospital where the nurses shouted at patients without 50c to pay for medical attention.

She also complained teachers had a tendency to demand money from parents and children for which there was no explanation. If the children did not pay, they were either beaten or sent away from school.

Some teachers were even taking away children's pocket money, the parents said. Children

are beaten on the heads risking eye, ear, face and brain damage.

The plight of those children at farm schools is even worse. Teachers sell feeding scheme biscuits to the children at one cent a biscuit and share the profits.

Children are subjected to insults, beatings, shoutings, in some cases called dogs and the worst type of humiliation an individual can absorb and tolerate.

Because of such treatment children at Mdantsane and on the farms play truant. They are told in no uncertain terms that they are children of amagaba (red-blanketed), and therefore qualify for such treatment.

If these complaints against the teaching profession are genuine, then there is something radically wrong. The source of this trouble can be traced back to a speech made by Dr Hendrik Verwoerd on September 17 1953 in the House of Assembly. I quote from Dr Edgar Brooke's book Apartheid "I just want to add that if my department controls Native education it will know for which type of higher profession the Native can be trained where he will be able to make a living with his knowledge instead of choosing his own path where he cannot find a sphere of activity thus turning him into a frustrated and dissatisfied being.

"But apart from these persons who can serve their own people, there is

## THE LAWRENCE TUTU PIECE

the much greater number of Natives who have to find a future in other forms of work. The latter should have a training in accordance with their opportunities in life, and no department will know better where and how great the opportunities are for the Bantu child in various directions that the Department of Native Affairs.

Dr Verwoerd continues, "Dr I want to add and this is very important — that their education should not clash with government policy. I just want to remind honourable members that if the Native in South Africa today is being taught to expect that he will live his adult life under a quality of equal rights he is making a big mistake. Should the South African Government spend money in order to send into the world an ever increasing number of dissatisfied persons, or should we look for a way of improving racial relations by giving them the chance of development the government's policy is that their opportunity for development should be to serve their own people in the higher spheres as well as in the more humble positions."

In December 1962, Dr W. G. McConkey, writing in the Natal Daily News found that morale among teachers had been depressed by in-

timidation, loss of security of tenure, low salaries and the persistent denial of pensions. Service conditions were deplorable. Teachers were overloaded with children, Dr McConkey found out.

Today 17 years later, conditions have hardly changed. The situation needs urgent attention and the sooner the Department of Education does something about it the better for the children, the teachers, the parents and the blacks as a whole as well as South Africa itself.

To say that teachers "are impatient" is definitely taking it too far and trespassing on their rights and dignity, stretching their patience to the limit. R100 per month for a professional person in 1979? If a survey were to be carried out any time now, it would be discovered that morale was at its lowest ebb among black teachers.

Gerry Allighan in his book, 65th Defendant quotes Peter Ray Nassau as having said when he gave up all hope of success and a better life through honest means,

"What matters with the white man is not what you are, but where you came from."

Allighan goes on to say "with those words he scaled the wall of crime."

In the case of black teachers it seems what matters to the Department of Education is not what the teachers are that is, builders of nation, but where they came from. How can the Department

of Education justify paying a teacher R100 a month as a starting salary in the year 1979?

The private sector are contemplating closing the wage gap but a government department is busy paying professional people starvation wages in 1979. Teachers are parents too. They have their needs and how can they meet them when they are paid "beer" wages in a country of "champagne" standards?

Frustrate the parent and the teacher and you have successfully killed the whole nation. These two are the most important figures in any society as they are moulders of future generations and nations.

\* \* \*

After "conscientiously" my black shoes with black polish the other day, I was going down Oxford Street when I met old apartheid going down the street too dejected, all tattered and forlorn, singing what seemed to me to be his swan-song.

This was his dying rhyme:

"Sing a song of sixpence  
Republic full of whites,  
One to seven black states

Baked in a pie, (I whispered on his ear — "thirteen per cent")

When the pie was opened

The blacks began to flee.

Wasn't that a tricky dish  
To put before the king?"

I laughed and bade old apartheid farewell."

# Special course for unqualified teachers

By MALOSE MATSEMELA

THE DEPARTMENT of Education and Training (DET) is to introduce a correspondence course for unqualified teachers in the urban areas.

This was said yesterday by the Liaison officer of the Department, Mr J A Schoeman. Out of a roll of 29 000 employed teachers, the Department has more than 5 216 unqualified teachers.

Mr Schoeman said the move is to work towards phasing out the problem of unqualified teachers. He said 12 645 students qualified for the primary teachers course in the past three years and 7 070 qualified for a Junior Secondary Teachers course from 1976.

More than 6 320 students will qualify

as teachers at the end of the year throughout the country and the Department expects an increase of 80 000 pupils by next year. But this teacher turnout will not ease the teacher shortage DET pointed out in a previous interview.

## PRIMARY

He added that a special one-year primary course is in operation and requirements are that the unqualified teacher should at least have three years teaching service. The Department has also established adult education centres and classes for teachers who are under-qualified and without qualification for the posts they are holding.

About 24 000 adults throughout the country are presently participating in the adult education programmes.

ACTICE

plant for R60 000  
ded at 12½% p.a.  
ce is granted for  
on the reducing  
and 42% in 19.7,  
and R50 000  
ended 31.12.19.6

count in respect

- a) deferral method
  - b) liability method?
2. Show how the tax charge will be disclosed in the income statement for the year ended 31 December 19.7, assuming
    - a) deferral method
    - b) liability method(assume there are no other items causing timing differences)
  3. How will the answer to 2. be affected by the existence of an extraordinary gain on disposal of a division of the company, amounting to R70 000, all of which was taxable, in the 19.7 financial year?
  4. How does the answer to 3. change if the R70 000 is now a deductible loss, which can be set off against the taxable income from other sources of R50 000? Draw up the income statement assuming the deferral method is used.
  5. Further to Note 4, assume now that the company has a set profit before depreciation of R60 000 in 19.8.

Draw up the income statement for the 19.8 financial year under a) liability method

b) deferral method

Assume the tax rate remains 42%

# Rise for black teachers call

325 RDM. 9/10/79

Pretoria Bureau

THE Teachers' Association of South Africa (Tasa) has called for an overall improvement in salaries of black teachers to enable them to improve their standard of living.

In a recent statement by the Tasa president, Mr P C Samuels, (formerly of the South African Indian Teachers' Association), criticised discrimination of teachers' salaries based on race. Salaries paid to teachers should be commensurate with effort and worth, he said.

He said some respectability would be restored to the teaching profession if the implementation of the principle of the rate for the job became a reality.

Mr Samuels called for parity in salary for all teachers, grade for grade, a realistic minimum salary for teachers in the lowest grade and a satisfactory restructuring of teaching posts.

"The Teachers' Association of South Africa is firm in its

belief that no teacher, notwithstanding that he or she may be without professional paper qualifications, should be paid a salary less than R3 000 per annum," Mr Samuels said.

On salary parity, Mr Samuels said male and female teachers should be paid on the basis of the rate for the job and not on the basis that male teachers should earn more as they were chief breadwinners.

He said the question of paying realistic minimum salaries to teachers in the lowest grade had to receive the immediate attention of the Public Service Commission.

Mr Samuels disclosed that on post structure the most important matter was that of restoring the position of the senior teacher to that of promotion post holder.

"This would ensure a better teaching service and greater opportunity for higher emoluments for many teachers," he said.

GENERALLY ACCEPTED ACCOUNTING

APPLIED EXAMINATION

QUESTIONS

DEFERRED TAX

- A. Alpha Limited acquired an interest in a plant on 1 May 19.6. Depreciated straight line. A 25% initial tax purposes, wear and tear balance. Tax rates were 4 and taxable income amounted respectively, for the financial years 19.6 and 19.7
1. What is the balance on deferred tax at 31.12.19.7,
  - a) deferral method
  - b) liability method?
2. Show how the tax charge will appear in the income statement for the year ending 31.12.19.7 assuming
  - a) deferral method
  - b) liability method  
(assume there are no timing differences)
3. How will the answer to 2. be affected by an extraordinary gain on disposal of a company, amounting to R70 000 in the 19.7 financial year?
4. How does the answer to 3. change if the loss, which can be deducted from other sources of income, is included in the income statement assuming the loss is incurred in the 19.6 financial year?
5. Further to Note 4, assume now that the profit before depreciation of the plant is R100 000 in the 19.6 financial year.

Draw up the income statement for Alpha Limited under a) liability method

b) deferral method

Assume the tax rate remains 42%

# Army teachers 'a last resort'

By SAM MABE

EVEN if Soweto parents accepted the use of national servicemen to ease the teacher shortage problem in Soweto schools, such servicemen would be used only as the last resort and with the approval of the Secretary of Education and Training.

Mr Gerard Engelbrecht, public relations officer for the Department of Education and Training, said this week that the procedure on the employment of national servicemen had not yet been clarified when several of them were asked to help at Alatang Secondary School in Kaitshong.

"The idea to use those servicemen was taken at local level and it worked out very well because we have not had any complaints from parents, students or even the black teachers," Mr Engelbrecht said.

"But," he added, "the department does not foresee the mass use of national servicemen in the future. It is only on a temporary basis to solve the immediate problem. If the need arises and if no other alternative is available, consultation will be made with parents, the army and at high level with this department to use the army to ease the serious shortage," Mr Engelbrecht said.

He said at the moment his department did not know whether parents were for or against the use of the national servicemen. Even if they were, the Secretary of Education and Training would give his approval only after satisfying himself there were no alternatives.

A few weeks ago Mr Jaap Strydom, Regional Director of Education, said that a shortage of about 350 teachers in Soweto secondary schools. Mixed feelings from various sections of the population in Soweto and on the Reef were revealed in a survey carried by a Johannesburg morning newspaper. Top Soweto educationists rejected the idea completely.

325/14/10/79  
Sundberg for

3 25/6 Sunday Post 325 29/10/79

# TAC TO FORM RESEARCH BODY

By ZWELAKHE SISULU

THE Soweto Teachers' Action Committee (TAC) is to form a Council for Black Education and Research, it was revealed this week.

It is envisaged that the council will be an all-embracing planning and research education unit that will also initiate community learning programmes.

The TAC plans to have an inaugural meeting of the council at the beginning of November.

Although a brainchild of the TAC, the council will ultimately become an independent unit which will address itself to black education and research nationally.

The steering committee of the council includes



Mr Curtis Nkondo

Mr T W Ramabule, Mr Fanyana Mazibuko, Mr Curtis Nkondo, Professor Es'lie Mphahlele, Mr Nathan Molpe and Mr Nick Mogatu.

A document prepared by the steering committee states: "Education

has become a subject of the gravest concern among blacks in South Africa since June 1976."

Black professional people, the document said, had in the past been engaged in the sheer effort of survival and had not made themselves heard in matters which required expert opinion.

"We have been a subject for research among white scholars who have invariably discovered in us a mine willing to be excavated and to yield treasures of information."

Whites had produced text books for study at black schools, some of which "have been loaded or tinged with a sense of superiority, even with racism".

The objectives of the council will be:

- To collect information concerning education in South Africa and to document such information.
- To evaluate existing educational theories and practices in South Africa.
- To conduct research into other areas of black education and to evaluate existing textbooks and prescribed books.

One of the council's major tasks will be to initiate programmes for informal education in the community and seminars for teacher upgradings.

This whole programme should help us build up a resource centre that will enable us to speak with authority on education from which point black researchers will be trained in cycle after cycle."

# Big deductions hit teachers' pay



Mr Dlamlenze

000  
a.  
for  
g  
7,

BETWEEN R5 and R30 was deducted from October salaries of all Soweto school principals, teachers, clerks and secretaries employed by the Department of Education.

The deductions, which sparked anger among them, were classified as the "PF Salary Deduction for Temporary Teachers". This was reflected in the pay slip of all those who got their pay on Monday.

A spokeswoman for the Meadowlands Zulu School Board said the staff there were surprised by the deductions.

She said the deductions were not explained. She immediately telephoned the general secretary of the African Teachers Association (Atasa), Mr H S Dlamlenze, to ask about the deductions.

She was told that a

## By IKE MOTSAPI

meeting of all teachers would be called.

Mr Dlamlenze confirmed this. He said the matter would be discussed and a Press statement released tomorrow.

The Deputy Regional Director for Soweto and Alexandra Schools, Mr G White, said he was not aware of such deductions.

He "presumed them to be for pension since all teachers would be employed by the Government, as from January next year".

He referred **POST** to charge will be disclosed in the Pretoria, for the year ended 31 December 19.7, assuming

A Mr Scholtz of the Department of Education and Training in Pretoria said the deductions were for pension fund. He said all teachers had been put on the temporary pension fund.

amounted to R45 000 and R56 000 the financial years ended 31.12.19.6

e on deferred tax account in respect .12.19.7, assuming

method

method?

a) deferral method

b) liability method

(assume there are no other items causing timing differences)

3. How will the answer to 2. be affected by the existence of an extraordinary gain on disposal of a division of the company, amounting to R70 000, all of which was taxable, in the 19.7 financial year?
4. How does the answer to 3. change if the R70 000 is now a deductible loss, which can be set off against the taxable income from other sources of R50 000? Draw up the income statement assuming the deferral method is used.
5. Further to Note 4, assume now that the company has a set profit before depreciation of R60 000 in 19.8.

Draw up the income statement for the 19.8 financial year under a) liability method

b) deferral method

Assume the tax rate remains 42%

# PETITION TO HOUSE TEACHERS

By CHRIS MORLEY  
THE shortage of housing for certain Soweto teachers has led to the formation of an organisation whose aim it is to find houses for teachers.

The organisation is the brainchild of Soweto Community Councillor Martha Taylor. It was started in August when circulars were sent to those teachers who were occupying cottages on the school premises to vacate them by the end of September. It is known as the Soweto Teachers Housing Association and has more than 195 affiliated members.

On Sunday the association held a meeting at which

it was decided to sign a petition to send to the Department of Education and Training. The purpose was to make the department aware of the number of teachers who had accommodation problems and that something had to be done to help them.

21/10/79 Mrs Taylor also announced that some teachers had not submitted their identification numbers and departmental numbers. She appeals to them to do so at their earliest convenience.

She said teachers crowded her home every morning seeking information and advice on the question of accommodation. They had expressed their support for whatever action she would take to get them houses.

# Black teacher crisis as enrolments soar

8/11/79.



325

The need for more and better qualified black teachers has reached crisis point, because of an unexpected black pupil "explosion."

The Department of Education and Training's national intake of first year primary-school children has a fairly steady growth rate of about four percent. But the senior school intake grew by about 14 percent this year and the standard 9 intake by 114 percent.

"These statistics show what can only be called a pupil explosion," said a spokesman for the department in Pretoria.

This year the department has 32 000 matric candidates, registered throughout the country, including the black states. Next year, if pass rate

figures remain standard there will be about 50 000 matric pupils.

In Soweto alone 350 additional teachers are needed for next year. Mr J Strydom, regional direc-

The department is trying to lower the ratio by two pupils a year and since 1968 has reached its annual target.

Several factors explain the mushrooming of pupil

with a transitional year spent in primary school to prepare pupils for high school, was changed to a 12-year system.

The transitional year fell away and this year

lowered last year from seven years to six year and nine months, and this year it was set at six years six months. Each year it will be lowered by three months, until age of six, which is age at which white children enter Grade 1.

This will contribute to even greater demands on any black education department because children reaching standard 11 will be too young to enter the job market and will go to high school. With current drop-out rates, many children leave primary school to go to work.

An increased awareness among black parents of the need for higher school qualifications, coupled with the abandoning of the unpopular Bantu Education system, has resulted in new interest in schooling.

The Bantu Education system was regarded with suspicion and since the establishment of the Department of Education and Training, prejudice against black education is gradually being removed, according to Mr R L Peteni, president of the African Teachers' Association of South Africa.

It is not entirely fair to blame the Department of Education and Training for the teacher crisis, said Mr Peteni.

"It was impossible to predict this kind of pupil growth rate. The 1976 riots contributed to the explosion with school pupils returning to school to complete their education after being away for a few years.

"Their return has put pressure on standard 9 and 10 teachers, but their presence is only one of the factors involved.

"There is also an unpredictable drop-out rate of pupils who start school and leave as early as standard 1, who can re-

## Report by SHERYL RAINE, Education Staff, Pictures by MOROE MOSIMANE

tor of the Department of Education and Training in Johannesburg, pointed out, however, that this figure reflected not a "shortage" of teachers but a need for better qualified teachers and to lower teacher/pupil ratios.

At present this ratio stands at a national average of one teacher to 46 pupils. But in some areas there are as many as 60 pupils to one teacher and in others as few as 25 pupils to a teacher.

numbers in standard 9, junior and senior schools and the suddenness of the teacher crises.

"South Africa has suffered a general population explosion, and this, coupled with certain changes in our black education policy and irregular school attendance after the 1976 riots has resulted in unpredictable schooling needs," said the departmental spokesman.

In 1975 the 13-year black education system,

the resulting pupil "bulge" reached standard 9, thus accounting for a 114 percent growth rate in that class.

Although this bulge is expected to even out next year, the number of pupils entering matric will reflect an unnaturally high growth rate and the department does not expect the number of pupils entering standard 9 to drop substantially in 1980.

The entrance age of black school children was



!! smiles . . . and the entrance age for black school children will be the same as that for white children next year. This will contribute to even greater demands for education.





Eager to learn, and thousands more in the pipeline. "It was impossible to predict this kind of pupil growth rate," said a spokesman for the Department of Education. "We can only describe it as an explosion."

turn to school unexpectedly later."

In high schools with 20 teachers, four at the most were qualified to teach at matric level, Mr Peteni said.

Only 14 per cent of all black teachers have qualifications comparable to those of white teachers, a problem which is being tackled with in-service training programmes for teachers and a national adult education policy which has as its first priority the upgrading of teachers' qualifications.

Within the next two years, the Education Department hopes, the minimum school qualification for trainee teachers will be raised to matric level. At present the minimum school qualification required to enter teacher-training courses is Standard 8.

But according to Mr Peteni, these measures are not enough.

As is the case in white teaching circles, the best black graduate teachers and top college graduates are lost to commerce and industry, where salaries and conditions of service are better than those in the teaching profession.

"The teaching profession needs to be upgraded. Changes are being made but salaries and service conditions need to be improved," said Mr Peteni.

"It is not always possible to train underqualified teachers who've been teaching for years to abandon outdated, inefficient techniques and to upgrade their teaching standards."

The use of soldier teachers has also been discussed. Black leaders

recently suggested that teachers in uniform be sent into Soweto to alleviate the shortage.

The Department of Education and Training has denied that it intended to send soldiers into Soweto classrooms but it is not averse to the idea in other areas as long as there are insufficient black teachers available, no objections from the local population and the Defence Force can spare the qualified servicemen.

"There is no political motive in employing servicemen in black schools," said the department's spokesman. "They are there unarmed, in uniform, to teach."

Mr Peteni, however, says there are still widespread rumours in black communities that the soldiers are there to "keep

an eye on black pupils" after the 1976 unrest.

"There are rumours that the soldiers are there in case of an emergency. It is quite frightening for the children and although the teachers are doing a good job I believe their presence upsets the children psychologically."

Although black education departments cannot be blamed entirely for the teacher shortage or poorly qualified teachers, the blame definitely lies with the government, according to leading educationist, Dr Franz Auerbach.

"Black education departments have done as much as they could with

limited resources. But departmental planning is always circumscribed by money from the Treasury," he said.

"The government has neglected black education financially, particularly from 1955 to 1965, and the effects of this neglect will be difficult to overcome in the short term."

"You cannot produce well-qualified matriculated teachers in less than 14 years and 14 years ago black education was actually hampered by a lack of funds."

"Today we are reaping a teacher crisis sown by an accumulation of financial neglect."

# 'Top staff lost'

# Teachers <sup>325</sup> to be paid <sup>8/11/79</sup> after they <sup>Box</sup> explain'

By Mathatha Tsedu  
THE Makgato teachers who did not receive their last month's pay will only be paid after submitting leave forms and valid reasons why they were not working during October, according to the Le-bowa Minister of Education, Chief M M Marikane.

The Minister said in an interview yesterday over the fate of the estimated 14 teachers from the Makgato village who refused to move to Kromhoek during last month's forced removals in the area.

He said the teachers should report to the circuit office and fill in leave forms.

Reasons should be furnished why they could not work last month and on the recommendations of the Circuit Inspector, they shall be paid accordingly.

Teachers interviewed by POST contend that they had worked at the Ramogopa circuit office duplicating question papers during the last three weeks of October. This was confirmed by an official at the circuit office.

The Chief Education Inspector, Mr F Ledwaba, said the teachers salaries had been withheld because they had not been working during October.

One teacher, when told of the Minister's stand yesterday, said it was amazing how people who were well 'fed' could play around with the salaries of those who were victims of situations beyond their control.

once Bureau  
icans were not  
estimated that  
registered for

The standardised mortality rate provides a single figure for the mortality experience of a population which can only be fully expressed in terms of a series of age specific death rates. The SMR is calculated by multiplying all the age specific mortality rates in the observed population by the corresponding numbers in the standard population, adding the number of deaths so obtained and dividing the total standard population. While this figure is independent of the age structure of the observed population, the choice of the standard population will affect the weighting given to the deaths in the various age groups. The choice of an underdeveloped population as a standard will give great weight to infant deaths and little weight to deaths among the elderly, while a developed standard population will reverse the position. The choice of standard population affects the ranking of the mortality between the observed groups. There is no 'true' answer. As the Duke of Wellington said: 'There are lies, damned lies, and statistics'!

Infant mortality rates are summarised in Fig. 3. Once again, difficulty is experienced in obtaining data for Africans. Birth statistics for Africans are not published by the central government. The various medical officers of health<sup>9</sup> have estimated the infant mortality rates for their urban areas. These show considerable variation. (See also ref.15). A mean figure and the range are given in Fig. 2. These *de facto* figures should be interpreted with caution as sick infants are often brought to the cities from rural areas. An indication of the situation in the rural areas is given by a sample survey carried out in Cape Town and Transkei among Xhosa-speaking Africans.<sup>12</sup> An increase in infant mortality was observed with decreasing urbanisation, the figure for the completely rural areas being of the same magnitude as those parts of the world devoid of medical services. Fig. 4 summarises the age specific mortality rates of

1. Crude Mortality Rates.
2. Standardised Mortality Rates. Two standard populations were used: England and Wales representing a developed population and Mexico 1960 for a developing one.
3. Age and Cause Specific Death Rates. Calculated mainly in five year age groups for the seventeen major divisions of the eighth revision of the International Classification of Diseases (ICD).
4. Proportions of Causes of Death.
5. Infant Mortality Rates.
6. Expectation of Life. Calculated for 1970, the last census year.
7. Competing Mortality Risks.<sup>8</sup> This is the mortality experience of a population under the hypothetical conditions which would exist if a particular cause of death were eliminated. It gives an indication of the relative effect of that cause on the expectation of life.

The calculation of rates involves a knowledge of the base population age specific population. No official estimates of this are available for inter-censal years. For whites, Asians and 'coloureds', the 1970 population has been projected forward using the age specific survival rates from 1970 and taking into account the actual births and deaths in the 0-4 age group. Allowance was made for migration.

For Africans, a different procedure was adopted as a population figure for only part of the country was required. The 1970 age distribution<sup>10</sup> by magisterial district was used, the numbers being adjusted by the 1974 gross population estimates by economic region.<sup>11</sup>

# PAY PUZZLE FOR CISKEI TEACHERS

## KING WILLIAM'S TOWN

Some teachers in the Ciskei are in a quandary over salaries.

They say some of them were expecting more than R1 000 in back pay at the end of November but received even less than their normal salaries.

The teachers mostly affected are principals, deputy principals and heads of divisions.

But the secretary for Education, Mr K. B. Tabata, said in an interview it was incorrect to say the teachers had been promised big salary increases and instead of getting them, had their normal salaries cut.

He said the review of salary scales on the notch-for notch basis was designed to benefit assistant teachers in the main and not teachers in other categories (principals, deputy principals and heads of divisions).

"The principals, deputy principals and heads of divisions received salary increases in April, while the other teachers' scales were not reviewed," he said.

"It can't be true that some teachers have had a cut in their salaries, but if there are such cases, it is because some teachers were overpaid and the department was deducting from their salaries to rectify the matter," Mr Tabata said.

But even in that case, those affected were notified in advance when

their salaries were to be cut as a result of overpayment is normally recovered over a two-year period.

A couple of principals who say they have had a salary cut said they had never been overpaid and when they wanted to find out why their salaries were cut (by half in one case), they were told by clerks in the Finance Department the computer had given out wrong figures.

"There have been several cases where the computer was blamed for wrong salary cheques," one man said, "but it is ridiculous to blame the machine as it is fed data by the clerks."

"If anyone was wrong, it was the clerks who manipulated the machine and it can't be vice versa," he said.

One principal said school heads in the urban areas "with the same responsibilities as Ciskeian principals," received close to R2 000 at the end of October, which included back pay.

"We were told we would receive the same but when we received our salaries on November 20, they were not only minus the back pay but had also been cut," he said.

The teachers stressed they had never been overpaid and the cuts were not deductions for overpayment, "besides, our salary advice slips would have indicated as such, but that was not the case."

By ERNEST  
NKABINDE

**TEACHERS** are advised not to criticise the Department in the Press and in public whenever they have complaints against the Department.

This was said by Mr G Engelbrecht, the Press officer of the Department of Education and Training, when he addressed a conference organised by the Transvaal African United Teachers Association at Sebokeng theatre.

"Teachers should not criticise the Department in public or in the Press if they have some complaints against it," he said. A wrong report about the leak on the examination question papers had appeared in **SUNDAY POST** and he had notified the news editor about it. Mr Engelbrecht said he could not elaborate on the matter as it was now in the hands of the police for investigation.

## Keep complaints out of Press, teachers told

Mr Engelbrecht said the new Education Act could bring may changes to the old Bantu Education Act of 1953. He said the new Act will make provision for compulsory education and free books will be supplied gradually in some areas. The Act will also provide pre-school, nursery school and health services.

The Department will introduce housing loans for teachers who qualify for it after five years service.

The Minister will have powers to appoint, promote and discharge a teacher if found guilty on misconduct.

Reasons will be given in cases of dismissal.

Teachers will be able to appeal against dismissals. He said a teacher will work on a twelve months probation period instead of the present 36 months. He further said that teachers who wish to resign will have to give written notice three months before resigning.

Mr Engelbrecht said the School Board will terminate its existence at the end of the year and each school will in future have its own school committee. He said the Government will now build schools, a job previously done by Administration Boards. He added that the Minister has powers to dismiss a teacher on a 24 hours notice basis.

Post 12/12/14

256

217

335

TABLE I

MORTALITY RATES FOR THE 17 MAJOR DIVISIONS OF THE ICD (8th REVISION)

(Note: There are no tables for divisions V, XI, XII, XIII because of the small numbers in each of these categories).

I  
INFECTIVE AND PARASITIC DISEASES

	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,17	0,13	0,00	0,21	0,06	0,16	0,04	0,06
1-4	0,03	0,07	0,07	0,00	0,07	0,05	0,03	0,04
5-24	0,09	0,05	0,07	0,05	0,06	0,04	0,05	0,04
25-44	0,26	0,33	0,21	0,26	0,54	0,56	0,34	0,36
45-64	3,01	2,58	1,47	2,19	5,10	2,68	2,32	1,91
65+	12,24	7,26	4,70	5,27	12,59	7,51	6,16	4,10
ALL	1,41	1,21	0,36	0,47	1,25	0,95	0,65	0,45
NO.	2920	2522	126	1				

II  
ENDOCRINE, NUTRITIONAL

	W		A		C		B	
	M	F	M	F	M	F	M	F
0-1	0,09	0,05	0,06	0,21	2,27	1,68	2,31	1,96
1-4	0,03	0,01	0,00	0,05	1,27	1,08	1,02	1,29
5-24	0,01	0,01	0,01	0,01	0,01	0,01	0,02	0,02
25-44	0,02	0,02	0,08	0,08	0,08	0,05	0,06	0,07
45-64	0,09	0,12	0,39	0,88	0,28	0,42	0,24	0,61
65+	0,39	0,59	1,61	2,59	0,81	1,28	1,04	1,44
ALL	0,05	0,08	0,12	0,18	0,28	0,26	0,22	0,33
NO.	114	173	43	63	316	307	455	530

Teachers  
can  
criticise  
but

THE liaison officer for the Department of Education and Training, Mr G Engelbrecht, yesterday pointed out that he told a meeting in the Vaal at the weekend that teachers could criticise the Department, but at meetings convened by a recognised teachers body.

There would be no problem if complaints voiced at such a meeting were reported if a Press representative was present. Mr Engelbrecht also pointed out that he thanked POST for the uncovering of the examination paper leakage, but criticised SUNDAY POST for a story it had published that hundreds of students would not be able to write examinations.

Concerning teachers' probation periods, Mr Engelbrecht said there was no probation period at the moment but under the new Act it would be at least 12 months but not more than 36 months.

He said he had also told the teachers that the Minister of Education and Training, Mr F Hartzenberg, would decide on the fate of school boards and did not categorically state that they had been discontinued.

On temporary teachers he said they can give 24 hours notice.

NO. 399 315 198 159 3792 3146 3472 2593

# Teachers claim 'favouritism'

625 28/56 14/12/79

**BLACK teachers are bitter over the alleged preferential treatment of white university students at marking centres by the Department of Education and Training.**

The teachers made certain allegations against the DET and claimed that they were getting a raw deal during the marking of scripts of black students writing Standard Eight and Standard Ten examinations controlled by the Department.

The complaints included, among others, the turning down of most applications by black teachers to mark the scripts in preference to white students from the University of Pretoria, two of whom are sons to one of the Department's senior white officials.

They further accused the authorities of limiting the number of scripts to be marked by each black teacher to 550 while the white students were allowed to mark up to 1 000 scripts; students were paid a subsistence allowance of R15 a day while black teachers received only fifty cents a day; and that Government cars were made available to the students while they were "forced" to use public transport.

Other allegations were that Transkeian teachers had come to the marking centres in large numbers while the Transkeian scripts were no longer marked in the Republic.

The teachers further complained of a senior white official who had brought along his two sons to mark religious education scripts.

The DET's examinations officer, Mr W F Botha, said that the Department received thousands of applications from the black teachers for about 200

ed that certain criteria were applied in the appointment of examiners and that the best possible examiners were being appointed by the Department to ensure that good standards in the marking of scripts were maintained.

The qualifications, experience and past performance in marking by applicants was always taken into consideration, he said.

## SATISFIED

Those white students which were appointed to mark scripts were appointed because they satisfied the requirement of the Department and Mr Engelbrecht said that wherever possible black teachers were to be appointed instead of whites.

Mr Engelbrecht said that the two sons of the white senior officials were appointed by black chief examiners, Rev Ntuli and Mr Mosala, to mark religious education scripts because teachers who were appointed did

not turn up on the first day of marking.

Other points made by Mr Engelbrecht were the following:

• White students were paid R15 subsistence allowance because black teachers were accommodated at the various marking centres at the Department's cost:

• Transkeian Std 10 papers were marked in the Republic. The examiners had to be trained so that they could control their own examinations in future.

cannot take all of them. Most of them had to be turned down."

## RESTRICTED

The Department's education planner, Mr H C Wallis, added that the examiners were restricted to the appointment of a certain number of markers and that "logically, only a few could be appointed as markers."

The DET's chief public relations officer, Mr G Engelbrecht, denounced all the allegations against the Department as rumours which were "malicious, devoid of truth and an effort to cast doubt on the integrity of the Department."

"The Department considers certain allegations in connection with the administration of the marking of scripts in a very serious light," Mr Engelbrecht said.

Mr Engelbrecht explained

## Call for higher trained teachers

transa  
pure e  
pressur

secure the tax benefit,  
are clouded by accounting

### 2.3.4 Balance

Hendrik

ions to

being un

LIFO for

assuming

meaningl

inventor

The appar

reveals a

there is

capital p

THE problem in the West-  
ern Cape was not to find  
more teachers, but to im-  
prove the qualification of  
those already employed in  
the local schools. Mr D H  
Owens, the regional direc-  
tor of the Department of  
Education and Training,  
said at the monthly Com-  
munity Council meeting  
at Guguletu yesterday.

He was replying to a  
motion by councillor Mr S  
S Msengana that teacher's  
training facilities be  
created in the Western  
Cape.

Mr Owens said opportu-  
nities had been created for  
teachers to improve their  
academic qualifications by  
attending classes at the  
Langa Adult Educational  
Centre or by registering  
with the University of  
South Africa.

More than 200 teachers  
studied at the centre this  
year.

He said he was aware  
that applicants from the  
Western Cape had been  
refused admission at train-  
ing colleges in Ciskei, that  
was why the department  
had decided to erect a  
training college for  
teachers at Fort Beaufort

ne of the principle object-

entories are consistently

fter the application of

inventory valuation,

y prices, tends to become

misstates the current

O on working capital

ure whereas in real terms

thening of the working

### Example 6

LIFO is applied for the first time during the current year  
and the LIFO adjustment (being the difference between the  
FIFO valuation and LIFO valuation of end of year inventory)  
is R10. The tax rate is 40%. Assume a bank balance of  
R20 and that tax is paid therefrom.

325

TEACHERS - African

1-1-80 - 31-12-80



STANDARD CONDITIONS

# Teacher crisis

By PAULINE BUTHELEZI

**FEARS** that there might be a critical shortage of black teachers with the growing school population has made the Department of Education and Training hold thumbs for nearly 7 000 student teachers who wrote their examinations last year.

And the Johannesburg Region of the department has also given an assurance that there is no intention of using white army trainees to alleviate whatever shortages there may be.

As reported in POST yesterday the school population is expected to reach a massive 1.5 million. It was feared that these might be hampered by the shortage of qualified teachers.

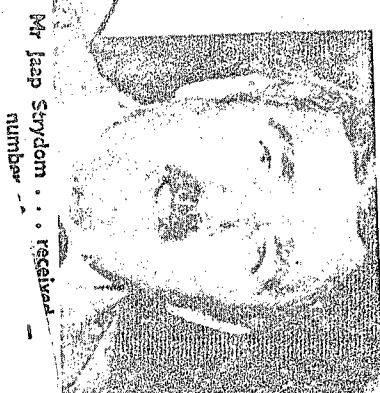
In an interview with POST, Mr Jan Strydom, director for Johannesburg, said the department had hard Engelsbrecht, said they were optimistic that they might bring the teacher ratio down to about 43 students to a teacher. "Since 1968 the ratio decreased from 38 — 1 to 45 — 1 last year. We hope this will come down by another two this year," he said.

According to Mr Engelsbrecht the results will be announced in two weeks. He said of the 500 teachers who had resigned after June 1976, about 200 have re-applied. Some have gone to other areas.

Another promising factor was the increased output of matriculants which the department hopes will help to raise the entry qualification to training colleges in about two years. The department was also hoping that a large percentage of the matriculants would join the teaching profession.

Mr Jaap Strydom, regional director for Johannesburg, told POST that he had received a promising number of applications for posts in his region. He was emphatic that army trainees would not be used to cope with the shortage at any stage.

## Department is holding thumbs



Mr Jaap Strydom... received number...

C

M	133,70	119,0
F	17,22	16,2
	2,26	1,2
	8,86	4,96
	24,27	17,87
	96,90	71,79
	14,62	11,00
	16632	12847

THE African Teachers' Association of South Africa (Aatasa) this week resolved at its annual national conference to upgrade their participation in decision-making for black education.

He said the large class sizes in black primary schools made it practically impossible for the teacher to give individual attention to the pupil and thereby lay a solid foundation. Such overcrowd-

... of causes of death  
... Mortality Rates.  
... of Life. Calcula  
... Mortality Risks.<sup>8</sup>  
... under the hypothe  
... cause of death we  
... relative effect of th  
... of rates involve  
... relation. No offici

ant Mortality Rates. Calculation of Life Expectancy under the hypothesized particular cause of death was the relative effect of the calculation of rates involved in a population. No official

Inf  
Exp  
Com  
pop  
par  
of

4.  
 5.  
 6.  
 7.  
 The

affect the weight  
 choice of an un-  
 weight to infant  
 a developed stan-  
 standard popula-  
 ved groups. Th  
 'There are lies,

He said the large class sizes in black primary

schools made it practically impossible for the teacher to give individual attention to the pupil and thereby lay a solid foundation. Such overcrowding was crippling to the

causes of death rates. Life. Calculating Risks.<sup>8</sup> For the hypothesis of death we the effect of the rates involve. No official

Calculation of

4. FI  
5. In  
6. Ex  
7. Co  
po  
pa  
of

The ca  
speci

ting given to  
derdeveloped  
eaths and litt  
ard population  
on affects th  
e is no 'true  
damned lies,

fect the weight  
choice of an und  
t to infant de  
developed standa  
standard populati  
groups. There  
re are lies, d

I affe  
cho  
right  
a dev  
stan  
ved g  
'Ther

**tunities for education should be made equal for all children from pre-school stage right up to**

the highest levels of education. "As things are in South Africa the black child suffers the disadvantages of language problems, uninspiring homes, and school environment,

He said it was wrong to retard him further with the disadvantage of lack of pre-school facilities."

Figure 1

d devoid of  
lity rates of

ses

part  
age s  
nal

the 'd

pared  
category  
proper  
communi-  
the wh

mount  
ese da  
a group

ces to A  
of mortal  
oureds' a  
specific

coloured,  
developed,  
all diseases  
-s also o  
and condit  
-des some

ity (19,55  
m and cer  
Within th  
eases and  
reloum-

n) to the  
ig. 5.  
ity with  
0%) and N  
g of major

503

processes is essential; and the division will have to be more fine the more discriminating public decisions can be. 10

The results of programme budgeting may be valuable in themselves, although the mere procedure does not necessarily ensure that better decisions will be made. Their potential is realised only if there follows an assessment of the value of expenditure in each programme.

## 2.2 Programme Evaluation

Methods of evaluation range from simple procedures for looking at costs, where the conclusions are left largely to intuition, to highly complicated processes which present more or less clear-cut solutions. For these more precise methods, most of the value judgements have to be made explicitly in advance. Some points on the spectrum between these two extremes are analysed below.

## 2.3 Looking at Expenditure

Basically, one is looking for inconsistencies. It was noted that a logical axiom, basic to economics, is that a rand should yield approximately 4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000-1001-1002-1003-1004-1005-1006-1007-1008-1009-1010-1011-1012-1013-1014-1015-1016-1017-1018-1019-1020-1021-1022-1023-1024-1025-1026-1027-1028-1029-1030-1031-1032-1033-1034-1035-1036-1037-1038-1039-1040-1041-1042-1043-1044-1045-1046-1047-1048-1049-1050-1051-1052-1053-1054-1055-1056-1057-1058-1059-1060-1061-1062-1063-1064-1065-1066-1067-1068-1069-1070-1071-1072-1073-1074-1075-1076-1077-1078-1079-1080-1081-1082-1083-1084-1085-1086-1087-1088-1089-1090-1091-1092-1093-1094-1095-1096-1097-1098-1099-1100-1101-1102-1103-1104-1105-1106-1107-1108-1109-1110-1111-1112-1113-1114-1115-1116-1117-1118-1119-1120-1121-1122-1123-1124-1125-1126-1127-1128-1129-1130-1131-1132-1133-1134-1135-1136-1137-1138-1139-1140-1141-1142-1143-1144-1145-1146-1147-1148-1149-1150-1151-1152-1153-1154-1155-1156-1157-1158-1159-1160-1161-1162-1163-1164-1165-1166-1167-1168-1169-1170-1171-1172-1173-1174-1175-1176-1177-1178-1179-1180-1181-1182-1183-1184-1185-1186-1187-1188-1189-1190-1191-1192-1193-1194-1195-1196-1197-1198-1199-1200-1201-1202-1203-1204-1205-1206-1207-1208-1209-1210-1211-1212-1213-1214-1215-1216-1217-1218-1219-1220-1221-1222-1223-1224-1225-1226-1227-1228-1229-1230-1231-1232-1233-1234-1235-1236-1237-1238-1239-1240-1241-1242-1243-1244-1245-1246-1247-1248-1249-1250-1251-1252-1253-1254-1255-1256-1257-1258-1259-1260-1261-1262-1263-1264-1265-1266-1267-1268-1269-1270-1271-1272-1273-1274-1275-1276-1277-1278-1279-1280-1281-1282-1283-1284-1285-1286-1287-1288-1289-1290-1291-1292-1293-1294-1295-1296-1297-1298-1299-1300-1301-1302-1303-1304-1305-1306-1307-1308-1309-1310-1311-1312-1313-1314-1315-1316-1317-1318-1319-1320-1321-1322-1323-1324-1325-1326-1327-1328-1329-1330-1331-1332-1333-1334-1335-1336-1337-1338-1339-1340-1341-1342-1343-1344-1345-1346-1347-1348-1349-1350-1351-1352-1353-1354-1355-1356-1357-1358-1359-1360-1361-1362-1363-1364-1365-1366-1367-1368-1369-1370-1371-1372-1373-1374-1375-1376-1377-1378-1379-1380-1381-1382-1383-1384-1385-1386-1387-1388-1389-1390-1391-1392-1393-1394-1395-1396-1397-1398-1399-1400-1401-1402-1403-1404-1405-1406-1407-1408-1409-1410-1411-1412-1413-1414-1415-1416-1417-1418-1419-1420-1421-1422-1423-1424-1425-1426-1427-1428-1429-1430-1431-1432-1433-1434-1435-1436-1437-1438-1439-1440-1441-1442-1443-1444-1445-1446-1447-1448-1449-1450-1451-1452-1453-1454-1455-1456-1457-1458-1459-1460-1461-1462-1463-1464-1465-1466-1467-1468-1469-1470-1471-1472-1473-1474-1475-1476-1477-1478-1479-1480-1481-1482-1483-1484-1485-1486-1487-1488-1489-1490-1491-1492-1493-1494-1495-1496-1497-1498-1499-1500-1501-1502-1503-1504-1505-1506-1507-1508-1509-1510-1511-1512-1513-1514-1515-1516-1517-1518-1519-1520-1521-1522-1523-1524-1525-1526-1527-1528-1529-1530-1531-1532-1533-1534-1535-1536-1537-1538-1539-1540-1541-1542-1543-1544-1545-1546-1547-1548-1549-1550-1551-1552-1553-1554-1555-1556-1557-1558-1559-1560-1561-1562-1563-1564-1565-1566-1567-1568-1569-1570-1571-1572-1573-1574-1575-1576-1577-1578-1579-1580-1581-1582-1583-1584-1585-1586-1587-1588-1589-1590-1591-1592-1593-1594-1595-1596-1597-1598-1599-1600-1601-1602-1603-1604-1605-1606-1607-1608-1609-1610-1611-1612-1613-1614-1615-1616-1617-1618-1619-1620-1621-1622-1623-1624-1625-1626-1627-1628-1629-1630-1631-1632-1633-1634-1635-1636-1637-1638-1639-1640-1641-1642-1643-1644-1645-1646-1647-1648-1649-1650-1651-1652-1653-1654-1655-1656-1657-1658-1659-1660-1661-1662-1663-1664-1665-1666-1667-1668-1669-1670-1671-1672-1673-1674-1675-1676-1677-1678-1679-1680-1681-1682-1683-1684-1685-1686-1687-1688-1689-1690-1691-1692-1693-1694-1695-1696-1697-1698-1699-1700-1701-1702-1703-1704-1705-1706-1707-1708-1709-1710-1711-1712-1713-1714-1715-1716-1717-1718-1719-1720-1721-1722-1723-1724-1725-1726-1727-1728-1729-1730-1731-1732-1733-1734-1735-1736-1737-1738-1739-1740-1741-1742-1743-1744-1745-1746-1747-1748-1749-1750-1751-1752-1753-1754-1755-1756-1757-1758-1759-1760-1761-1762-1763-1764-1765-1766-1767-1768-1769-1770-1771-1772-1773-1774-1775-1776-1777-1778-1779-1780-1781-1782-1783-1784-1785-1786-1787-1788-1789-1790-1791-1792-1793-1794-1795-1796-1797-1798-1799-1800-1801-1802-1803-1804-1805-1806-1807-1808-1809-1810-1811-1812-1813-1814-1815-1816-1817-1818-1819-1820-1821-1822-1823-1824-1825-1826-1827-1828-1829-1830-1831-1832-1833-1834-1835-1836-1837-1838-1839-1840-1841-1842-1843-1844-1845-1846-1847-1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614

# Wide agenda for teachers' meeting

(325)

## KING WILLIAM'S TOWN

— The third annual conference of the women's section of the Ciskei Teachers Union, to be held at the Ndabazandile High School, Peddie, this weekend, promises to be one of the most thought-provoking sessions in the history of the teaching profession in the Ciskei.

Delegates at the meeting, which starts on Friday, will discuss subjects like the advisability of introducing sex education in schools, and at what stage, as well as the

attitude of teenagers toward the church.

There will be other topics relating to matters black academics have been reluctant to venture into, in the past, regarding motherhood and the bringing-up of children, attention being paid to dilemmas such as broken homes and unwanted pregnancies.

Mrs V. N. Sebe, Chief Minister L. L. Sebe's wife, will be among the dignitaries who will attend the conference. — DDR.

**Staff Reporter**

At the weekend 25 women residents of the hostel received certificates for passing examinations ranging from literacy to matriculation. They had written exams set by the Department of Education and Training.

About 10 teachers devote two hours in the evening, five days a week, to giving lessons to about 90 women at the hostel who want an education.

And, said Mr Khaha Ntllane, principal of the school, and Ms Marjorie Sibiya, one of the teachers: "We are happy to be doing this because our students are very keen. It's a bit of a sacrifice on our part, but we enjoy it."

The teachers give lessons to adult women at the hostel on a voluntary basis from the lower standards to matric.

The school began in 1976 with two teachers.

"The women were worried about not having adult education at the hostel and pestered a woman who was studying privately. She approached me and I discussed the matter with other teachers," said Mr Ntilane.

The students pay R2 a year and get free text books.

STUDY-9	EXAMINATION RESULTS IN FACULTY ARTS	AS AT	PAGE
13030	RECEIVED OF A-75	YEAR : 3	1
STUDY 10	SUBJECT	FIRST NAMES	CHANGE
			DESCRIPTION
			SYMBOL
10114001	ANDREWS	DAVID ADAM	ENGLISH III
10114002	ANDREWS	DAVID ADAM	ENGLISH III
10114003	ANDREWS	DAVID ADAM	ENGLISH III
10114004	ANDREWS	DAVID ADAM	ENGLISH III
10114005	ANDREWS	DAVID ADAM	ENGLISH III
10114006	ANDREWS	DAVID ADAM	ENGLISH III
10114007	ANDREWS	DAVID ADAM	ENGLISH III
10114008	ANDREWS	DAVID ADAM	ENGLISH III
10114009	ANDREWS	DAVID ADAM	ENGLISH III
10114010	ANDREWS	DAVID ADAM	ENGLISH III
10114011	ANDREWS	DAVID ADAM	ENGLISH III
10114012	ANDREWS	DAVID ADAM	ENGLISH III
10114013	ANDREWS	DAVID ADAM	ENGLISH III
10114014	ANDREWS	DAVID ADAM	ENGLISH III
10114015	ANDREWS	DAVID ADAM	ENGLISH III
10114016	ANDREWS	DAVID ADAM	ENGLISH III
10114017	ANDREWS	DAVID ADAM	ENGLISH III
10114018	ANDREWS	DAVID ADAM	ENGLISH III
10114019	ANDREWS	DAVID ADAM	ENGLISH III
10114020	ANDREWS	DAVID ADAM	ENGLISH III
10114021	ANDREWS	DAVID ADAM	ENGLISH III
10114022	ANDREWS	DAVID ADAM	ENGLISH III
10114023	ANDREWS	DAVID ADAM	ENGLISH III
10114024	ANDREWS	DAVID ADAM	ENGLISH III
10114025	ANDREWS	DAVID ADAM	ENGLISH III
10114026	ANDREWS	DAVID ADAM	ENGLISH III
10114027	ANDREWS	DAVID ADAM	ENGLISH III
10114028	ANDREWS	DAVID ADAM	ENGLISH III
10114029	ANDREWS	DAVID ADAM	ENGLISH III
10114030	ANDREWS	DAVID ADAM	ENGLISH III
10114031	ANDREWS	DAVID ADAM	ENGLISH III
10114032	ANDREWS	DAVID ADAM	ENGLISH III
10114033	ANDREWS	DAVID ADAM	ENGLISH III
10114034	ANDREWS	DAVID ADAM	ENGLISH III
10114035	ANDREWS	DAVID ADAM	ENGLISH III
10114036	ANDREWS	DAVID ADAM	ENGLISH III
10114037	ANDREWS	DAVID ADAM	ENGLISH III
10114038	ANDREWS	DAVID ADAM	ENGLISH III
10114039	ANDREWS	DAVID ADAM	ENGLISH III
10114040	ANDREWS	DAVID ADAM	ENGLISH III
10114041	ANDREWS	DAVID ADAM	ENGLISH III
10114042	ANDREWS	DAVID ADAM	ENGLISH III
10114043	ANDREWS	DAVID ADAM	ENGLISH III
10114044	ANDREWS	DAVID ADAM	ENGLISH III
10114045	ANDREWS	DAVID ADAM	ENGLISH III
10114046	ANDREWS	DAVID ADAM	ENGLISH III
10114047	ANDREWS	DAVID ADAM	ENGLISH III
10114048	ANDREWS	DAVID ADAM	ENGLISH III
10114049	ANDREWS	DAVID ADAM	ENGLISH III
10114050	ANDREWS	DAVID ADAM	ENGLISH III
10114051	ANDREWS	DAVID ADAM	ENGLISH III
10114052	ANDREWS	DAVID ADAM	ENGLISH III
10114053	ANDREWS	DAVID ADAM	ENGLISH III
10114054	ANDREWS	DAVID ADAM	ENGLISH III
10114055	ANDREWS	DAVID ADAM	ENGLISH III
10114056	ANDREWS	DAVID ADAM	ENGLISH III
10114057	ANDREWS	DAVID ADAM	ENGLISH III
10114058	ANDREWS	DAVID ADAM	ENGLISH III
10114059	ANDREWS	DAVID ADAM	ENGLISH III
10114060	ANDREWS	DAVID ADAM	ENGLISH III
10114061	ANDREWS	DAVID ADAM	ENGLISH III
10114062	ANDREWS	DAVID ADAM	ENGLISH III
10114063	ANDREWS	DAVID ADAM	ENGLISH III
10114064	ANDREWS	DAVID ADAM	ENGLISH III

STUD NO	100060L	HOCC	SURNAME	* TOTAL NUMM
DEAN				

# Fifty-two teachers will graduate today

TODAY is graduation day for 52 teachers who have completed a course in Adult Education at the Holy Cross Catholic School, Diepkloof, Soweto.

The graduation will be at 9 am today, Department of Education and Training spokesman, Mr A Schoeman, announced yesterday.

## PUPILS

According to him there were now more than 50 000 pupils at Adult Education centres throughout the country. Last year's 50 000 figure was expected to have increased by 10 percent this year.

In addition to this in-

crease, centres had increased from 84 to about 150, and remote campuses from 92-120. There were about 300 teachers and with today's 52 the number shoots up to more than 350.

All night schools had now been converted to Adult Education Centres in terms of the new Education and Training Act. Mr Schoeman also announced that applications

were being accepted from those who want to assist in the correction of Standard Eight and 10 examination scripts. All interested applicants must apply at regional and circuit offices for Standard Eight, and to chief examiners for standard 10.

Names of chief examiners are available from regional and circuit offices.

UCT

DESCRIPTION	SYMBOL	PAGE
111	111	1
REGISTRAR (ACADEMIC)		

STUD13-9  
13130 PERFORMERS DIPLOMA IN SPEECH & DRAMA  
YEAR : 3

AS AT 29 02 80

PAGE 1

13130

# Fifty-two teachers <sup>B57 21/3/80</sup> will graduate today

TODAY is graduation day for 52 teachers who have completed a course in Adult Education at the Holy Cross Catholic School, Diepkloof, Soweto.

The graduation will be at 9 am today, Department of Education and Training spokesman, Mr A Schoeman, announced yesterday.

## PUPILS

According to him there were now more than 50 000 pupils at Adult Education centres throughout the country. Last year's 50 000 figure was expected to have increased by 10 percent this year.

In addition to this in-

crease, centres had increased from 84 to about 150, and remote campuses from 92-120. There were about 300 teachers and with today's 52 the number shoots up to more than 350.

All night schools had now been converted to Adult Education Centres in terms of the new Education and Training Act.

Mr Schoeman also announced that applications

were being accepted from those who want to assist in the correction of Standard Eight and 10 examination scripts. All interested applicants must apply at regional and circuit offices for Standard Eight, and to chief examiners for standard 10.

Names of chief examiners are available from regional and circuit offices.

OF STUDENTS 37

REGISTRAR (ACADEMIC)

UCT

STUD NO	SURNAME	FIRST NAMES	COURSE	DESCRIPTION	SYMBOL	PAGE	2
STUI3-9				AS AT 29 02 80			
13020	BACHELOR OF ARTS	YEAR : 2					13020
13349N	BEANCE	CAREY SUSAN	114104	RELIGIOUS STUDIES I	3 (51)	1	13349N
140639U	PETERSEN	BERTRAND SYDNEY	112201	AFRIKAANS EN NEDERLANDS II F		1	140639U
133499H	PLAATJES	NANCY	101105	AFRICAN LANG INTENSIVE (SOT2-	(66)	1	133499H
137501H	PLACIS	JOHN ACHILLES	001303	COMPANY LAW	ABS	1	137501H
1392716	REDMAN	BARRY GEORGE	105104	LATIN I	F (36)	1	1392716
052892R	KHOS	SALLY MARY	104202	SOCIAL ANTHROPOLOGY II (PRE 2-	(90)	1	052892R
			104202	AFRICAN HISTORY II	2- (60)		
			106202	ECONOMICS II	3 (53)	1	121461Y
		DAVID LEON	107201	ENGLISH II	3 (57)	1	133333C
		ALEXANDER GEORGE	107101	ENGLISH I (PRE-1980)	3X	1	135034C
		DEENA NELLE	114101	RELIGIOUS STUDIES I	F (44)	1	137948Y
		LEONARD STEVEN	004201	PSYCHOLOGY II	3 (58)	1	134302F
		IVOR DANIEL	004201	PSYCHOLOGY II	3 (58)	1	135078U
		TERESA	004101	PSYCHOLOGY I	3 (63)	1	135078U
		DEON-CLARE	105302	SOCIAL ANTHROPOLOGY II (PRE 2-	(90)	1	114532F
			101103	AFRICAN HISTORY II	2- (60)		
			101101	ENGLISH I (PRE-1980)	2- (61)		
		EUGENE FOLTNER	102101	AFRIKAANS	ABS	3	121723H
		HENRIETTA ANNE	110202	HISTORY II	3 (52)	1	102160C

# POST

TRANSVAAAL

Telephone 27-6081.

## Double standards

THERE ARE some very contrasting attitudes on the part of the authorities in respect of what blacks can do and what whites can and are allowed to do.

A few days ago we saw white teachers uptight about their salaries and they did not hesitate to gather in a mass meeting and make their views known. What is more they could be quoted publicly and they were comfortable about it.

Can you imagine the same thing happening with black teachers? Can you imagine them protesting about their wages and calling a mass meeting to do so?

Not on your life! First if the occasion arises — and we frankly can't see it arising taking the timidity of black teachers into account in spite of their horrible working conditions — then we will have the security police call anybody identifiable to the 10th floor of some building that will remain nameless and ask relevant and irrelevant questions.

If that happened to white teachers there would be a stink in the country — literally. But then we all know that if you have the vote you can control the behaviour of politicians and if you do not have it, then you are at the mercy of the power drunk bureaucracy!

That this country is suffering from an acute dose of double standards is no exaggeration. The only problem is that the double standards are not of a usual nature but of a racial nature.

White teachers are complaining of the pittance they are getting at the end of the month. They should see the degrading salaries their black counterparts are getting at the end of the same period under worst possible working conditions.

But then, if they run true to South African form, the plight of the black teacher is not their problem. Someday they will, in a matter of course, realise that their own position can never be dignified until their counterparts are regarded in the same light.

STUD NO	SURNAME	FIRST NAMES	COURSE	DESCRIPTION	SYMBOL	PAGE
ST013-9	STOICHS-9					2
13020	BACHELOF OF ARTS	YEAR : 2				13020
133849N	PEARCE	CAREY, SUSAN	111101	RESEARCH STUDIES I	3 (51)	133849N
140639U	PETERSEN	BENIRAND SYDNEY	102301	AFRICANS IN NEDERLANDS II F	1	140639U
133499H	PLAATJES	NAUDY	101105	AFRICAN LANG INTENSIVE (SDT-2)	(66)	133499H
137501H	PLAATJES	JOHN ACHILLES	601303	CORPANY LAW	ABS	137501H
139271G	REUMAN	BARRY GEORGE	105104	LATIN I	F (36)	139271G
052892K	KUSS	SALLY MARY	102302	SOCIAL ANTHROPOLOGY II (PRE-2)	2- (60)	052892K
121461Y	SANDERSON	DAVID LEON	102302	SOCIAL ANTHROPOLOGY II (PRE-2)	2- (60)	121461Y
133333C	SFARLANOS	ALEXANDER GEORGE	102302	AFRICAN HISTORY II	2- (60)	133333C
133034C	SHAPIRO	DEENA REBE	107201	ENGLISH I (PRE-1980)	3 (57)	133034C
137989Y	SHAPIRO	LEONARD STEVEN	111101	RELIGIOUS STUDIES I	F (44)	137989Y
134302F	SILGOUN	IVOR DANIEL	004201	PSYCHOLOGY II	3 (59)	134302F
135874U	STIGLING	TERESA	103302	PSYCHOLOGY I	(63)	135874U
111532F	VERMAERK	DEYON CLARE	101101	PSYCHOLOGY II (PRE-1980)	2- (60)	111532F



# Teachers hail British methods

By PETER SEVUKE

NINE black teachers touched down at Jan Smuts Airport at the weekend after a three-month stay overseas.

The nine were on a course in English language teaching methodology at the Overseas Education Unit of the University of Leeds in England, sponsored by the British Information Services.

They are: Mrs J P M Mashente, Sekokeng Training College; Mrs T M Muthwa, Amamzintlot Zulu Training School; Mrs E N Mabebe, Saint Matthews Training School



The group of black teachers at Jan Smuts Airport on their arrival from Leeds University in England.

Post

24/3/80

325

(Keiskamaboe): Mrs V M. Makgalemele, Mamogalake-Chuene Training College (Groblersdal); and Miss F. M. Ntsoane, Kwenamoloto Training College (Seshego).

Mr N. R. Mhluli, Orhovelani Training College (Thulamashasi); Mr S. N. Litabe, Bonamelo Training College (Phuthadijaba); Mr M. S. Ganafe, Sekhukhune Training College; and Mr M. J. Komana, Setotlwane Training College (Pietersburg).

The courses covered: English methodology, Socio-linguistics, Phonetics and Grammar (Textbooks and Syllabi Analysis); and Plays and Performance.

#### CAMBRIDGE

The teachers also visited various English schools and colleges, including Cambridge University, which has over 30 colleges — one of them is the Trinity College where the famous scientist, Isaac Newton, lived.

The other colleges were Lake District, which hosted the great English poet, William Wordsworth; Scarborough, North Sea, the historical castle built by William the Conqueror in the 11th century and York, south of Scarborough, where King Henry VI lived.

One of the teachers, Mr Jimmy Komana, said: "There is a vast difference in the teaching methods. They have better facilities like tape cassettes, video-tapes and television in the classes.

"Opportunities are created right at the beginning by the provision of musical instruments, handworking tools and other implements which the child determines to choose his avenue from. "Their Local Education Authority (LEA) is a decentralised system of education, allowing every centre to be different from the next."

Mr Komana added that there are teachers' centres where all problems facing the profession are solved and discussions include modification of syllabi, new approaches to teaching methods, and what teaching aids are required.

**The gap remains — Motlana**

The Budget had given no indication that the gap between expenditure on black and white education would be closed, according to Dr Nihato Motlana, chairman of the Soweto Committee of Ten.

Mr G J Rousseau, Secretary for Education and Training, told The Star about 80 percent of his department's R244.5-million budget would be spent on salaries.

The total expenditure on white and black education will rise to R944-million this year compared with R432-million five years ago.

Dr Motlana said the black community had been hoping that the gap between white and black education would be closed, but there had been no indication that this would be done.

Dr Motlana also deplored the increase in the price of bread and said that, in increasing pensions, the Minister of Finance had "maintained South Africa's usual racial ratio."

\* Cannot graduate H Dip Lib as she has failed BA.

EXAMINATION RESULTS IN FACULTY ARTS				AS AT 29 02 80		PAGE 1	
STUD NO	SURNAME	FIRST NAMES	COURSE	DESCRIPTION	SYMBOL		
113860L	MAHLE	JENNIFER ANNE	114202 114203 111708	AMERICAN HISTORY PRINCIPLES OF LIBRARIANSHIP	{41} {50}	5	113860L

REGISTRATION (ACADEMIC)

UCT

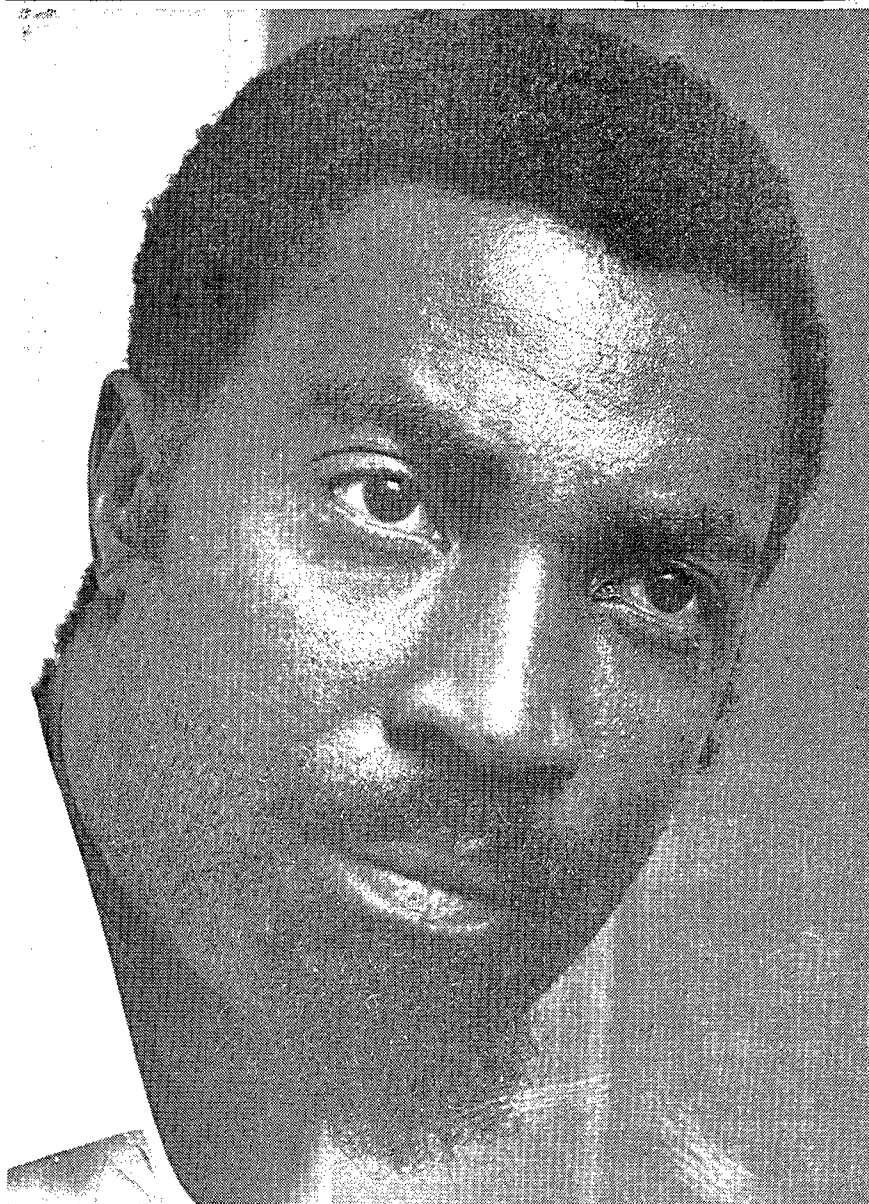
**INSIDE MAIL**

RDM

27/2/80

(325)

0 2 0



Fanyana Mazibuko... an involvement in teaching verging on religious fanaticism

"I REFUSE", says Fanyana Mazibuko, a faint smile drifting across his slim, bearded face. "to think about being banned. Sometimes I get tempted and I realise that thinking about it might stop me in my tracks."

Yet last week he did think about it a little. Addressing the national conference of the Black Sash, Mr Mazibuko said: "I have a strong suspicion the talk I am giving now might be my last public speech."

Scary? Yes, it must be scary but Mazibuko, one of several black leaders to have been put under the spotlight of Security Police investigation in the past few weeks, has never been one to let fear derail him.

The tracks he is on are educational — he describes his intense involvement with teaching and, indeed, learning, as a kind of "religious fanaticism" born, perhaps, of the Catholic school education he received.

Sadly, though, these days he does not teach from a classroom, his connections with education are administrative. The interview takes place in his office at the South African Council for Higher Education (SACHED) where he is deputy director.

Since the teachers' strike of 1977 Mazibuko, secretary of the Soweto Teachers' Action Committee, has been unable to bring himself to return to his classroom post. But he would not have responded otherwise to what he saw as an impossible situation in black education.

"When we resigned I was convinced and I am still convinced that what we did was necessary, important and had to be done. We had no regrets about it. 'But I also recognise the fact that black children have to learn. Their parents want them to learn and I am very doubtful about prescribing that this should be done and this shouldn't be done."

"Even my own position is not certain — whether maintaining my stand is the right decision."

"The teachers who resigned in 1977 made so many sacrifices and so much adjustment it's unfair to ask them to go back into a system which is not what they've been striving for."

A poster on the office wall reads: "If you do not understand my silence you will not understand my words." Fanyana Mazibuko is not being silent today. His words are simple, articulate and very easy to understand.

His opinions are unshakably firm, enunciated with a pedagogic calm, words punctuated by gestures from his long, slim hands. It is obvious he's thought these things through and said them often.

Education is what he is talking about. Education is what has driven Fanyana Mazibuko since, by chance — his medical studies having come a poor second to a growing political awareness — he began teaching at the Morris Isaacson Secondary school in Soweto in 1967.

His own education — achieved at the cost of immense sacrifice from his labourer father and domestic worker mother — had taught him more than book learning. The circumstance in which he was taught germinated in the young Mazibuko the belief that

# A real class battle

HA  
325  
RDM  
27/3/80

Education and politics are intertwined, says Fanyana Mazibuko. PAT SCHWARTZ speaks to the educator who left his classroom.

has crystallised over the years and dominated his teaching career.

Education itself, he says, is not merely a system. Quality education is as dependent on an encouraging physical environment as on teachers and the content of the courses they are called upon to teach.

So, with the best will in the world, his teachers who he believes were dedicated to giving him a good education, had the cards stacked against them because of the poverty of the physical environment and facilities.

A change in the environment of learning, Mazibuko maintains, wouldn't require any dramatic decision on the part of the authorities and, given that impetus, the inferior quality of the system would be less damaging.

As he sees it "any good teacher can manipulate the content of the courses if the environment is right."

His introduction to teaching was a happy one for him and for his pupils and Fanyana Mazibuko "fell in love with" his newfound profession.

So much so that his principal, Legau Mathabathe, decided the school should sponsor his studies for a teachers diploma.

"That is why I've such an emotional attachment to the Morris Isaacson school."

In 1970, Mazibuko returned from his studies at the University of Zululand to teach physical science, making of his teaching career a vocation that was to lead him to increasing involvement with his pupils and, ultimately, to conflict with the authorities.

The education of black school children, he discovered, extended far beyond the school-room.

As chairman of the school's disciplinary committee he began to "realise the magnitude of the disciplinary problems caused by the background from which these children had come."

"They were not simply bored youth reacting against the status quo, theirs was the reaction of children facing the stark hopelessness of their position and revolting against authority, any authority, with a complete lack of direction."

Those days taught Fanyana Mazibuko a great deal about the reaction of young people to

poverty — material and spiritual — and to the frustrations of studying without being able to understand "why they can't make the grade."

The education field was strewn with the seeds of feelings of inferiority and, because learning was made so hard by circumstances, there was no time for creative or critical thinking. Educationally, black pupils were starving.

As Mazibuko saw it, it was his role to help them understand the causes and effects of their situation and, through understanding, to cope with the frustrations, the inadequacies, the sense of inferiority and to learn to think creatively.

Political? Yes, indeed, political, if the situation of township poverty and dismal quality of life is political.

In 1977, during several interminable months of detention without trial, Fanyana Mazibuko "began to painfully realise that education and politics are so intertwined they are battles that both need to be fought."

In his own way, though, he had been fighting them long before, when he learnt that "the best way in which you can interact with these children is to make them understand their problems — make them understand what the cause of their poverty is."

He did it in the interests of discipline, its effects, though, went well beyond the maintenance of an orderly school.

"The moment you've worked out this kind of clear direction, it becomes easier to work with them and control them. Without direction, they're lashing out at any victim they can find — any adult — their parents, their teachers."

But it wasn't good enough that Fanyana Mazibuko understood what the kids were about, it was essential that other teachers did too. And that the children knew what their teachers were about.

So it was that he realised the importance of making both parties understand each other and work together.

And that cry for self-knowledge and co-operation he sees as no less relevant in the broad black-white political context of South Africa today.

"When we have all formulated our ideals, we can approach each other with a clear notion

of what we are about."

With knowledge and understanding came confidence — the confidence to speak up if there was a complaint.

"I," says Fanyana Mazibuko, "insist on speaking up when there's something that bothers me. If you don't, you'll end up doing very stupid things in anger."

There was no time for self-pity at Morris Isaacson. There was time for building classrooms and a library, for raising funds for a laboratory — the laboratory in which Mazibuko was conducting one of the first experiments when they came to take him into detention.

But the fact that he and his charges made the effort to provide some quality of educational scenario, doesn't shake one bit Fanyana Mazibuko's conviction that it is the duty of a government to provide an education for the country's children — all the country's children.

"It's the people's money and black people pay more tax than anyone else."

So what was a man, so essentially born to educate, doing resigning his post? Did the resignation of more than 500 Soweto high school teachers in 1977 and the refusal of more than 150 to go back make any difference to the situation?

The reasons for the decision were simple. Soweto teachers decided the only way to "shake everybody into thinking" was to stop teaching.

As for the results, Mazibuko is the first to admit that things didn't follow as anticipated.

"What happened is that once we jolted everything to a standstill, the only thinking that came out was a justification for maintaining the status quo. All the people who needed to be talked to were locked up."

Those who were left proved predictably acquiescent.

The Education and Training Act that emerged to replace the old Bantu Education Act was "only a restatement of the Bantu Education Act with tighter controls."

So, today there is an impasse.

"There's no movement on the political front so there can't be any significant move on the education front. The white power structure isn't changing and black political reaction isn't achieving anything with the means available to them now."

It is this impasse that leads Fanyana Mazibuko to the bleak conclusion that if there isn't a revolution in thinking in the white political structure, "we are likely to have a revolution which is the only thing that black political reaction can effect."

But, although he sees a huge need for nurturing black self-confidence, Fanyana Mazibuko is no black exclusivist. He asserts that the idea of non-cooperation between black and white "is crazy".

"There are areas where co-operation is difficult and sometimes it becomes necessary for whites to be excluded but even where black people feel they need to be on their own, it's a question of getting down to their grassroots, understanding problems and articulating them clearly."

# Monkeys thrive on nuts, not black teachers

THE other day, I'm told, a teacher said to his colleagues that the reason why the Government pays teachers peanuts is because the Government thinks they are monkeys.

Now before people up and away to lay charges against me of crimen injuria, let me hasten to add that it was said in good faith, as a teacher who felt so badly about his salary that he thought up this to drive his point home.

All this was before the budget. And then, of course, there were all the arguments for increases for white teachers, involving their minister, Mr Punt Janson. The point Mr Janson made was that teachers would never abandon the kids only because of a paltry salary increase.

Now I'm not one for arguing other people's cases. I mean, I can't even argue my own. But I know that teachers do have problems. So do nurses. And I particularly like taking up the nurses' cases because I usually get my eyes on the list of the results — and often, blacks have come

out above their white counterparts. You see, they write exactly the same examination. But right at the end, a black nurse who passes in the honours division, is less paid than her white counterpart who "just made it".

Who says discrimination is dead?

Now let me tell you something else: The increases announced by the Minister of Finance for teachers etc, will not be made public because somebody believes that it is a private matter between the teachers and the Public Service Commission.

I know the reason for this move. If it is not designed to hide anything, I don't know what is. All I can say is that teachers' salaries are just as much my business, as it is my kids they will have to teach. It is my kids' future that is in their hands. So I have to know whether the salaries offered can attract only the best possible teachers. Show me one reason why not.

The government should by now also know that if they are not forthcoming with information, newspapers will get it still. Unless, of course, a new Public Service Salaries Act is introduced to prohibit newspapers from publishing any information about public service salaries. That is possible, so

**JOE'S**



**BURG**

don't think it is a joke.

However, in the meantime, newspapers will find out whether white nurses are being paid more than black nurses. Or whether black teachers are still being paid peanuts, so to speak. Fortunately, those whites who will refuse to give us this info will probably be the minority.

I cannot vouch that this is true, but another teacher told me he received a two rand increase last year, and the Pay As You Earn level jumped up by R2.50. So he was fifty cents worse off than he was before the "increase". And what can anybody do with such a paltry increase anyway?

So much for teachers and their salary problems.

Now for bread and butter issues.

You know, of course, that the one goes up in price next week, and the other which had been selling at

"cut" prices will probably also go up at the same time.

You see, this issue of rents going up has a lot of people hot under the collar. Let me say that I don't mind the increases, provided somebody convinces me that they are necessary and unavoidable.

But way down Atteridgeville way, somebody came around our way to dig storm water drain trenches some time back. For two days, I had to park my car outside the yard because nobody bothered to make room for me to drive my car into the garage.

The drains were laid, covered, and away they went. For another two weeks, the street was a mess. Dusty when dry (it is supposed to be a tarred road, which makes it worse) to the extent that we had to keep the street watered if we did not want dust all over our houses. I wonder whether we will get rebates on the water used?

Then, we had a muddy mess after rains. Then one day, somebody decided they could clear the street. Sweep the soil to the sides of the street. You know what will happen? In three months, all that soil will be in the drain pipes, they will then be removed as they will be blocked, and we will be right back to square one. This is not my idea of saving money. In simple terms, it is a bloody waste of money.

# What census revealed!

Post 9/4/80

325

CENSUS enumerators will be busy in all parts of the country from next month. Here are some examples of previous census and their amusing examples.

The largest single family as yet found in the world was traced to Russia.

The one mother of this family gave birth to 69 children. The births were all multiple and the family consisted of four sets of quadruples, seven triplets and 16 pairs of twins.

In Brazil a woman who married at the age of 13 gave birth to 32 children. Of these 24 were boys and eight girls.

Another large family is located in England where a woman gave birth to 39 children. The family consisted of 32 girls and seven boys.

The South African record was established by a woman who was born in 1932. She married at 16 for the first time and had 26 children from six marriages. Apart from her own, she was also a stepmother to 24 children.

The oldest mother ever

to give birth to a child was a woman in Ireland. A daughter was born to her in March 1931 when she was 55. In England a mother had her 10th child at 54. She lived to 91.

The effect on world population growth of wars and other socio-economic factors can clearly be seen from statistics.

Between 1913 — shortly before the start of World War 1 — and the end of the war in 1918, world population growth slowed down considerably. Another cause of the slowing down was the influenza epidemic of 1918.

## DEPRESSION

Growth increased again from 1920 to 1931 but the onset of the economic depression in 1932/33 brought it down a bit.

The birth rate rose again after 1935, but dropped with the outbreak of World War 2. At the end of this war it once more started increasing, but since the sixties it slowed down in the Western World as a result of birth control.

What will the 1980 census reveal about large families and population growth in South Africa? — an interesting question!



Feel good. Look  
in the comfort and  
Hang Ten Beverley  
Once you're in  
never walk back. T  
out Hang Ten style  
stockists everywhere

# Teacher shortage so 30 leave school

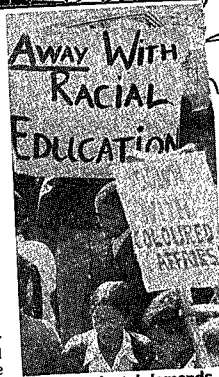
SUNDAY POST Reporter ABOUT 30 students from the Mapeta High School in Soweto have allegedly left the school because of the shortage of teachers. The Form IV students have mostly been admitted into other schools in Soweto.

For almost four weeks now, some of the students claimed, there has been chaos at the school which led to misunderstanding between the students and

their principal Mr Mabo-tja.

The students said they left the school because of the shortage of teachers, the omission of biology from the curriculum of Form IV, and the principal's threats to expel members of the students representative council.

When asked to comment on the students' allegations, Mr Mabo-tja said "All that is news to me and that is all I can say."



The students' demands

The purpose of the conference is to get together many economists - members of government service and academic life to discuss with them a programme which is interesting and stimulating to economists and to discuss the role of the state in economic development. It is also planned to have a discussion session with economists and the state in economic development. It is also planned to have a discussion session with economists and the state in economic development. It is also planned to have a discussion session with economists and the state in economic development.

Important issue  
→ studying  
not too  
much  
of the  
past



# Education Bill a boost for black teachers

HOUSE OF ASSEMBLY. — The Education and Training Amendment Bill was taken through all its stages yesterday.

Mr P J Clase (NP Virginia) said in the second-reading debate that the legislation would considerably enhance the standing of black teachers.

Mr K D Swanepoel (NP Gezina) said the Bill afforded black teachers an opportunity to reach pension parity with their white colleagues. They would be able to choose whether they wanted to join the Government Service Pension Fund.

Not all black teachers would join the fund as the higher benefits would require higher contributions to the pension fund.

Mr Andrew Pypier (NRP

Durban Central) said it was gratifying that increased pension benefits could be introduced as such an early stage. A Parliamentary committee had only last year begun to investigate amendments to the Education and Training Act.

Speaking in the committee stage, Mr Ray Swart (PFP Musgrave) said the clause dealing with grounds for sacking teachers was too vague.

The Bill did not state which offences tried in courts of law constituted misdemeanours.

A teacher could be dismissed from his job for a passbook or traffic offence.

The Minister of Education and Training, Dr Ferdie Hartzenberg, said that in terms of existing legislation a teacher

caught driving at 130 km/h could be sent to jail without a fine, for which he would be fired.

On the other hand a teacher meddling with the school funds or even seriously assaulting a child could be fined. Such a teacher could not be dismissed from his job, because existing legislation required that he had to be sent to prison without the option of a fine.

The Amendment Bill would correct that situation. The Department of Education and Training would only consider punitive steps against a teacher if he committed an offence which affected his function as a teacher.

The Department was not interested in traffic offences and other minor offences. — Sapa.

Required:  
A revised budget (if you think revisions are called for), adhering as far as possible to the same order as that used for the data above, showing which job you (as a director) prefer, with short notes explaining your guiding principles and any calculations. Both jobs would last 12 months; no other jobs are being done or are likely to be offered.

- (f) Office and general expenses amount to about £1,800 every year.
- (d) All the plant needed for Southampton has been owned for some years. £1,6000 is the year's depreciation (straight-line) in the financial accounts. If the Hull job is taken, less plant will be required, and the surplus items will be hired out for the year on similar work at a rental of £750. Interest is based on a memorandum entry, at 5% of original cost, in the cost records.
- (b) Manual labour is hired locally from week to week.

# Black teachers' pensions choice

HOUSE OF ASSEMBLY. — The Education and Training Amendment Bill was taken through all its stages yesterday.

Mr P J Clase (NP Virginia) said in the second reading debate that the legislation would considerably enhance the standing of black teachers.

Mr K D Swanepoel (NP Gezina) said the bill afforded black teachers an opportunity to reach pension parity with their white colleagues. They would be able to choose whether they wanted to join the Government Service Pension Fund.

Not all black teachers would join the fund as the higher benefits would require higher contributions to the pension fund.

Mr Andrew Pyper (NRP Durban Central) said it was gratifying that increased pension benefits could be introduced as such an early stage. A parliamentary committee had only last year begun to investigate amendments to the Education and Training Act.

## Too vague

Speaking in the committee stage, Mr Ray Swart (PFP Musgrave) said the clause dealing with grounds for discharge of teachers was too vague.

The bill did not state which offences, tried in courts of law constituted misdemeanours.

A teacher could be dismissed from his job for a passbook or traffic offence.

The Minister of Education and Training, Dr Ferdie Hartzenberg, said that in terms of existing legislation a teacher caught driving at 130 km/h could be sent to jail without a fine for which he would be fired.

On the other hand a teacher meddling with the school funds or even seriously assaulting a child could be fined. Such a teacher could not be dismissed from his job, because existing legislation required that he had to be sent to prison without the option of a fine.

## Not interested

The Amendment Bill would correct that situation. The Department of Education and Training would consider punitive steps against a teacher only if he committed an offence which affected his function as a teacher.

The department was not interested in traffic offences and other minor offences.

The bill would bring into line provisions affecting black teachers with those applicable to teachers governed by other education departments, Dr Hartzenberg said. — Sapa

# Teachers pay rises kept secret

By WILL  
DOYLE

325

THE Department of Education and Training yesterday refused to release details of salary increases for black teachers.

The Secretary of the Department of Education and Training, Mr G J House, announced yesterday that particulars concerning the teachers' salary scale had been sent to the various regional offices and circuit inspectors.

They would then be supplied to principals of schools and community schools in a confidential basis.

Mr G J House, the Department's labour officer, said yesterday that he could not say "at this stage, by how much the salaries had gone up. Details of the increases had been forwarded on a confidential basis".

But it was understood that it was anticipated this week that increases ranging from seven per cent to 11 per cent were given to white teachers. According to these announcements more senior officials like principals and inspectors are to receive about seven per cent increases while teachers will get up to 11 per cent.

The Department of Education and Training, according to Mr House, hopes to pay increased salaries from May with retrospective effect from April 1.

The refusal by the Department to release details of the increases means that black teachers will not know by how much their salaries have gone up until the principals inform them or they get their salaries next month.

Black teachers' salaries last went up in 1978 when the Department gave them a five per cent minimum increase. However, there were protests immediately thereafter when teachers objected that they did not get their increases immediately.

POST, Wednesday, April 23, 1980

# POST

## TRANSVAAL

Telephone 27-6081

They deserve  
better deal

**THIS WHOLE** question of teachers' salaries must be clarified — and soon — if this Government wants to restore confidence in itself.

It has now emerged that all the good things said by the Minister of Finance, Senator Owen Horwood, have simply come to nought.

It seems that teachers, nurses, and other public servants will not be getting what looked like "good" increases after all. Not only that, they must wait for those increases — just like pensioners cannot hope to get anything until after October when their increases are expected to become a fact.

It has now emerged from white teachers' bodies that their increases are going to be well below what was expected. We have not been able to get official figures for the black teachers' salaries from the Department of Education and Training, but we have no reason to believe it will be better.

Our suspicions were aroused initially when it was announced that salaries were private and details of increases would not be made public. However, it seems there is obviously something to hide and this is the reason why the figures are being kept secret.

The fact of the matter is that the Department will continue losing good teachers to industry, where some teachers are getting double, even treble, what they are getting.

While the Government keeps saying it is committed to improving the quality of teachers, the same Government is actually desperately going out of its way to kick teachers out of the profession.

This is an urgent matter, which must, particularly in the light of the present education crisis, be dealt with. There has been too much promising and very little action.

**Don't teachers deserve better?** Teachers cannot live on goodwill only. They need money to meet the economic challenges of today just like anybody else.

# Information on teachers pension fund

1004 24/4/80 300 325

By BULARA DIPHOTO  
ORANGE FREE STATE African Teachers' Association (Kroonstad branch) will hold a meeting at Seeisoville Lower Primary School today, to inform the local teachers fully about the Government service pension fund.

The chairman, Mr Geoffrey Thobisi, added that he will also explain the benefits of the pension fund for temporary employees, which came into operation in October last year. He said many teachers are still ignorant about it.

He said that some teachers have written to the African Teachers' Association of South Africa (Atasa) requesting an explanation of the pension fund. It is for this reason that Atasa asked the local branch to brief the teachers fully about it.

This will be another pension fund contribution to be deducted from the teachers' salaries, in addition to the one for the non-whites pension fund.

# Same pay for senior teachers

**THE Minister of Education and Training, Dr F Hartzenberg, yesterday announced that black senior teachers now earn the same salaries as their white counterparts.**

In a statement, he said he has conclusively established that in the new salary scales parity has been achieved in the most senior ranks and that in the remaining ranks, the existing gap has been "further reduced".

Dr. Hartzenberg made the statement "because of speculation in the public media."

Dr. Hartzenberg said: "As announced previously, the new salary scales for teachers will be distributed to all schools as confidential information. Because of the speculation in the public media, it is deemed necessary to supply the following general information:

"The Government has committed itself to the narrowing of the salary gap as and when new salary scales are announced.

"I have established conclusively that in the new salary scales parity has been achieved in the most senior ranks and that in the remaining ranks the existing gap has been further reduced.

"It is therefore clear that the Government has honoured its undertaking within the limits of the available funds.

"A new common key-scale has been introduced for all population groups. This has resulted in improved salary scales for teachers and within these scales a notch for notch adjustment from the previous salary scale to the new revised salary scale.

"This last principle has advantages for the serving teacher as effective recognition is given to the previous service."

Salary increases for teachers have been announced, but there has been dissatisfaction among white teachers with the increases they got.

[illegible]

**THE** Department of Education and Training has pointed out that no teacher can contribute to more than one pension fund.

Mr Gerhard Engelbrecht, chief liaison officer, was reacting to an article in POST yesterday, where we mentioned the Kroonstad branch of the Orange Free State Teachers' Association would be meeting to discuss the issue.

The article gave the impression that teachers could contribute to two pension schemes, the Temporary Employees Pension Fund and the Government Service Pension Fund.

In a statement Mr. En-

gelbrecht pointed out that the so-called Temporary Employees Pension Fund replaced the old Government Non-white Employees Pension Fund.

"Since October 1979 all teachers contribute to the Temporary Employees' Pension Fund.

"According to the Education and Training Amendment Bill which is at present under consideration in Parliament all new teachers permanently appointed from January 1 1980 must contribute to the Government Service Pension Fund and that fund only."

## ELECT

All permanent public servants (irrespective of colour) are contributors to this fund. Those who have already been in the permanent employ of the Department before January 1 1980 will be given the opportunity up to March 31, 1981, to elect whether they want to contribute to the Government Service Pension Fund or to remain members of the Temporary Employees' Pension Fund.

"Full particulars in regard to this matter will be made available in due course to teachers.

"All temporary teachers must contribute to the Temporary Employees Pension Fund as all other temporary public servants do," he said.

# New salary deal for black teachers

5-14K 25/4/80

325

CAPE TOWN — The Minister of Education and Training, Dr Ferdie Hartzenberg, announced a new salary deal for black teachers here yesterday.

He said the new salary scales for teachers would be distributed to all schools as confidential information.

"The Government has committed itself to the narrowing of the salary gap as and when new salary scales are announ-

ced.

"I have established conclusively that in the new salary scales, parity has been achieved in the most senior ranks, and that in the remaining ranks the existing gap has been further reduced.

"It is therefore clear that the Government has honoured its undertaking within the limits of available funds," he said. — Sapa.



DD 26/4/80  
325  
**EL teachers to meet over pay**

EAST LONDON — A meeting to gauge the feelings of local teachers on the new salary increases will be held here on Wednesday.

The meeting, called by the East London branch of the South African Teachers' Association, will be open to all teachers affiliated to the Federal Council of Teachers' Associations.

The president of the SATA here, Mr Tony Britton, said last night the salary increases announced yesterday were 'not the deal we were promised

and not the deal we expected'.

The association had an obligation to satisfy teachers and they would be given the opportunity to air their views on the new salary scales at Wednesday's meeting, he said.

Most East London schools had not received official details of salary increases by yesterday afternoon and teachers were reluctant to comment.

A school principal, who did not want to be named,

said the increases were 'hopeless' and he expected they would lead to 'ugly things' in the teaching profession.

It appeared the government had given senior male teachers an annual increase of R1 350, which was very poor, he said.

He expected that teachers would refuse to partake in extra-mural school activities and refuse to use their private vehicles to transport children for sport activities. — DDR.

See Page 7

From class to shebeen (325)

NURMAI

### Own Correspondent

ULUNDI. — Some teachers in KwaMashu leave school early in the afternoon to run their own shebeens.

This allegation was made in the KwaZulu Legislative Assembly this week by Chief F. T. Xolo, Member for Izingolweni.

He was supporting a motion calling for action to be taken against teachers drinking during working hours and driving

around in government cars. Chief Xolo accused certain school inspectors of using government vehicles after hours, which were seen parked at shebeens.

He claimed that some inspectors could be found in drinking clubs with teachers. After a drinking session they might have a big "do" which could last the whole night.

The motion was withdrawn.

after objections by a number of Ministers.

The Minister of Education and Culture, Dr Oscar Dlamini, said a clause of the KwaZulu Education Act provided for breathalysers tests if teachers were suspected of drinking on duty.

He said the motion would have disturbed loyal members of the teaching profession not guilty of the alleged offences.

[illegible]

2  
4  
6  
8  
10  
12  
14  
16  
18  
20  
22  
24  
26  
28  
30  
32  
34  
36  
38  
40  
42  
44  
46  
48  
50  
52  
54  
56  
58  
60  
62

# UCT

# Teachers not paid since December

By Sheryl Raine

Scores of black and white teachers in the Johannesburg area have not been paid for up to four months — and some have not been paid since the beginning of the year.

Among the teachers who have not been paid are 15 from the Jabulani Technical College who travelled to Pretoria today to see the Department of Education and Training. Four of the 15 have not been paid this year and the rest have been waiting to be paid for up to four months.

"Not all the teachers are newly appointed. Some have been employed for a number of years," said a spokesman for the teachers.

"It is usually only newly appointed teachers who have to wait until the department concerned sorts out the paperwork and

salary cheques arrive on time."

Several teachers informed The Star about late payment.

One woman said she had been employed as a temporary teacher by the Transvaal Education Department for more than four years. She had not been paid for the past two months.

A teacher from a school in Germiston who has not been paid for 2½ months, is considering resigning. "I spoke to the relevant person at the TED and was promised my salary cheques within a few days. They never came."

Mr Jack Ballard, general secretary of the Transvaal Teachers' Association, said he had not received many complaints recently. "In the past this has been a problem but there has been an improvement in the TED's handling of late payments."

A spokesman for the TED told The Star he would look into the matter.

5-11M 30/5/80 322 325

325

ate-  
som  
ther  
nvi-  
om-  
the  
the

The Department of Education and Training, however, -says black teachers

The thousands of teachers and nurses

Teachers and nurses whose birthdays fall before May 31 were paid the

The secretary of the African Teachers Association of South Africa, Mr H H Dlamenze, yesterday said his association was still waiting for a copy of the new scales.

The liaison officer of the Department of Education and Training, Mr Gerhard Engelbrecht, said the staff section was still busy with the scales and they would be sent to school principals in due course.

"But with an increase like the one I have, I don't believe that we have moved any nearer to the white salaries," one said.

3. No part of an answer
4. All answer books must be submitted to the examination officer or to the examination officer.

Made in South Africa

TRIO-RAMP/S.P.C.T.

PS: USD 100 000 1978

PD UCT AM7a

g-Afrika

# Black teachers' pay 11/6/80 gap to be narrowed 325

## Pretoria Bureau

Details of black teachers' salaries released in Pretoria show that black teachers now earn an average of about 75 percent of white salaries.

The increases appear to favour more senior educational staff than teachers in lower pay brackets.

Mr. G. J. Rousseau, Director-General of the Department of Education and Training, said the

new salary scales for black teachers would be made available soon to school principals "on a confidential basis."

The announcement that the salary gap between black and white teachers would be narrowed was made this year, and the new salaries are effective from April 1.

Mr Rousseau said the salary gap for circuit inspectors and higher had been eliminated.

CAPE TIMES 11/6/80  
325

# Better deal for black teachers

PRETORIA. — The Department of Education has eliminated or narrowed the gap between salaries for whites and blacks in the higher ranks of the teaching profession.

In a press statement issued here yesterday, the director-general of the Department of Education and Training, Mr G J Rousseau, said the gap had been eliminated altogether at the level of circuit inspector and higher.

Salary scales for black teachers were now on an average 76 percent of the white teachers' scales, compared with 68,1 percent prior to increases that went into effect on April 1.

Mr Rousseau said the conditions of service of all teachers, black and white, in all schools of the department were now the same with regard to appointment and dismissal, holiday leave, sick leave, study leave, 100 percent housing subsidy, pension and method of calculating the service bonus.

"I must also point out that the gap had already been narrowed by more than 10 percent in January 1978.

"It is important to note that the above-mentioned ratio of black teachers' salary scales as compared with those of whites,

represents an average and that the increase in this ratio is higher than the average in the case of certain post levels whilst in other cases it is lower.

"A second important aspect to be noted in regard to the recent salary increases is the fact that an improved common-key scale for all racial groups has been introduced. The effect of this is that all teachers with the same qualifications and experience progress in the same period from the initial notch to the highest notch of the applicable scale whilst a notch per month adjustment from the old scale to the new scale is also effected.

## Experience

"The scale structure has also been designed in such a way that narrowing of the salary gap takes place almost throughout in regard to comparable categories as a person progresses along the scale. All previous, approved experience is also considered as service for salary purposes.

"A third aspect of the new salary scales merits mentioning, namely that female incumbents in post level 8, principal of a senior secondary school of more than 600 pupils, are remunerated according to the same salary scale as male incumbents from April 1, 1980.

"The new salary scales will soon be made available to principals of schools on a confidential basis. Any teacher may approach his principal to gain insight into his own position as soon as principals have received the scales." — Sapa

# R 20 or less go to many black teachers

SUNDAY POST  
Reporter

AT LEAST 40 percent of black teachers received increments of R20 or less in the salary increases announced by the Department of Education and Training.

A spokesman for the Department this week said the teachers who had received increments of R20 or less did not have matric or a professional qualification.

Teachers in the same category included those who had matric only, or did not have matric but had a professional qualification and had been teaching for less than five years.

The Department, the spokesman said, was going to do away with the category: "These categories will in due course disappear with the co-operation of teachers concerned."

The Department was going to involve more teachers in upgrading programmes so that eventually all teachers would move out of the category.

"The Department intends to start a scheme next year whereby teachers can also improve their professional qualifications," he said.

So far, there are at least 502 black education administrators who get the same salary as their white counterparts with the same qualifications.

The spokesman said the fact that within 27 months black teachers' salaries had been improved showed the Government's intentions of narrowing the salary gap.

When asked about the likelihood of blacks being appointed as regional directors, the spokesman responded: "At present there is no likelihood. There are still numerous opportunities for appointment in senior posts in black states."

24/6/80 ARGUS  
Teacher calls for closer liaison

From a Staff Reporter

OUTDSHOORN. — There was a need for greater liaison and co-operation between African and coloured teachers, the vice-president of the African Teachers' Association of South Africa, Mr S K Mngeni, said here today.

Mr Mngeni was addressing the annual congress of the Cape Professional Teachers' Association (CPTA) which has 13 000 members at mainly coloured schools.

He said judging by the similarity in approach by the associations representing the two groups, nothing would stand in the way of closer liaison and co-operation.

'The forces that keep us apart must be exposed for the evil they are,' he said.

Mr Mngeni said the association had the same problems and uniform approach especially to the schools boycott and he could not see why there could not be unity.

He said it was important to reiterate the demands that had been made in the past and which were coming to the fore again with the schools boycott.

He said these demands were for a unitary system of education under one Government Ministry; and equal per capita expenditure for all race groups; the provision of equal and adequate school facilities and training colleges and the opening of all education institutions to all races.

He said pupils should now return to their classrooms to allow the Prime Minister, Mr P W Botha, to conduct and table the findings of the proposed investigation into unequal education.

The president of the CPTA, Mr Franklin Sonn, said the formation of one teachers' representative body was not a 'ganging up against whites.'

'For too long everything was already prepared before blacks were allowed in and now whites can 'come in at the back door,' he said.



# Tuata to take up new permit rule

325  
Post 25/11/80

By PHIL  
MTIMKULU  
THE Transvaal United African Teachers' Association

(Tuata) is going to make representations on behalf of their members who are likely to be af-

ected by the ruling that teachers who are citizens of independent countries should submit work permits before assuming duty.

This was said by Mr L. M. Taunyane, the president of the teachers' organisation. He said they were perturbed by the circular which was likely to place in jeopardy many teaching posts thus affecting the teachers and students.

Representations will be made to the Department of Education and Training.

The teachers are expected to submit these work permits by the middle of August 1980. Failure to submit the permit could result in the

termination of the teacher's services. The teachers concerned are said to be from Transkei, Bophuthatswana and Venda.

Mr Taunyane revealed that a new Act of the Department of Education and Training, Act 90 of 1979, which became operative at the beginning of this year, did contain this ruling. But they had thought this was directed at people who are from the independent countries like Botswana, Swaziland and Lesotho.

"This circular is going to hamper the free movement of teachers. It is also going to affect the staffing of schools. Many schools depend to a large extent on teachers from these areas particularly for teaching languages."

Mr Taunyane said if the ruling becomes effective many people were going to be dislodged from their working positions and this would also affect family relations.



Mr L. M. Taunyane, president of Tuata.

Handwritten notes and markings at the bottom left of the page, including a large 'F' and some illegible scribbles.

UNIVERSITY OF CAPE TOWN  
EXAMINATION ANSWER BOOK

**EVERY CANDIDATE MUST** enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

# Cape teachers' union commends students

**EAST LONDON** — The 27th conference of the Cape African Teachers' Union (Catu) has commended the restraint black students exercised in their protest against political, social, economic and educational inequalities in the country.

At a conference held at KwaNobuhle, Uitenhage, the view was expressed that the students had made their point and an appeal was made to them to return to their classrooms to give the Prime Minister's commission time to table its report on equal education.

The conference felt there was a need to reiterate the demands the teachers' association had made in the past which have now become nationwide student grievances.

The students have asked for:

A uniform system of education for all population groups and one government education

ministry.

An immediate end to the present per capita expenditure of R743 per white child and R150 per black child.

Equality of the physical aspects of the system of education for blacks and whites, particularly buildings, premises and equipment.

Free compulsory education and free books for all schoolchildren.

Adequate classroom accommodation so that the pupil-teacher ratio is the same for all population groups.

Equal and adequate training schools and colleges evenly distributed throughout the country with facilities and periods of training equal to those of other population groups.

The opening of all educational institutions to all the children of the country.

On the question of teachers' salaries, Catu expressed strong dissatisfac-

tion with the new salary scales and the disparity between the salaries of whites and blacks.

It stated: "In some cases the gap has not been narrowed but has widened — the maximum notch for a black graduate is R13 350 a year as against R16 350 for a white graduate."

Catu stated it was against the principle of a much higher increase in the starting notch, which in some cases is 40 per cent, compared with the small increase of 17 per cent on the maximum notch of the same scale. This policy of merely attracting the new teacher with a high increase and giving the old teacher a small increase was not acceptable, Catu claimed.

It appreciated the fixing of equal salaries for male and female principals of secondary schools, but claimed this was limited to very few individuals and demanded that the principle be extended to all categories of principals.

DDR

[illegible]

(To be copied from the heading on the Examination Paper)

**NOTE CAREFULLY**

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

## WARNING

1. No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

**Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University**

# TED prepares to send its teachers back to school

R.O.M  
8/7/80  
(325)

A PROGRAMME for the further training of teachers would be launched by the Department of Education and Training in 1981, the Director-General of the Department, Mr G J Rousseau, announced in Pretoria yesterday.

"The aim of this programme will be to enable underqualified teachers to improve their professional qualifications by means of correspondence and through tutorials at study centres," the statement said.

"Teachers in possession of a two-year teachers' qualification as well as a Senior Certificate, will follow a two-year course in order to obtain a higher professional qualification. This will qualify them to teach two school subjects up to junior secondary or the senior secondary levels.

"Initially this programme will be offered on a limited scale for a trial period and approximately 600 teachers will be selected to receive study

guidance at certain selected institutions.

"The teachers will receive the necessary study material and will have to attend tutorials at the study centres for five hours a week. Tuition will be offered in five subjects, namely pedagogics, two academic subjects and two method subjects.

"At the end of 1981, the teachers will sit an external examination in all five subjects. During 1982 they will continue their study of all the

subjects and again sit a final examination at the end of the year.

"It is envisaged the programme will be extended to include the training of teachers in rural areas through correspondence and vacation courses as from 1982.

"Teachers are requested not to apply for admission to this course for 1981, since the department will initially select teachers for admission," the statement said. — Sapa.



Mr G J Rousseau . . . programme for a trial period.

## Det will launch training scheme for teachers

PRETORIA — A programme for the further training of teachers in service would be launched by the Department of Education and Training in 1981, the Director-

General of the Department, Mr G J Rousseau, announced in Pretoria yesterday.

"The aim of this programme will be to enable underqualified teachers to improve their professional qualifications by means of correspondence and through tutorials at study centres," the statement said.

"Teachers in possession of a two-year teachers' qualification as well as a senior certificate, will follow a two-year course in order to obtain a higher professional qualification. This will qualify them to teach two school subjects up to junior secondary or the senior secondary levels.

### GUIDANCE

The statement added, "Initially this programme will be offered on a limited scale for a trial period and approximately

600 teachers will be selected to receive study guidance at certain selected institutions.

"The teachers will receive the necessary study material and will have to attend tutorials at the study centres for five hours a week. Tuition will be offered in five subjects, namely pedagogics, two academic subjects and two method subjects.

"Teachers are requested not to apply for admission to this course for 1981, since the department will initially select teachers for admission," the statement said.

12/7/80  
**Blacks in**  
*Atas*  
**bid to end**  
**boycott...**

Weekend Argus  
Correspondent

DURBAN. — Senior officials of the African Teachers' Association of South Africa (Atasa) today held urgent talks with the Director General of black education, Mr. G. J. Rousouw, in Pretoria in an attempt to end the school boycott.

Mr. H. H. Diamenze, secretary general of Atasa, said today that they had submitted a memorandum which, among other things, called for:

- The appointment of a commission to investigate the educational system;
- The opening of all institutions of higher learning to students of all race groups without any restriction; and
- Parity in teachers' salaries.

# Teachers call for an investigation

AN URGENT CALL for a commission of inquiry into the whole system of education was this week made by the African Teachers' Association of South Africa (Atasa). Their call comes in the face of increasing school boycotts in the country.

Mr H H Dlamlenze, Atasa's secretary-general, said his association had recommended that the Department of Education and Training investigate the most effective ways of eliminating inequalities in the education of black children. The recommendations were contained in a memorandum submitted to Pretoria on Friday.

Mr Dlamlenze said his association reiterated its stand for equal subsidisation of education for children of all race groups.

It also recommended the opening of all teacher training institutions to students of all race groups to promote uniform standards.

Meanwhile, observers believe a new dimension has been added to the schools boycott since the stayaway by Soweto secondary school students on Friday.

There was virtually no attendance at schools in the township as students gathered in school yards. They claimed pamphlets calling for a schools boycott had been circulating at many schools.

Coloured students at Cape Peninsula schools will resume their boycott until their short-term demands have been met. Schools reopen on Tuesday.

The demands include repairs to buildings, the provision of equipment and free books and the unconditional reinstatement of suspended or expelled students.

## Schools boycotts spread to Soweto

Black senior school pupils from Cape Town's Langa, Nyanga and Guguletu townships are holding "awareness programmes". They decided at a meeting this week to continue the boycott of classes.

The boycott, they said, is no longer only a protest against Bantu Education but a lesson in solidarity and organising through increased awareness.

Police used teargas in Port Elizabeth this week to disperse boycotting students. A spokesman for the Port Elizabeth Students' Council said it was "stern police action" in response to the students' new strategy.

The strategy is to keep the students united by gathering at one school in each of the three townships. Twenty-seven students were arrested.

The schools crises in Durban's KwaMashu township continues with some 10 000 students now staying away. They have continued boycotting classes in spite of

the personal intervention of Chief Gatsha Buthelezi.

In addition to their protest against Bantu Education, students are complaining about overcrowded classrooms, the lack of proper laboratories and recreational facilities as well as the shortage of properly qualified Maths, Science and English teachers.

Classes were disrupted at eight schools in Pretoria's Atteridgeville township, including Hofmeyr High, where students have been boycotting classes since school reopened on Monday.

Students at Tlakula High in KwaThema, Springs, are refusing to attend classes in protest against the detention of five members of the local Azapo branch, one of which is a classmate.

Police Minister Louis le Grange said his men had been ordered to "strictly enforce" the ban on assemblies of more than ten people.

# OCK '84

51-1858 20/2/86

# Teachers to complain

325

By Z B MOLEFE

THE African Teachers Association of South Africa (Atasa) will submit a list of grievances to the Le Grange Commission of Inquiry into South African education.

This emerged this week when SUN-DAY POST approached Atasa's secretary-general, Mr H Dlamlenze, for comment about the complaint by the Middelburg father of a white primary school pupil concerning the geography syllabus.

The father objected to a lesson on population groups copied from the

blackboard. Children were told, among other things, that whites are the most of the defunct Soweto UBC said, "With developed population group while 'plurals' were the most primitive.

"I don't think we need to go into this Middelburg affair. The commission has asked Atasa to submit a list of grievances which affect black education," he said.

But Mr Dlamlenze refused to reveal exact grievances Atasa would submit to the commission. The commission will hear evidence from interested parties until the end of the month.

# POST

TRANSVAAL

Telephone 27-6081.

325

## Fiddling while Rome burns

IN what is seen by blacks as a case of blatant discrimination, the Government has acted with commendable alacrity to the pleas of white teachers.

The Prime Minister himself has had to intervene personally in what appeared to be confrontation between the white teaching profession and the State.

In fact, white teachers have been told their case was a valid one and that their militant stance was reasonable.

Blacks (and we hasten to say this word is used in its generic form to include Africans, coloureds and Indians) have to experience the agony of their children going on strike or doing other equally serious things before there is action from the powers-that-be.

Organisations of black teachers have lost all credibility in their community because their pleas have fallen on deaf ears, even when the situation in their schools assumes panic dimensions.

We remember the number of times teachers have pleaded through their organisations for the Government to change the system of education black children refuse to be taught.

We can imagine the pain and frustration of these teachers who are despised by their communities, because it has been too dangerous for them to protest, or say anything at all in times of crisis. Today many black teachers have left their profession because they have been emasculated by decrees, they have been threatened by pressure from inside and outside their departments.

We can imagine the humiliation of these teachers when their problems are put to the hands of people who have nothing to do with teaching. They have had to look on helplessly as things go from bad to worse in their schools, without as much as a bleat for fear of victimisation.

To be realistic this is the lot of the underdog, but we do look on with amazement as the problems of those privileged teachers are solved with such speed, when our teachers literally are fiddling while Rome is burning.



# new teachers by 1983

SUNDAY POST

Reporter

TEACHER training colleges will produce at least 10 000 new teachers a year by 1983, the Department of Education and Training revealed this week.

The Department was reacting to the results of an independent study which showed that 220 000 new teachers would be required to implement compulsory education.

A spokesman for the Department, Mr G Engelbrecht, said last year who is usually by himself at this training colleges produced 9 000 teachers. From next year most teacher training colleges would increase the admission of student teachers.

In addition, three new colleges in Natal, Port Beaufort and Kroonstad will be opened.

## Target

Mr Engelbrecht said more schools and classrooms would be built and the number of pupils in a class would be 40 at primary schools and 35 at secondary schools.

The Department had chosen 1988 as its target year. It hoped by then the general condition of black education will have improved immensely.

The lowering of the age to six of entering primary school from next year and the distribution of free text books was a phase towards free education.

In general, the relationship between the organizational maintenance of a functional process are called *formal relationships* actually existing among are congruent with the formal are called *informal relationships*, between the *formal structure*, *formally desired structure*, and which is the *existing structure*. at and state that there exist those which are congruent with formal here are other *informal relationships* congruent with the formal relationship words, the informal structure by the formal structure and not picture is covered by the informal

structure is *hierarchical*, meaning that order or scale of hierarchy levels. describes the hierarchy of the formal one would usually do it in a form which every level of subordinates is than the level of superiors above it.

A hierarchy levels we reach the head here we find the chief executive of who is usually by himself at this say that he is not only alone, but year most teacher training colleges would increase the admission of student teachers.

structure has no hierarchy, and fully, has no superiors or subordinates. In the informal relationships in the informal between subordinates and their between peers (subordinates to the but a great part of the informal as we have already mentioned, with no formal relationship between though there are no managers in the one can identify in it persons who formal relationships, i.e. with whom have established relationships. These

from the fields of business administration and management engineering research have replaced their collective field of organization. New quantitative have been developed to serve these that they could not only describe actions, but also *measure* them.

The purpose of studying the action framework of the study of the organization is to establish the effectiveness of the organization and all of them to say the economic effectiveness of a whole. For this purpose, one estimates for measuring the effectiveness members of the organization and/or organization as a whole. The actions and actions of members of the organization with these standards and on the comparisons one can establish the the individual and of the whole.

## STUDYING THE RELATIONSHIP MEMBERS OF THE ORGANIZATION

The second factor of organization the relationships existing among organization. When one deals with between two members of the organization consider a *required relationship* facilitating the execution of operations the carrying out of the organization producing or supplying products or other hand, when one deals with interacted with each other, one uses *actual relationship* existing between because of work requirements or other reason (e.g. because of history because of conditions created as a result not necessarily conducive to the purposes, and, mainly, because the personally attracted to each other).

The semantics of the organization distinguishes between these two types

S. Post 27/7/80

325

# Teachers still use classroom as home

By MZIKAYISE  
EDOM

NINE teachers in Devon are still without accommodation — six months after their plight was reported.

Five of the teachers are staying in two classrooms at the school, and indications are that there is no likelihood of any accommodation for them in the near future.

The Department of Education and Training (DET) has washed its hands of the situation and liaison officer Mr Gerhard Engelbrecht yesterday said his department, like other departments, did not offer homes to employees.

"All that we can do, and have done in this case, is to refer the matter to the local administration board," he said.

Meanwhile an official of the board yesterday said

he was surprised that the matter had not yet been finalised. "I will look into it," he said.

The five, two male and three female teachers, have turned two classrooms into their homes.

Four other teachers hitch-hike to and from work and only the principal Mr Wilford Mahlambi and a woman teacher have houses in Devon.

Before, the teachers had a house in the township but were evicted for failing to pay rent after occupying the house for six months.

They said they refused to pay rent because they were packed like sardines in the house. They claimed that they slept four in a room and each paid R6,50 a month for rent.

288  
325  
23/7/80  
105X740

need of medication  
a world is

some variety  
certain courses  
B-70 of [50];

a balance is  
between competing  
at the 'reasonable  
it in setting well-  
to part of the  
trol system reflect  
would enable one  
related between  
to political,  
(9)]. As in many  
e 53 an increased  
is in the situation  
take place. There

## 6.3: The Role of Values

If this aim is considered too ambitious, one can simply use the scheme as a way of ordering presentations of previously chosen quality of life indicators. As an example, various development indicators are classified in this way in Appendix B.

more and more accurately the details of the situation.<sup>49</sup>

The role of values in the scheme is essentially two-fold. Firstly, the approach used is based on what might be called 'the developmental ethic', which was implied in the discussion of section 4; namely that (at least within limits) the criterion of good-quality living is the ability to control one's own future, and that this is in fact an essential requirement for developing self-reliant communities (cf. Bettelheim [56], e.g. page 75).

Secondly the detailed value system inherent in the scheme resides in the classification scheme used for components and aspects of welfare; in the critical values used to classify indicator values as 'good' or 'bad'; and in the weighting factors that may be used in combination functions when individual indices are aggregated to produce overall indices of welfare.

49: It is immediately apparent that this is a hopelessly idealized view of what might be achieved in practice. Nevertheless it is what one can aim for. One must have hope!

# Bloemfontein teachers told to transfer

SUNDAY POST  
Reporter

A LARGE number of Bloemfontein teachers are being transferred to schools in other areas. They are to report there tomorrow morning.

Teachers from higher primary schools which have been boycotted since May were notified by telegrams from the Department of Education and Training that they had been transferred to other schools.

They have been transferred to Bultfontein, Pietersburg, Tomsburg, Denneysville, Boshoff, Hoopstad and Zoutberg.

Three teachers interviewed by SUNDAY POST yesterday said they were

not prepared to leave. They approached the Department of Education and Training in Bloemfontein and were told to resign if they were not prepared to be transferred.

They said they had been given forms authorising the South African Railways to give them teachers' rail tickets to their various destinations.

The teachers said they did not intend leaving. "We are not responsible for the boycotts. The children are fighting for the scrapping of the present education system and if we agree to the transfers, it goes without saying that we support the system," said one teacher.

# Transfer of black teachers temporary

1978 so means  
325  
50

THE transfer of teachers from black higher primary schools in the Peninsula to other areas would be a temporary measure affecting only a small proportion of teachers, an official of the Department of Education and Training said yesterday.

Mr P J Scheepers, local circuit inspector of the department, added that it was still uncertain whether the transfers would go ahead, as word was being awaited from Pretoria.

Teachers, however, have balked at the prospect of being moved to country areas and some are threatening to resign rather than comply.

## 72 TEACHERS

'Schools know there is a possibility some of the teachers will be transferred. We have already transferred about 72 teachers to lower primary schools in the Peninsula, Mr Scheepers said.

'Others could now be transferred to areas where schools are functioning normally.

Mr Scheepers said a complete stayaway continued at all higher primary and secondary schools in the Peninsula. The position had been fairly normal at lower primary schools until a stayaway on Monday.

Pupils at lower primary schools in Langa were returning yesterday but attendance was low at

schools in Guguletu and Nyanga.

Mr Scheepers said teachers who were transferred would help to bring down the teacher-pupil ratio at schools functioning normally and could assist with subject teaching.

Younger teachers without commitments were most likely to be transferred, and this would be only until conditions at their own schools returned to normal.

'The teachers are on full pay. If they can be used profitably elsewhere, the department will consider moving them.'

Mr Scheepers said a very small proportion of the Peninsula's 600 teachers would be affected.

Asked whether it was considered worth risking resignations in order to redistribute a token number of teachers, he declined to comment.

'It is a departmental decision,' he said.

# Sportsmen among PE teachers transferred

PORT ELIZABETH — A total of 21 teachers from New Brighton, Kwazakhele and Zwide schools have been transferred to various schools in the Eastern Cape.

Some of the teachers were reported to have left for the new posts but others are believed to have decided to ignore the order to move.

The decision to transfer the teachers has been taken by the Department of Education and Training following months of boycott of classes by pupils in higher primary, secondary and high schools here.

Among those transferred are several star rugby players, a former Eastern Province cricketer and a noted musician.

Star rugby players are the Kwaru and Fabs lock forward, Simphiwe Mavuso, who has been transferred from Stephen Mazungula Higher Primary, former Kwaru and Walmer Wales centre, Stone Bell, who has been transferred from Mzontsundu Secondary School to Cathcart, the Spring Rose prop, Vuyo Plet, who has been transferred from Nkqubela Higher Primary and Thembe Matomele, the Union utility player

who has been transferred to Bedford.

The former Eastern Province cricketer is Billy Jagers who has been transferred from Johnson Marwanqa Higher Primary to Bedford.

The musician is Luvuka Sidika who has to move from New Brighton Higher Primary to Bedford.

Other names confirmed yesterday were: Mr Sithembiso Faku, transferred to Cradock, Mr Z. August, who has to go to Oudtshoorn, Mr Themba Salamntu, instructed to move to Venterstad, Mr P. Klaas, Mr Bandle Caga (no clear destinations but confirmed transferred), Mr P. Zeto, to move to Adelaide, Mr D. Blaauw (no clear destination), Mr Monde Ndoleni and Mr Edward

Nonganga, to move to Graaff-Reinet, Mr Qondile Msizi, Mr M. Mdangaye and Mr T. Madlingozi, all with destinations still unconfirmed.

Meanwhile, black teachers in higher primary and high schools in the Peninsula's townships are resisting moves to transfer them to schools in Oudtshoorn, De Doorns and Knysna.

"There is a strong feeling among the teachers that they will resign rather than leave their families and work in other areas," one teacher said.

All schools in the black areas of the Peninsula were deserted yesterday. Teachers said the stay-away was to commemorate the anniversary of the riots in the Western Cape in August 1976. — DDR-DDC.

14880 *W. L. S.*  
**Transfer  
of black  
school  
teachers**

BLACK teachers at Peninsula schools which have been empty since the beginning of this term five weeks ago because of a pupil boycott will be notified by telegram from Pretoria of their transfer destination.

Others would be seconded to lower primary schools in the Peninsula area, an official from the department of education and training said yesterday.

The regional director of the department in the Cape, Mr D H Owens said yesterday some teachers had already been transferred to schools outside the Peninsula. He said all teachers at empty schools were still on full pay and their transfer costs would be paid.

Classes at black schools from standard 8-10 were still empty yesterday.

Post 14/1/80  
3/5

## Higher grade

THE Minister of Education and Training, Dr F Hartzenberg, hopes to raise entrance qualifications for black teachers, from Standard 8 to Standard 10 next year.

Dr Hartzenberg said in 1980 43 000 full time pupils had enrolled for Standard 8, as compared with 24 000 in 1979.

In view of this increase he hoped it would be possible next year to make Standard 10 the entrance requirement.

# Underpaid—then rudeness

31/12/1980 (325)

By June Beazl  
Star Line Reporter

A Soweto teacher with nine years' experience is bitter over the indifference and rudeness certain Department of Education and Training officials in Pretoria have shown towards her during her two-year battle to have her salary adjusted from the lowest notch.

Mrs Patricia Manyamala told Star Line the de-

partment owed her "thousands of rands" in back pay yet on one occasion an official had put the phone down on another. Her husband travelled to Pretoria to sort out the problem, an employee had refused to negotiate.

"There is a critical shortage of qualified black teachers but the department treats me like this,

although I have years of experience," she complained.

Mrs Manyamala said she had established that she could get a job in the private sector at far more than the R121 paid to her by the Department of Education and Training.

But she said she had not taken up any offers as she felt it was the duty of qualified teachers to offer their services

because of the critical shortage of teachers. She said Soweto teachers leave the profession it is the same as leaving children who are ultimately suffer," she added.

She said she had started teaching in Transkei nine years ago and in August, 1978, she had come to teach at a Soweto school. The department had informed her that she

would be paid the minimum salary until her credentials and record of service were received from the Transkei Department of Education.

"To speed up the matter my husband went to Transkei, collected passed documents, a Pretoria imprimatur. Mrs Manyamala said.

When no confirmation of receipt of the documents came and the letters were ignored Mrs Manyamala went to Pretoria but he was treated off-handedly and rudely by an employee.

A senior official at the Department of Education and Training told Star Line why the employee should not be advised or assisted Mr Manyamala. He said he would investigate the matter and, if necessary, adjust Mrs Manyamala's salary scale as soon as possible.



# No end yet to exile of PE teachers

17/4/50 325

PORT ELIZABETH teachers who were transferred to country areas because of the boycott of African schools are to be brought back immediately.

This was confirmed yesterday by Mr Steve Buys, circuit inspector of the Department of Education and Training in Port Elizabeth.

Mr Buys said the teachers would be brought back to Port Elizabeth if and when the school situation returned to normal.

Meanwhile boycotting pupils have said they will return to school on September 2 if the Government meets certain short-term demands.

Details of these demands will be released only at a mass meeting of parents, teachers and pupils at 2 pm next Sunday.

The boycott situation in the Eastern Cape was reported to be quiet yesterday.



Mr Jaap Strydom . . . "teachers fruitfully employed".

# Ex-teachers in DET 'odd jobs'

By CHRIS MORE

FIVE former Morris Isaacson High School teachers have been doing "odd jobs" at the Johannesburg Education and Training regional offices since the school closed last month.

The five have been doing various jobs including filling, packing the store-room, issuing of registers to principals of other schools, preparation of tests, lessons, charts and audio-visual material of some subjects.

But the regional director, Mr Jaap Strydom, said the former teachers were doing professional jobs related to their teaching profession. Mr Strydom had recently told POST that all teachers at Morris Isaacson were "fruitfully employed."

Yesterday he denied that by "fruitfully employed" he implied they were all allocated teaching jobs. He said the jobs the former teachers were doing now related to their teaching profession and that they would be recalled as soon as the need in the teaching situation arose.

According to Mr Strydom, the former teachers may be recalled on Friday when Form Five students from Morris Isaacson report for school at the Mapeta Senior Secondary School.

School.

There has been no Form Five class at the school and these teachers may be placed there.

He declined to specify what actual programme had been arranged for the five and only said when their services were needed they would be recalled to the teaching field.

Mr Strydom added that letters were already sent to Morris Isaacson students informing them which schools to report to.

All Form Four students have been told to report to the Emndon Senior Secondary School and Standard Six and Seven pupils are to be absorbed in the different secondary schools in Soweto by Friday.

# Teachers want priority in getting houses

By DERRICK LUTHAYI

THE Department of Education and Training has approached the Soweto Council to provide houses for teachers, because of the acute shortage of houses.

The Transvaal United African Teachers Associa-

tion (Tuata), has also made representations to local authorities on behalf of the teachers.

The waiting list in Soweto is at least 20,000. Teachers have complained that although they feel their applications should get priority, they have

gone through the same process as other people. Mr. J. White, deputy director of the department, said although a 100 per cent housing loan was available for teachers, very few had come forward for it.

"We are very disap-

pointed at the response. Applications for loans are coming in very slowly," said Mr. White.

The president of Tuata, Mr. L. M. Tsampane, said they were encouraging teachers to apply for the loans and many have responded. Well.

"The teachers have security in raising the loans from their pension scheme. Some have been referred to finance houses.

On July 11, Tuata held discussions about the shortage of houses with the director general of education and training.

325 (46) 5 125-1 3118186

# Cops free pupils, hold teacher

By CHRIS MOORE

**THE four Nepalese Secondary School students who were detained by security police last Friday have been released.**

But Mr. Ganeson Leppa, the teacher who was detained at the same time is still

being held.

A spokesman for the Directorate of Public Relations of the South African Police yesterday could not confirm the detention of Mr. Leppa nor would he confirm that the students had been detained — or released.

The four students — Mstern Mestern (19), Mstern Mestern (19) of 88 Daburam, 10

South Kamp (18) of 519 Zandi 2, Mstern Mestern (18) of 120 Central Western 11th, and Daniel Egan, 19 (19) of 1601 Daburam — were released on Monday afternoon.

The students said that they were held under Section 6 of the Terrorism Act but the police did not mention this to their parents.

The students and their teacher were detained

following arrest which was started by the dismissal of Mr. Leppa and the refusal by school authorities to re-admit about 150 students when the school reopened after a two-week closure by the Johannesburg Regional Director of Education and Training, Mr. Jap Singh.

Mr. Singh denied knowledge of Mr. Leppa's dismissal and said

that the department's staff office in Pretoria was responsible.

But no reason was given for the 150 students who were not re-admitted to the school after the closure.

Meanwhile the students said their five teachers would take Mr. Leppa's place but were not satisfied with the arrangement.

"We want our own teacher back," they said.

Spokesmen for the students said they returned to class to prevent the school being closed. They said they were promised that a teacher would take Mr. Leppa's place but were not satisfied with the arrangement.

# Teachers who walk the razor's edge

325 M/150  
S/M/1



MR. L. T. TAUNYANE

By Sheril Raine  
Education Reporter

Black teachers in the present times of political and educational crisis are walking the razor's edge.

The fact that the majority work for the government to co-operate with it makes them an easy target for accusations from pupils and public alike.

They are accused of being "sellouts" to a short-sighted system which has not only failed the black community but has brought suffering in its wake.

They are accused of being conservative and non-committal at a time when black pupils are becoming increasingly militant and politically involved.

Black teachers are also expected to act as "buffer" and to uphold the status of edu-

cators in the eyes of the black and white public. The president of the 18 500 strong Transvaal African Teachers Association, Mr. L. M. Taunyane, understands this dilemma only too well for he recently faced an accusation from black pupils that his organization was "useless."

Although the path black teachers should follow during present and future change was not easy to define, Mr. Taunyane spoke to The Star about his thoughts on the matter.

He said that black teachers' associations had submitted countless memoranda to the Government listing major areas of dissatisfaction in black education prior to the 1976 riots.

"The fact that these memoranda went un-

heeded had nothing to do with apathy on the part of black teachers," he said.

He accepted the role of black youth as thought provokers but he drew the line at violence and coercion of other groups (such as teachers) to play similar roles.

"As conscientious educators teachers have a different role to play. We cannot condone the destruction of facilities and the complete breakdown of our education system to force the birth of a new and better system. We believe there is another way to achieve the same end."

"There is valuable work for black teachers to do within the present system. We can work from within to change black education into a means of providing

equal opportunity for blacks. "Black education is inferior to white education but there is no overnight solution."

"It is the job of the black teacher to upgrade himself so that he can meet the challenge of putting black education on the same level as white education."

On racially integrated education, Mr. Taunyane believed this would come about in areas where black and white children interacted.

If Mr. Taunyane could change three political-educational areas he would:

1. Repeat laws limiting black options.
2. Implement a programme for equal education for all races with a definite timetable to ensure progress.

3. Open all fields of opportunity to all races to allow for free competition. But he was reluctant to talk about the extent to which "bureaucracy and association" in the Transvaal should concern itself with politics.

"Politics has shaped black and white education. Where and when it has been required, Transvaal has adopted a political role to reach educational ends. Our role, however, remains primarily to teach, to research, to make proposals and to represent our members in negotiations" with the Government.

Mr. Taunyane believed that teachers should ultimately be allowed to walk the razor's edge by striving to do as much as possible within the framework of oppressive laws.

# Atasa not in favour of Govt inquiry method

By J S MOJAPELO

THE Human Sciences Research Council, appointed by the Government to investigate the state of education in South Africa, was not the correct body to undertake such an investigation, according to the umbrella body of black teachers, African Teachers' Association of South Africa (Atasa).

Atasa, under the presidency of Mr R L Peteni, submitted its views to the Director-General for Education and Training, Mr G J Rousseau, in a memorandum on July 11.

The teachers recommended in the "strongest terms the appointment of a judicial commission of inquiry, with explicit terms of reference".

Atasa said the students' grievances, which led to the disruption of classes, underlined what the teachers organisation has brought to the attention of the Department of Education and Training (DET) over the years.

Atasa also supported the call by the Federal Council of Teachers' Associations for the appointment of a commission to investigate the whole system of education in the country.

According to Atasa, blacks wanted one uniform system of education for all population groups under one Minister of Education; equal per capita expenditure for pupils of all race groups; equal and adequate school and teacher training facilities; opening of all institutions of higher learning to students of all race groups; free and compulsory education for all race groups, including free books for all pupils; and reduction of the present pupil-teacher ratio.

Atasa said there were improvements effected by DET. Improvements like the building and equipment of new schools; supply of textbooks and extension of adult education.

It welcomed the Government's promise of an improvement in the per capita expenditure of R150 (from R71) for Black education and R743 (R724) for whites.

Atasa considered the new arrangement as "quite reasonable". According to available statistics, the teacher:pupil ratio at the primary school level was 51:1 and at the post-primary level 36:1 and 40:1 overall.

Though Atasa welcomed the introduction of higher qualifications for teacher training admission, the association noted with concern that of the 491 teachers in black teacher training institutions last year, more than 50% held academic qualifications equal to, if not less than, the student teachers.

About 35% were in possession of a post-matriculation teachers' certificates or university education.

The association recommended that the period of training for all black teachers be brought in line with that required for whites — three or four years after Senior Certificate.

It reiterated its stand for the opening of all universities and colleges for advanced technical education to students of all races with the necessary qualifications.

On teachers' salaries, Atasa said the new salary scales for black teachers had "fallen far short of our expectations". The 10% and 17% gains on salaries of the bulk of the black teachers was considered "extremely inadequate". Female teachers salary increases were "most discouraging".

Atasa said another disturbing feature of the new salary scales was the "unjust" adjustment key where it applied to men and women teachers. There was discrimination against the women teachers.

The number of black graduate principals was so small "we find it very difficult to comprehend why parity could not be implemented at this level".

# Black teachers' pay withheld

Cape Times 26/7/80 325

## Staff Reporters

SALARY cheques have been "temporarily withheld" from a number of teachers at black schools in the Peninsula, the regional director of the Department of Education and Training, Mr D H Owens, confirmed last night.

Mr Owens was approached after worried teachers of the Ficksburg High School in Guguletu claimed that they had not received their September cheques.

Twelve teachers at the I D Mkhize High School, also in Guguletu, and six at the Sizamile Secondary School in Nyanga, have also not received their salaries.

## Longer hours

The teachers also said they had been told to work longer hours and that they were not being given a September holiday.

One of the teachers, who did not wish to be identified, said yesterday that when cheques which should have been paid on Tuesday had not arrived, the teachers approached the

department's circuit office, where they were told they would receive their cheques next month.

"This is horrible, we do not know what we have done," she said.

Mr Owens said last night: "The cheques of certain teachers have been withheld till a later date, and they know the reasons why."

He declined to elaborate.

Mr Owens said the issue of longer hours had resulted from an instruction from "head office". It had resulted in some confusion but normal school hours would be restored today.

○ In spite of the closure of black schools and the fact that in normal circumstances teachers would have been on holiday now, teachers at the schools are being required to continue with work in preparation for next year, Mr Owens said.

# No pay for some Cape teachers

CAPE TOWN. — Salary cheques have been "temporarily withheld" from a number of teachers at black schools in the Cape Peninsula, the regional director of the Department of Education and Training, Mr R D H Owens, has confirmed.

Mr Owens was approached after worried teachers of the Fezeka High School in Guguletu claimed they had not received their September cheques.

Twelve teachers at the I D

Mize High School, also in Guguletu, and six at the Sizamile Secondary School in Nyanga have also not received their salaries.

The teachers said they had been told to work longer hours and that they were not being given a September holiday.

One of the teachers, who did not wish to be identified, said that when cheques, which should have been paid on Tuesday, had not arrived, the teach-

ers approached the department's circuit office, where they were told they would receive their cheques next month.

"This is horrible, we do not know what we have done," she said.

Mr Owens said last night: "The cheques of certain teachers have been withheld until a later date, and they know the reasons why."

He declined to elaborate. — Sapa.





SPEECH BY DR THE HONOURABLE S W VAN  
CHAIRMAN OF THE ECONOMIC COMMITTEE  
PRESIDENT'S COUNCIL, AT THE ANNUAL  
OF THE SOUTH AFRICAN-GERMAN CHAMBER  
AND INDUSTRY ON 16 OCTOBER 1980 AT

embargo: 20h00 on 16/10/80

Note it  
STRICT EMBARGO

8/10/80 ARGUS  
**Black schools in  
PE empty — fear  
of intimidation**  
320

Argus Bureau

PORT ELIZABETH. — All black schools here are reported to be deserted today. Parents are keeping their children at home fearing intimidation after yesterday's disruption of classes.

The intimidation spread to Uitenhage schools yesterday but had not affected Grahamstown schools, Mr J Schoeman, Deputy PRO for the Department of Education said today. He could not elaborate.

Most parents were afraid to comment, but one, who asked not to be identified, said he had told his own eight-year-old son, who is in Standard 2, to stay at home for his own safety.

'Most parents fearing intimidation or even violence are doing the same,' he said.

A Port Elizabeth Student Committee (Pesco) member who refused to be named said they had disrupted classes because they felt it did not help if only high school pupils boycotted classes. Every one had to boycott for the sake of solidarity.

**'A PITY'**

Meanwhile 35 temporary teachers in Port Elizabeth, Uitenhage, Grahamstown and Graaff-Reinet schools have been dismissed from their posts.

'This is in accordance with the Minister's statement. Teachers with no professional qualifications,

who cannot be used elsewhere, have been dismissed,' said Mr Schoeman.

The chairman of the Parents' Committee, Rev James Haya, said: 'It is a pity these teachers have been dismissed in the middle of the boycotts.'

He said the Parents' Committee was meeting Pesco members tomorrow night as part of an effort to defuse the situation.

MR PRESIDENT, HONoured GUESTS,

SEN

7 JAHREN IHRES BESTEHENS  
ZU DÜRFEN. DIESE KAMMER  
I FREUEN UNS DIESE GELEGENHEIT

EN BEITRAG

RIKANISCHEN HANDELS-

JUNGEN ZU STÄRKEN UND

VERSTEHEN GEBEBEN,

DER DER GRÖSSTEN

IM LANDE GEWACHSEN

DIESES EIN GRUND

MITGLIEDER IST.

# Resignation threat by hundreds of black teachers

## Top-level meeting on PE school boycotts

By Stuart Reine  
Education Reporter

Hundreds of qualified black teachers, who face the possibility of being transferred after the closure of Eastern Cape schools, are threatening to resign at a time when the country desperately needs their services.

In addition, 35 teachers who had no teaching qualifications or who were appointed to temporary posts have been dismissed by the Department of Education and Training since the closure of 80 schools in the Port Elizabeth, Cape Town, Eastern Cape, and inner Cape regions.

Mr. R. L. Peteni, president of the African Teachers' Association of South Africa met teachers at Fort Hare University at the weekend to discuss the situation. The exact number of teachers likely to be involved in transfers is unknown. A large number of teachers are deeply concerned about the situation. We cannot afford to lose teachers, especially those who are threatened with resignation. We are transferring them away from their families and homes. Some teachers have already resigned.

About 1,240 teachers have been directly affected by the closure of schools. Others employed at the Port Elizabeth and Uitenhage districts, we have been told that those teachers who are transferred will be returned to their original posts once the schools are normal. The Department of Education and Training has given us no firm undertaking," said Mr. Peteni.

Mr. Peteni gave the Department credit for increasing the number of in-service training programmes to occupy idle teachers but called on the Department to set up more such schemes to keep the teachers meaningfully employed.

Mr. Peteni gave the Department credit for increasing the number of in-service training programmes to occupy idle teachers but called on the Department to set up more such schemes to keep the teachers meaningfully employed.

plant on hire-purchase as follows:-  
5 annual payments of R75 000 starting  
lease the asset for one year for  
10% p.a. straight line  
30%  
25%  
10%  
R85 000  
8 500  
2 762,50 per month on 1st day

the company concluded the following  
and a grader for R250 000 which  
fair market values of the plant.  
R300 000  
116 000  
135 000  
es are applicable to heavy plant:-  
30%  
25%  
10% p.a. straight line  
5 annual payments of R75 000 starting  
lease the asset for one year for  
10% p.a. straight line  
30%  
25%  
10%  
R85 000  
8 500  
2 762,50 per month on 1st day

own Correspondent  
PORT ELIZABETH  
Government officials including heads of the South African Defence Force, Security Police and the counter-insurgency unit, were having a hush-hush summit meeting at the Defence Force base in Port Elizabeth today on the area's worsening schools boycott situation.

It is believed that representatives of the local administration board, the Departments of Manpower Utilisation, Co-operation and Development and the local Colonial Security Forces, and the Gerrit Erasmus Commissioner, Brigadier E. S. J. van Rensburg are also present.

No black leaders are involved.

The boycotts are reported to be continuing at all but one of the 40 Port Elizabeth and Uitenhage lower primary schools.

19 HELD

Twelve high schools were recently closed by the Government because of the continued boycott.

Security Police are still holding 19 youths in connection with alleged intimidation of lower primary school pupils last week.

Another four youths were convicted in the Uitenhage Magistrate's Court yesterday of intimidation.

They pleaded guilty and were sentenced to seven cuts.

The sporadic unrest in black townships continued last night when police destroyed by

building industry, experienced severe cash flow difficulties

Rent-a-Plant (Pty) Limited, a company which hires plant in the

during the slump in

the same tax/...

# Injustice causes anger — Peteni

84117 Jsr 21/10/80 325

**NEW BRIGHTON** — South Africa was going through the pangs of a new birth and the hearts of young people were burning with anger against injustices, the president of the African Teachers Association of South Africa (ATASA), Mr R. L. Peteni, said here.

Mr Peteni, a Fort Hare lecturer, said the anger was directed against the South African government for its policies of separation and discrimination, and against the black adults for having allowed themselves to be suppressed for so long. He was guest speaker at a reception in honour of Dr and Mrs B. V. M. Sengana held at Gana Kakaza Hall.

Mr Peteni said discrimination was a betrayal

of a sacred trust and must be ended immediately.

"It is an evil thing which changes the blessings of this country into curses", Mr Peteni said.

As long as a South African born and bred in this country was barred from buying land where he pleased on which to build his home or business premises, such policies would be rejected by all right thinking people.

Mr Peteni asked what justice there was in a policy which allowed rights to foreigners to acquire land and exploit natural resources and attend state schools while denying such rights to people born and bred in this country?

Mr Peteni welcomed Dr

and Mrs Msengana, who returned to South Africa after furthering their education in England for seven years. He said he honoured them for having decided to come back to this country.

"Many of our youths have gone to distant lands because this country is not yet a place where ambitious and well-educated young men can lead a full and rewarding life," Mr Peteni said. "We are looking forward to a day when those in positions of power will give up their game of make-believe, a costly game of refusing to see the truth, the game pretending that there are four million people who matter in this country, whereas there are upwards of 25 million people". —DDR.



MR PETENI

44  
325  
26/10/80

# teachers dismissed by DET

THE Department of Education and Training DET, have dismissed a total of 44 temporary teachers as a result of the government's decision to close certain schools a few months back.

This was announced yesterday by Mr. G. Engelbrecht, Chief Public Relations Officer of DET.

About 58 000 pupils and more than 1 230 teachers have been affected by the government's decision to close the schools.

A total of 77 schools have been closed — 55 in Western and Eastern Cape, 18 in Kimberley, three in Bloemfontein and one in Soweto.

The schools include 27 secondary schools, 40 higher primary schools and 10 lower primary schools. All the lower primary schools are in Kimberley. Mr. Engelbrecht said: "The department could not keep on paying the 44 teachers because some were unqualified and others retired and that they were no more providing their services, since the schools were closed."

He also said that the rest of other teachers have been transferred to other areas and that others have been sent to work in education centres and circuit offices.

Mr. Engelbrecht further said that the teachers were preparing lessons for next year and that if the schools are reopened, they will be taken back.

2/10/80  
APC  
25

that we organise ourselves

secretary at one of  
the Chamber  
of Commerce  
Mr H. C. Co  
261 Thorn

Yours faithfully  
E. la Vita  
(Secretary)

So far 77 schools around the country have been

'Everything is going well and we are hopeful that we will be able to steam ahead in the new year,' he said. He said the spirit and morale of the teachers was generally 'quite high'.

to be in position  
with me no longer  
on of the  
tioned date.

Dear Member/s

Just as from the infinite ocean of facts, the historian selects those which are significant for his purpose, so from the multiplicity of sequences of causes and effect he extracts those, and only those, which are historically significant; and the standard by which he chooses is significance itself.

It is in this sense, then, that we have to understand a narrative statement about chance in history;

Yours sincerely,

Dr. J. H. Coatsworth

October 1980

# More to sit for teacher exams

Sam 11/1/80  
315

Proctor in Bureau

HUNDREDS more black candidates than last year will write the year-end teacher training certificate in the Republic and homelands this year.

According to the chief liaison officer of the Department of Education and Training, Mr G Engelbrecht, 8 000 candidates will sit for their Primary Teacher's Certificate (PTC) exam this year (last year's figure was 7 179), and 537 candidates will write the Junior Secondary Teachers Certificate (JSTC) — 303 less than last year.

Mr Engelbrecht said there were fewer JSTC candidates this year because more and more were taking the three-year course as they wanted to be better qualified.

Some 602 candidates will write the PTC (one year course) this year, an increase of 43 candidates on the corresponding period last year. This course caters for experienced unqualified teachers, according to Mr Engelbrecht.

Another 333 PTC (junior work for specialisation) would also write this year. Last year only 143 sat for the examinations, Mr Engelbrecht said.

Fourteen Trade Teacher's Training Course (TTTC) candidates would also write this year as compared with only six last year.

About 13 would sit for the Specialisation Course (Homecraft) exams this year, while only four sat for the examination last year.

Mr Engelbrecht revealed that figures for candidates who pursued the two-year JSTC side by side with two or three degree courses were not available.

Neither were they available for those taking the Senior Secondary Teacher's Certificate (SSTC), a three-year course taken with five degree courses.

He said that in both these categories students studied with Unisa, but wrote internal examinations at their training colleges.

He said the exams for the PTC candidates would be written from November 4 to 14 and those for JSTC from November 13 to 18.

# PE principal surprised by dismissal

NEW BRIGHTON — The former principal of the Ernest Skosana Higher Primary School, Mr Nat Matomela, is among a number of township teachers who have been fired by the Department of Education and Training following the boycotts here.

Mr Matomela retired officially last year but was granted extension to continue teaching until the end of this year.

Mr Matomela said yesterday he was surprised to receive a telegram from the department informing him his services were terminated from October 4.

The telegram arrived on Monday, October 6.

The telegram said he would be paid up to the end of October.

He said he found it strange a telegram should advise him of his dismissal. He said it sounded as if it had been recommended that he be

dismissed.

Mr Matomela started his teaching career at Highlands in Grahamstown for five years. He later came to Port Elizabeth in 1950 and taught at New Brighton Higher Primary School and Ernest Skosana Primary School.

He returned last year but was reinstated temporarily on agreements that he would remain principal of the school up to the end of the year.

Mr Matomela is married with six children. Three are still of school going ages, one is studying for a teacher's diploma in Transkei, the other is a matric student at Cowan High School and the other is doing Std 7 at Tamsanga School.

The circuit inspector of education and training for Port Elizabeth, Mr Steve Buys could not be contacted for comment yesterday. — DDC.

# Boycotters to lose money

201 480  
ARENS  
235  
235  
235

**Education Reporter**  
TRAINEE teachers at colleges in the Peninsula will lose a quarter of their bursary money because they boycotted lectures during the second term this year.

Primary trainee teachers at Hewart and the Peninsula Technikon will lose about R105, while junior primary trainee teachers at Battswood will lose about R80.

According to students, the cut will cause great hardship to many who rely on the money to cover

their travelling expenses home at the end of the year.

Mr Franklin Sonn, rector of Peninsula Technikon, said he would visit the Department of Internal Affairs (formerly the Administration of Coloured Affairs) again today to negotiate about the money.

## 'NOT OVER'

'I have been at them intermittently since the boycott to try to persuade them to pay the full bursary. The negotiations are not yet over,' Mr Sonn said.

However, Mr A J Arendse, director of education for the Department of Internal Affairs, said there would be no reversal of the decision.

'It is a thing of the past, anyway, it's not news any more,' Mr Arendse said, adding that he had no further comment.



# Help for blacks who teach English

By SUE ROBERTSON

A COURSE for black teachers is to be launched next year at the Johannesburg College of Education, with the prime aim of helping those whose standard of English is particularly weak, but who have to teach it as a second language.

Organised by the JCE's English and Librarianship faculties and Eltic (English Language Teachers Information Centre of the English Academy of Southern Africa), the 10-week "enrichment" course has been hailed as a breakthrough by its general organiser, Mrs Paulette Bethlehem, of the JCE-English Department.

It is being sponsored by the Chairman's Fund of the Anglo-American Corporation.

Beginning in February, there will be two lectures every Saturday morning. The registration fee will be R2, and transport will be provided.

Four courses, running concurrently, will be available: drama (which will incorporate drama teaching techniques, oral poetry, verbal dynamics and play production); librarianship (which will encompass techniques for the promotion of reading among high school pupils); literature (which is designed to cover Standards 9 and 10 prescribed networks; and a language course to teach theories underlying "problem areas", and the oral and written use of English.

Mrs Bethlehem said: "We have concentrated on English for the course as it is the basis of most educational studies, and that is where the greatest need seems to be."

"Black teachers carry a tremendous burden teaching in a second language, and we feel we can share our skills."

The idea of the Saturday morning classes was formulated about eight months ago by Mrs Bethlehem, in co-operation with various education institutions, teachers unions, and a committee of Soweto headmasters and teachers.

Those teachers interested in the course are asked to telephone Mrs Bethlehem (28-1221) before the end of the year because provision is being made for only 35 students for each course.

Unisa

degree

for

whites

only

Argus Correspondent

JOHANNESBURG. — A new degree in primary education to be offered by the University of South Africa (Unisa) next year will be open to white students only.

Because of administrative 'red tape' all prospective students will have to register at the 'whites only' Pretoria College of Education before they can register with Unisa.

The course, run jointly by Unisa and the one-year-old Pretoria college, has been given the go-ahead by the Administrator of the Transvaal after consultation with the university council.

#### REGISTER

Students will register with the PCE, study there, and write all examinations at the college, but the degree will be conferred by Unisa after completion of the four-year course.

A similar agreement was reached between the University of the Witwatersrand and the Administrator early last month.

Because black, Indian and coloured students can register at the university subject to Ministerial approval they will be allowed to study for the degree at the Johannesburg College of Education.

This 'side-stepping' of a provincial ordinance prohibiting the enrolment of black students at a white provincial educational institution, caused a furor when it was announced JCE would be opening its doors to blacks for the B Prim Ed degree.

#### APPROVED

Dr Ken Paine, rector of the Pretoria College of Education, said the concept of the course had been approved in principle by the Administrator at the outset of 1980.

'If we receive any applications from black students I will have to approach the Administrator to ask him what steps to take,' said Dr Paine.

For a job'. The

arranging employment

seeker's permit me

As Hindson points

(Hindson, 1980:46

for qualified wor

'shall not be ref

workers in their

rule. Permissio

The concessions a

officer concerned

up employment has

in such employmen

or have such black

No person may tak

The general rule

choose their empl

"Qualified worker

Regulations) pro

Hindson points o

For contract lab

and metropolitan

amendments is to

il concession has more

getting permission, to look

a widespread practice of

from having to get a work-

numbered).

frontiers.

accommodation is available'

ward area. 7 Permission

ve been granted' for qualified

special exemption from this

arch Black by the labour

area unless permission to take

no Black may take up or be

s employ in a prescribed area

past continues to hold :

rs to choose their workers.

positive right in law to

tricted concession.

ents (to the Black Labour

ding amount.

he cost of reducing the demand

administratively 'frictional' urban

# Urgent call to teach black teachers

By ALECHOGG

AN URGENT plea to "teach black teachers" was made yesterday at a seminar on an analysis of South Africa's education and employment problems.

The analysis, latest in the four-monthly "Focus on key economic issues", was conducted for Mercabank by the Department of Economics at the University of Pretoria.

The document argues that a black education drive is needed to provide the skilled manpower to fuel economic growth and supply employment.

It says South Africa's skilled labour force must increase by 3.2% a year — and more than half of this number will have to be blacks.

Mr Wilby Baqwa, of Barlow Rand, told the seminar the crux of the matter lay in the quality of black teachers. This put their pupils at a great disadvantage in later years because of their sub-standard education.

Latest statistics showed that in 1978, more than 85% of black teachers' highest educational qualification was Standard 8.

Mr Baqwa suggested that not only should the disparity between spending on black and white pupils be closed, but technicons should be thrown open to all races.

Mrs Kate Turkington, an educationist at Wits University, said urgent ad-hoc measures to alleviate the current situation should be drafted, while a more permanent longer term plan should be worked out and implemented as soon as possible.

Dr Hennie Reynders of the Department of Manpower told the seminar official statistics showing a 5% skilled labour shortage were very misleading.

Many "skilled" positions were filled by underqualified workers, he said, and with overtime many skilled workers were actually doing "one and a half to two jobs."

# Teachers' pay discrepancy

BLACK teachers are paid about R150 a month less than whites and it would cost the State R25-million to eliminate this discrepancy.

These claims are made in the Black Sash magazine, Sash, which says there has been an improvement in the field of black education.

Text books, but not prescribed books, are now

provided free from Standards 1-10. Stationery is still free only in white schools.

The Government has begun a building programme for black schools, the Teachers' Training College in Soweto is being enlarged, and technical schools are in the pipeline.

It is also allocating more money for university

education in a departure from previous policy through which only loan financing was available through the Department of Community Development and the interest and capital redemption costs were borne by the township householders, the magazine says.

There are 5 000 blacks in black universities, all of whom are living in hos-

tels. A total of 6 800 are enrolled at Unisa.

Seven out of 10 000 blacks receive a university education, while 240 out of 10 000 whites receive one.

In 1977, 403 degrees were awarded to blacks. In the same year the Government spent R886-million on white education and R452-million on black education.

31/12/60 35

## Conference bid to unite teachers' unions

EAST LONDON — A joint conference of the African Teachers' Association of South Africa (Atasa) and the Union of Teachers' Associations of South Africa (Utasa), with the aim of amalgamating both unions, will be held at the Holiday Inn on January 8 and 9.

The assistant secretary of the Ciskei Teachers' Union, Mr B. Tengimfene, said yesterday if the deliberations were fruitful a move would be made

to amalgamate black, coloured, Indian and white unions under one national umbrella.

Atasa represents more than 50 000 black teachers, while Utasa represents more than 16 000 coloured teachers.

The annual conference of Atasa will also be held at the same venue on January 6 and 8.

A reception for delegates will be held at the East London City Hall on January 6.

241 1/80

~~236~~  
325

Education + Training  
Amendment Bill

See Senate Hansard 5 cols 1182-1184

See Hansard 9 cols 4351-4356

YES, On 7 August 1979.

9(570) 16/4/80

State Schools: teachers

(25)  
33

\*3. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

How many teachers were employed by his Department in State schools in the Republic as at 31 March 1979?

The MINISTER OF EDUCATION AND TRAINING:

The reply to your question is contained in my Department's Annual Report for 1979 and is as follows:

White	332	} Table 2.4.1
Black	1 381	
Total	1 713	

9(575) Teacher training institutions 16/4/80 325  
 541. Dr. A. L. BORAINE asked the Minister of Education and Training:

(a) How many teacher training institutions were administered by his Department as at 31 March 1979, (b) where are they situated and (c) how many students were enrolled at each institution as at that date?

The MINISTER OF EDUCATION AND TRAINING:

- (a) 7
- (b)
- (c)

<i>Transvaal</i>	
Soweto .....	366
Sebokeng .....	194
Soshanguve .....	300
Middelburg .....	199

<i>Natal</i>	
Richmond .....	427
Bulwer .....	51
<i>Orange Free State</i>	
Kroonstad .....	308
	<hr/> 1 845

Statistics as on the first Tuesday of March 1979.



Black teachers: salary scales  
15(822) 30/5/80 325

654. Mr. H. E. J. VAN RENSBURG  
asked the Minister of Education and Training:

What are the latest salary scales payable  
to Black teachers in respect of all grades?

The MINISTER OF EDUCATION AND  
TRAINING:

The latest salary scales and measures  
for the application thereof are contained  
in Public Service Commission Circular  
No. 1 of 1980 dated 1 April 1980. As the  
salary scales as such cannot be evaluated  
and judged in isolation without also taking  
cognizance of the accompanying measures  
for the application thereof, copies of the  
circulars concerned were made available  
to the leaders of the opposition parties on  
a confidential basis.

Particulars of the salary scales as re-

823

FRIDAY, 30

quested can be obtained from the Leader  
of the Official Opposition.

(325)

Hansard 8

Quest. Ct. 434

24/3/80

8(434) Teachers 325  
394. Dt. A. L. BORAINÉ asked the  
Minister of Education and Training:

- (1) How many teachers were employed by his Department in State (a) primary and (b) secondary and high schools in the Republic as at 1 March 1979;
- (2) what was the increase in numbers for each type of school over those in March 1978?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 344  
(b) 1 127
- (2) (a) 86  
(b) 438

Statistics as on the first Tuesday of March 1979.

TEACHERS — AFRICAN

6/1/81 — 31/12/81

DO 325/105

# Chief Minister will open Atasa congress

6/18/81  
EAST LONDON — The Ciskei's Chief Minister, Chief Lennox Sebe, will open the annual conference of the African Teachers' Association of South Africa (Atasa), here today.

Ten delegates from each of Atasa's five affiliates — Free State, Transvaal, Cape, Natal and Ciskei — are expected to attend the three-day conference which has the theme of "Teacher Education."

Atasa president, Mr Randall Peteni, said the conference would study the theme and take resolutions on the matter.

The conference will end on Thursday evening when the Joint Council of Teachers' Associations of South Africa (Joctasa) conference will be opened by Mr Peteni, who is also president of Joctasa.

Joctasa comprises Atasa and the Union of Teachers' Associations of South Africa (Utasa) which is led by Mr Franklin Sonn.

Guest speaker on the opening night at the Parkside Civic Centre will be Prof E. Mphahlele, professor of African literature at the University of Witwatersrand.

Joctasa's conference starts on Friday morning

with a paper on one unitary education system to be delivered by the head of the Department of Afrikaans-Nederlands at the University of the Western Cape, Prof Jakes Gerwel.

This paper will be discussed and resolutions taken on it and will be followed by a paper on inequality in education by Professor D. Bughwan of the Department of Speech and Drama at the University of Durban-Westville.

In the afternoon, Mr A. J. Thembela, senior lecturer at the University of Zululand, will deliver a paper on the role of the teacher in the 80s. — DDR

# Sebe: integrity vital to profession

By D. N. 7/18/63

EAST LONDON. The components of a good teacher were wholeness, uprightness and honesty, the Chief Minister of the Giskel, Chief L. L. Sebe, said in his opening address at the annual conference of the South African Teachers' Association of South Africa in East London, yesterday.

Referring to integrity as a vital component among teachers, Chief Sebe said it depended on the attitude of the individual towards himself.

He said attitudes were determined largely by the environment, by political, economic, religious, professional or occupational surroundings.

It was possible to change attitudes for better or for worse, in spite of an unfavourable environment.

"Thus we can always, with an effort of will, perseverance and deter-

mination improve our professional integrity," Chief Sebe said.

Chief Sebe said a profession also meant a lot of responsibilities for each individual teacher.

The profession demanded continuous in-service growth. It set up its own standards and exalted service above personal gain.

Teachers' associations could demand that all their members comply with professional codes or be disciplined by the association.

"The medical and legal profession do likewise when in the teaching profession do likewise?" Chief Sebe said.

Because the teaching profession was not one of the most respected professions, teachers had the option but to put service above personal gain.

But a number of teachers scarcely deserve more than the salary offered by society to teaching," he said.

hard of teaching ability, the content of teacher-training could be raised to ensure that first-rate minds entered the profession.

But a high IQ did not guarantee the personality qualifications needed for good teaching, especially in the lower classes.

Chief Sebe said the public had a great stake in the development and enforcement of ethical rules of conduct and practical members of a profession.

—DDK

# Modernise teacher training says Peteni

EAST LONDON

Democratisation of education meant equal opportunity for all children to attend schools, and of the removal of all race, colour or religious barriers preventing a child from attending a school of his choice, said Mr R. L. Peteni, president of the African Teachers Association of SA (Atasa).

He was speaking at a three-day conference of Atasa here.

Teacher training was an important task, because of the unavailability of the community and the nation.

He said teacher education should not begin when a student entered college but on the first day of attending primary school.

Entrance qualifications for teacher education in black education had to be raised in keeping with other countries.

Mr Peteni stressed the importance of continuing in-service professional training for teachers and said teachers' organisations should introduce and control their own in-service training programmes.

He said teacher education was weighted down and rendered ineffective by an excessive amount of dead wood in curriculums and syllabuses, he said.

The students were expected to plough through hundreds of textbooks and countless pages of notes on Egyptian or Greek or Roman civilisations, he said.

"Topics of a more modern local nature ought to form the core of their history and geography syllabuses," Mr Peteni said.

Mr Peteni said the language problem was still the most serious in

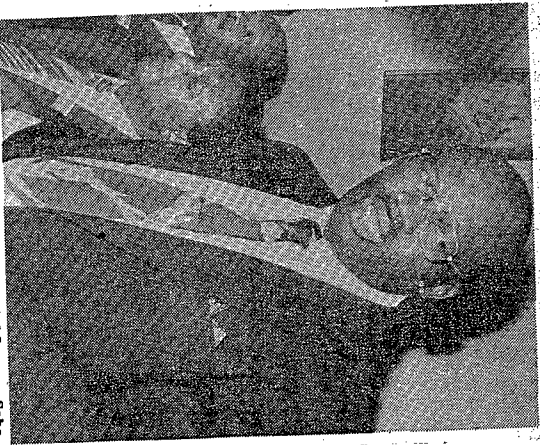
black education and this was made worse by black people who spoke disparagingly of and sneered at educated blacks for speaking English in their social activities.

"Yet the same people approve of the use of English as a medium of instruction at black schools."

"This contradiction is the outcome of confused thinking and the lack of a sound official language policy," he said.

He said the fact children were taught in a language medium different from the language spoken at home invariably led to retardation.

He said today's teacher had to keep his finger on the pulse of the youth of the nation and learn to sympathise with the feelings and understand the thoughts of the people under his charge. —DDK.



The Chief Minister of the Ciskei, Chief Lennox Sebe, addresses the Atasa conference in East London yesterday. On his right are Mr R. Peteni, president of Atasa, Mr K. Ngangweni, treasurer and Mr W. M. Zantisi.

# Sonn: Our teachers need united strategy

325  
Sonn  
9/1/81

Education Reporter

EAST LONDON. — Black teachers were deprived, disinherited, voteless and oppressed and if they did not speak up for themselves no one else would, Mr Franklin Sonn, vice-president of the newly-formed Joint Council of Teachers' Associations of South Africa (JocTasa), said in East London last night.

Addressing a packed hall of about 300 black and coloured teachers from all parts of the country who assembled for the Joint Council's first conference, Mr Sonn said that because of their common heritage of denial in the country of their birth, black teachers had to plan strategy together.

## BETTER FUTURE

'We are gathered in this fashion not only because we are teachers but because we are parents. We want to be seen by our children to be fighting for a better future for them.

'We deeply desire our children to continue calmly with their studies in the knowledge that their parents are taking care of the rest.

'We are gathered here because of the nagging questions in our hearts whether we as parents have in the past done too little, or was it that the powers that be have been too obstinate to listen to the voice of reason.

## NON-VIOLENCE

Mr Sonn said that JOCTASA, a combination of coloured teachers' organisations that fall under the Union of Teachers' Association of South Africa (UTASA) and African teachers' organisations that fall under the African Teachers Association of South Africa (ATASA), believed there were still opportunities for peaceful methods for change.

They believed they had to exhaust the options of non-violence.

Mr Sonn said teachers should not only play a part in the liberation of the black man but should

of his fears and save the country from the inevitability of terror and conflict.

'We must dedicate ourselves to a common and non-racial South Africa, he said.

## Morale, energies stifled— professor

Education Reporter

EAST LONDON. — The morale of black teachers had been sinking for a quarter of a century, Professor E. Mphahlele, professor of African literature at the University of the Witwatersrand, said last night.

He said it was hard to suppress indignation at its present level.

The professor told the conference of the Joint Council of Teachers Associations of South Africa that students and parents were acutely aware of this, and traditional esteem for the teacher had been whittled down.

## A TOKEN

Teachers had been forced to operate an education system while being denied any but a token contribution to its structure and design.

The authoritarian routes of education had also created a climate that resisted debate, creativity and innovation among teachers.

Fear, a low sense of mission, worsening academic inadequacies and poor salaries ruled out any possibility of expanding and infusing creative energy into syllabuses.

The professor said the black teacher had become unpopular.

## STRESS

This could be expected in any disadvantaged com-

such perpetual strain and stress that its members began to prey on and slander one another.

'But in South Africa this underdog behaviour takes on excruciating dimensions to the point of freezing all communication and any effort toward self-liberation', he said.

# Teachers to take up school age bar issue

DD 13/1/81

325

EAST LONDON — The question of the new age restrictions to be applied to black pupils would be raised by officials of the African Teachers Association of South Africa (Atasa) who are arranging a meeting with the Minister of Education and Training.

The president of Atasa, Mr R. L. Peteni, yesterday said he was not aware the matter had been carried in

the Government Gazette but added they were already arranging for a meeting with the Minister of Education and Training, Dr Ferdie Hartzenberg, and would include this among the issues they would discuss.

The new age regulations promulgated in a recent gazette lay out age restrictions for pupils to be admitted to primary and secondary schools.

Also included is a move to apply stricter discipline in schools and setting out conditions under which pupils could be expelled.

Mr Peteni said it would be unfair to apply the age restrictions strictly, especially on children coming from areas where there were no schools.

"I am thinking of children from the farms," he said.

"It would be unfair if

they would be made to suffer for something beyond their control."

Mr Peteni did not think the part that referred to discipline in schools would be opposed by teachers.

It could not be established yesterday whether the move would affect schools in the Ciskei.

The Ciskei Secretary for Education, Mr O. S. Bomela, was not available for comment. — DDR



READ PROJECT Feb 12/81

## The 1981 push

The READ project (to read, educate and develop) was started in 1979 to equip black schools with libraries and to train librarians for them. Chairwoman Irene Menell notes that close on R2m is needed to meet the objectives of the project in Soweto alone, and this year the campaign aims to raise R500 000.

Last year 42 high schools in Soweto, one in Alexandra and one in Eldorado Park were equipped with reference libraries, each worth R3 000, and a teacher from each school underwent a librarian training course. In addition, four technical institutes in Soweto received R32 000 worth of technical books, bought with a donation to READ by Otis Elevator.

Main objectives for 1981 are to complete equipping the Soweto high schools with reference books; to extend this facility to seven additional schools currently under construction, to augment these reference libraries with fiction sections; and to be-

gin installing classroom libraries in Soweto primary schools.

Menell points out that apart from providing pupils with a broader perspective than that provided by regular textbooks, the READ project helps students working on their own and supplements teachers'

knowledge — an important consideration when the student-teacher ratio and the levels of education of the teachers themselves are taken into account.

READ depends entirely on donations from the private sector, though it receives non-financial support from the Depart-

ment of Education and Training in the Transvaal. This week directors and top management of private companies which have donated money were taken on a tour of the libraries with which their companies have formed links. Other companies have been approached for donations.

## Black heads go back to school

Mercury Reporter

A UNIQUE workshop will be held at the University of Natal in Durban next Monday and Tuesday when about 200 black headmasters go 'back to school' to learn about vocational guidance in African schools.

The workshop has been organised by the Natal Counsellors' Society and the Natal branch of the Institute of Personnel Management.

Mr Steve Mack, public relations officer for the event, said yesterday that vocational guidance had been a much-neglected area in black education in the past.

He said the KwaZulu Department of Education and Culture was giving its full support to the project.

The workshop will be opened by Mr D M Gumede, head of psychological services of the department.

# Africans 'left out' of teacher parity

17/2/80 (Hugus) 325/286

**Political Staff**  
AFRICANS had been left out of the moves towards parity in teachers' pay scales, Mrs Helen Suzman, MP for Houghton, said today.

Commenting on the mini-budget, Mrs Suzman said it was 'manifestly unfair' to leave Africans out of the moves towards parity.

She was referring to an announcement by the Minister of Internal Affairs, Mr Chris Heunis, in which he pointed out that Indian, coloured and white teachers with a three year or higher post-matric qualification would now be paid the same.

'This also means that the quality of African teachers will remain low because educated people will not be attracted to the profession,' Mr Suzman said.

## ABOLISHED

'All these scales based on colour and sex should be abolished.

'South Africa at this stage of her development should have one education system for all and the yardstick for salaries should be merit and merit alone,' she said.

Referring to the discriminatory pensions payout, Mrs Suzman said the same thing applied here.

'The present system is abominable.

'Indirect taxes such as general sales tax (GST) hit everybody and indeed fall more heavily on the poor who have to spend a greater portion of their income on food.

## LOWER BASE

'We must remember that percentage increases for blacks start on a lower base than those for whites.

'I would certainly class this in the category of hurtful discrimination,' Mrs Suzman said.

● More budget reports on Pages 3, 5, 13 and 19.

# Pay 'shock' for black teachers

Education Reporter

MORE than 60 percent of black teachers did not comply with the minimum requirement outlined in yesterday's mini-budget and could expect little improvement in salaries, Mr Franklin Sonn, president of the Union of Teachers' Associations in South Africa, said today.

## 'A drop in the ocean' for nurses

Medical Reporter

MOST city nurses interviewed today were unenthusiastic and indifferent about their salary increase.

Many described the increases as 'a drop in the ocean.'

'I suppose we have been allocated a reasonable amount of money, but by the time we have finished paying our increased income tax, increased medical aid and increased South African Nursing Association subscription fees, we are not going to see much of it,' said a nursing sister, who qualified more than 20 years ago.

Her take-home pay is about R450 a month for working a permanent night shift.

### OVERTIME

Nurses were granted an overall 12 percent increase, with certain categories going up to 20 percent in yesterday's mini-budget. Overtime pay is expected to be doubled.

'I wasn't expecting much, so I'm not terribly disappointed,' said another city nursing sister.

Meanwhile, the board of the SA Nursing Association is 'not satisfied' with the increases, the president, Professor Charlotte Searle, said in Pretoria last night.

The increases did not

'While we are encouraged by the announcement that there will be parity for coloured and Indian teachers who have a matric with three years' training, we have registered a strong plea for improvement for those who have a junior certificate plus a teacher's certificate,' he said.

Mr Nic Olivier, PEP director of research, agreed. 'We are grateful for parity at the higher level but going at this rate when we are going to have parity of all teachers' salaries?'

### PROBLEMS

He was horrified that Mr Owen Horwood, the Minister of Finance, apparently had made no provisions for black teachers' salaries.

'It is a terrible situation, considering the problems we have had in black schools.'

Mr Roger Cope, general secretary of the South African Teachers' Association, also said the association had found it remarkable that no mention had been made of black teachers.

However, he said the association welcomed the Government's efforts to right past wrongs.

### 'ENCOURAGED'

'Although the details are sketchy, we do feel encouraged and it is an important point for us that the Government has accepted the Venter Committee's report and acted on it.'

He supported the reduction of post levels from 10 to six, which would give teachers a better chance of salary increases.

Common maximum posts would also give better salary opportunities.

Mr A P J Botha, secretary of the SA Onderwys Unie, said the increases looked encouraging.

'But we must wait and see what we get in three

# Teachers lacking new skills

Staff Reporter

**TEACHERS in black and coloured education in the Western Cape are hopelessly under-educated to meet the needs of a fast-developing technological society.**

In an Urban Foundation bulletin the situation was described as alarming. There were 15,000 coloured teachers who possessed Junior Certificate and more than 40,000 black teachers in the

whole of South Africa have JC only or below.

An area of undoubted concern is the inadequate number of qualified teachers of science and mathematics, it read.

Educationalists approached by The Argus said this was widely known.

Said one experienced coloured teacher who did not want to be quoted: 'This vicious system segregates people and puts into one group the voiceless, powerless, disenfranchised and disad-

vantaged and expects it to produce teachers.'

Thus those who are denied opportunities and progress must teach others who are similarly disadvantaged. It's a case of the blind leading the blind.

One clearing the blind's path of 26,000 teachers employed by the Department of Coloured Affairs had university degrees and less than 40 per cent had more than JC.

The percentage for the African communities is far worse, of course, he said. The vice-principal of a coloured college in Cape

Town said it was important to upgrade the status of graduates.

The difference between salaries given to the undergraduate and the graduate is so minimal that there is little incentive for people to obtain degrees, he said.

To encourage teachers to improve their academic qualifications, the Urban Foundation promoted the establishment of an adult education centre in Lansdowne last year. More than 500 teachers enrolled for the Senior Certificate course.

Dr Frank Quint, former Chief Inspector of Education, agreed that the under-qualification of teachers was a serious problem.

'Teaching is a sacrificial job and materially it should be worthwhile. We need to increase in teachers' salaries.'

It was a serious error years ago to eliminate the salary scale between primary and senior teachers. Pay incentives and recognition for the years of study were not accommodated in the equalising process, he said.

[illegible]

### Significance

[illegible]

For the best student in each of the following years:-

<u>Medals</u>	
For the best student in each of the following years:-	
Second Year (Bronze Medal)	A H Dobrowski
Third Year (Silver Medal)	C L E Swartz
Fourth Year (Gold Medal)	L Flach
Major Prize for the most improved First Year Chemical Engineering Student	K W Strickland
S A Institution of Chemical Engineers's Silver Medal	For the best performance in project, design and practical courses over the 4-year curriculum.
P M Salmon	
L T A Constitution Prize	For the final year Civil Engineering student submitting the best thesis.
G P Mitchell	
S A Federation of Civil Engineering Contractors' Prize	For the best final year design showing constitutional merit.
K N Hvidsten	
S A Institution of Civil Engineers Student Chapter Prize	
For the best written report submitted in C E 214, design	P C Watt

Second Year (Bronze Medal) A H Dabrowski

Third Year (Silver Medal) C L E Swartz

Fourth Year (Gold Medal) L Flach

Malan Prize for the most  
improved first Year Chemical  
Engineering Student  
K W Strickland

S A Institution of Chemical  
Engineer's Silver Medal

For the best performance in project, design and practical courses over the 4-year curriculum.

L T A Construction Prize  
For the final year Civil Engineering student submitting

S A Federation of Civil  
Engineering Contractors' Prize

S A Institution of Civil  
Engineers Student Chapter  
Prize

18/2/81

~~356~~

325

32/3/1

For immediate release

STATEMENT ISSUED BY DR THE HONOURABLE F. HARTZENBERG,  
MINISTER OF EDUCATION AND TRAINING

---

It is with great pleasure that I am able to announce that the budget as announced by my colleague the Minister of Finance does not only include certain advantages for teachers in general and specifically the Black teacher, but also serves as proof that the government is prepared to fulfil its promise to bring the conditions of service of Black teachers in line with those of the other population groups. The conditions of service relating to leave, pension, housing, etc. are already the same. This has to do with salaries.

My colleague the Minister of National Education already referred to certain basic principles which I am not going to repeat. It is totally impossible to supply full information. In any case I would first like to discuss this with the relative Teachers' Associations. There are, however, certain general principles affecting Black teachers which I would like to high-light:

1. The same key scale has been retained for all teachers.
2. Parity of salary has been extended from the top as parity has been achieved in all post levels from post level 2 to 5 for qualifications from category C and higher.
3. Equal salaries for male and female teachers as from post level 4 and higher with a narrowing of the gap in post levels 2 and 3 to only one notch for category C and higher.
4. A further narrowing of the salary gap for all teachers with special stress again on category C and higher.
5. No teacher will receive a lower increase as is applicable in the public sector.

Of the utmost importance is the fact that the new salary structure lays pertinent stress on qualifications. The higher

the qualification the greater the financial gain. Over and above the immediate financial gain it is trusted that the new salary structure shall serve as an incentive to teachers to improve their qualifications.

In conclusion I wish to express the hope that the new salary adjustments will not only bring about greater satisfaction within the profession, but will also serve as motivation to greater dedication to this most important task.

ISSUED BY THE DEPARTMENT OF FOREIGN AFFAIRS AND INFORMATION  
AT THE REQUEST OF THE MINISTER OF EDUCATION AND TRAINING

PRETORIA

18 FEBRUARY 1981



Corporation Medals  
For the best student in each  
of the 2nd, 3rd and final years.

Second Year (Bronze Medal)  
Miss G C Littlewort

Third Year (Silver Medal)  
Miss N C Davidson

Fourth Year (Gold Medal)  
P H Salmon  
T J Cumming  
D P Weeks  
J H Kens  
B F McClelland

Professor George Menzies Prize  
Awarded on results of final  
examinations to the best male  
student in Land Surveying or  
Civil Engineering.

J H Kens

Sammy Sacks Memorial Prize

Awarded to the student with the  
best classwork in Engineering

Drowing.

L Menegoldo

A E &amp; C I Prize

For the first year student  
obtaining the highest average

mark.

G L Cragg

Row brews  
over 325  
directive  
to teachers

Own Correspondent

PORT ELIZABETH. — A row is brewing between the Department of Co-operation and Development and the Department of Education and Training over the latter's directive to black teachers who are members of community councils.

Principals and teachers who are community councillors have been told that they may not attend community council meetings during school hours.

If meetings fall in school hours, members must apply for vacation leave.

The ruling affects three members of the Grahamstown Community Council. They are Mr J Jamela, vice-chairman, Mrs J. Nisholo and Mr M Tsili.

The Grahamstown council meets once a month in the afternoon. But the schools at which Mr Jamela and Mr Tsili are teaching have two sessions because of a classroom shortage after last year's boycotts.

The secretary of community councils, Mr S A B Nande, has written to the Department of Education and Training asking for the directive to be repealed.

Mr G H Nduna, chairman of the Grahamstown Community Council, said

the council could not do without the three teachers, but to expect them to forfeit leave was unfair.

CHEMICAL

# ROM 23/481 Delay in black teachers' pay rise

Staff Reporter

BLACK teachers will not get increased salaries in April as announced during the Mini-Budget by the Minister of Finance, Senator Owen Harwood last week, a spokesman for the Department of Education and Training, Mr Gerhard Engelbrecht, said at the weekend.

He told a meeting organised by the Transvaal United African Teachers Association (TUATA) at Mamelodi High School in Pretoria that the increased salaries could not be implemented in April as announced because there was a lot of administrative work which had to be completed first.

Asking teachers to be patient, Mr Engelbrecht said it was not yet known when the first payments on the new salary scales would be made, but he promised that it would be done as soon as possible.

He assured the teachers that they would receive accumulated increments dating from April after administrative work had been completed.

Speaking about how qualified teachers helped to improve education, an educationist, Dr P Auerbach, said money spent on education was an investment in training human skills and should not be regarded as an expenditure.

He remarked that some teachers entered classes while angry and wasted time by first shouting at pupils instead of starting to give lessons.

He also warned against time wasted by teaching children what they already knew, and by lazy teachers who failed to mark question papers.

Dr Auerbach asked whether teachers should blame pupils, parents, inspectors or the education system if bad results were obtained by schools.

FACULTY OF ENGINEERING

For the best student in each of the 2nd, 3rd and final year  
Corporation Medals  
Second Year (Bronze Medal)  
Miss G C Littlewort  
Third Year (Silver Medal)  
Miss N C Davidson  
Fourth Year (Gold Medal)  
P M Salmon  
T J Cumming  
D P Weeks  
J H Rens  
B F McClelland  
Professor George Menzies Prize  
Awarded on results of final examinations to the best male student in Land Surveying or Civil Engineering.  
J H Rens  
Sammy Sacks Memorial Prize  
Awarded to the student with the best classwork in Engineering Drawing.  
L Menegaldo  
A E & C I Prize  
For the first year student obtaining the highest average mark.  
G L Cragg

X. Black teachers (325)

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

- (1) How many Black teachers were employed by his Department in State (a) primary and (b) secondary and high schools in the Republic in March 1980;
- (2) what was the increase in numbers for each type of school over those in March 1979?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) 187.  
(b) 1 593.
- (2) (a) 157 (decrease).  
(b) 466.

Teacher training institutions for Blacks

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

(1) Whether any new teacher training institutions for Blacks were established by his Department in 1980; if so, (a) where and (b) how many students were enrolled at each institution;

(2) what was the total number of students enrolled at such teacher training institutions in the Republic in March 1980?

The MINISTER OF EDUCATION AND TRAINING:

(1) No.

(2) Falls away.

Corporation Medals  
For the best student in each  
of the 2nd, 3rd and final years.

Second Year (Bronze Medal)  
Miss G C Littlewort

Third Year (Silver Medal)  
Miss N C Davidson

Fourth Year (Gold Medal)  
P M Salmon  
T J Cumming  
D P Weeks  
J H Rens  
B F McClelland

Professor George Menzies Prize  
Awarded on results of final  
examinations to the best male  
student in Land Surveying or  
Civil Engineering.

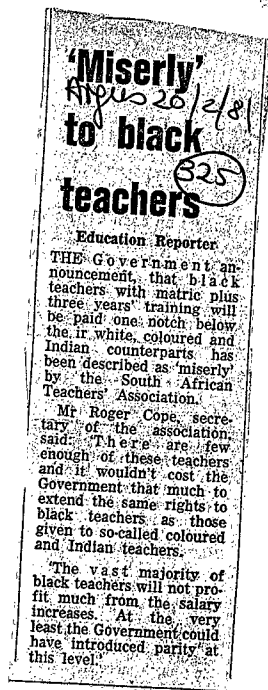
J H Rens

Sammy Sacks Memorial Prize  
Awarded to the student with the  
best classwork in Engineering  
Drawing.

L Menegaldo

A E & C I Prize  
For the first year student  
obtaining the highest average  
mark.

G L Cragg



Black teachers

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

How many of the Black teachers employed by his Department have (a) Standard 6, (b) Standard 8, (c) a matriculation or equivalent certificate, (d) a university degree, (e) a teacher's diploma and (f) other qualifications?

The MINISTER OF EDUCATION AND TRAINING:

The requested information is contained in my Department's Annual Report for 1980 which was tabled on 25 February 1981.



Mr T W Kambule.

# Kambule snubs SABC invite

*save raw*  
*3/3/81*  
*323*

By LEN KALANE  
**TOP EDUCATIONIST,**  
Mr T. W. Kambule, has  
turned down an SABC-  
TV invitation to ap-  
pear on an education-  
al programme to be  
beamed for blacks  
next year.

Mr Kambule said he  
was approached to give  
mathematics lessons in a  
10-minute programme on  
TV 2 aimed for black  
viewers. This was to start  
in March next year.

He said he refused but  
was told by a Mr van  
Rooyen: "Go and think  
about it."

Mr Kambule told the  
**SOWETAN**: "I've thought  
about it — and I'm refus-  
ing to be used as a tool.  
I'll be phoning them to  
say they should forget  
about me."

**SOWETAN** could not  
get the SABC-TV con-  
firm the advance made  
to Mr Kambule. Mr van  
Rooyen, a programme  
organiser, was not in.

Head of the department  
of TV2, Dr P. F. Erasmus  
said: "I don't know what  
you are talking about. It  
is not in my department."

Mr Kambule said:  
"These people are trying  
to draw me back into  
participating in bantu  
education. They want to  
prop up the tottering  
system of bantu educa-  
tion. They want to give  
it some crutches to stand  
on at the expense of my  
name."

Mr Kambule said the  
SABC-TV wanted to use  
him for political motives.  
He said giving mathematics  
lessons on TV exclu-  
sively for blacks is the  
same as getting into a  
classroom to teach under  
the banner of bantu edu-  
cation.

He said: "I refuse to  
do it for political rea-  
sons."

He gives the following  
reasons for refusing:

- It is colourless but just  
fact to give lessons pure-  
ly to black children on  
the box as though they  
are different from white  
children and runs counter  
to education principles.

in that position would en-  
danger my credibility since  
I resigned from the  
system with the under-  
standing that I don't give  
bantu education.

- I resigned from black  
education because I was  
critical of separateness  
and lack of content in  
quality because of deliber-  
ate political motives and  
also that mathematics is  
not a separate something  
— like they want it to be  
taught separately.

- I am one of those  
who took down upon se-  
parate amenities."

Mr Kambule, former  
headmaster of Orlando  
High School and now a  
lecturer at Wits Univer-  
sity said: "It is regrettable  
though that such an idea  
is not properly brought  
up because black children  
would benefit tremend-  
ously from supplementary  
programmes."

# Black teacher shortage hits 10 000 mark

RDM 4/3/87  
(175) (256) (325)

By SOPHIE TEMA

SOUTH Africa is short of 10 000 black teachers, Mr G J Rousseau, Director General of the Department of Education and Training announced yesterday.

Speaking at the Soweto Teachers' Training College, Mr Rousseau called on parents to motivate their children to train as teachers to fill the gap.

More than 500 teachers, school principals and inspectors also heard Mr Jaap Strydom, regional director of Education and Training disclose that the department had a huge pool of untrained teachers and a critical shortage of qualified teachers.

Interviewed after his speech, Mr Rousseau said his department had introduced part-time studies for teachers to lift them to a higher grade.

At the meeting he introduced more than 100 teachers chosen to be trained in vocational guidance.

The first team of trained guidance teachers is expected to start operating in Standard 6 at the end of this year.

Mr Rousseau said the teachers were carefully selected and had the two characteristics required for the training — ability and a very strong personality. The latter was important when summing up pupils' capabilities.

"Teachers trained in this course will have to discover the potential of the pupils and develop it and also probe into the problems affecting them and try to solve them."

"They will be expected to help the children to think better of themselves and at the same time discover the weaknesses in themselves that limit the scope of their aspirations."

Mr Rousseau said: "The discovery of talent is the identification of the scholastically gifted, but there are also other talents to be explored: artistic, athletic, creative and so on."

"Guidance is the helping of individuals to help themselves and to help the pupil to gain self-understanding."

"Pupils must learn to make wise choices so that they can ultimately make wise decisions on their own."

"Through the right guidance a situation is created in which pupils are helped in reaching moral, social, emotional and mental maturity," he added.

Mr Rousseau appealed to all teachers, principals, inspectors and parents to work together in helping the pupils.

He ended his speech by saying: "It is regrettable if a talent remains undetected but it is tragic when talent is not fully developed."



# Hot reception for education report

C. Herald 7/3/81

50 256 325

'THE claim that last year's unrest in black schools was caused by "unscrupulous agents for their own political ends", is an admission that blacks are given inferior education for political ends.'

This is how Mr Nick Mogatusi, secretary of Soweto's Teachers' Action Committee (TAC) reacted to the report of the Department of Education and Training, which was tabled in Parliament last week.

According to the report, education for blacks is controlled by independent education departments. It also states that there were 'unfortunate cases' of pupils allowing themselves to be used by people outside education.

'In the process, grievances and demands were held up to them (the

pupils) which, as a result of ignorance, were exploited to the maximum,' the report said.

Mr Mogatusi said the Department was contradicting itself because it had on several occasions admitted there were discrepancies in the country's educational system.

'The salary position and qualifications of black teachers are at a shockingly low state. Black schools are badly equipped and as a result teachers lack motivation.'

## DISGRUNTLED

'This reflects on the students and they get disgruntled. Student reaction

of this kind leads to boycotts,' he said.

At this stage the community, parents, and teachers got involved and the causes of the boycott were then identified. As soon as the authorities saw that action or parents committees were trying to resolve the issues, they started interfering.

'As a former teacher myself I have gone through this process, and should know. It is rather unfortunate that in Parliament, politicians now turn around to claim that community leaders and parents concerned about their children come on the scene as "agents" out for political gain,' he said.

## WASTE

It was a waste of time, money and manpower for the Government to have 11 departments for one country's education system.

'If we are serious about education it's time we sat together, black and white South Africans, and planned for an acceptable education system for all,' Mr Mogatusi said.

Reacting to the same report, the publicity secretary of Azapo, Mr George Wauchope, said last year's school boycott was a political expression by the students and the black community of their rejection of the country's political structure.

'We cannot say that the students lost much because of the boycott. Everyone can see that our education system is racist and must be scrapped.'

'The system can only be acceptable to all South Africans when we all participate in planning it. It must be tried and tested. Nothing copied from elsewhere can suit us,' said Mr Wauchope.

**DET plan to monitor behaviour in classroom**

# 'Code' for teachers



● Mr Gerhard Engelbrecht . . . has denied that the form is issued by the department or came from the circuit office.

SOWETAN

13/3/81

A CIRCULAR warning teachers about "kicking bread out of their mouths," dressing slovenly and "coming late or being rude" has been distributed to shocked Mamelodi primary school teachers.

The circular is in the form of a disciplinary sheet in which details must be filled when a teacher is alleged to have committed any of the above or other "offences".

It has been distributed from the offices of a local principal in the area and says it is a circular from the Pretoria East circuit of the Department of Education and Training (Det).

It has sparked off widespread anger among the hundreds of teachers who feel insulted by it.

The form is designed to monitor teacher behaviour in regard to late-coming, absenteeism, manner of dress, class performance, insubordination, rudeness, co-operation, and boring teaching methods.

This means should the principal feel a teacher is not properly dressed the form must be filled in, signed and submitted to the inspector's office. This applies to all manner of misbehaviour outlined.

One of the parts reads: "You are busy kicking bread out of your mouth," and should the principal feel you are guilty of this, the form must be filled in.

This form is to be pasted on scheme books and checked daily. This means that principals must check punctuality, dress, rudeness in teachers daily.

Mr G. Engelbrecht, liaison officer for the Department of Education and Training, refused to comment on the issue of teachers "kicking their bread out of their mouths." He said that although this particular form was not issued by the department, circuit officers had the authority to implement their own methods of curbing misconduct among teachers.

"The control of staff is normal in any institution. The circuit inspectors and principals can issue their own

**By MONK NKOMO**

measures of control over teachers," he said.

There have been several warnings from the school authorities or the department and action would now be taken against teachers who did not adhere to the principles of the schools, he added.

According to a local primary school teacher, the forms were issued to them by their principal. The forms, he said, were collected from the offices of Mr H Kgapola, chairman of the Primary School Principal's Council in the area.

But Mr Kgapola yesterday denied any know-

ledge of such forms.

A teacher who did not want his or his school's name published, told SOWETAN yesterday he could not tolerate such measures from school authorities.

"This is intimidation which is going to encourage teachers to seek work in the industry," he said.

"To warn a teacher that he is busy kicking bread out of his own mouth is really discouraging. Considering the fact that black teachers are being lowly paid, what bread is the teacher really kicking out of his or her mouth."

(4.)

Notes

- 1) "S.A. Factory hazards 'Alarming': C. Times, Fri. July 16, 1976. p.13.
- 2) as above.
- 3) All figures from Matheson J: The Economics of health in South Africa - A Survey. Economists Honours, U.C.T., 1972 P.47
- 4) The Medical Schemes Act (no. 28 of 1967)
- 5) From Statistical report by the Chairman of Central Council of Medical Schemes, 1972 (unpublished)
- 6) Matheson J: The Economics of Health in S. Africa - A Survey. Econ. Hon. U.C.T., 1977 pg. 41
- 7) Statistics calculated from comparing I.C. average with numbers covered in each industry.
- 8) Matheson J: The Economics of health in S. Africa - A survey Econ. honours, U.C.T. 1977 p.22
- 9) Information from Labour Dept.,
- 10) Calculated from Statistics available.
- 11) From Food and Canning Workers' Union medical Scheme files.
- 12) Figures from Government Gazettes, giving minimum wages.
- 13) This has already been noted by many writers on this subject.
- 14) See: The Need for Doctors in South Africa, Cooper:P.  
The Economics of health in South Africa - a survey Econ. honours, 1977 Matheson J.  
Hornard: Comment in Thomas, W.H. (ed) Labour Perspectives in South Africa p.208.
- 15)

TEACHER HANDICAP  
13/2/81  
325  
SA has a shortage of 10 000 black teachers, says Education and Training director-general Gideon Rousseeu. Education Minister Gerrit Viljoen says education departments will be allowed to recruit teachers in scarce subjects from abroad.

Argus 19/3/81 (325)

## Parity plan for black teachers

**Argus Correspondent**  
DURBAN. — The next salary adjustments would bring black teachers on parity with their coloured, Indian and white counterparts providing they had the same qualifications, Mr Gerhard Engelbrecht, Press officer for the Department of Education and Training, announced today.

Speaking from Pretoria, Mr Engelbrecht said that the department was fast moving towards creating

parity in the salaries of black and white teachers.

'It depends, however, on the speed at which black teachers can improve their qualifications to the level of their white counterparts, he said.

He said that the Department of Education and Training was holding a meeting this week with black teachers' associations to tell them about the new salary structure.

The salary increases now being worked out for

black teachers has put heads of departments upwards on parity with their white counterparts.

He said the gap between black and white teachers' salaries on lower levels where they held the same qualifications, had been narrowed.

'Now they will earn 80 percent of their white counterparts' salaries, but with the next announcement parity is expected for all teachers holding the same qualifications.'

# CODE OF CONDUCT FOR TEACHERS CONFIRMED

By NORMAN  
NGALE

THE Department of Education and Training (DET) confirmed over the weekend the circulation of code of conduct forms for primary school teachers in Mamelodi.

Mr G J Rousseau, director-general of DET, stated that the form, whose contents were published by SOWETAN on Friday, was issued by a Mamelodi ward inspector.

## PRINCIPALS

Mr G Engelbrecht, who released the statement, said the unnamed inspector issued the form to his principals to enable them "to maintain a high standard of professional behaviour among teachers."

"It is an entirely confidential matter between principal and teacher



Mr G J Rousseau... DET director-general.

concerned and aimed at raising the quality of teaching," he said. The form listed behaviour patterns which could lead into trouble with his principal.

These include absenteeism, sloven dressing, being late, insubordinate or unco-operative, and poor teaching methods. It

Mr G Engelbrecht... "a confidential matter".

ment's notice that the wording of one particular sentence on the form was not acceptable. He was referring to the sentence which read, "You are busy kicking

bread out of your mouth." The department was taking necessary steps to rectify the matter, he said. But he added, "the particular system has al-



ready been in use for many years at one of the best local high schools in Mamelodi." He refused to give the name of the school.

"Behaviour which does not promote teaching for excellence cannot be tolerated in a school. Apart from this, the form serves to make the teacher aware of areas in which he can improve his professional conduct," Mr Engelbrecht said.

## DENIED

DET, however, denied emphatically that it had a plan or that it had issued the circular with a view to monitor behaviour of teachers in classrooms.

Its statement read that principals and inspectors had the right to organise their schools or circuit within the framework of department policy.

"To this end they may also issue certain instructions regarding professional behaviour of teachers, provided again such instructions fall within the framework of departmental policy and in the interest of the pupil," Mr Engelbrecht said.

CT 24/3/81 (325) 448  
**Equal pay for  
some teachers**

PRETORIA. — Black teachers in certain categories would receive the same pay as their white colleagues from April 1, the Director-General of Education and Training, Mr G.J. Rousseau, said yesterday.

The salary increases announced for black teaching staff earlier this year significantly accelerated implementation of the government's declared policy of equal pay in the teaching profession, Mr Rousseau said in a statement from Pretoria.

"Parity between the white and black teachers has been extended this year to include all promotion posts up to and including post level 2 (head of a department) for teachers who had at least three years' training after matric."

Mr Rousseau said it meant that heads of departments, deputy-principals and principals would receive the same salaries as whites.

Pay parity between male and female teachers would now include post level 2 so that women school principals would be particularly favoured by the new deal.

Mr Rousseau said his department hoped to make the new salary scales and adjustments available to school principals not later than the first week of April. — Sapa

# Black school heads go on teacher hunt

RDM 19/3/81

775  
325  
252

By SOPHIE TEMA

THE teacher shortage in Soweto schools has forced some headmasters to begin recruiting far afield to fill vacancies.

Several principals are travelling to Natal at their own expense during the Easter holidays to find teachers.

Some principals in Meadowlands and other Soweto areas have already made recruiting trips to Natal, where it is believed there is a teacher surplus.

A representative for a group of principals said yesterday: "The shortage of teachers in Soweto has become serious. While the department is busy with the teacher upgrading programme, pupils are suffering because nothing is being done to fill the gaps in schools where there are no teachers.

"This is why some principals have now decided to find teachers from outside Johannesburg.

"We have repeatedly complained to our circuit inspectors about the teacher shortage, but nothing seems to be done.

"We are starting this recruiting campaign not for our good, but for the pupils. It's pathetic

to see pupils spending a whole day in school without teachers.

"We have chosen to recruit in Natal because we believe there are unemployed teachers there. We know for certain that some principals have been to Natal this year and brought back teachers who are now working in Soweto."

The representative said another problem which principals were facing was accommodating teachers who came from outside Johannesburg.

"We will, in time, have to ask the department to offer school cottages to teachers from outside Johannesburg. But at the moment we organise accommodation for them with local residents."

Mr Gerhard Engelbrecht, public relations officer for the Department of Education and Training, said yesterday: "Housing and influxing teachers is the responsibility of the administration boards and the community councils.

"But the department does make loans available to teachers to buy houses, and I can only appeal to these bodies to be of help to them in this regard."

He said principals could recruit teachers to fill shortages in their schools, but he was not aware that some would be going recruiting during the holidays.

The director-general for the Department of Education and Training, Mr G J Rousseau, said at a Press conference recently that there was a shortage of 10 000 black teachers in South Africa.

A local teacher said yesterday: "The department is greatly to blame for the shortage. Qualified teachers are being attracted by salaries in commerce, and find teaching a waste of time and effort."

"Many teachers who enter the profession become bitter when they find that they have to wait for three months to get their first salary. They then leave.

"This has been going on for years, and the department has done little to improve the situation."

Mr Jaap Strydom, regional director of education and training, confirmed at the Marpower 2000 conference that teachers were attracted to commerce because of "attractive salaries".

# Black teachers reject,

## laud rises

**EAST LONDON** — A special committee appointed by the Council of the African Teachers Association of South Africa (AATA) to study the salary scales for black teachers a mixed reception.

They praised the decision to introduce parity with other race groups at certain levels and attacked the decision to maintain discrimination at the lower qualifications grades.

In a statement by the treasurer of AATA, Mr. S. K. Nqangweni, of Grahamstown, the teachers are delighted that at last the Department of Education and Training has reacted in a positive way to many pleas for equal pay for equal qualifications by introducing parity at certain levels.

"We trust that our members will continue to increase their output to an equitable output in the years that lie ahead," Mr. Nqangweni said.

He added that teachers looked to the department to wipe out the remaining gaps in salaries when Parliament reconvenes for the second half of 1965.

Outlining the new salary scale, Mr. Nqangweni said parity has been reached in all promotion posts, i.e. levels 2 to 5 for all teachers with category C and higher qualifications.

This category includes teachers with the senior secondary teachers' certificate or with eight degree courses and a professional certificate. Parity of salaries between men and women reached in post levels 4 and 5 in all categories. These levels are the

highest and range from a minimum salary of R14 370 a year for teachers with eight degree courses, and a maximum of R24 450 a year for a teacher with a doctorate and a professional certificate.

Mr. Nqangweni, however, pointed out that the new dispensation leaves teachers belonging to the categories which have not reached parity.

He said the Minister of Education and Training, Dr. F. Hartzenberg, had in a statement on February 17, emphasised that no teacher would receive a lower increase in the public sector.

"We cannot speak too strongly of our disappointment at the meagre-ness of the improvement received by the vast majority of the teaching corps in fact the backbone of black education," Mr. Nqangweni said.

He said the number of black teachers in the categories getting the least increase was small compared with white teachers.

"We find no justification for the continued discrimination against so few."

"The salary of the white teacher under old as well as the new dispensation remains four notches higher than that of his black counterpart."

Mr. Nqangweni said the scales, in which an appreciable and welcome increase had been received, are:

Category C: men first, women in brackets: 11 670 - 15 180 (10 985 - 15 180); Post level 2: 11 670 - 15 180 (10 985 - 15 180); Post level 3: 13 020 - 19 230 (12 345 - 18 420); Post level 4: 14 370 - 20 850 (13 345 - 20 850); Post level 5: 15 990 - 22 650 (14 590 - 22 650).

Category D: 13 020 - 18 800 (12 345 - 18 800); Post level 2: 13 020 - 18 800 (12 345 - 18 800); Post level 3: 15 180 - 20 850 (14 370 - 20 850); Post level 4: 16 610 - 22 650 (15 180 - 22 650); Post level 5: 18 420 - 24 450 (16 610 - 24 450).

Category E: 15 990 - 22 650 (14 590 - 22 650); Post level 2: 15 990 - 22 650 (14 590 - 22 650); Post level 3: 17 610 - 24 450 (15 990 - 24 450); Post level 4: 19 230 - 26 250 (17 610 - 26 250); Post level 5: 21 040 - 28 050 (19 230 - 28 050).

Category F: 17 610 - 24 450 (15 990 - 24 450); Post level 2: 17 610 - 24 450 (15 990 - 24 450); Post level 3: 19 230 - 26 250 (17 610 - 26 250); Post level 4: 20 850 - 28 050 (19 230 - 28 050); Post level 5: 22 650 - 30 050 (20 850 - 30 050).

Category G: 19 230 - 26 250 (17 610 - 26 250); Post level 2: 19 230 - 26 250 (17 610 - 26 250); Post level 3: 20 850 - 28 050 (19 230 - 28 050); Post level 4: 22 650 - 30 050 (20 850 - 30 050); Post level 5: 24 450 - 32 050 (22 650 - 32 050).

Category H: 20 850 - 28 050 (19 230 - 28 050); Post level 2: 20 850 - 28 050 (19 230 - 28 050); Post level 3: 22 650 - 30 050 (20 850 - 30 050); Post level 4: 24 450 - 32 050 (22 650 - 32 050); Post level 5: 26 250 - 34 050 (24 450 - 34 050).

Category I: 22 650 - 30 050 (20 850 - 30 050); Post level 2: 22 650 - 30 050 (20 850 - 30 050); Post level 3: 24 450 - 32 050 (22 650 - 32 050); Post level 4: 26 250 - 34 050 (24 450 - 34 050); Post level 5: 28 050 - 36 050 (26 250 - 36 050).

Category J: 24 450 - 32 050 (22 650 - 32 050); Post level 2: 24 450 - 32 050 (22 650 - 32 050); Post level 3: 26 250 - 34 050 (24 450 - 34 050); Post level 4: 28 050 - 36 050 (26 250 - 36 050); Post level 5: 30 050 - 38 050 (28 050 - 38 050).

Category K: 26 250 - 34 050 (24 450 - 34 050); Post level 2: 26 250 - 34 050 (24 450 - 34 050); Post level 3: 28 050 - 36 050 (26 250 - 36 050); Post level 4: 30 050 - 38 050 (28 050 - 38 050); Post level 5: 32 050 - 40 050 (30 050 - 40 050).

Category L: 28 050 - 36 050 (26 250 - 36 050); Post level 2: 28 050 - 36 050 (26 250 - 36 050); Post level 3: 30 050 - 38 050 (28 050 - 38 050); Post level 4: 32 050 - 40 050 (30 050 - 40 050); Post level 5: 34 050 - 42 050 (32 050 - 42 050).

Date	No. Inpatients Resident at State Mental Hospitals					Rated Bed Capacity at State Mental Hospitals					No. Admissions to State Mental Hospitals		
	Total	Black	%	White	%	Total	Black	%	White	%	Total	Black	White
1919	5 007	2 552	50	2 455									
	5 771	2 993	52	2 778									
1925	6 915	3 967	56	2 948									
	10 971	5 073	46	5 214									
1935	11 726	5 978	51	5 784									
	14 439	8 056	57	6 383									
1945	15 794	9 117	59	6 774									
	17 094	10 038	59	7 056									
1955	18 919	11 577	60	7 342									
	20 214	12 563	60	7 651									
1965	21 957	13 879	63	8 054									
	23 849	15 598	68	8 251									
1976	16 751	8 158	48	8 593									
	36 232 (2)	22 492+		10 669+									

- (2) This row of figures reflects numbers of hospitals, and licensed institutions.  
 (3) This row of figures reflects the rated addition to those at state mental hospitals.  
 (4) The figure 39 700 is the number of admissions.



# Pilgrimage of the black teacher

**By Thami Mazwai**  
It is a no-win situation for black teachers.

In last week's mini-budget the Minister of Finance, Mr. Owen Horwood, announced general increases for teachers and public servants.

Two days later, the Department of Education and Training (Det), released details on how black teachers would be affected by the increases.

Briefly the details highlighted:

- Salary increases for all teachers.
  - Black and white parity in salaries from certain levels.
  - Certain levels of female teachers getting equal salaries with black men and whites.
  - Narrowing of the salary gap, and
  - Same salary scale for all teachers.
- The exciting aspects of the details were the same salary provisions.

## Catch 22

But in these there was a catch 22 — there were certain stipulations that disqualified most black teachers in the profession.

figures urban areas had 32 155. Of these 5 572 had no teachers certificates. This means they are immediately disqualified from any consideration from earning the same as whites.

A disturbing feature is that 38 of these unqualified teachers were at secondary schools while 10 001 primary schools had 4 127 and higher primaries 841.

Of teachers with professional qualifications 4 777 only have standard six as the highest academic standard attained. 17 561 have J.C. 24 have a technical certificate and 2 595 have matric and a primary teachers certificate. The remaining 1 826 have matric and higher qualifications, and it is these who qualify for the same salaries as whites if they are either heads of departments or principals. All in all this means 1 826 of 32 155 teachers qualify

for same salaries using 1979 figures. Of all teachers this means slightly more than 5 percent teachers qualify. Taking only teachers with professional qualifications it means less than 15 percent of teachers qualify.

Taking a rough guess and assuming an improvement last year less than 20 percent of our teachers should presently qualify for equal salaries. Chances of an improvement could be at most a 20 percent improvement for the next five years only if entrance qualifications are set at matric for primaries and matric and three years training for secondary school teachers.

This, it appears, the department is already encouraging but not enforcing.

On the above situation one can also add that the stipulations have effectively

officer, Mr. Gerhard Engelbrecht, has pointed out that in 1974 black teachers earned 38 percent of what white teachers earned while last year the wage gap had been narrowed to black teachers earning 76 percent of what whites earned.

Mr Engelbrecht also points out that the narrowing of the wage gap programme starts from the top and teachers, if one considered the latest levels to be incorporated, should be the next.

In all, Mr Engelbrecht maintained, parity was being reached.

But the catch 22 is that only teachers with matric and three year teachers training or higher qualify for equal salaries, and these teachers must be from departmental head upwards.

## Qualify

This means that the rank and file of teachers do not qualify, and according to our calculations only 5 percent of the black teaching fraternity qualify for these scales!

Even if same salaries would be prescribed for all ranks, the Catch 22 — rightly or wrongly — will still disqualify most black teachers, and the resentment will continue.

Figures being used are those in the report of the department released last year and covers the period up to 1979. The latest report will be published this month after presentation in parliament.

According to these

made it clear that black primary school teachers, with only J.C. may never earn the same as white primary school teachers. While primary school teachers are better qualified than black teachers in most cases.

This includes principals. Black primary school principals are from the old school of J.C. plus HP or matric plus HP, with some having only standard six but who have served the department well.

Faced with the above facts, Mr Engelbrecht has pointed out that of R16 400 set aside in 1980 for teachers to improve their qualifications, only R2 800 was used, and this includes the whole country excluding home lands. About R3 000 was used in 1979.

- This means that teachers have not interested themselves in improving their qualifications.
- A teachers' association that is so timid, that its timidly deals its very existence and is just an embarrassment.
- Unqualified teachers being kept, and at secondary schools,
- A teaching population that does not match the student population, or teachers entering the profession not matching the numbers that start school and
- An exodus of teachers because of poor salaries.

Veteran black educationist T W Kamblile has called on the department to pay decent salaries to teachers, but echoes Mr Engelbrecht's call for teachers to improve their qualifications.

A grasp of the above situation can now show how the department is now faced with:

- An exodus of teachers because of poor salaries.

Det has to make the profession more exciting by having competitive salaries, conducive working conditions and even unqualified teachers getting decent salaries. It hopes to survive the logjam.

The principle that needs to be stressed here is that black teachers cannot expect to earn the same as whites if they do not have the same qualifications. This would have a detrimental effect on black education. Why would teachers have to upgrade themselves if they could get decent salaries just by having standard six?

But all the same, it does not mean that they must be underpaid.

# Black teacher salaries upset educationists

RDM 28/3/81 (325)

By J S MÓJAPELO

SEVERAL prominent black educationists yesterday voiced disappointment at the new salaries for teachers.

The African Teachers Association of South Africa (Atasa), the umbrella body of black teachers, said the revised salaries were disappointing.

It said they would lead to more frustration. The increases would benefit only a few in the top category, with more than 80% no better off.

Teachers who will not benefit much from the rises are those with a Standard 8 education and two years' teaching training. Some in the lower category will earn only R123,50 a month.

Atasa said the increases, ranging from 12,1% to 23,9%, would still leave black teachers earning less than their white counterparts.

It welcomed closing of the gap between white and black teachers in the top bracket.

The new salary scales for black teachers were made known last week by the Department of Education and Training.

Yesterday, the Rand Daily Mail spoke to some former school principals, who said the new salaries would hurt the education of blacks.

Mr Mpiyake Kumalo, a lecturer in African languages at the University of the Witwatersrand and former Katlehong

school principal, said he was shocked to see that some teachers would still earn as little as R123 a month.

"This is discouraging and disheartening. These salary scales are going to kill the teaching profession. They are a slap in the face for African teachers."

He said the Department of Education and Training's argument that black teachers were not academically qualified, so could not get the higher salaries of their white counterparts, was not valid.

"The department must use a completely different method to upgrade black teachers and stop arguing that they are not well qualified," said Mr Kumalo.

Another Wits lecturer and former Soweto school principal, Mr W T Kambule, said the new salaries were "a raw deal and regrettable".

"It is not fair to pay 87% of the unqualified teachers so little when they are holding the educational lantern for the whole nation. The Government must stop hiding behind the smokescreen that these teachers are not properly qualified."

He said that present Soweto teachers were indifferent about their work and had no loyalty to the education department. This attitude had a bearing on their performances in the classroom.

The low salaries would not improve the situation.

He also blamed black teachers' organisations partly for the poor salaries. Unlike their white counterparts, Atasa did not fight hard enough with the Minister of Education and Training for better pay.

Mr Kambule said the education department should have done what the police did — given more to the lower ranks and less to the top bracket.

A former school principal who is now a Soweto businessman, Mr C K Mageza, said: "In the past, the education department used incentives to encourage black teachers to study further. At the moment, there are de-incentive factors — a teacher with matric at a primary school will be paid the same as a teacher with lesser qualifications."

"The Government is not prepared to look the problem in the face. It should introduce crash programmes to upgrade teachers' qualifications."

Dr E T M Mogoba, a former school teacher and now a medical practitioner in Atteridgeville, near Pretoria, welcomed the attempts by the education department to strive for salary parity for white and black teachers in the higher category.

He added that it would an advantage for black teachers to improve their educational qualifications.

# Crossroads teachers —still no salaries

## Education Reporter

NONE of the 11 teachers at Sizamile and Noxolo schools in the Crossroads squatter camp, which were registered with the Department of Education and Training in January, has yet been paid.

Several organisations, including the Urban Foundation, paid the salaries of the teachers up until January.

At the beginning of March the school committee (Noxolo and Sizamile have been amalgamated) approached the Urban Foundation for help and interest-free loans, amounting to about 40 per cent of the salaries, were granted.

## RESPONSIBILITY

However, the organisation has declined to pay the salaries as this is now the responsibility of the State, according to the regional manager, Mr L S Appleton.

A spokesman for the Department of Education and Training has said it was quite normal for teachers to wait two months after their appointments before they could draw their salaries.

There were about 34 000 teachers under the control of the department and the appointment of new teachers involved a lot of work.

Mr Appleton said: 'I understand that the department has a lot of work but that is no excuse and does not help people who are in financial trouble because they have not been paid

'They must organise themselves so that people contracted to work for them are paid according to the contract. I have heard this sort of thing happens in other Government departments but a comparison is not a justification.

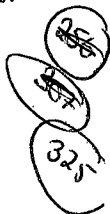
'It is time the State made sure its employees are paid on due date.

## COSTS

'At the top levels people can possibly bear the costs of not being paid but it is a very different story at the bottom,' Mr Appleton said.

The Urban Foundation had received another request from the school committee for a further loan to tide the teachers over April.

'We are likely to grant these loans,' Mr Appleton said, emphasising that it was not the foundation's policy to pick up the State's responsibilities.



# A step towards black teacher solidarity

At the first Jociasa conference in East London in January this year, the overtly political and non-racial stance of the new organisation was emphasised from the start in a statement.

Jociasa recalls the importance of the black teachers are being treated as second grade civil servants who are there only to carry out policy and decisions taken by bureaucracy in its 'ivory tower'.

"Too often black teacher unions are not sufficiently consulted in matters affecting them, and too often the in-depth proposals are met with scant response and a clichéd 'the matters is receiving attention' by the authorities.

These were just two of the points voiced by an organisation which does not have statutory rights

Hard on the heels of the 1980 school boycotts, an organisation emerged representing the combined interests of 80 000 black and coloured teachers throughout South Africa. The Joint Council of Teachers' Associations of South Africa (Jociasa) is seen by CAROLYN DEMPFSTER reports.

In the eyes of the Government, but which does have the full support and backing of the majority of South Africa's frustrated and embittered black teachers.

"It is inevitable that our aims should be linked with political motives," said Mr. Franklin Sonn, vice-president of the Council and president of the 25 000-strong coloured Union of Teachers Association in South Africa (Utiass).

Some of the strongest resolutions taken at the Jociasa conference were: a call for one uniform education system, parity in salary for all teachers

with equal qualifications, a non-racial basis for education and a say in educational planning for the future.

Although the South African Government does not recognise the newly formed body, Jociasa has a representative on the World Council of Professional Teachers (WCOP), represented in the United Nations General Assembly.

This in itself is a breakthrough for the coloured teachers' associations, which have never had official international recognition. Now, through Jociasa, they have the opportunity to voice their feelings in an international

lobby.

The move has also put Franklin Sonn into the limelight as the coloured teachers' leader.

As joint head (with Atasa president Mr. I. Peter) of Jociasa, Mr. Sonn feels the establishment of close ties between the coloured and black teacher organisations has forced the white teacher organisations to 'feel the cold of isolation'.

Jociasa's membership outstrips that of the white Federal Council of Teachers' Associations (FCTA), which has a combined membership of 55 000 to 60 000 and represents the interests of all

white teachers of South Africa and South West Africa.

"We think we are probably the fastest growing union in this country. We cannot do otherwise. We phrase the union function of the council if we are to articulate the deeply felt sentiments and frustrations of our members," Mr. Sonn added.

"The Jociasa conference also indicated that had teacher associations not been heeded in the past, it would have violated the need for student and pupil boycotts.

In fact, many of the demands made by the boy-

cooting coloured students concerned the plight of their teachers — an observation that the State was taking little heed of the "officially recognised" teacher bodies.

Professor Es'kia Mphahlele, a leading educationist, and Professor of African Studies at the University of the Witwatersrand, says teacher morale has been sinking steadily over the last 25 years. "Students and parents are acutely aware of this, and the formal system for the teacher has been whittled down.

"In a racially divided society, which has education reserved for the black teacher has become generally unpopular. With parents and pupils."

1978 1/14/81 157  
325

# APPENDIX I

## Legislation 1833-1977

The earliest legislation regarding the management of mental disorders in Southern Africa was the Cape Lunacy Laws from Ordinance 5 of 1833. This was changed to the Cape Lunacy Act of 1879. Natal introduced the custody of Lunatics Law in 1868. The Transvaal introduced the Lunacy Proclamation in 1902 which was subsequently changed to the Asylums Board Act of 1908. The Orange Free State introduced the Lunacy Ordinance in 1908.

All the provincial laws were consolidated into the Lunacy and Leprosy Laws Amendment Act of 1914. This was replaced by the Lunacy and Leprosy Laws Amendment Act of 1934.

under the  
from 19

In 1966  
investig  
persons.

Dr H.F.  
Rumpff c  
Wyk comm

gation of  
pitals and  
commission,

the Mental  
bringing the  
co-operation  
delivery.

## Fears on lack of teachers

Own Correspondent

JOHANNESBURG. — A massive programme to upgrade the qualifications of black teachers was urgently needed, the rector of the Johannesburg College of Education, Professor A N Boyce, said on Saturday.

Speaking at a presentation of certificates to more than 100 Soweto teachers who had completed a 10-week "enrichment course" at the college, Professor Boyce, a member of the De Lange Commission of Inquiry into Education, said: "I'm very concerned about the quality and quantity of the supply of teachers, especially black teachers."

Projections by the commission's demographic and manpower sub-committee showed that about 268 000 black teachers would be required by the year 2020.

"This is frightening in its implications. A massive programme is needed in this regard, and the commission will make recommendations accordingly," he said, describing the lack of qualified teachers as "cause for alarm".

of administrative controls of mental hospitals and services. As a result of the findings of this commission, the Mental Disorders Act in 1973.

The Mental Hygiene Act was passed in 1977. It aims at bringing the Provincial hospital services into closer co-operation with other levels of mental health care delivery.

TABLE VI

## EXPENDITURE ON MENTAL HEALTH

	PRICES INDEX	CORRECTED AMOUNT SPENT (R)	CORRECTED AVERAGE AMOUNT SPENT PER INPATIENT PER DAY (R)
1919	434	12 693 655	1.34
1935	567	6 571 144	1.36
1940	493	7 780 890	1.23
1945	386	8 331 424	1.73
1950	320	12 614 630	2.11
1955	252	14 723 876	2.14
1960	226	16 988 476	2.25
1965	204	20 669 932	2.35
1970	175	30 532 225	3.50
1976	-	38 092 793	3.40

# Teacher shortage

By LEN MASEKO

THERE was at present a need for 96 000 teachers in black schools and the figure might "nearly treble" in the next 40 years, Professor C Boyce, Rector of Johannesburg College of Education said at the weekend.

He was speaking at the graduation of 125 Soweto teachers who had been attending a 10-week enrichment course held at the college.

Professor Boyce said he was concerned about the supply of teachers in black education. He said a "massive in-service programme" was needed to improve the qualifications of teachers.

"According to the statistics made available to De Lange Commission of Inquiry of which I am a member, there is at present a shortage of 96 000 teachers in black schools, and the figure may rise to 368 000 in the next 40 years," said Professor Boyce.

He said the course was not recognised by the authorities but it had enriched the teachers in many ways.

The course, sponsored by a grant company, was organised for teachers of English. It was divided into three categories: drama, literature, language and library.

Reacting to the figures yesterday, educationist Mr T W Kambele said: "It is interesting that this point surfaces at this time. I had anticipated that by 1990 there will be a shortage of 150 000 teachers in black schools. These statistics reflect the state of crisis in black education."

"Unless the whole issue is treated on crisis basis, there is no hope for black education, and this will result in disastrous consequences for the whole country. It is said there is a shortage of manpower in this country. Before we can come to grips with the economy of this country, black education should be improved."

The Senior Liaison Officer of the Department of Education and Training, Mr G Engelbrecht reacted with anger when SOWETAN revealed the figures to him. He said

the statistics were "totally unrealistic and incorrect".

Mr Engelbrecht said there were about 80 000 teachers in black schools at the moment. About 10 000 student teachers qualified every year, he said.

"It is totally unrealistic to say there is a need for 96 000 when we have about 80 000 teachers at present teaching in black schools. We do not even have posts for so many teachers — having so many teachers would mean some of them milling the school grounds without a job."

Mr Engelbrecht said the present production of about 10 000 teachers every year would ultimately meet the shortage. At present, the teacher-pupil ratio was one to 46, he said.

An organiser of the course, Mrs P Betlehem said: "We hope this course will enrich teachers in many ways. Next year we intend to include as many subjects as possible and we expect a much bigger response from Soweto teachers and those who teach in other areas."

group. They, too, suffer privation and need support. (26h) While the Chamber of Mines provides 'excellent

very high dust concentration, they say, in fact, contract the disease in a far shorter time than whites. (251)

It is very difficult to find figures for the incidence of silicosis on the gold mines. This is because the tables concerning the gold mining industry in the Reports of the Bureau for Occupational Diseases only show new certifications, without indicating whether they are for silicosis alone. Therefore, one does not know whether new certifications are for cardio-pulmonary disability or for any of three compensatable diseases, including silicosis. (252)

The tables providing incidence figures for silicosis are equally unsatisfactory. This is because the figures include all cases of silicosis, many of which have been contracted in occupations other than mining. (253) In 1973 seventy cases alone were contracted in other occupations. (254) Moreover

Of particular interest are the cases of silicosis associated with tunnelling and road construction where there is complete disregard of the danger of working with the same quartzite found in the gold mines. (255)

The mortality tables for silicosis in the Report of the Medical Bureau of Occupational Diseases throw no light on this question either. This is because 'liberal' compensation is awarded in many post mortem cases, often when a man has not been certified in life. If one silicotic nodule is found (or several), visible only with a microscope, and impossible while the man was alive, to detect by radiography, he must be certified as a silicotic and his dependents' What is important is that these microscopic nodules cause no discomfort or disability during life, and are as harmless as healed scars on the skin. (256) In addition, if on autopsy these harmless minute silicotic scars are found together with a microscopic lesion of tuberculosis, one which is latent and could have remained quiescent for years, the deceased will be certified and his dependents' awarded compensation in the second degree. (257)

The Reports of the Medical Bureau for Occupational Diseases reflect the following incidence of silicosis in all occupations in the first degree - in new cases for whites and coloureds.

Table II	
Whites and Coloureds in first degree	
Year	
1973-1974	72
1974-1975	163
1975-1976	153
1976-1977	164 (258)

14.



Some of the teachers who were presented with diplomas over the weekend.

**Pics by JUDAS NGWENYA**



Miss Dudu Duma receives her diploma during a graduation ceremony at JCE.

# 100 teachers finish course

By LEN MASEKO

**MORE** than 100 Soweto teachers who had been attending a 10-week enrichment course at the Johannesburg College of Education were presented with diplomas on the weekend.

The course, the first of its kind to be held for black teachers at the college, was divided into four categories — literature, language, drama and library.

The organiser of the course, Mr Pauline Bethehem said she designed the course to help

teachers gain more knowledge in English language. She said the course would be expanded next year and would run once a year.

"We sent a prospectus to different schools in Soweto informing teachers about this course. Many showed interest in the course that is why we intend to run it yearly. It is hoped that the next year one will be much bigger," said Mrs Bethlehem.

The course was sponsored by a large company.

13.

PAS. (12gm/day) 16,8c.

Z (2gm/day) 13,44c

### References.

- (1) Report of the Secretary for Health, P.7. "For the first time the Department has possession of reliable expenditure figures in connection with specific services."
- (2) Report of the Secretary for Health, P.7. "The number of beds has gradually increased in the past few years and now stands at 1,200." (See also annexure 12, P.66.)
- (3) Report of the Secretary for Health, P.7. "Tuberculosis, Expenditure 1976/77, R19 547 960."
- (4) Overseas Report, Dr. H.H. Kleetman, Meeting, Istanbul, 24-28 Oct. 1976.
- (5) I.U.A.T. Bulletin Vol. 52, Oct. 1976. Tuberculosis: Too many Hospitalizations. Press Release WHO/20.2-6-77 and WHO/20.2-6-77, Report, Vol. 30, No. 1, 1977).
- (6) Amer. Rev. of Resp. Dis. Vol. 112, No. 2, 1976. Tuberculosis Care in General Hospital: Experience, Suzanne Dandoy & Robert Dandoy.

# Teachers in limbo

By LEN KALANE

THE future of eleven teachers who quit a Soweto school still has to be decided.

The teachers, who resigned from Daliwonga Secondary School in Dube, had a meeting with regional inspectors last week in Soweto. The meeting, however, failed to decide their fate.

The teachers have left the school and have placed themselves in other schools in Soweto. The inspectors meeting told the teachers to remain where they are until a final decision is reached on their future.

A spokesman for the Department of Training and Education said: "We are still looking into the matter."

The teachers resigned from Daliwonga

*scribble 21/4/81*  
a week ago after alleged dissatisfaction with the headmaster, Mr F X Mnguni. They left hundreds of students stranded.

One teacher said: "Nothing concrete came out of the meeting with the inspectors. The whole issue has been suspended... Our future is still to be decided."

But the teachers are adamant that they are not returning to Daliwonga.

They said: "We have been insulted enough."

They complained that:

- The headmaster undermines them,
- He embarrasses them before students, and
- He had repeatedly called them newcomers in the teaching field.



# Teaching ranks full

By NORMAN NGALE  
TEACHERS with Junior Certificate qualifications are no longer needed by the Department of Education and Training (DET), according to Mr G Engelbrecht, the chief liaison officer.

"Because of the explosion of teachers at secondary school level we cannot use the under-qualified teachers anymore," Mr Engelbrecht said.

Mr Engelbrecht was addressing members of the Mamelodi East and West branches of the Transvaal Union of African Teachers Association (Tuata) this week.

Det hoped to make it compulsory for applicants at all teachers training colleges to be holders of matriculation certificates within two years.

He said the move was taken to improve the quality of education for black children and that as a result Det was not in favour of introducing salary parity for teachers below matric level.

Only about 17% of black teachers will qualify for the same salaries with their white counterparts when parity was introduced in "one or two years time."



Mr G Engelbrecht

Mr Engelbrecht said if parity was introduced at lower level this would not motivate those teachers to improve their qualifications and as a result this would retard any improvement in the quality of education.

Teachers, according to Mr Engelbrecht, who will benefit mostly in the latest salary increases will be those who fell under category "C".

These are the teachers who have matric certificates and the teachers diploma and those who hold a university degree. Salary adjustments, which it is hoped will be implemented this month, are being sent to principals, said Mr Engelbrecht.

Mr Engelbrecht said his Department was trying in various ways including study grants to encourage teachers to improve their qualifications.

"Both parents and teachers can and must encourage matriculants today to take up teaching as a career. In this way they will make a substantial contribution to the improvement of the quality of education," Mr Engelbrecht said.

He said except for certain salary categories, black and white teachers had equal conditions of service. These include procedures of appointment, dismissals, retirement, leave, pensions, housing loans, subsidies and service bonus.

"The future of our pupils is in the first and last place in the hands of our teachers. What happens in a classroom will determine whether we are successful or not.

"The department must and will assist our teachers in every possible way," Mr Engelbrecht said.

He urged teachers to be proud of their profession, to cherish their professional integrity and to act and speak in such a way that they retain and improve their status in the community.

225  
21/4/81

# Blacks will need 300 000 teachers

By Carolyn Dempster  
Education Reporter

At least 300 000 new teachers will be needed to meet the needs of the black population by 2020 if educational parity between different population groups is to be achieved.

On the eve of a week-long seminar in Johannesburg, Professor J. P. de Lange, chairman of the Human Sciences Research Council investigation into education, pointed to this fact as one of the many problems facing the HSRC committee.

For this reason 200

representatives of 113 different interest groups had been asked to attend the seminar to discuss and put forward alternative solutions to the problems raised by the 18 HSRC work committees, said the professor.

"Before the 18 reports of the work committees can be finalised the basic problems we have encountered must be brought out into the open with all the interested parties," Professor de Lange said.

Those at the seminar represent all education

To Page 3, Col 1

## A need for black teachers

from page 1

departments, teacher organisations, church bodies, unions, women's organisations and cultural groups. Demographic, financial, functional issues (syllabuses) and educational principles will be under discussion until Friday when two sessions — on education management and education system planning will be held.

# Teachers who quit threaten to resign

TEN of the 11 Soweto school have quit a now threatened to resign from the Department of Education

and Training.

One said: "It is because we are being tossed around by the inspectors. They are trying to victimise us."

He said they were also unhappy with the way their transfers were carried out. They got telegrams yesterday informing them that they have been transferred to different schools in Soweto.

Added the teacher: "I personally don't like the school they have transferred me to. They are trying to split us. Why can't they leave us where we are now? I'll definitely be resigning."

The teachers placed themselves at Orlando West High School and Selelekela Senior Secondary after resigning from Daliwonga Senior Secondary because of dissatisfaction with the principal. The teachers want to remain at the schools where they have placed themselves.

The teacher further said: "They told us to get ourselves places and we have done so. They are now removing us and trying to frustrate us. It's either I remain at Orlando West or I quit from the department."

And students at Daliwonga are reported to have staged a class boycott last week demanding that the teachers should come back.

The teachers said: "We don't mind getting back to Daliwonga. Let the principal apologise first."

Soweto W  
5/5/81  
275

# Situation still tense at teachers' college

By LEN MASEKO

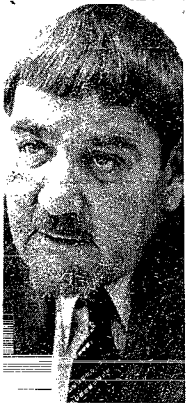
THE situation was still tense yesterday at the Soweto Teachers' Training College with students claiming a "blacklisting of suspected ring leaders" by the college authorities.

The trouble began this week when students expressed dissatisfaction over administration at the college and said that mass meetings had been banned on the campus. The Constitutional Committee which acted as the students' representative council resigned last week because of "disillusion with the authorities" who they claimed were delaying the formation of a student body. They claimed that the authorities intended forming a "puppet" SRC which would operate along the lines of a constitution drafted by them (authorities).

A student said yesterday: "We are playing a wait and see game as there has been no response from the authorities concerning our demands."

The students have threatened to boycott elections for the "puppet" SRC which take place today. They say they want an SRC which will fall under the constitution they have drafted but which the authorities have rejected.

# Tension at Teachers' College



Jaap Strydom  
promised a SRC.

By LEN KALANE

TENSION is high at the Soweto Teachers' Training College where the 200 strong teacher body is demanding a students' representative council.

Students have also expressed dissatisfaction over administration at the college and say that mass meetings have been banned.

The Constitutional Committee which acted as the SRC resigned last week because of "disillusion with the authorities".

Now the students are demanding a SRC.

According to a group of students, administrators at

the college have delayed the formation of a student body because they intended starting a "puppet" SRC which will operate along the lines of a constitution drafted by the authorities. Students want a SRC which will fall under the constitution they have drafted but which the authorities have rejected.

A student said yesterday; "This issue has been building up for sometime now. We expect trouble to happen anytime. The college is tense as dissatisfaction is growing among students."

The students said they haven't had a SRC at the college since it started four years ago. They said in June last year, the regional director,

Mr Jaap Strydom had promised that the SRC would be formed.

A Constitutional Committee was elected to draft the SRC constitution. The students said Mr Strydom promised them that elections for the SRC would be in September last year.

A student said: "September has long passed now. They are applying delaying tactics. We need a body of our own."

The students claimed that authorities wanted to form an SRC which they have designed — a "puppet" SRC. They have threatened to boycott elections for the "puppet" SRC which will be held tomorrow.

A student said: "We want a genuine SRC. When we tell them they say we are agitators. Hell is going to break loose here in the near future."

But Mr Gerhard Engelbrecht, PRO for Education and Training said yesterday: "What do they mean they want an SRC? It is not true that they don't have a body representing them. It is the policy of the department to form a perfect system or councils representing students."

Mr Engelbrecht said they were in the process of starting such a body at the training college. He said the last he heard was that they were busy drafting a constitution.

# Black teachers do twice as much ...

## Own Correspondent

The average size of a black teacher's class is 48 children while that of a white class is less than 19.

Figures released by the Department of Statistics show there are 3.7-million black children in primary and secondary schools with only 76 596 teachers compared with 967 509 white pupils with 51 269 teachers.

Statistics also show a net loss in the number of

teachers at South Africa's 16 665 schools since last year.

About 400 teachers were lost this year — 223 in black schools, 175 in coloured schools and 10 in white schools.

There was also a slight drop in the number of students at universities, technikons and teacher training colleges.

Boys outnumbered girls in white primary and secondary schools.

# Nine teachers resign after row with Det

**SOWETAN** By LEN KALANE (5/5/81)

NINE Soweto schoolteachers have handed in their resignations to the Department of Education and Training (Det).

The teachers now sit idle at their homes and are looking for work in industry.

One said: "We've sent in resignations . . . and it's final. We are simply fed-up with the whole system. They treated us like small boys."

The nine teachers were among the 11 who resigned from Daliwonga Senior Secondary School after grievances with the headmaster at the school. The teachers quit Daliwonga and asked to be transferred to other schools.

But one of the teachers said, "Nine of us have decided to call it quits altogether. The department is protecting the headmaster at Daliwonga. They seem not to be caring a hoot about us and we've now decided to leave."

A spokesman at the regional office of the department in Johannesburg said he heard that some of the teachers have quit. He would not comment further but referred the matter to the regional director, Mr Jaap Strydom, who was not in.

**SOWETAN** could not get the departments' head office in Pretoria to confirm.

According to the teachers, they have decided to resign because they are "tired of being bullied around".

But one said "We are still keen to get back to the teaching profession bearing in mind that there is a teacher shortage. We are disillusioned with the department because they failed to solve the problem at Daliwonga."

Now parents of students at Daliwonga are reported to be up in arms over this teachers issue and a parents meeting is planned for May 23 at the school.

## Project helps black teachers

**A PROJECT to assist black teachers teaching the English language has been launched by the English Academy of Southern Africa.**

A non-profit-making educational body, Eltic Teaching Guides, has researched and developed teaching guides to assist teachers in teaching prescribed networks.

The teaching guides are prepared specifically for the teacher and deal in detail with lesson preparation, classroom methodology and text interpretation. They are produced in the hope that teachers using them will improve their skills, especially those who attend the in-service training seminars offered.

A statement from the English Academy of Southern Africa says:

"The teaching guides approach to teacher in-service training was finally validated at a course organised by the Education Information Centre in March this year. The results convinced the English Language Teaching Information Centre staff that the system is sound.

Even before participants were asked to evaluate the course, adds the statement, it was clear that it had been a tremendous success.

The teachers in their evaluation felt the course had been worth their while. "One teacher summed up everybody's feelings by saying they now felt confident enough to tackle any book any time. They also expressed a strong desire for more such programmes to be run," added the statement.

# New language boost for Soweto school teachers

An English Language Teaching Information Centre (ELIC) has been established to improve the quality of the language in black education.

Based in Johannesburg, this non-profit making, non-racial organisation hopes to operate country-wide. ELIC, functioning within the English Academy of Southern Africa, is committed to improving the quality and use of English as a second language in education in Southern Africa.

An ELIC spokesman, Mr Vic Roderich, said, "Our basic aim is to give the teacher ammunition to strengthen his position in class."

Mr Roderich said his organisation was calling on all English teachers to make use of the material ELIC was offering. This includes notes, guides for students and teachers, including teaching methods in English. ELIC has also prepared notes in prescribed set-works and poetry for Standard seven, eight and ten.

But ELIC has a problem — it can't reach the teachers and students in the townships. The organisation now wants teachers to come over to their Bramfontein office in Johannesburg and make use of the facilities.

"Students as well would be most certainly welcomed," said Mr Roderich.

The information centre can be located on the fifth floor: De Korte House, 46 De Korte Street, Bramfontein. Telephone 724-93212.

Founded in 1973 after an international conference on "The Teaching of English in African Schools" held at the University of Lesotho, Roma, the centre is an important part of the English Academy of Southern Africa and focusses on the problems of English Second Language (ESL) Learning and Teaching, in primary, secondary and tertiary education.

Mr Roderich said, "We would like to assist black teachers. We hope to give extra lessons to teachers and students who

want advice help. Private tuition is all for free." But ELIC will charge a nominal fee for notes that they have prepared simply to cover printing costs.

Mr Roderich explained, "We've been to the East Rand as well as Soweto. We have a problem getting into the township. We want people to come to us. We have the facilities, even a library. We would like to see many faces as possible."

He said ELIC wished to help schools over the teaching of English in Standards seven, eight and ten. Help could be provided in some of the set-works this year including in Shakespeare's Macbeth, Standard ten poetry, and novels.

ELIC's long term goal is the creation, co-ordination and rapid, widespread dissemination of resources and teaching materials for the improvement in teaching and use of English as a second language and medium of instruction in education in Southern Africa, particularly in black schools. The organisation points out that there is little money for supplementary in-service training of teachers in black schools.

What does ELIC really do?

- Operates an English Language Teaching Resources Library for reference, lending and information.
- Produce ESL teaching and learning materials.
- Publishes a quarterly educational journal, the ELIC Reporter.

• Evaluates ESL learners' needs on regular basis.

• Provides liaison, consultation, and information service on ESL to individuals, educational institutions and publishing houses.

The centre has established a library room containing about 2 000 books, magazines and audio-tapes. ELIC is directly responsible, through its voluntary honorary management committee, to the Council of the English Academy of Southern Africa.



Mr Vic Roderich, ELIC's director.

thought. "I've been to the East Rand as well as Soweto. We have a problem getting into the township. We want people to come to us. We have the facilities, even a library. We would like to see many faces as possible."

pure dntuedetehqohcysd pure xkow tricos '45ofotqchsd

ageflliv, (6961) s'bowat .speds neen nouth of desiaep



# Teachers' 'workshop' forum

U3/7/81

325

TEACHERS in Guguletu hope their Teachers Resource Centre will provide a forum for exchanging views and information with coloured, white and black teacher colleagues.

Guguletu teachers said yesterday that their contact with coloured and white colleagues had been largely restricted to the personal rather than a collective level.

"We do not expect the Teachers' Resource Centre to be enjoyed solely by Guguletu teachers but also by colleagues from other townships, and not only for the Teachers' Centre but also for the improvement and Research

Association (TIRA) for Cape Town.

After the 1976 riots by teachers interested in promoting community welfare beyond the limits of the classroom. But teachers expressed the fear that communication with coloured and white colleagues at Umlu might be hampered by the requirement that the races required permission to enter the black township.

Organizers at the Teachers' Resource Centre plan to liaise with the Mowbray Teachers' Centre run by the province and also to link up with extramural activities offered by the University of

Cape Town.

The official opening of the centre will take place today at 10am. The president of the African Teachers' Association of South Africa, Mr Randall Peteni, will talk at the opening.

Mr Len Smith, of the Urban Foundation, education project manager at Umlu, said many school principals had expressed interest in upgrading the teaching profession and the centre would further this aim.

Mr Smith said activities at the centre would arise largely out of articulation of the teachers' needs.

The centre will aim to alleviate the critical shortage in science equipment at schools in Guguletu by providing teachers and facilities for teachers to maintain their own basic scientific apparatus.

There are plans for the centre to link up with the Science Education Project run by UCT. Similar projects have been run successfully in Soweto, KwaZulu and the Western Cape on the short age of trained science and mathematics staff, one Guguletu teacher said, many schoolchildren with an apti-

tude for maths and science were being frustrated by the lack of expert tuition in these subjects.

Another teacher remarked that black education in the Western Cape had become "useless". Cape had become a dumping ground for matriculants emerging from matric schools taking jobs matching their qualifications.

"The matriculant is scorned by the Standard 3 dropout doing the same job on the same salary as the matriculant," the teacher said. TIRA originated the concept of the Teachers' Resource Centre in 1977 and drew up its own plans for the centre several years ago with the aid of the department of architecture at UCT. The plans were subsequently submitted to the Urban Foundation. The centre has been embodied in the foundation's plans for a community Centre which was officially opened in Guguletu on Sunday.

Umlu is the first community centre under black directorship in the Western Cape, and includes a home improvement advice office, a sheltered employment workshop, a day care centre, library, community hall, coffee shop and office space for other organizations.

The centre will appeal to private enterprise to sponsor its activities, including plans to establish a full-time day care centre for Mr Smith fills this role at present in a temporary capacity on loan from the Urban Foundation.

The centre aims to run a mobile library to meet the need at the many schools lacking these facilities in Guguletu. It also plans to provide audi-visual aids to education. Teacher workshops will also be run on subjects such as the use of the microscope. Career guidance workshops for students are also in the pipeline.



The Teachers' Resource Centre, which opens at the new Umlu Centre in Guguletu this morning, aims at improvement of the professional and academic skills of teachers on a non-formal basis. Yesterday four of the teachers involved in the scheme were preparing for today's opening. Examining some of the books in the new library at the Umlu Centre were, from left, Mr Godfrey Mbulu, Mr Nat Bongo (in overalls because he was shifting furniture around), Miss Vista Ndima and Mr Paul Mboniswa.

# Teacher crisis will grow - Prof

By LEN MASEKO  
13/7/81

THE acute shortage of teachers in black schools would increase dramatically — with a demand for an additional 300 000 teachers over the next couple of years.

This was stated by Professor Napier Boyce, rector of the Johannesburg College of Education, who has also emphasised the urgent need for a joint training for teachers of all races and an end to the existing fragmented apartheid-based system.

Writing in the latest issue of College News, Professor Boyce said frenzied teacher training programmes by the Department of Education and Training (DET) still could not accommodate the number of potential student teachers. The Johannesburg College, which trains white student teachers only, had room for at least another thousand students.

Mr J A Schoeman, DET's senior liaison officer, said yes

terday: "We are well-aware of the shortage of teachers in black schools, but Professor Boyce's figures are slightly misleading. An additional 300 000 teachers will be needed in the next 30 years — not in the next couple of years."

"The Department's planning is geared to cope with this shortage and our present production of 10 000 qualified teachers every year will ultimately meet the shortage in the next 30 years. We are also increasing the training facilities and this will increase the number of teachers we produce every year — enabling us to meet the shortage in a period less than 30 years."

On the question of inadequate training facilities, Mr Schoeman said the Department did not have enough applicants this year, "otherwise we would have taken more." He said potential student teachers were required to have matric passes before they were taken. Those teachers who did not have matric were engaged in upgrading and adult education

programmes, he said.

Recently, Professor Boyce sparked off a controversy when he said there was at present a shortage of 96 000 teachers in black schools. The figures were greeted with anger by DET's liaison officer Mr Gerhard Engelbrecht who said the statistics were "totally unrealistic and incorrect." He said the Department did not have posts for so many teachers.

Educationist Mr T W Khamule, has anticipated that by 1990 there will be a shortage of 150 teachers in black schools and these figures reflected a state of crisis in black education. Black education should be improved before this country could come to grips with the economy, he said.

This controversy comes at a time when a report from the Human Sciences Research Council investigation into education is to be submitted to the Government. The report is expected to recommend a unitary control of education to replace the existing fragmented apartheid-based system.

# Anti- *Savja* politico *207/81* pamphlet *325* angers *1981* teachers

MAMELODI teachers have been issued with a circular from a school inspector attached to the Pretoria East Circuit preventing them from active participation in local civic affairs.

The circular, which carried a number of instructions relating to a teacher's conduct bears the signature of Mr JS Lekala a Mamelodi ward inspector of the Department of Education and Training.

The circular states: "Teachers are to keep away from politics, civic-matters and participation in community council elections by discrediting opposition parties or making statements in the press; public meetings".

Mr Lekala quoted Government's gazette No 7555 which contained the Education and Training Act 90 of 1979 on the duties of principals and teachers.

As regards participation in politics and civic matters by teachers, the Act states: "A teacher shall not use his position of office to promote or prejudice the interest of a political party."

This means that the teacher can only participate in political or civic activities in his personal capacity and not as an employee of the DET.

The circular — the second from the local inspectors of office — has angered several teachers who claim they are being treated like children.

Earlier this year the teachers in the community were given a circular carrying a code of conduct during school hours within school premises.

The form enabled the inspector, through principals, to monitor the teacher's manner of dress, late coming, dodging of classes, and insubordination.

The form which DET later confirmed to have come from the ward inspector had stated: "You are kicking bread out of your own mouth."

## EMBARASSMENT

Mr Bernard Ndlazi, president of the Vulamehlo-Vukani People's Party yesterday said Mr Lekala's letter had caused much embarrassment to the community of Mamelodi.

He said teachers were regarded highly in the community as educated people and that Mr Lekala should have just referred them to the Act without having written a circular.

Mr G Engelbrecht, chief liaison officer of DET said yesterday that the letter circulated by Mr Lekala was a synopsis which only offered summaries of what the Act contained.

He confirmed that the teachers, according to the Act, were not barred from becoming members of political or civic groups but that they were prevented from standing for elections without the Minister of DET's special permission.

# Record number of Blacks could qualify to teach

Mail Reporter

A RECORD number of trainee teachers will write their final examinations in November this year, according to figures released by the Department of Education and Training.

A total of 11 367 candidates throughout the country, including the homelands, will sit for their final examinations — 1373 candidates more than last year.

According to the department's deputy chief liaison officer, Mr J A Schoeman, 7 624 candidates will write the Primary Teachers Certificate (PTC) examination.

## Unqualified

Mr Schoeman said 658 candidates would sit for a specialisation course in the Primary Teachers Certificate (SPTC). This is a one-year teacher training course for unqualified teachers with teaching experience.

A total of 337 candidates will write the Junior Primary Teachers Certificate (JPTC) examination.

And 1672 candidates without degree courses will sit for the Junior Secondary Teachers Certificate (JSTC) examination.

A further 608 candidates who had degree courses will write the examination. Mr Schoeman said these were candidates who were studying for degrees through the University of South Africa.

A total of 87 candidates will write the Senior Secondary Teachers Certificate (SSTC) examination.

## Homecraft

Another 13 candidates will write the SSTC examinations in senior home economics. Mr Schoeman said these were candidates who had homecraft courses in the JPTC.

Fifty-one candidates would sit for a diploma in special education, a course designed for those who specialise in teaching the deaf, blind or cripples.

Mr Schoeman said 100 candidates would write a one-year specialisation course examination, a course for those who specialised in subjects such as homecraft, woodwork, arts or trades.

Seventeen candidates have enrolled for the Pre-primary Teachers Certificate, a one-year course which was introduced last year for the teaching of five-year-old children who were not yet attending school.

# Govt believes it will meet teaching needs

Political Staff

HOUSE OF ASSEMBLY. — The government believed it would be able to meet the future need for qualified black teachers, the Minister of Education and Training, Dr Ferdie Hartzenberg, said last night.

He was replying to calls by the Opposition for a dramatic increase in the amount of money spent on black education, and particularly on teacher training.

Dr Hartzenberg said that teacher training colleges in South Africa were already producing 7 000 black teachers a year and those in the three independent homelands were producing another 3 000.

Without resignations or retirements, this would just about meet the estimated needs of the year 2000. However, great improvements

had already been made in producing qualified teachers and there would be further improvements as the years went by. This in itself would just about meet the estimated black teacher needs.

He believed also that the black population would not increase as fast in the next 20 years as it had over the past 20 years.

Teacher training, he said, was priority number one in his department, followed by technical training and then secondary education.

Pointing to the progress that had been made in the first few years, he said that while there were more black Sub A pupils than the total number of white school children today, a few years ago the total number of black school children in all standards was equivalent to the number of black Sub A pupils today.

11

Dr Hartzenberg

Mr Hartzenberg said that understanding the system  
 $MY = PT$   
 V of T are proved to be correct and therefore  
 scope is very small (M) look to scope  
 to prove (P)

## Apartheid education attacked

Staff Reporter

THE government's attempt to hold on to "an apartheid education system" was irresponsible and would have disastrous consequences for South Africa, the Joint Council of Teachers' Association of South Africa (Joctasa) said.

Joctasa, which represents 80 000 black teachers, reiterated at a recent meeting in the City its commitment to a non-racial education system.

It said the statement last week by the Minister of National Education, Dr Ger-

it Viljoen, that the government did not see its way clear to open tertiary educational institutions to all races was "extremely unfortunate".

"Apartheid education" was condemned universally as reactionary and untenable, Joctasa said.

The council will be sending 16 delegates to the biannual conference of the World Confederation of Organizations of the Teaching Profession which will be held in Zimbabwe next April.

80 12/10/81  
328

# Ciskei teachers to be upgraded

**KING WILLIAM'S TOWN** — The incessant clamour for higher education in the Ciskei had led to the phenomenal rise in the enrolment in secondary schools, the Ciskei Minister of Education, Chief D. M. Jongilanga, said at the weekend.

Speaking at the prize-giving ceremony for final year students at the Lennox Sebe Teachers' College, he said this had had far reaching implications as the Ciskei had had to search high and low for better trained teachers to man these schools, lest schooling degenerate into a disfunctional exercise.

"The main fault with our secondary education has been that it was designed to train a small percentage of the nation to perform clerical and other odd administrative jobs and to inculcate into these few people values and aspirations alien to those of the Ciskei nation," he said.

"Consequently education for rural development is looked upon as a mere illusion. In the new Ciskei much of its economic viability will depend pri-

marily not only on urban and industrial development but also largely on agricultural and rural development."

Secondary education was not only an agency for the development and realisation of the people's economic aspirations, it was also a moral enterprise.

Chief Jongilanga said that since teacher training was so vital in the development of the nation, his department had adopted the following priorities to upgrade teachers:

- From the beginning of 1981, the primary teachers' course would be phased out and the entrance qualification would be raised to Std 10.

- In order to train teachers in buildings that befitted their professional status, this year a start had been made on the building of the Dr Rubusana Training School at Mdantsane.

- To avert the acute shortage of qualified teachers in the secondary area, the department had started a Junior Secondary Teachers' Course at the Zwelitsha Training School. — DDR.

RDM 5/11/81

# We got a raw deal — black teachers

By J S MOJAPelo

AFRICAN teachers with university degrees and professional certificates had received a raw deal from the salary increases announced by the Government in April, says the African Teachers' Association of South Africa (Atasa).

In a memorandum submitted to the Department of Education and Training (DET) on Tuesday, Atasa said despite the salary increases, African teachers were still left in a "hopeless position".

Atasa said although the Government had intended closing the salary gap between white and black teachers with similar educational qualifications, African teachers' salaries were four notches below their white counterparts.

These teachers had been treated "very unfairly" and the position must be put right.

Atasa said teachers with Standard 6 certificates plus three years of training, or with Standard 8 and two years of training, should have received a higher increase than they did in April.

## Discrimination

"The average increase of 12% left them in a hopeless position to meet the demands of the day. We should like to recommend that they be given a minimum rise of 25% in the next Budget," Atasa said.

Atasa said it rejected racial discrimination in taxing teachers. White teachers were allowed a rebate on their taxable incomes and this was not the case with African teachers.

"Our recommendation is that a uniform system of taxation should apply irrespective of colour."

Atasa recommended that all woman teachers who were family breadwinners should be included in the 100% housing loan schemes enjoyed by male teachers.

Mr H H Dlamlenze, general secretary of Atasa, said DET had agreed to allow regional offices to handle teachers' complaints about salary delays. Newly appointed teachers and those who took leave during the year went without salaries for up to five or more months.



# Teacher training furore

By NORMAN NGALE

PRINCIPAL of the Transvaal Teachers Training College in Soshanguvu Mr J B Bingle voiced concern about the reluctance of black matriculants to study for primary teachers' courses.

Only three students have enrolled for classes next year while the college has the capacity for 180 students in the course.

Mr Bingle said the black students falsely regarded teaching at primary schools as inferior. His concern was corroborated by Mr G Engelbrecht, chief liaison officer of the Department of Education and Training.

He said with the up-graded tuition for teachers, primary teachers enrolling next year for the new three years diploma courses would fall under the same salary structure as their counterparts in secondary schools.

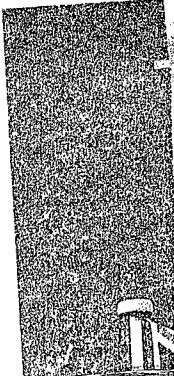
"We hope the community will be responsible and realise this means a lot for the upgrading of the quality of education, and encourage matriculant students to follow teaching as a career," Mr Engelbrecht said.

Mr Bingle revealed early this week that all two-year courses at his college would be phased out with effect from next year and that enrolment qualifications for any course there would be a matric.

The primary teacher's certificate, junior secondary teachers' certificates and other senior secondary teachers' certificates with degree courses would all be substituted by three-year diploma courses.

This means the college will offer primary teachers diploma, secondary teachers diploma (without university course) and secondary teachers diploma (with university courses).

Those including university courses would attend at the University



enrolled at the college last year produced 70 percent passes from 369 students who had enrolled for first-year courses with Unisa.

Housecraft supplementary certificate offered to teachers already in the field has been completely phased out of the college.

The college will instead offer a secondary teachers diploma (housecraft) — a three-year course to prepare teachers who wish to specialise in housecraft. Matriculants raw from school can enroll for the course, according to Mr Bingle.

He added he had sent circular letters to all principals of secondary schools throughout the Transvaal informing them of the desirability to encourage matriculants to enrol for improved primary teachers' courses and was surprised at the lack of interest.

# 111 held under security laws

1911/18 JOURNAL 329

SECURITY police today disclosed official figures for the number of detainees in South Africa — there are 111. The figures were given to Mrs Helen Suzman, acting as opposition civil rights spokesman.

There are 108 people detained under Section Six of the Terrorism Act and three people under Section 22 of the General Laws Amendment Act.

The continued detentions without charges being laid brought comment from Mrs Suzman.

This showed how far South Africa had moved from the normal safeguards that should protect individuals from the State, she said.

The detainees are being held under powers originally intended to be used against terrorists.

"When habeus corpus was first assailed by the 90-day detention law in 1963 a senior policeman exclaimed: 'This is a mighty weapon in the hands of the police.'"

"An even mightier weapon was given them when Section 6 of the Terrorism Act was passed in 1967 allowing indefinite detention in solitary confinement without trial.

"This weapon has been increasingly used against the hundreds of people who have no connection with terrorism," Mrs Suzman said.

"People sit behind bars minus any protection from the court and without access to legal advice.

"When ultimately most of them are released without any charge many of them are summarily banned.

"It is noteworthy that the 'mighty weapon' is not used against right-wing agitators who preach racial hatred, nor are their names to be found on the list of those detained under the security laws," Mrs Suzman added.

She said these people apparently retained the

## SOWETAN REPORTER

protection afforded by the rule of law which students and those with a profound dislike of apartheid are denied. The PFP remained implacably opposed to arbitrary powers of detention which were more suited to countries behind the Iron Curtain.

in a Siyotani whether the community

# Teachers' pay procedure to be streamlined

STAR

16/11/81

325

2-30

Relocatable element  
FORTRAN, COBOL,  
a program file b  
Collector. This  
Editor in other

By David Braun

Delays in salary payments  
and other red tape snarl-  
ups should be a thing of  
the past for Soweto  
teachers next year.

## 2.6.1 NOTATION

A consistent notation  
elements of a program

The Department of Edu-  
cation and Training  
(DET) is to decentralise  
in the Johannesburg re-  
gion and eliminate un-  
necessary communication  
lines with Pretoria.

The notation for  
previously, in  
the FILENAME  
is intended (T)  
when referring  
in the case th  
exists within  
checkout.

Teachers have often  
complained that they have  
had to wait several  
months for salary cheques  
and that when they  
arrive, they were  
often wrong.

On the various  
or an ELEMENT  
between them.  
and no period  
all this a bi-

Mr. H. H. Dlamenze,  
secretary-general for the  
African Teachers' Associa-  
tion of South Africa (At-  
asa), said it had had fre-  
quent discussions with the  
DET, and had asked for  
the decentralisation so  
that salaries would be  
handled at regional level.

- a. Part of the problem causing  
these delays has been the  
DET's critical staff short-  
age. We have appealed to
- b. I have had members  
waiting six and seven  
months for salaries. Part  
of the problem causing  
these delays has been the  
DET's critical staff short-  
age. We have appealed to

c. PROG.

The file PROG.

it to employ more blacks  
to fill vacant posts," said  
Mr. Dlamenze.

A spokesman for the  
DET said today that the  
decentralisation pro-  
gramme was being exten-  
ded to the Johannesburg  
region from next year.

"This means the regional  
office will appoint  
teachers and inform us  
what salary has to be  
paid. In the past, the re-  
gion recommended an ap-  
pointment, and all the  
paper work and the actual  
appointment would be  
made in Pretoria," he  
said.

The regional office  
would now handle all in-  
quiries and complaints.  
This would replace the  
present procedure of  
going from the circuit of-  
fice to the regional office,  
and then through adminis-  
trative channels to Pre-  
toria before decisions  
were taken.

The DET was concerned  
that teachers had suffered  
delays in salary payments,  
and after discussions with  
Atasa had decided to  
streamline its operation.

procedures such as  
placed in  
as the  
the Linkage

reference  
as the form:

that described  
cation. If  
program file  
present  
required only  
element  
ram is in

er a FILENAME  
linguishes  
specify a FILE,  
will help make

PROG.

The cycle number serves to differentiate successive updates of a  
symbolic element.

Omission of the cycle number when referring to a symbolic element  
implies that the most recently constructed copy is intended. A  
compacting method, as described later, is employed to prevent the  
retention of several cycles of a symbolic element from appropriating  
an excessive amount of space on mass storage.

## 2.6.1.1 ELEMENT NAME AND VERSION

Each element within a program file is given a name specified by the  
user. This name is referred to simply as the element name. To  
distinguish between elements of the same name and type, a user  
may specify a subname of an element, and this subname is called  
the element version.

# Upgrading: teachers <sup>DD 19/11/87</sup> lose jobs <sup>(325)</sup>

**MDANTSANE** — Twenty one teachers at the Dr W. B. Rubusana Training School here have to find posts in other schools next year.

A teacher at the school said the teachers had been told by the principal, Mr J. S. Mei, that they would not be required by the school when it reopened at its new premises next year.

She said Mr Mei had first called seven teachers who were still serving the probationary period of one year and told them of the decision.

Then he called a staff meeting where he told 14 others they should find posts in other schools as they would not be required by the school next year.

The seven teachers serving the probationary period are: Miss M. Tsolekile, Mrs F. M. Sili, Mrs N. Kente, Miss S. Fokwebe, Mrs N. Mhlauti, Miss N. Tsala and Mrs T. Fihla.

The other 14 are: Miss G. Ntshoko, Miss N. Mfikili, Mrs X. Xinwa, Mrs B. Nompunga, Mrs N. Mpahlaza, Mrs L. Ndlovu, Mrs N. Mzamo, Mrs L. Kave, Mr M. Gxekwa, Mr Z. Ngene, Mr L. Nxazonke, Miss F. Majola, Miss T. Mgaxela and Mrs M. Hole.

The Ciskei Director-designate for Education, Mr O. S. Bomela, said he had no knowledge of the action against the teachers.

He added that although no specific instruction had been given for action to be taken against the teachers, the school was to train post-matriculation student teachers next year and it would be an anomaly to have teachers with the Primary Teachers' Certificate (PTC) or even with matric and a teachers' certificate teaching at the school.

"I think the principal is trying to improve the position in anticipation of the move to train post matric student teachers," Mr Bomela said.

He added that if the teachers who would lose their posts at the training school would go to the de-

partment with their problems they would be assisted to obtain posts elsewhere.

Mr Mei said the development had been there since last year with the upgrading of the minimum entrance qualification for student teachers from Standard Eight to matriculation.

He referred further inquiries to the circuit inspector, Mr M. B. Zani, who said almost all the teachers advised were originally employed on a temporary basis.

He said the department would do what it could to assist the teachers to get posts elsewhere. The only problem was that most of them would like to get posts in Mdantsane where there was no growth because no new schools were being built in the area from Zones One to 12 covered by the Central Circuit.

He said the fact that some teachers had to relinquish posts because of the upgrading of teacher training was easy to understand because the proper position would be that graduate teachers taught in training schools. — DDR

# No pay for year teachers claim

SOWETAN 23/11/87

BY LEN KALANE

THREE school teachers, one in Soweto and two on the West Rand, say they have not been paid by the Department of Education and Training since they started their teaching careers at the beginning of the year.

The teachers, who said they have been living from hand to mouth throughout the year, are now worried because the Christmas season has advanced and they will be needing money.

They also have no hope that their money will arrive at the end of this month.

One commented: "We are poorer than church mice."

They are Mr Levy Tladi of Soweto, Mr Sizwe Mdalo-lose and Mr Japha Motsuni, both of Krugersdorp, and teaching at the Mosupatsela Senior Secondary School in Kagiso township.

Mr Mdalo-lose and Mr Motsuni said although they were fully qualified the department had not given them their salaries since they started teaching in January. Both hold Junior Secondary Teachers' Course certificates.

A spokesman for the department said he did not know about the particular case and would look into the records. But the teachers said the pay delay was because they could not produce their certificates in time to show that they were qualified. They only received their certificates in August.

They told The SOWETAN the department did not pay if the certificate is not produced.

One teacher said: "This is not our mistake. It is the same department that delayed to issue our teachers' certificates, to rub it in they are now even delaying to pay us."

They said: "It means we have now worked for the whole year without getting paid. Can you imagine such a situation in to-