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THE GENESIS, DEVELOPMENT AND IMPACT OF THE
AFRICAN TEACHER'S ASSOCIATION
OF SOUTH AFRICA (1921-1980)

(AN HISTORICAL EDUCATIONAL SURVEY).

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 M T Moerane
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 M C J Mphahlele.

DEDICATION

Dedicated to my late father: MICHAEL PAUL MPHABLELE,
a Teacher, School Headmaster and a devoted Member of the
Transvaal African Teachers' Association.

In appreciation of the inspiration he gave me.

DECLARATION

This is to certify that the dissertation handed in herewith for the degree of Master of Education in the University of the North is the writer's own independent work and that it has not been submitted for a degree before in this or any other University.

SUMMARY

The National Teachers' Body known today (1980) as the African Teachers' Association of South Africa owes its existence to the Provincial Teachers' Associations prior to 1921. The provincial teachers' associations, established at different times, from 1881 to 1918, prepared the ground for the formation of the Federal Council of African Teachers' Associations. This became the name by which the national body was to be known from 1921 to 1961. The National Convention of Provincial Associations held in Bloemfontein on the 16 December 1921 culminated in the formation of a new national body (F.C.A.T.A.). As the years passed, the Federal Council became weak and failed to solve teachers' problems. Hence, the re-organisation of Federal Council became necessary. It was in 1962 that this took place. The constitution was revised and the national body assumed a new name, namely, The African Teachers' Association of South Africa. The new Association, A.T.A.S.A, made some progress. Deputations were sent to Pretoria on important educational matters. Memoranda were also submitted. One of the important achievements of the new Association, A.T.A.S.A. was the successful affiliation to the World Confederation of the Teaching Professions in 1969. In short, this meant international recognition. A.T.A.S.A. is, therefore, not only recognised in Pretoria but in the world at large.

A.T.A.S.A. initially known as "Federal Council" has existed for almost 60 years and will be celebrating its sixtieth anniversary in December 1981.

OPSOMMING

Die "National Teachers' Body" nou bekend as die "African Teachers' Association of South Africa", het sy bestaan te danke aan die "Provincial Teachers' Associations" van die jare voor 1921. Die "Provincial Teachers' Associations" wat verskillende kere, tussen 1881 en 1918, tot stand gekom het, het die weg voorberei vir die stigting van die "Federal Council of African Teachers' Associations", die naam waarmee die nasionale liggaam van 1921 tot 1961 bekend was. Die "National Convention of Provincial Associations" wat op 16 Desember 1921 te Bloemfontein gehou is, kan beskou word as die begin van die nasionale liggaam. Met verloop van jare het die "Federal Council" ondoeltreffend geword om die probleme van sy onderwyserslede op te los. Die noodsaaklikheid om die "Federal Council" te herorganiseer het alhoemeer noodsaaklik geword. Dit was dan ook gedurende 1961 dat hierdie herorganisasie plaasgevind het. Die konstitusie is hersien en die nasionale liggaam het 'n nuwe naam gekry, naamlik "The African Teachers' Association of South Africa (A.T.A.S.A)". Hierdie nuwe liggaam het vordering getoon en afvaardigings, wat oor belangrike onderwys sake moes beraadslaag, is na Pretoria gestuur. Een van die belangrikste prestasies van "A.T.A.S.A." was die suksesvolle affiliasie met die "World Confederation of the Teaching Professions" gedurende 1969. Dit het beteken dat "A.T.A.S.A." nou internasionale erkenning geniet het en dus nie net in Pretoria erken is nie, maar ook oor die hele wêreld.

"A.T.A.S.A." bestaan nou reeds byna 60 jaar en sal sy sestigjarige bestaan gedurende Desember 1981 herdenk.

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ABBREVIATIONS

A.T.A.S.A	:	African Teachers' Association of South Africa
B.U.A.T.A	:	Bophuthatswana United African Teachers' Association
C.A.T.A	:	Cape African Teachers' Association
C.A.T.U.	:	Cape African Teachers' Union
F.C.A.T.A	:	Federal Council of African Teachers' Association
F.C.T.A	:	Federal Council of Teachers' Association
N.A.T.U	:	Natal African Teachers' Union
O.F.S.A.T.A:		Orange Free State African Teachers' Association
T.A.T.A	:	Transvaal African Teachers' Association
T.A.T.U	:	Transvaal African Teachers' Union
T.T.A	:	Transkeian Teachers' Association
T.U.A.T.A	:	Transvaal United African Teachers' Association
S.A.F.T.A	:	South African Federation of Teachers' Association
U.T.A.S.A	:	Union of Teachers' Association of South Africa
W.C.O.T.P	:	World Confederation of the Teaching Professions

MEANINGS

- African : A black person; excluding coloureds and indians.
- Association : African Teacher's Association of South Africa.
- Banana Special : Special train carrying Natal teachers to the National Eisteddfod.
- Bantu : A black person or African.
- Constitution : Rules and regulations governing a teachers' association.
- Council : Federal Council of African Teachers' Associations.
- Deputation : A teachers' association delegation to the Department of Education.
- Federation : African Teachers' Association of South Africa.
- Golden Jubilee : 50th anniversary celebrations of A.T.A.S.A.
- Homeland : A declared black area established as a Self-governing State or independent State; a national State
- Independent State: A black homeland that has opted for independence.
- Memorandum : A compiled document of recommendations submitted to the Department of Education by a Teachers' Association.
- National beauty Contest : An inter-provincial beauty contest run by A.T.A.S.A.
- National body : African Teachers' Association of South Africa.
- National Eisteddfod: Inter-provincial music competitions run by A.T.A.S.A.
- President General: President of A.T.A.S.A.
- Province : Area as defined by the Union Act of 1909.
- Provincial Association : Affiliated Member - Association of A.T.A.S.A.
- Provincial Eisteddfod : Music competitions run by a provincial association.
- Resolution : A decision of conference.
- Secretary General : Secretary of A.T.A.S.A.
- Self Governing State : A black homeland that has not yet opted for independence.
- South Africa : South Africa prior to the establishment of the Homelands.

- South African
Teacher : Official organ of A.T.A.S.A.
- TUATA Special : A special train carrying Transvaal teachers to
the National Eisteddfod.
- World Body : World Confederation of the Teaching Professions.

CHAPTER 1

1 INTRODUCTION

1.1 AIM OF THE STUDY

The main aim of this study is to depict and portray the origin, development and impact of the African Teachers' Association of South Africa. The writer intends to show the role played by ATASA in influencing the planning of education for the Blacks in South Africa. Interwoven and interspersed with this is the invaluable contribution made towards black community development. In the opinion of the writer, the black teacher and his organizations deserve this academic treatment. As far as the writer can discern, there has not been any attempt in this direction in the past, hence the need for the venture. Otherwise, the history of the black teacher will get lost in the course of time.

The history of a people is its soul. It is, therefore, important that the black community, in particular, be made aware of the fact that the black teacher did not lag behind when his colleagues all over the world organised themselves into teachers' associations. ATASA also needs to be inspired. This study is calculated to do just that.

The writer has been associated with black teachers' organisations throughout the Republic of South Africa. From 1950 to 1974 he served as President of ATASA for the period 1961 to 1965. He thus holds this study in high esteem.

1.2 DISCUSSION OF SOURCES

In this study, primary as well as secondary sources of information were exploited. It must, however, be pointed out that there is very little secondary data on the subject.

The available secondary data comes mainly from teachers' association magazines and bulletins. As some teachers' associations are not in control of large sums of money, most of them cannot afford to run a regular magazine or newsletter.

Fortunately, therefore, this study has been composed mainly from primary sources. The various records of the association, as well as those of the affiliates, precipitate invaluable information on the subject. These records were filed and kept over the years at the head-quarters of the various teachers' organisations. It is regretted, however, that some of the records of ATASA were destroyed by fire at the offices of ATASA in Soweto, Johannesburg during the 1976 June riots.

(4.1, 1976)

The primary sources of information cover, amongst other things, minutes, letters, committee reports, addresses, memoranda and interviews.

1.3 LIMITATIONS OF THE STUDY

1.3.1 Scarcity of Source Material

It has been mentioned above that a rich field of source material is not available. Some of the reasons for this scarcity have been referred to under the discussion of sources. In support of this, the Rev. E J Phago once said:

"To write a review of the history of an organisation such as ours is not a simple task. It is more difficult when one is unable to refer to records of the past. To depend on verbal accounts made by contemporary pioneers alone without verification presents a more complex problem".

(1.8, 1966, p 7)

In addition, Prof. W M Kgware in an article commemorating ATASA's golden jubilee wrote:

"I must warn from the onset that the factual information on which my presentation is based is very sketchy and fragmentary. I

have, for the most part, had to
rely on personal recollections".

(1.7, 1972, p 12)

1.3.2 Location of Sources

1.3.2.1 The State Libraries

The state libraries which normally keep information of various kind, were not of much help as a source of information. The Director of the State Library in Pretoria replied to the writer as follows:

"We regret that, as far as we are aware, there are no documents of the ATASA in the state Library. The Joint Catalogue of Monographs in South African Libraries only includes one entry under this heading, namely - Golden Jubilee Celebrations, Inanda Seminary, Durban, 1971, 25 pages".

(Letter Ref. No. XI-15 dated 9-08-77)

The Librarian was right.

However, valuable information is obtainable from newspapers preserved by the state library. There is, however, not much of this, as it appears teachers' associations have an undeclared policy of not making frequent use of the press. Teachers' associations appear to prefer direct dialogue with the authorities and not to use the press as the forum.

1.3.2.2 The Government Archives

The Government Archives in Pretoria as a possible source of information have been approached.

The Chief of the Central Archives Depot in Pretoria replied to the writer as follows:

"I write in reply to your letter dated 25th July 1977 regarding your application to consult the documents of the African Teachers' Association of South Africa. Unfortunately, the archives of the above-mentioned association are not in the custody of the Archives Department in Pretoria".

(Letter Ref. No. 16/4/2 dated 2 - 08-77)

1.3.2.3 Documentation Centre

The Head Librarian of the University of South Africa replied to the writer as follows:

"USE OF LIBRARY TO CONSULT DOCUMENTS OF AFRICAN TEACHERS' ASSOCIATION:

With respect to your request of 29 August, I am pleased to inform you that you are welcome to use any publication on the library premises".

(UNISA letter dated 12-09-77)

1.4 METHOD OF STUDY

The writer has employed the historical method in conducting the research. The five fundamental steps of the method embrace:

- Choice of topic
- Collection of data
- Criticism of source material
- Formulation of hypothesis
- Synthesis of matter

In collecting information the headquarters of teachers' organisations, libraries and documentation centres were visited. Oral interviews with leading teachers and other educationists were held.

A tape-recorder was used where necessary.

CHAPTER 2

PERIOD BEFORE 1921

2.1 SURVEY OF PROVINCIAL TEACHERS' ASSOCIATIONS

2.1.1 The existing Provincial Associations

Up to the time of writing, there are four black provincial teachers' association in the Republic of South Africa including the self-governing territories that are not yet independent. These are in an alphabetic order:

The Cape African Teachers' Union (C.A.T.U.);

The Natal African Teachers' Union (N.A.T.U.);

The Orange Free State African Teachers' Association (O.F.S.A.T.A); and

The Transvaal United African Teachers' Association (T.U.A.T.A).

2.1.2 The forerunners of the existing Provincial Associations2.1.2.1 In the Cape

The United Transkeian Teachers' Association appears to be the first black teachers' organisation to be formed in South Africa in 1881 in the Transkei. In 1921 the Cape African Teachers' Association was formed in the Ciskei. In 1942 the Cape African Teachers' Association merged with the United Transkeian African Teachers' Association to form the Cape African Teachers' Association. Internal differences within the new organisation led to its disintegration and the formation of the Cape African Teachers Union.

(1.7, 1977, p 2; 14.13, pp 17 - 36)

2.1.2.2 In Natal

Two teachers' organisations existed in Natal: the Coast Teachers' Association and the Northern Natal Teachers' Association. The two bodies amalgamated in 1918 to form the Natal Bantu Teachers' Union

which later became the Natal African Teachers' Union.

(1.7, 1972, p 4; 14.13, pp 82 - 89)

2.1.2.3 In the Orange Free State

In 1904 the Orange Free State Native Teachers' Association was established. In 1933 the body was renamed the Orange Free State Teachers' Association.

(1.7, 1972, p 3; 14.13, p 69)

2.1.2.4 In the Transvaal

In 1906 there were in the Transvaal two teachers' bodies: the Northern Transvaal Native Teachers' Association with headquarters in Pietersburg and the Southern Transvaal Native Teachers' Association with headquarters in Pretoria. In 1919 the two associations amalgamated and formed the Transvaal Native Teachers' Association which later was renamed the Transvaal African Teachers' Association. In 1950 a split took place as the result of a struggle between town and country teachers. The split resulted in two teachers' associations: the Transvaal African Teachers' Association and the Transvaal African Teachers' Union. At the White River Conference held in June 1957, the splinter bodies united to form the Transvaal United African Teachers' Association.

(2.5, June 1957; 1.8, June 1958, pp 1 - 3;
1.8, December 1966, pp 7 - 13)

2.1.3 As Teachers' Organisations

In as far as membership of these associations is concerned, the constitutions of the four provincial associations have the following provisions:

The Cape African Teachers' Union: Article 3 of the constitution states that:

"Membership shall be open to all serving teachers of all levels of the school system and shall include teachers in primary schools, post-primary schools, colleges and universities"

The Natal African Teachers' Union: Article 3(1) of the constitution states that:-

"Ordinary membership of the Union shall be open to all members of the teaching profession, shall be on an individual basis, and shall be through a Branch Union".

The Orange Free State African Teachers' Association:
Chapter III (i) of the constitution states that:

"Ordinary membership shall be open to all serving teachers in primary and post-primary schools, colleges and Universities".

The Transvaal United African Teachers' Association:
Article 3 (a) of the constitution states that:

"Membership of the Association shall be confined to certificated African Teachers in the service of the Department of Education in primary and Post-primary Schools in the Transvaal".

From the above constitutional provisions it is clear who may affiliate as a member of a provincial teachers' association.

2.1.4 The Names of the Associations

The names of the associations correspond with the provinces where the organisations operate. The names, therefore, denote the geographical location of the organisation. This had to be so, as each of the four provinces had its own Department of Education with a Section managing "Native Education". In the Transvaal, for example, there was the Transvaal Education Department with a Native Education Section; In the Cape, the Cape Education Department; In Natal, the Natal Education Department and in the Orange Free State, the Orange Free State

Education Department. An interesting observation is that the names of these associations have a lot in common. One of the striking similarities is the use of the word "African". It appears the use of the word "African" was in vogue as evidenced by the names of other contemporary organisations such as – the African National Congress; the National Council of African Women etc. It does seem the Blacks preferred to call themselves African at the time.

Before the use of the word "African" the words "Native" and "Bantu" were used. In Natal, the teachers body was once known as the Natal Bantu Teachers' Union; in the Orange Free State, as the Orange Free State Native Teachers' Association and in the Transvaal as the Transvaal Native Teachers' Association.

It is also worth noting that these organisations have always called themselves associations or unions. Even when a change of name had to come, the choice has always been between association or Union. This is what happened in the Cape when the teachers' organisation changed its name, in 1953, from Cape African Teachers' Association to Cape African Teachers' Union. A split in the Transvaal African Teachers' Association in 1950, resulted in the splinter organisation being called the Transvaal African Teachers' Union.

It is therefore not surprising that the umbrella teachers' organisation which was established much later in 1921 also has the words "African" and "Association" included in the name.

There exists therefore similarities in the names of the provincial teachers' associations, which were established at different times.

2.1.5 Merging and splitting

The early history of the provincial associations depicts a queer phenomenon of merging and splitting in the Cape, Natal and the Transvaal. It is only in the Orange Free State that this historical feature is absent, perhaps because, of the small distribution of

teachers as compared with the teacher-population in the other three provinces. These amalgamations were a boon as they strengthened the newly formed bodies and assured the teacher of some hope of unity. The early fifties were characterised by splits. The splits crippled the movements. Splinter bodies which resulted, were less effective.

Rev. James Xaba, first President of N.A.T.U., commenting on the merging of the two teachers bodies in Natal states:

"Both the CTA and NNTA felt, however, that it was wrong that there should be two different African teachers' associations in the same province. Educationally as in other respects, Natal was Administered as one region. There was one Education Department prescribing regulations, syllabuses, salaries, inspections and so on for the whole province. That being so, the problems of African teachers in Natal were the same. As may be expected, the aims and objects of the two associations were also remarkably similar. In the circumstances the interests of both the African teacher and the African child in Natal could be better served by one teachers' body. Unification of the existing associations was therefore a logical eventuality".

(1.11, 1968, p 6)

Referring to the split in the Transvaal, the ex-president, Mr J M Lekgetha says:

"In 1980, as suddenly as a bolt from the blue, tragedy followed. The Association split into T.A.T.A. and T.A.T.U.

(1.8, May 1966, p 4)

TUATA

“Ora et Labora”



**DIAMOND JUBILEE
60 YEARS
(1906 – 1966)**

December

1966

2.1.6 Continuity

Up to the time of writing, these associations are still in existence. It is interesting to note that teachers' associations as compared to other contemporary secular organisations, have had a much longer span of existence. Each of these associations has been in existence for more than sixty years. In 1953 the Orange Free State Teachers' Association held celebrations of its Diamond Jubilee. Similarly in 1966, the Transvaal United African Teachers' Association also held its Diamond Jubilee Celebrations.

(1.8, December 1966)

2.1.7 Improvement of Education

The aims and objects of these associations are portrayed in their respective constitutions. Their goal is the same, pivoting on the advancement of "African" education in all its ramifications with the child as the centre.

In this regard, the various associations have this aim emphasised in their constitutions.

Article 2 of the Cape African Teachers' Union states that:

"To promote, cultivate and inspire interest in education"

Article 2(1) of the Natal African Teachers' Union says:

"To unite one compact body the teaching profession of Natal for the purpose of fostering the growth and diffusion of educational knowledge among African Teachers in Natal; of promoting friendly intercourse among African Teachers and inspiring them with

a Zeal to improve their academic and professional status, and to ensure the maintenance of a high standard of teacher training and efficiency.

Chapter II(a) of the Orange Free State African Teachers' Association stipulates that:

"To work for the improvement of education in the Orange Free State and the Homelands"

Article 2(a) of the Transvaal United African Teachers' Association provides that:

"To study the educational needs of the African People in particular, and those of the Republic of South Africa in general with the specific purpose of striving to effect or bring about the necessary improvement called for from time to time".

Another paramount aim and object pronounced in the constitutions of the provincial associations is the safeguarding of members. This aim is, however, rated second to the one above. Some of the constitutional entrenchments in this connection are as follows:

Article 2(2) of the Cape African Teachers' Union provides that:

"To promote the interests of the teaching professions".

Article 2(2) of the Natal African Teachers' Union states that:

"To perpetuate the history and best traditions of the teaching profession by representing standards and ideals in education that stand for the advancement of knowledge and learning; and by cultivating higher ideals of teaching and maintaining the dignity of the teaching profession in its relationship with pupil and the community".

Chapter II(b) of the Orange Free State Teachers' Association says:

"To look after the interests of the African teachers in the Orange Free State and the Homelands".

Article 2(c) of the Transvaal United African Teachers' Association stipulates that:

"To look after, promote and protect the interests and rights of the Africa Teachers and to employ in this connection any lawful and constitutional means necessary for the achievement of these aims".

2.1.8 Membership

The geographical factor has played an important role in the structuring of the provincial teachers associations as mentioned above. In other words, all black teachers serving in a particular province are eligible as members of that provincial teachers' association. It is for this reason that black teachers in the Transvaal belong to the Transvaal United African Teachers' Association. Membership is not determined by ethnicity. In the Transvaal, for instance, the Vendas, Shangaans, Northern Sothos, Zulus, Xhosas, Tswanas, Swazis and Ndebeles are all members of the Transvaal United African Teachers' Association. Membership is voluntary and is open to all serving teachers. Members pay an annual subscription fee which varies from association to association.

The strength of membership differs from one association to another. The actual paid-up membership of the various associations as in 1967 and 1969 stood as follows:

<u>ASSOCIATION</u>	<u>PAID UP MEMBERSHIP</u>	
	1967	1969
Cape African Teachers' Union	1000	1895
Natal African Teachers' Union	2191	2318
Orange Free State Teachers' Association	805	983
Transvaal United African Teachers' Association	<u>8000</u>	<u>8850</u>
T O T A L	<u>11996</u>	<u>14046</u>

In 1978 the total paid-up membership was 21 000 out of a potential membership of 63 000.

(4.3, 1967; 4.6, 1969)

2.1.9 Provincial Conferences

In an attempt to uphold their aims and objects, the provincial associations organise numerous meaningful activities. Conferences are held annually in accordance with the provisions of the constitution. For instance, Chapter V(i) and (ii) of the Orange Free State Teachers' Association reads as follows:

"i) The Conference of the Association shall be the supreme authority of the Association.

ii) Conference shall be held annually".

In the same vein, Article 16(i) of the Transvaal United African Teachers' Association stipulates that:

"A Provincial Conference shall be held annually, open to all members of the Association. Every member may attend, and speak at the discretion of the Chairman, but only members of Conference shall vote".

The other sister associations in Natal and Cape have similar provisions.

It is at an annual conference that matters educational are discussed, analysed and resolved. An annual conference is regarded as the parliament of the association. Attendance at provincial conferences is on a district/branch delegation basis. Appearing below is a typical example of the circular released when conference arrangements are made accompanied by a conference programme:

"Phone: 88 X43

GENERAL SECRETARY

The General Secretary,
Cape African Teachers' Union
Cowen Secondary School
Madala Street
New Brighton
PORT ELIZABETH

11th August 1970

Dear Sir

SIXTY FOURTH ANNUAL CONFERENCE

The T.U.A.T.A. will hold its sixty-fourth Annual Conference on the 5th - 7th September, 1970, at the Bopedi-Bapedi High School, Sekhukhuneland District.

The theme of the Conference is

"Education as an instrument of Communication".

The complete programme will be available in the course of time.

The presence of your Executive member(s) will be highly appreciated.

Please indicate when and how many members of the C.A.T.U. Executive will be attending this Conference, so as to enable us make the necessary arrangements.

Thanking you in advance.

Yours faithfully

I E ZWANE
(GENERAL SECRETARY)"

1965 T.U.A.T.A. ANNUAL CONFERENCE

P R O G R A M M E

<u>FRIDAY</u> , JUNE 25th	12.00 noon :	Financial Report
8.00 p.m.:	Emergency Committe meeting	1.00 p.m.:
		Address A.T.A.S.A. Representative
10.00 p.m.:	General Executive Meeting	1.45 p.m. :
		Lunch
<u>SATURDAY</u> , JUNE 26th	2.30 p.m. :	Music Comm. Report
7.30 a.m. :	Breakfast	3.30 p.m. :
8.30 a.m.:	Reading of Standing Orders	Address by Mr F E Auerbach, V. President of T.T.A.
8.45 a.m.:	Roll Call	4.30 p.m. :
9.00 a.m.:	Election of Resolutions Committee	Tea
9.15 a.m.:	Chaplain's Address	4.45 p.m. :
10.00 a.m.:	Official Opening	Fiance Comm. Report
10.30 a.m.:	Presidential Address	5.30 p.m. :
12.00 Noon:	Minutes and matters arising	Art Comm. Report
		6.15 p.m. :
		District Reports
		6.55 p.m. :
		Conference Adjourns
		7.00 p.m. :
		Supper
		8.00 p.m. :
		District Reports
		10.30 p.m. :
		Conference Adjourns

1.30 p.m.:	Lunch	<u>MONDAY</u> , JUNE 28th		
2.45 p.m.:	Matters arising from Minutes	7.00 a.m.:	Breakfast	
3.00 p.m.:	Address: Dr H J van Zyl, Deputy Secretary for Education	8.00 a.m.:	Devotions	
4.30 p.m.:	Tea	8.30 a.m.:	Conference Motions	
4.45 p.m.:	General Executive's Report	9.30 a.m.:	General Discussions	
5.45 p.m.:	A.T.A.S.A. Report	10.00 a.m.:	Address: N.A.T.U. Representative	
6.45 p.m.:	Distribution of Reports	11.00	11.00 a.m.:	Presentation of Life Membership Certificates
7.00 p.m.:	Supper	11.30 a.m.:	Tea	
8.00 p.m.:	Reception	11.45 a.m.:	Elections	
		1.00 p.m.:	National Anthem	

SUNDAY, JUNE 17th

7.00 a.m.:	Breakfast	1.30 p.m.:	Lunch
8.00 a.m.:	Devotions		
8.30 a.m.:	Amendments of the Constitution		
8.45 a.m.:	Education Committee's Report		
10.00 a.m.:	Special Service		
11.15 a.m.:	Editorial Committee's Report		

I E ZWANE
GENERAL SECRETARY

2.1.10 Educational seminars

In order to keep the teacher informed and abreast of the knowledge explosion that has become the order of the day, educational seminars and symposia are organised. At these seminars and symposia, teachers are exposed to lectures and workshops on modern techniques in the field of learning. In this way the teacher is afforded in-service training by his own teachers' association.

(4.4, January, 1974)

"N.A.T.U. LEADERSHIP SEMINAR: 16th - 18th MARCH 1973

The seminar was held at the Edendale Ecumenical centre. The following guest speakers read papers at the Seminar:

- a) Mr P J Simelane: A few thoughts on "Good Teaching"
- i) Good teaching is child orientated.
 - ii) Good teaching takes cognizance of individual differences.
 - iii) Good teaching challenges the child to want to learn on his own.
- b) Mr P N Mehlaphe: Synopsis on my "overseas trip"
- i) We saw a good deal of places.
 - ii) Travel maketh a man
 - iii) Let us wake up from our professional slumber and avail ourselves trips like these.

- c) Mr H H Dlamlenze: The Status of the "Teacher in the Profession"

Teachers' organizations are the seats of professional status. These organisations are the only ones that can improve the Teachers' conditions of service, e.g.

- i) Pension Schemes
- ii) Bonus System now enjoyed by the teacher
- iii) The forthcoming April 17 increase.

Nothing comes to the teacher as a favour, but through the efforts of the Provincial Organisation. The Teacher should maintain the status and standards by self improvement, e.g. Proper qualifications, honesty at work at all times".

2.1.11 Music activity

The love for music amongst the pupils and teachers is fostered by organising singing competitions for the different school levels. Appearing below is a specimen of a typical music syllabus depicting competition songs.

MUSIC SYLLABUS

1972

<u>BOOK</u>	<u>CONTENTS</u>	<u>PRICE</u>
I JUNIORS:	a) Mokgadi = Segooa	
	b) Come Lasses & Lads = Thimon	
	c) Suikerbossie = Thyson	35c
II INTERMEDIATES:	a) Amagqabi Emithi = Tyamzashe	
	b) Deck the Hall = Cox	
	c) Vat jou Goed en Trek	35c
III PRIMARY "B" SECTION:	a) Phephi, Ngoan'a 'Me = Mohapeloa	
	b) O, Soldier, Soldier	
	c) Waarom nie vrolik nie? = Rees	35c
IV PRIMARY BOYS AND GIRLS:	a) Boys: The Wind and the Rain = Woodgate	
	b) Girls: The Ass and the Flute = Dexter	35c
V POST-PRIMARY "B", BOYS AND GIRLS:	a) Girls and Boys: Come to play	
	b) Ndiyamthanda = Mlisa	
	c) Boys: The Rose of Tralee = Glover	
	d) Girls: Spring, Sweet Spring	35c
VI PRIMARY "A":	a) Republiki ya S.A. = P. Mamambolo	
	b) Mamtona Lovely Maiden = de Rille	
	c) Kom laat ons Knielen	35c
VII POST-PRIMARY "A":	a) O, Snatch me Swift = de Rille	
	b) Aan Ons is daar 'n Kind Gegee = Handel	
	c) B.B. Myathaza	35c

It is through music contests that the pupils' latent talents are tapped and activated. These contests are a perennial thrill amongst the schools. Winning choirs are awarded trophies and diplomas. The results of each contest are publicised in the following form:

RESULTS OF THE N.A.T.U PROVINCIAL
EISTEDDFOD: MAY 1965

"The show on the 29th May was superb. It was a real pleasure to watch our artists brandishing their batons, each movement calculated to produce some effect. Both during the day and at night the Orient Hall was full to capacity. We are, not offering any apology for the prediction that we shall be a terror in Mafeking on the 3rd July".

1. Boys' Higher Primary Schools:
 - a) Groutville B.C. School
 - b) Edendale B.C. School
 - c) Ubuhle B.C. School

2. Girls' Higher Primary Schools:
 - a) Marianhill
 - b) Groutville/Dweshula
 - c) Charlestown

3. Boys' Secondary Schools:
 - a) Lamont Sec School
 - b) Edendale
 - c) Groutville

4. Girls' Secondary Schools:
 - a) Lamont Sec School
 - b) Ingwemabala
 - c) Groutville/Edendale

5. Vernacular for Pr. Schools:

- a) Ekusizeneni
- b) Fredville
- c) Groutville

6. Primary Schools, English:

- a) Ashdown
- b) Thandukwazi
- c) Groutville

2.1.12 Sports

Some of the associations run sports competitions. The participants are drawn from pupils and teachers. A variety of sports activities is provided. The popular sports activities are soccer, softball, athletics and dance. Floating trophies are awarded to encourage the participants and instill a spirit of sportsmanship. At times, inter-association sports contests are held for teachers only. The Transvaal and Orange Free State associations are pioneers in this respect. Quoted below is an extract of a typical Circular on inter-association sports meetings.

"The teams to represent T.U.A.T.A. in Bloemfontein on the 6th October, against O.F.S.A.T.A. will be announced at the completion of the matches at a special reception in Mamelodi on the 22nd September, 1973 at 7.30 p.m.

T.U.A.T.A. teams and supporters to Bloemfontein will leave on the 5th October to play against O.F.S.A.T.A. on the 6th October and return on the 7th October, 1973.

People wishing to accompany the T.U.A.T.A. teams MUST submit their names early so that buses should be booked on time".

(1.8, August 1973)

2.1.13 Tours

For the benefit of the younger members of the association tours are organised for them. These excursions usually take place during the school holidays. By these tours the members are afforded an opportunity of visiting places of educational significance. Educational excursions equip the teachers for their classroom task and expose them to different kinds of educational situations. Teachers who join these tours get inspired and in turn arrange educational trips for their schools. In this way, the teachers' associations benefit both the child and the teacher. The Transvaal United African Teachers' Association has played a leading role in this regard. Quoted below is an extract from a report on the TUATA CAPE TOUR:

"A band of 63 members of this Association undertook what we might call a pilot tour at the end of 1961. The experience gained on this tour showed beyond question what we miss by not travelling around the world. It also gave your Executive an opportunity of putting its organising ability to a test. Following the success of this tour, more tours will surely be undertaken in the future".

(3.5, June 1962)

2.1.14 Magazines

Some of the associations publish magazines and newsletters on their activities. Through this media the association is able to reach its remotest member. Members are encouraged to submit articles for the magazine. An editorial committee is normally constituted to take charge of the control and running of the magazine. Provision for the composition and functions of the editorial committee is

made in the constitution.

(5.3; 5.4)

Each member is supplied with a copy of the magazine or newsletter free of charge. The magazines go by different names in the various provinces.

<u>ASSOCIATION</u>	<u>NAME OF MAGAZINE</u>
Cape African Teachers' Union	The Bell
Natal African Teachers' Union	Vanguard
Orange Free State African Teachers' Association	The African Teacher
Transvaal United African Teachers' Association	TUATA

THE



VANGUARD

Vol. 12 September, 1967 No. 1

**ORGAN OF THE
NATAL AFRICAN TEACHERS' UNION**

15 CENTS

**ATLANTIC & CONTINENTAL ASSURANCE CO.
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Pretoria: 201 Standard Bank Building, van der Walt Street,
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Port Elizabeth: Lowcliffe House, Main Street (P.O. Box 1352)

East London: 214 S.A. Permanent Building (P.O. Box 978)

Cape Town: Pier House, Foreshore (P.O. Box 3811)

Bloemfontein: United Building, Maitland Street (P.O. Box 965)

Kimberley: 310 S.A. Permanent Mutual Building, Jones Street
(P.O. Box 138)

Welkom: No. 1, Tulbagh Street (P.O. Box 301)

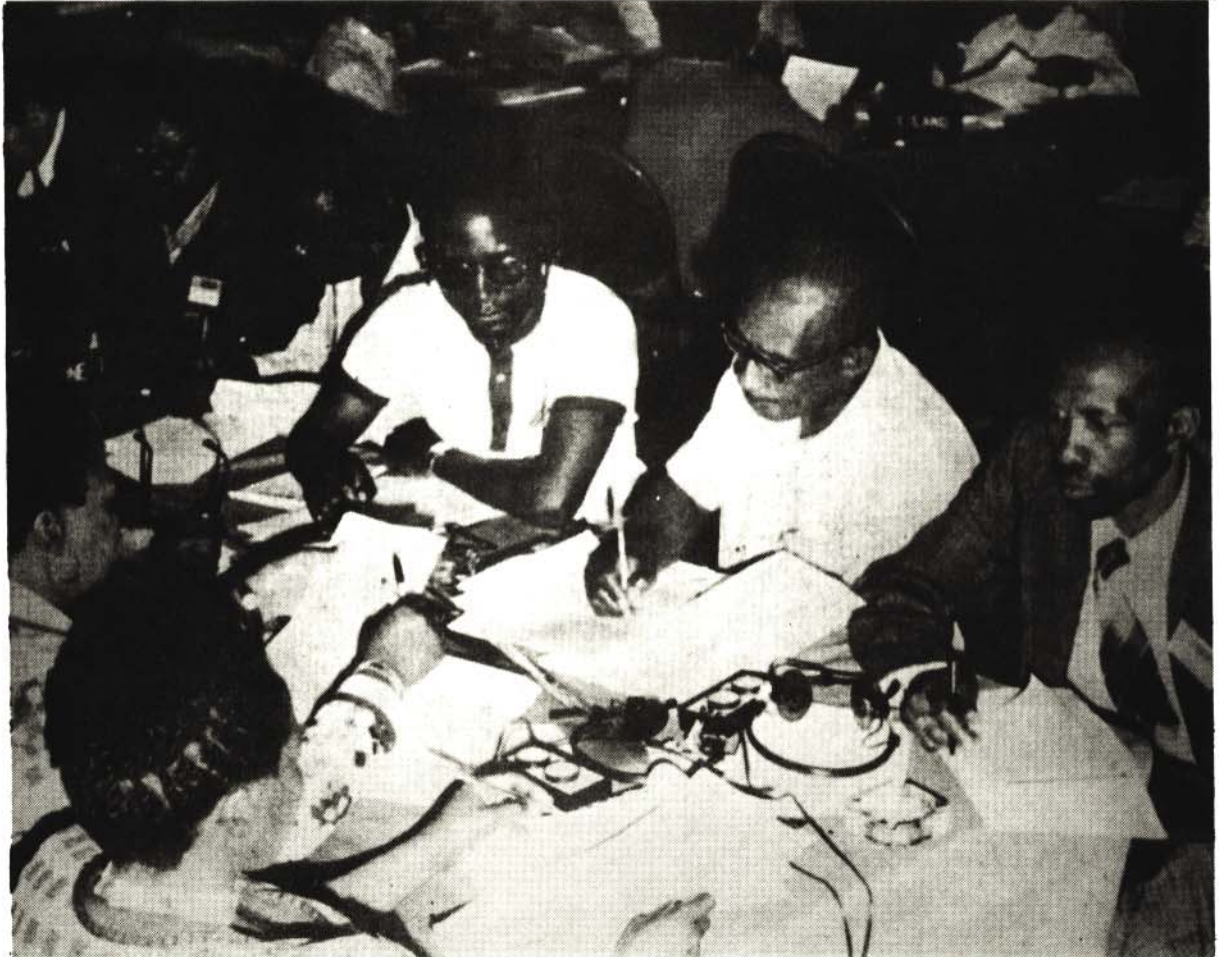
Umtata: Rayflo Building, York Street (P.O. Box 196)

TUATA

“Ora et Labora”

October - December

1977



The regularity of the publication of a magazine, news-letter depends on the availability of sufficient funds. On the whole, associations find it difficult to publish a bulletin regularly. At best, publications may be quarterly. In some cases, it is a struggle to publish a magazine annually. Some years do go pass without a single publication. The problem being finance. Printing costs are high and beyond the reach of most associations. The less affording associations publish a newsletter instead of a magazine.

In support of this fact, the General Secretaries of N.A.T.U. and O.F.S.A.T.A. reported as follows to the December 1969 A.T.A.S.A. conference:

Mr T B Shandu stated:

"The magazine of the Union "The Vanguard" was not printed owing to limited funds".

(4.4., December 1969, p 3)

Mr L M Mancoe stated:

"It is unfortunate that "The African Teacher" could not be issued this year. There is however a very strong likelihood that the trumpet will sound and that our magazine will rise from the dead next year".

(4.5, December 1968, p 3)

T.U.A.T.A. spent the following amounts to print the magazine:

YEAR	AMOUNT
1960	R 259.00
1961	R 488.55
1976	R 3 878.00
1977	R13 396.99

(1.8, 1960 - 1977)

2.1.15 Bursaries

The provincial associations also have bursary schemes for deserving and needy pupils. The associations regard this as national investment. It is the nations bank. The types of bursary schemes differ from association to association. Some associations award bursaries to eligible members for the purpose of up-grading themselves academically. The following table gives an idea of amounts normally spent on bursaries by Provincial associations over the years:

YEAR	ASSOCIATION	AMOUNT SPENT ON BURSARIES
1967	C.A.T.U.	-
1968	N.A.T.U.	R 373.34
1969	O.F.S.A.T.A	R 220.00
1977	T.U.A.T.A	R3 020.00

(4.3)

2.1.16 Finance

Teachers' associations are non-profit-making welfare organisations. The main source of income is from membership fees paid annually. Up to the time of writing the annual membership fee ranges from R2 to R5. The associations have current accounts with recognised banks. The finance books are audited annually by accredited chartered accountants. The control and management of the funds has proved unimpeachable over the years. This is undoubtedly, a commendable state of affairs. The bank balances of the different associations as on 31.12.79 stood as follows:

ASSOCIATION	BANK BALANCE
C.A.T.U.	R 3 755.50
N.A.T.U.	R 3 463.74
O.F.S.A.T.A.	R 2 970.10
T.U.A.T.A.	R16 151.86

(4.3, January 1980)

CAPE AFRICAN TEACHERS' UNION
STATEMENT OF RECEIPT AND PAYMENT FOR THE PERIOD
15TH JUNE 1970 TO 12TH JUNE 1971

Cash at bank 14th June, 1970		164.57
<u>Add: Receipts</u>		2 944.45
- Subscriptions	1 332 70	
- North Western Districts	513.80	
- Boarder	482.20	
- Cape Region	126.20	
- Eastern Province	163.70	
- North East Cape	<u>46.20</u>	
- Competition Takings	490.40	
- Donations	10.20	
- Sale of Songs	47.15	
- Sale of Constitution	5.70	
- Loans Refunded	55.00	
- The Bell	3.30	
- Advertising	300.00	
- Withdrawn from savings A/C	<u>700.00</u>	
		<u>3 109.02</u>
		2 807.46
<u>Less: Payments</u>		
- Travelling	818.07	
- Catering	59.00	

- Adjudication	10.00
- Affiliation - A.T.A.S.A.	50.00
- Choir Entries	60.00
- Transport of Choirs	885.00
- Purchase of Songs	265.17
- Loans	75.81
- Printing, Stationery and Office Expenses	151.96
- The Bell	350.00
- Bank Charges	9.68
- Exchange of Cheque	47.00
- Short Banked	<u>27.77</u>

301.56

Savings Account - E.P. Building Society

Balance 14th June 1970	770.68
<u>Add:</u> Interest and dividends received	<u>206.01</u>
	976.69
<u>Less:</u> <u>Withdrawn</u>	<u>700.00</u>
Balance	
Balance 12th June 1971	<u><u>276.69</u></u>

NOTE: The Union also has the following investment:

Permanent paid up shares - E.P. Building Soc. R2 700.00
compiled from books, accounts and vouchers and from
information received.

HOEK, WIEHANN & CROSS

CHARTERED ACCOUNTANTS

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

Balance Sheet

as at 30th June, 1972.

1971		1972	
R		R	R
	CAPITAL EMPLOYED		
	Accumulated Funds		39 071,34
22 056	Balance at Beginning of year	36 483,24	
14 427	Add: Nett Income for the year	2 588,10	
<u>R36 483</u>	TOTAL CAPITAL EMPLOYED		<u>R39 071,34</u>
	<i>Represented by:</i>		
	Fixed Assets	Balance at 1.7.1971	Deprecia- tion
718	Office Equipment	R718,00	47,00
252	Trophies	252,00	25,00
		<u>970,00</u>	<u>72,00</u>
2 144	Investments		
	S.A. Permanent Building Society -- Fixed Deposits		2 144,02
33 959	Current Assets		36 299,32
76	Cash on Hand		76,00
31 108	Cash at Bank	35 696,87	
2 775	Accounts Receivable -- Unpaid Cheques	526,45	
			<u>36 299,32</u>
36 693	TOTAL ASSETS		39 311,34
	Current Liabilities		
210	Accounts Payable		240,00
<u>R36 483</u>	NET ASSETS		<u>R39 071,34</u>

To be read with our report.

Pretoria.

28th August, 1972.

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

Notes forming part of the 1972 accounts

1. This interest was earned on a fixed deposit of R2 000,00 which matured on 20th December, 1969. The cheque was never deposited and a fresh cheque was issued to the Society on 24th March, 1972.

2. General Expenses

Hire of Microphone	R45,00
Wreaths	14,35
	<u>R59,35</u>

To be read with our report.

Pretoria.
28th August, 1972

o o o

TRANSVAAL UNITED AFRICAN TEACHERS' ASSOCIATION

Schedule of Membership Subscriptions received, July, 1971-June, 1972

1971		1972
R		R
408	Pietersburg East District	349,80
243	Letaba District	241,00
128	North West District	128,50
218	South West District	143,50
152	Pietersburg West District	273,50
901	East Rand District	588,00
112	Far West District	213,00
1 100	South West Rand District	625,00
418	Sekukuniland District	232,00
298	Rustenburg District	297,50
362	Zoutpansberg District	362,50
496	Warmbaths District	495,50
433	Rand Central District	433,00
	South East District	216,00
890	Pretoria District	477,00
398	Pietersburg South District	325,00
290	North East District	290,00
150	Vaal District	—
<u>R6 997</u>		<u>R5 690,80</u>

To be read with our report.

Pretoria.
28th August, 1972.

The future of these associations appears to be a burning issue of the day. As indicated in this study, in each of the four provinces - the Cape, Natal, Orange Free State and Transvaal - a black teachers' association exists. Since the establishment of the homelands or self-governing black national states, the old provincial structure appears to undergo a gradual change. With the independence of the Transkei in 1968; Bophuthatswana in 1977 and Venda in 1979, the original provincial structure has been affected. Teachers in each of these independent black states appear to be in the process of forming their own teachers' associations. For an example, the teachers in the Transkei no longer belong to the Cape African Teachers' Union but now (1980) belong to the Transkei Teachers' Association since 6 October 1967.

(1.7, 1972, p 7; 14.13, 1979, p 46)

It seems reasonable to expect the teachers in the independent black states of Bophuthatswana and Venda to follow suite.

A significant point to note in the name of this new association in the Transkei is the omission of the word "African". It will be interesting to note what names Bophuthatswana and Venda teachers' associations will adopt.

2.2 ASSESSMENT OF THEIR EFFECTIVENESS IN REPRESENTING TEACHERS

2.2.1 Constitution provisions

The constitutions of the provincial associations provide under aims and objects, the protection of the rights and privileges of the members, as well as the betterment of their working conditions. The teachers' associations are therefore committed to comply with these constitutional stipulations. The specific constitutional stipulations have already been dealt with in this study.

It is evident, therefore, that the members of these associations look forward to the achievement of this objective by the associations. No effort is spared in realising this objective. It is in this spirit that the associations tackle teachers' affairs.

Confirming this, the Editorial of the Magazine T.U.A.TA - May 1980 states:

"The Association has acquitted itself creditably in the noble task before it, the noble task of representing the view of its members and analysing the changing educational situation for all to see".

(1.8, May 1966, p 3)

2.2.2 Official recognition

The official recognition of the teachers' associations by the various Departments of Education over the years, has played a major role in creating the necessary official contact and platform for discussion. The image of the associations is enhanced by this official recognition. Effective representation of the teachers is thus made possible at an official level. Proof of this recognition is the provision of a file number of the association by some of the five Departments of Education as indicated below:

EDUCATION DEPARTMENT	ASSOCIATION	FILE NUMBERS
Education and Training	C.A.T.D.	25/1
do	N.A.T.U.	do
do	T.U.A.T.A.	do
do	O.F.S.A.T.A.	do
Lebowa	T.U.A.T.A	25/1/27

(11.11, Section 30)

2.2.3 Representations to the Departments

Associations do make use of this privilege. Before representation to the educational authorities is embarked upon, the associations have first to tap on teacher - opinion. The teacher - opinion is usually contained in conference resolutions emanating from Branch or District Motions. The adopted resolutions at provincial level constitute the teacher-opinion. When the teacher-opinion has been assessed, the next stage is the transmission of the resolutions to the education authorities. The associations employ various methods in communicating with the education authorities. On the whole, the methods of approach used are calculated to avoid confrontation. The line of approach appears to be that of presenting their case to the Department of Education concerned, rather than to expose points of difference to the public through the press.

The manner in which memoranda are submitted, as shown by the following phrases, reflects a spirit of cordiality:

"We wish to submit hereunder a number of matters which, in the view of the average African teacher in the Transvaal, is causing much concern".

"We plead, very respectfully, that ..."

"We humbly plead with our Department ..."

(G.3, T.U.A.T.A, March 1966)

It is for this reason that the press is seldomly used in this connection.

2.2.4 Memoranda

The traditional method of communication is by memoranda. Strong motivated memoranda are send from time to time to the Departments of Education.

The memoranda normally deal with the burning issues of the day that exercise the minds of the teachers. Various matters are raised in the memoranda that call for reaction and reply by the education authorities. Written replies to the memoranda are at times received. On receipt of the replies, the associations disseminate same to members through the branches or districts for noting and study. The reaction of the associations to the replies may necessitate the submission of further memoranda.

The following memoranda may serve as a typical example:

Memorandum Submitted to the Regional Directors of Bantu Education, Northern Transvaal Region and Southern Transvaal Region, 31st March, 1966 by T.U.A.T.A.

We wish to submit hereunder a number of matters which, in the view of the average African teacher in the Transvaal, is causing much concern.

1. TEACHERS SALARY SCALES

Teachers have been clamouring, for a rise in their salaries. While the last adjustment to the salaries was very much welcome, it is true that it came after such a long time that it could not catch up with the rise in the cost of living. Many teachers find it difficult to lead a decent life on the present salary scales, and may we humbly submit that, in our view, that may be one of the greatest reasons why we are losing so many of our teachers and potential teachers to industry and other forms of employment.

2. THE EMPLOYMENT OF EUROPEAN TEACHERS IN AFRICAN STATE SCHOOLS

We would like to place on record our appreciation for the work done by White Teachers in the promotion of our education.

Thereafter, we would, very humbly, like to point out that we feel that our teachers are now sufficiently qualified to take over all the teaching posts in Bantu Education. We feel that, that is the spirit in which the Hon. the Prime Minister, Dr H F Verwoerd, when he was Minister of Native Affairs, conceived Bantu Education. The idea, we feel, was that the Bantu Teacher should rise to the highest position in Bantu Education. As long as we have White Teachers as Principals and Vice-Principal in our Bantu State Schools, we feel that there is an opportunity for promotion that is denied the African Teacher. This request is not made for the first time, and that should be an indication of how deep this matter is in our hearts.

3. PEGGING OF THE BANTU EDUCATION VOTE

We are perturbed that the Bantu Education Vote, in spite of the increase in the number of schools, school-children and teachers, has still been pegged at R13,000,000. We plead, very respectfully, that, our Department, through the Hon. the Minister of Bantu Education, should plead for an increase in the Bantu Education Vote to cope with the increasing demands of the years. Whilst pleading for an increase in the vote, we would also like to point out that the per capita expenditure does not make one feel happy as it stands at present:

i)	White-Primary Schools	R112.41
	Secondary Schools	R157.96
ii)	Coloured and Asian	R092.83
iii)	Bantu	R012.11

We humbly plead with our Department to increase this amount so as to conform with the average amount paid for the other groups.

4. TRAVEL BURSARIES

A few years ago, a group of teachers from Germany visited this country in order to study educational methods and practice in this country. They visited some of our schools, and we were convinced that when they got home they would be better equipped for teaching their children about our country. We plead with our Department to establish travel bursaries to allow the teachers to broaden their educational horizon, and to equip them to be better teachers.

5. POSTS FOR ADMINISTRATIVE ORGANISERS, INSPECTORS, etc.

We were grateful to learn, recently, that Bantu Sub-Inspectors and Supervisors would be known as Bantu Inspectors and Assistant Inspectors respectively. We would, however, like to plead with the Department that Bantu Inspectors be given the full responsibilities of Inspectors in Bantu Education. By that, we mean that like Inspectors of Schools they should be in charge of their Circuits. We do not plead for a revolutionary change. A start could be made with a few circuits., and gradually a change-over be effected. Some of our best qualified and most efficient teachers were appointed Sub-Inspectors when Bantu Education started, and we feel that a number of them have by now acquired sufficient experience to run their own circuits.

We also plead for the promotion of some of our experienced School Board Secretaries to the positions of Administrative Organisers, as we feel that many experienced ones are frustrated, as this job seems to be a blind-alley job.

A few of our schools produce boys and girls who are qualified in book-keeping and typewriting. The students, on completion of their course, have to find employment in industry. We plead that our own Department should open up more positions for these children at Head Office.

Our plea is for the opening up of more opportunities for the Bantu in the Department of Bantu Education.

6. JUNIOR CERTIFICATE RESULTS

We would like to express our gratitude to our Department for the early release of the J.C. results this year. The late publication of results was the cause of the difficulty in finding accommodation for studies in different schools. We pray that this early publication of results should be the standard for all the years to come. We do not know what the position will be this year, but in the past we have been plagued by a few instances of children whose published results were different from the results as shown by their certificates. A few children who had passed in the Third Class were found to have obtained Second Class when the certificates arrived in May. This caused a great deal of difficulty because in most cases these children only learn of their Second Class passes when they are repeating Form III, when they could have been doing Matric. We, therefore, plead for more thoroughness in checking the results before they are published.

7. TEACHERS AS CIVIL SERVANTS

We would like to plead, again, with our Department that as we are Government servants, we should be recognised as civil servants, as envisaged by the Public Service Commission, and thereby be entitled to the privileges enjoyed by all Civil Servants.

8. INFLUX CONTROL

It has been brought to our notice that a number of teachers suffer under the provisions of the Influx Control Regulations. A School Board may appoint a teacher to a permanent post, and the teacher on arrival at the place has to be cleared by the Influx Control Section. Before such clearance the teacher cannot be paid his salary cheque. If he is not cleared by the Influx Control, he cannot teach in the area concerned.

We plead with our Department to exert its influence with the Department concerned to ensure that teachers are exempted from the provisions of the Influx Control Regulations.

9. DISMISSAL OF TEACHERS IN "BATCHES"

Of late we have noted a few cases of dismissal of teachers by School Boards, in batches. We have investigated these cases and found that one of them was a true report as had been reported in the press. In Witbank, the School Board gave five teachers notices of termination of duties as from December 31, 1965. What is a matter for grave concern is not whether the School Board, in this case, had sufficient grounds for the dismissal of each teacher, but that dismissing teachers in batches is bound to have a disruptive influence on the education of our children. We plead with our department to dissuade the Boards from expelling teachers in batches.

10. RELATIONSHIP BETWEEN SCHOOL BOARDS AND SCHOOL COMMITTEES

We view with dismay the relationship between School Committees and School Boards. The general attitude of school boards to school committees is bound to make school committees ineffective, and in effect, unnecessary. The School Committees, we feel, are the most qualified bodies to take important decisions relating to the affairs of the schools, and unless the circumstances are

exceptional, the decisions of the school committees should carry most weight. There are so many cases of a school committee applying to the School Board to venture on a certain project, and the reply is, "The matter is receiving attention ...", if not an outright refusal on some excuse that is never substantiated; and that is where, generally, the matter ends.

On the appointment of teachers, for instance, the committees give their recommendations, and the teacher ultimately appointed does not even appear, or does not appear first on the Committee's recommendation. This teacher, who was not recommended by the School Committee still has to work with this school committee, and that sometimes creates a lot of unnecessary friction. We feel that the School Committees must have real powers, otherwise our education will be paralysed.

11. THE BUILDING OF HIGHER PRIMARY AND POST-PRIMARY SCHOOLS

We understand that for the building of Lower Primary Schools, twenty cents of the monthly rental is used by the City or Town Council. This machinery makes it very easy for us to have the Lower Primary Schools. The parents and teachers have to put a tremendous struggle to collect funds for the building of Higher Primary and Post-Primary Schools. We are convinced that the Authorities are not only interested in our children going as far as Standard II. The Higher Primary Education is also needed.

We, therefore, request our Department, very respectfully, to arrange that the contributions from the parents be collected in the same manner in which contributions for Lower Primary Schools are collected, and on a Rand for Rand basis the City/Town Council and our Department provide us with these schools whenever the need occurs.

We also plead that the money left over from the Lower Primary School fund be used as the parents' contribution on a Rand basis for the erection of Higher Primary and Post Primary Schools.

12. THE STANDARD VI EXAMINATIONS

We have read, with dismay, press reports about the poor results in the Std VI examination in the various Regions/Circuits. These seem to vary from the one circuit to the other. The differing standards employed in the invigilation, marking of scripts and subsequent moderation, is a matter for grave concern. We feel that our educational structure is going to be adversely affected in the not so distant future.

We plead with the Department to review this matter with a view to the introduction of a uniform system on the control and running to the Std VI examination. We plead, further, that the undefined position of this examination as either an external or internal examination should receive attention from our Department.

I E ZWANE,
GENERAL SECRETARY

(No replies have been received yet - Editor)

Top-level officials of the Department of Education are usually interviewed. The deputation usually comprises top officers of the association such as the President, Vice-President and General Secretary. Arrangements for the interviews are made in good time in order to enable each of the parties to prepare fully for the interview. Usually, it is the association that initiates the interview. Before the Department of Education can accept the

interview, the association has to explain in detail the purpose of the interview and submit a list of matters to be discussed at the interview. Only burning issues that demand, immediate attention are discussed at the interview.

The General Secretary of O.F.S.A.T.A reported to the September 1965 A.T.A.S.A Conference as follows:

" INTERVIEWS: On the 21st August, 1965, the Executive interviewed Mr G.J. Rousseau, Regional Director, on the question of Music Competitions, and the matter of organisation. The most important question was how we could co-operate with the Inspectors in the running of Music Competitions. The Regional Director made it quite clear that it was the intention of Pretoria to hand over control and leave it in the safe hands of our Association; but then we must first work to-gether with the Inspectors. The main obstacle in the way to co-operation is the situation in Bloemfontein where many teachers adamantly and unconstitutionally want to form another branch of their own. It is as a result of this that for purpose of music, the Regional Director suggested formation of sub-branches on ethnic lines. We however made it quite clear that such a step would introduce separatism into the Association, and that as our Association is a body of teachers, we recognise the right of any teacher to become its member through the right constitutional channels. This explanation satisfied the Regional Director who asserted that his suggestion, far from introducing ethnic grouping in to the Association, was intended merely to discover a way out of the mess. The President thanked him in warm terms, and assured him that we would do our utmost to solve the problem. The very pleasant interview struct a pleasanter note when the

Regional Director, after promising to help us organise, invited us to Room 13 of the Departmental Offices of Education whenever we have problems not only those pertaining to music but also others concerning the whole teaching profession.

After wishing us success, and contending that positive contribution in any field must always lead to co-operation and activity, the Regional Director, in a manner which exhibited a spirit of good will, parted from us, and left us very hopeful".

(1.4, September 1965)

The Department of Education can also initiate an interview. This can happen whenever the Department of Education wishes to tap the opinion of the teachers through their associations, get involved and feel happy that they are being consulted on matters pertaining to their education.

Interviews are sometimes instituted as follow-ups to memoranda already submitted. This approach is favoured as it is a combination of the memorandum and interview methods of communication. On receipt of replies to a memorandum by the Education Department, the association usually arranges an interview at which a discussion of the replies is held in order to have certain points in the replies elucidated. Much is achieved in this way instead of having to send memorandum after memorandum in search of elucidation. The advantage with this method of approach is that the discussion at the interview is based on the replies already received and known to the association. In this way, the association can make a meaningful contribution to the deliberation as it will not be meeting the replies for the first time at the interview.

2.2.6 Advisory Boards/Councils

Teachers' associations enjoy representation on advisory council/Boards of the various Departments of Education. These advisory/Boards are statutory bodies and thus give the associations statutory recognition. The statutory entrenchments appear in the Education Acts of the various Departments of Education. The following are some of the statutory provisions:

DEPARTMENT	ACT
Education and Training	Act No: 90 of 1979
Lebowa Department of Education	Act No: 6 of 1974
Gazankulu Department of Education	Act No: 7 of 1973

Through this involvement the associations may influence the shaping of education policies. These Councils/Boards advise the Ministers of Education on educational matters. Very important matters affecting policy are discussed at the meetings of these Councils/Boards. The Secretary of the Lebowa Advisory Board for Education in an article in the Departmental Newsletter reported as follows:

"LEBOWA ADVISORY BOARD FOR EDUCATION

1. Establishment

The Lebowa Education Act, (Act No. 6 of 1974, Sec. 20(I) provides for the establishment of an advisory board for education by the Minister. In terms of the relevant section the Lebowa Advisory Board for Education has been established.

2. Constitution

- 2.1 Mr F D Ledwaba : Chairman—representing Head Office
- 2.2 Mr R D M Malebatja : Secretary—representing the Inspectorate

- 2.3 Rev P M Mamogobo : representing religious interests.
(our current system of education is Christian orientated)
- 2.4 Mr P P A Mokwele : representing the University of the North.
- 2.5 Mr R R Mphahlele : representing the Legislative Assembly
- 2.6 The Hon. Kgoši B D
Tauetsoala : representing the Legislative Assembly
- 2.7 Mr B M Mpuru : representing the Lebowa teachers.

3. Appointments

- 3.1 All the members are appointed by the Minister.
- 3.2 The Minister also designates the Chairman and the Secretary.

4. Meetings

Meetings are held at Head Office on dates decided upon by the Chairman and the Secretary who serve as the Executive. Topics for attention are communicated to the Secretary in good time for inclusion in the agenda.

5. Powers, Functions and duties

The powers of the board are purely advisory and the Board advises the Minister on matters pertaining to education in Lebowa, inter alia, administrative, executive, organisational and professional.

6. General

Among some of the matters receiving attention are:

- 6.1 Review of the Lebowa Education Act, and
- 6.2 Review of the regulations governing government schools, aided schools and private schools.

7. Conclusion

It is the Board's fervent wish to serve Lebowa citizens. All problems and queries pertaining to education in Lebowa should be addressed to

the Secretary of the Board for presentation to the Board".

(Newsletter; October 1980, p 3 - 4)

2.2.7 Legal Aid Fund

As stated earlier in this study, one of the paramount aims of a teachers association is to be the watchdog of the rights and privileges of its members. Towards this end, therefore, some associations have a legal aid fund. The express purpose of this fund is to afford members legal defence within the limits of the constitution.

(5.4, H xi; 5.5, Article 18)

The Executive Committee of the association is normally in control of the fund and decides which cases merit aid out of the fund. Very strict control is exercised. Not every application for assistance is approved by the Executive Committee. It has to be a case where the image and stature of the association is challenged and is at stake. The effectiveness of the Legal Defence Fund has been proven over the years. In certain instances, lawsuits on behalf of members had to be instituted by the association. This brings about trust and confidence in the associations. In this way, the image of the association is greatly enhanced. Some associations have appointed legal firms to represent and transact the associations' legal matters. The Transvaal United African Teachers' Association has appointed the firm Bowen and Sessel and Goudvis, Johannesburg.

The General Secretary of T.U.A.T.A in his report to the September 1973 conference of T.U.A.T.A stated as follows in respect of the civil case A.R.Motsepe vs Others.

"The Lawyers Bowen and Sessel and Goudvis found difficulty in serving summons to the Respondents, as they had no fixed places of abode".

The receipt from the firm of lawyers, No: 2992 of 30 August 1972 bears testimony of this.

ASSOCIATION	CASE	YEAR	RESULTS
T.A.T.A	Molepo (School Principal vs Achterberg (Circuit Inspector)	1929	Mr N D Achternberg the defendant had to pay the amount claimed plus costs
	(1, December 1966, p 11)		
T.A.T.A	Rathebe, J R vs Transvaal Director of Education- Case No: 19758 on Salary demands.	1930	The Transvaal Provincial Administration had to pay Mr Rathebe R160 in arrears
	(1, December 1966, p 10)		
T.U.A.T.A	Motsepe A vs Others Supreme Court Case on the kidnapping of Mr A Motsepe to a mountain School	1978	Chief Matlala and others had to pay R4,500 towards damages.
	(1.8, 1978)		

2.3 NEED FOR THE ESTABLISHMENT OF A COUNTRY WIDE TEACHERS' ASSOCIATION

2.3.1 Spirit of Togetherness

As provincial teachers' associations sprang up the resultant need to establish a country-wide association was precipitated. The autonomous provincial associations became aware of each other's existence. The awareness engineered gravitation towards one another. Each association was curious to know what the other was doing. They realised that

the problems of the teachers were basically the same throughout the country. Provincialism in teachers' association matters was being questioned. It was argued that the educational fundamentals in all the provinces were basically the same. Teachers in all provinces clamoured for improved salaries and conditions of service. As these were the days of the church-schools, the general church control throughout the four provinces remained the same. Thus, these mission school teachers felt the need for togetherness in a country-wide association.

Rev James Xaba the first president of N.A.T.U. had this much to say:

"The problems of teachers in those days were remarkably similar to those they have today. For example, inadequate salaries. As head teacher of the Indaleni Intermediate School, I was paid only £15 (R30) a quarter. Even in those days of a low cost of living this was no royal salary. And at that figure I was one of the highest paid teachers. There was therefore much dissatisfaction among teachers.

The dissatisfaction is well-illustrated by an incident that took place in 1919. (I was already training for the ministry then). The Chief Inspector of Native Education had organised what was called a "summer school" for teachers, to take place at Marianhill. I believe we would call it a "vacation course" today. The teachers boycotted the school. They wanted, they said, a living salary; and the boycott was intended to dramatise this fact. This might have been a wrong method of bringing about redress but continual neglect had exacerbated feelings".

On this question of inadequate salary scales for black teachers Dr C. M. M. Timkulu, the Life President of N.A.T.U, once said:

"The extremely inadequate salaries and the unsatisfactory conditions of service were in themselves compelling reasons for the formation of an organisation designed to ameliorate these ills.

Even as late as the 1920s the salary of a male teacher was only £5 a month, paid quarterly".

(14.13, p 6)

Mr R L Peteni writing in the South African Teacher said:

"In its early years OFSATA passed through difficult times. As schools were a missionary enterprise, as indeed they were in all the provinces of South Africa, salaries were very low, and they were paid quarterly or once in six months".

(1.7, April 1972)

2.3.2 Inter-Departmental Dependence

Another factor that spelt the need for the establishment of a country-wide teachers' association, was the close relationship and similarity that existed amongst the different Departments of Education perhaps stemming from inter-departmental conferring and consultation on matters of mutual interest. Hence the appointment of the Inter-Departmental Committee on Native Education (1933 - 1936).

This in turn spurred the provincial associations to a closer working together. The common practice of teachers trained in one province teaching in another also paved the way for the need of teachers to confer on a country-wide basis. Transfers of teachers from one province to another necessitated recognition of the qualifications and experience gained in one province by the others. In this way, the spirit of togetherness throughout the country was generated. Somehow some people, however, believed that there were differences in the standard of training in the four provinces. On this issue the Rev J Kaba had this interesting statement to make:

"The Cape Teachers Course was generally accepted as superior to the Natal Teachers Course".

(1.11, 1968, p 6)

2.4 THE FIRST TENTATIVE STEPS TOWARDS MUTUAL CONSULTATION

2.4.1 The Need for Consultation

Only through the press could a provincial association get to know how sister associations were getting on in the other provinces. There was no forum nor an officially recognised platform of consultation. In the meantime interest to know what was being done by other sister associations was growing and mounting. There was a craving for closer affinity for the ultimate benefit of all teachers in the country.

In this regard, Mr R L Peteni explains the spirit for mutual consultation in the Ciskei in this way:

"At a conference of Ciskei teachers held at King Williams Town in July 1917, the speakers stressed the need for Cape teachers to come together so that

they speak with one voice".

(14.13, 1979, p 20)

2.4.2 Financing of Education

Of significance also was the keenness of teachers serving under the various provincial Departments of Education to compare and contrast the obtaining systems of education. To the teacher it was important to serve the Department of Education that offered him the best security. The financing of black education was the concern of the four Departments of Education. The teachers felt, that mutual consultation across the provincial boundaries was necessary. Thus, the way for the establishment of a recognised, consultative platform in the form of a federation was being paved. These first steps towards mutual consultation sparked off the establishment of a country-wide umbrella-body to be known as the Federal Council of African Teachers' Association.

Professor W M Kgware, former president of L.F.S.A.T.A sums up the spirit for mutual consultation as having been prompted by change in the financing of black education:

"Until 1921 the financing of African education was solely a provincial concern. In terms of the Financial Relations Act No. 5 of 1921 the Union Government debarred provincial councils from imposing direct taxation on the Africans, except under certain specified conditions. Instead the central government itself assumed responsibility for the direct taxation of the Africans. A General Tax of R2 per annum was imposed on every adult male African, and a local Tax of R1 per dwelling was made payable by Africans living in the African reserves.

The significance of this change in fiscal policy in so far as the provincial teachers' organisations were concerned was, that future representations relating to their salaries were to be as much the concern of the central government as the provincial administrations. It seemed the sensible thing to do to make joint representations to the Union Government, hence the establishment of the Federal Council.

(1.4, December 1971, p 5)

Mr S P Kwakwa former treasurer of the Council puts it this way:

"In the absence of compelling circumstances and existence of doubtful advantages employed by teachers in some Provinces, the federal unity might not have been easily realised".

(1.7, 1972, p 16)

2.5 OBSERVATIONS AND EVALUATION OF THE PERIOD BEFORE 1921

This was on the whole a period characterised and fibred by teething troubles. Each provincial association had been in existence for over 15 years on the average. Amongst the fundamental challenges that faced each association was to find ways and means of increasing the membership. In order to succeed in this regard, the associations had to commit themselves to the improvement of the teachers working conditions, as evidenced by the court cases already discussed in 2.2.7 of this study.

Fifteen years is quite some time to give any organisation the necessary grounding and a sense of direction. It was perhaps through this sense of direction that splinter and unattached teachers' associations in one composite area merged to form one body for the entire area. This was the case in the Transvaal when the Northern Transvaal Native Teachers' Association merged with the Southern Transvaal Native Teachers' Association in 1919 to form the Transvaal Native Teachers' Association

which later became the Transvaal African Teachers' Association as already pointed out under 2.1.5 of this study.

A further illustration is the merging of the Cape African Teachers' Association in 1921 with the United Transkeian African Teachers' Associations mentioned earlier in this study. This spirit of co-operation as evidenced by the mergings that took place, was undoubtedly a pointer and index of the prevailing spirit of the day amongst the teachers. As the merging took place, the associations changed their names. Significant in this respect is the observation that, at the beginning, some of the teachers' associations were referred to as "Native" Teachers' Associations. This was the case in the Transvaal and in the Orange Free State where the Transvaal Native Teachers' association and the Orange Free State Native Teachers' association operated respectively as alluded to in 2.1.4. of this study.

Equally interesting is the fact that as early as in 1918, the teachers' association in Natal was called the Natal Bantu Teachers' Union as already mentioned under sub-heading 2.1.2. This is undoubtedly a very important observation depicting the chain-history of the names of these associations culminating in the use of the present connotation - the African/Black Teachers Association. Of paramount importance also, was the role played by White Missionaries, some of whom were appointed presidents of the provincial teachers' associations. For a period of about 20 years in the Orange Free State, White Missionaries piloted the teachers' association, with Canon Oxford as the first Missionary president in 1906.

(1.7, 1972, p 3)

It was only in 1937 that the first black president in the person of Dr J M Nhlapo took over.

Similarly, in the Transvaal the Rev J E Revees was the first white Missionary President from 1918 to 1919.

(1.8, December 1966, p 13)

This arrangement was, however, short lived as the white Presidents were succeeded by black presidents up to the time of writing. It was in those days a tremendous challenge to lead a teachers' association. The Black President had to compete his White missionary predecessor which was no mean challenge. Naturally, only a few hand-picked men could answer suitably to the demands associated with the office of a President. This was the beginning of an era towards the Africanisation of leadership in the teachers' associations. These black leaders became prominent, national figures inside and outside South Africa.

In this regard Mr M T Moerane, a N.A.T.U. Stout Stalwart says:

"We remember with gratitude and pride these old Pioneers who are gone, on whose foundations which they nobly built, it is our privilege to continue.

They build national monuments for themselves in the institutions they created and Professor Matthews died in New York and leader of the African ambassadors at the United Nations Organisation".

(1.4, December 1971, p 19)

The anniversary bulletines of these associations have eloquent accounts on the contributions and lives of these stalwarts. Whenever positions of promotion arised in the various Departments of Education, men who best served the associations in positions of leadership were invariably appointed.

Rev E M J Phago former editor of the Good Shepherd (T.A.T.A) states:

"The first men to be appointed to position of Supervisors were Messrs T P Mathabathe who at the time was President of the T.A.T.A ...".

(1.8, December 1966, p 8)

The associations may therefore be regarded as "training schools" for responsible leadership. In this way the provincial associations contributed positively to the black community.

The loose arrangement, that is the unattached provincial associations before 1921 were generally not very effective as they lacked a united voice. Mr R L Peteni states that the four provincial associations had to consider forming a federation in order:

"to present a united front when approaching the authorities on matters that affected all the African Teachers of South Africa".

(1.7, 1972, p 4)

CHAPTER 3

FORMATION OF THE FEDERAL COUNCIL

3.1 THE ESTABLISHMENT OF THE FEDERAL COUNCIL OF AFRICAN
TEACHERS' ASSOCIATION3.1.1 The Federal Vision

By 1921 the need for the formation of a country-wide body had crystallised. There was no going back. The roots for the germination of the umbrella body had spread to all our provinces. The clarion call for unity had been well sounded. Leaders of teachers' associations in the four provinces accepted the challenge to launch the umbrella body.

The following statement elucidates this point:

"Through the efforts of the executive Committee of the Cape Native Teachers' Association a Convention of the provincial associations of African Teachers was held at Bloemfontein on December 16 1921".

(14. 13, p 97)

Professor D D T Jabavu was easily the moving spirit behind the venture. The Federation was his vision. The vision became a reality.

3.1.2 The National Convention

A national convention of provincial associations was held in the Orange Free State in Bloemfontein that year.

R L Psterni in an article in the South African teacher says:

"The national organisation was formed in December 1921, when a convention of provincial associations was held at Bloemfontein".

(1.7, 1972, p 4)

At that epoch-making convention the constitution was adopted with the newly formed national body being called "The South African Native Teachers' Federation". The name underwent some changes dictated by a number of factors. The Federation was later known as the Federal Council of African Teachers' Associations. Significant changes here were the substitution of "Native" with "African" and the insertion of the word - "Council". The new name operated from 1942 to 1962.

The following statement supports this:

"At the 1962 annual conference in Johannesburg, the Federal Council voted to change the name of the organisation to African Teachers' Association of South Africa (ATASA)".

(14.13, p 111)

One of the first tasks of the inaugural conference was to constitute the first Executive Committee.

3.1.3 The Pioneers

Professor D D T Jabavu was the obvious popular choice as the Founder president. Mr F H M Zwide of Port Elizabeth was elected Secretary. The good work of these founder leaders was continued by equally capable leaders such as Professor Z K Matthews who succeeded Professor D D T Jabavu as President and Mr T P Mathabathe of the Transvaal who succeeded Mr F H M Zwide as Secretary.

Mr R L Peteni in an article on the National Organisation says:

"Its first president was Prof D D T Jabavu of Fort Hare, who held office as president until he retired in 1938. Its first Secretary was Mr F H M Zwibe of Port Elizabeth, who was succeeded in 1923 by Mr T P Mathabathe of Transvaal fame".

(1.7, 1972, p 4)

Mr M T Moerane in an article stated:

"I had the privilege of contact with such greats as D D T Jabavu, the founder President of the Association, and saw him hand down his mantle to a younger, but also illustrious man, Professor Z R Matthew".

"I am not the oldest surviving former President of this 50 years old Association ...".

(1.4, December 1971, 0 18)

Mr M T Moerane was president in the early fifties and Professor W M Kgware served as Treasurer including any other highly esteemed personalities who served in different capacities.

From the above account it seems clear that the leadership was unquestionably outstanding and dynamic, for these men are amongst the celebrated black leaders of the past and some of them are still highly respected community leaders of the day. The Editorial of the South African Teacher had this to say about the pioneers:

"The road that our predecessors plodded as hard and heavy; yet their sense of direction was clear".

Dr H J Van Zyl, the then Secretary for Bantu Education wrote:

"Throughout the years it was maintained by eminent educational leaders who were entrusted with this great responsibility by their colleagues who had confidence in their ability and qualities of leadership".

(1.4, 1971, p 10)

3.2 AIMS OF THE COUNCIL

The constitution adopted at the 1921 National convention embraced two basic, fundamental aims and objects. These were:

"To unify the African Teachers' Associations of the Union of South Africa for the purpose of furthering the education of the African child, promoting the interests of the African Teacher as well as the progress and development of the African in general.

To be the mouth-piece of African Teachers in matters concerning any steps in pursuit of the above aims and objects.

(1.7, 1972, p 16)

It will be observed that these are broad aims with various implications and ramifications. Perhaps an analysis of these aims and objects is at this stage necessary.

3.2.2 Professional Cohesion

The central theme seems to be unity. Through this unity the desired professional cohesion was envisaged. This was the kind of professional cohesion that had to transcend provincial boundaries of the then union of South Africa. In this way, machinery was created for interaction on teachers affairs and co-ordination of the efforts of the four Provincial African Teachers' organisations. It was hoped that collective approach would lead to collective bargaining making Federal Council the voice of all the teachers' associations as, at the time, the education of the blacks was vested in the provincial administrations whose conditions of service and status of teachers varied. It was also the task of the Council to spotlight the place of the child in the entire education spectrum. Mr J H Dugard the Natal Regional Director of "Bantu" Education remarked:

"Each Province had its own scheme for Native Education; local arrangements for the control of schools, employment of teachers and development of educational facilities were largely left to the missionary churches".

(1.4, 1971, p 22)

3.3 ORGANISATION OF THE COUNCIL

The federal unity agreement made room for provincial autonomy within the federal structure. Each provincial association still retained its autonomy within its area of jurisdiction.

Local and parochial matters were attended to by the provincial associations. Representations and communication with the provincial Department of Education had to be carried out and initiated by the provincial Teachers' Associations. This autonomy also implied that each provincial association had a constitution of its own. It

is evident, therefore, that in 1921 the provincial associations came together to form a Federal body and not a unitary body. Under a unitary body, provincial autonomy would have been non-existent.

In this regard, Professor W M Kgware commenting on the structure of federal council wrote:

"Being a federal body, council could do no more than receive reports on the decisions that had been taken by the autonomous provincial associations".

(1.7, December 1971, p 14)

It is in this light that Mr R L Peteni commenting on the federal structure of ATASA's constitution states:

"The constitution was not a unitary one because membership was open to the four provincial associations, not to individual teachers".

(1.7, 1972, p 7)

3.3.2 Umbrella Status

The new Federal body had to function like the fingers of the hand and not as a clenched fist, as would have been the case under a unitary set up. The provincial associations had to affiliate with the federal body.

Mr T B Shandu the General Secretary of N.A.T.U states:

"N.A.T.U is affiliated to the African Teachers' Association of South Africa to which the

associations of the other sister provinces of the Republic are also attached".

(1.11, 1968, p 1)

An annual prescribed affiliation fee had to be paid. There was absolutely no problem in paying the prescribed affiliation fee, as the associations were well motivated towards achieving federal unity. The affiliation fee was in the region of R6.

(1.7, 1971, p 9)

Under the federal set up all national issues had to be referred to the Council for attention. The Council had to negotiate from this national pedestal for the common good of all teachers' associations in the country. Federal Council was to function as a co-ordinating body. The affairs of the Council were piloted by an elected Executive Committee comprising of a President, General Secretary and Treasurer. This Committee was responsible to conference.

3.4 ACTIVITIES OF THE COUNCIL

3.4.1 Council Conference

The constitution provided that conferences be held. These conferences were held biennially. It was the responsibility of the Executive Committee to determine the date and venue of the conference. Owing to the geographical position of the Orange Free State, most conferences of the Council were held in this province, in Bloemfontein.

It was for this reason, it seems, that the National Convention held on the 16 December 1921 was held in Bloemfontein. It became a tradition to hold Council conferences in Bloemfontein as was the case in years to follow e.g. in 1939, 1942, 1954 etc.

Professor W M Kgwara has this to say in this regard:

"OFSATA has been host to conferences of federal council of ATASA perhaps more frequently than any other provincial association. Our geographical situation gave us this advantage".

(1.7, December 1971, p 13)

The Executive Committee had to take into consideration the school calendars of the various provincial Education Departments in deciding on the date of conference. Each affiliated teachers' association was entitled to send a delegation to the federal conference. The size of the delegation was prescribed from time to time. The delegations were on the whole kept to a minimum as big delegations involved large travelling and subsistence costs. Motions from the affiliated associations were tabled at conference for discussion and rectification. Meaningful deliberations would ensue culminating in the passing of resolutions to be implemented by the Executive Committee. These conferences as it will be realised, played an important role of giving the federation a sense of direction. Informative and inspiring Presidential addresses were delivered.

Mr S P Kwakwa a past treasurer of the federation has this to say:

"For instance Professor Z K Matthews' presidential address delivered at the 1941 conference of the S.A.N.T.F. still makes provocative reading unto this day".

(1.7, 1972, p 10)

The presentation of provincial reports was one other exciting item on the conference programme.

The former president of the T.A.T.A Mr S P Kwakwa wrote:

"Reports of the Transvaal given at conferences of the Federation have always aroused great interest".

(1.7, 1972, p 18)

This item provided for an exchange of ideas on how to organise and recruit new members to join the fold.

3.4.2 Council as source of inspiration

Another paramount role played by the federation was to act as a reservoir of inspiration and encouragement to its affiliates.

In this respect Mr M T Moerane wrote as follows about the leaders:

"They inspired one another to maintain a high image of responsibility and respectability that is legendary, of the African teacher as leader".

(1.4, 1974, p 18)

Only when the parts function well, can the whole be expected to survive. Consistent guidance of the provincial associations by Council was imperative in matters domestic and problems stemming from the relationship between the teachers' associations and the respective provincial Departments of Education before 1955.

Mr M T Moerane puts it aptly as follows:

"Not that Native Education was wholly identical; you still had different Education, sub-departments and differences in salaries".

(1.4, 1972, p 19)

Evidence of this encouragement by Council was displayed when sister provincial associations were urged to pay part of the costs on a pro rata basis in the case that arose from the failure by the Transvaal Education Department to pay arrear increments and allowances due to teachers with effect from 11 April 1928.

Mr S P Kwakwa, former president of the T.A.T.A wrote:

"As an act of co-operation and in keeping with the constitution of the South African Native Teachers' Federation the other Provincial Associations jointly paid part of the costs of the case on pro rata basis".

(1.7, 1972, p 17)

The Council also closely associated itself with the case involving the exclusion of the Transvaal African Teachers' Association representation from the Advisory Board on "Native" Education by the Transvaal Education Department in 1933. Similarly, the 1939 case in the Transvaal of a Mr Molepo a teacher and a Mr Achterberg an inspector was condemned by the Bloemfontein Federal Council conference in December 1942.

(1.7, 1972, p 17)

"The Transvaal African Teachers' Association was praised for its stand in taking exception to the humiliating and arrogant attitude of the Inspector", says Mr S P Kwakwa.

(1.7, 1972, p 17)

3.4.3 Cultural Activities

Sports and music competitions as well as the publication of Teachers' Magazines at provincial level were encouraged by the council. It must be pointed out, however, that the Council was at the time unable to promote these activities at national level.

Mr M T Moerane adduces this point in the following manner:

"We had provincially articulate Teachers' magazines which had edification and punch.

Nor did we neglect the cultural aspects such as music and sports competitions on the provincial level".

(1.4, 1971, p 19)

In support of this Mr R L Peteni says:

"Choral singing was an important feature of OFSATA activities in these early years".

(1.7, 1972, p 3)

3.4.4 Contact with Education

In piloting the aspirations of the teachers, the Council forwarded memoranda to the education authorities highlighting teacher opinion on burning issues of the day. These memoranda covered a variety of topics.

In persuing the memoranda and also as a follow-up the Council held interviews with the education authorities. One of the interviews in the late forties was with the then Acting Prime Minister of the Union of South Africa Mr J H Hofmeyr.

(1.4, 1971, p 19)

It should be noted that the interview was of high standing as it involved a highly placed state office in the country. This is a point of significant importance as it gives an inkling of the recognition of the Council by the state. A number of points in favour of the Council were registered at this particular interview. These included amongst others, the needs and rights of the black child and community, the right for teachers to be consulted on the curricula and syllabuses and the acceptance in principle of Teachers' pensions as well as the bridging of the gab between the white and black teachers' salaries - the cry was "Equal pay for equal work and qualifications".

(1.4, 1971, p 10)

"Hungry teachers cannot teach hungry children.
We want money".

(1.7, 1972, p 3)

3.4.5 In Grips with Bantu Education

The early fifties were difficult and challenging years for the Council and its then president Mr M T Moerana. The transfer of black education from the provinces to the Central Government under the Department of "Native" affairs demanded of the Council to be more and more articulate. The "Bantu" Education Act No. 47 of 1953 brought about this new phase. It appears the Council was not happy with everything that this new act brought with it. Most provincial associations reacted unfavourably to this new deal.

Professor W M Kgware former president of OFSATA described OFSATA's standpoint in the following forms:

"OFSATA which had expressed itself clearly against the transfer of our education to the Department of Native Affairs, reacted to the transfer when it became an accomplished fact".

(1.7, 1972, p 13)

Mr S P Kwakwa, former president of the T.A.T.A says:

"In a firm and cogently worded memorandum to the Minister, the T.A.T.A was one of the few professional bodies that raised a finger of protest against the transfer of Native Education to the Department of Native Affairs".

(1.7, 1972, p 18)

The council had to act very fast in bringing to the notice of the authorities the standpoint of the teachers on the new deal. In the meantime, some teachers were dismissed for associating with movements that organised the boycotting of the new system. A memorandum was

presented to the Director of "Bantu" Education by a delegation from Council in April 1955.

(1.7, 1972, p 14)

An interview with the Minister of Native Affairs was arranged to discuss the new system and the position of the teachers who were dismissed in the Transvaal. With regard to this whole exercise Professor W M Kgware wrote:

"But perhaps the greatest service rendered by the Council to the African Teacher and to African Education was in the critical years of the take-over of our education by the Union Government in 1954. Opinion among our people, including our teachers, was much divided at the time; at least two of our provincial associations suffered splits. But the Council succeeded in keeping the teachers together. Several deputations were sent to Pretoria to acquaint the Department of Native Affairs with the standpoint of the African Teacher in the matter of the changes that had resulted from the transfer of the control of our education from the provinces to the Union Government. If we could borrow a Churchillian phrase to describe the action of our Council at that time we would say: that was the finest hour".

(1.4, 1971, pp 15 - 16)

3.4.6 The Versatility of the Leaders

Also of note is the role played by the teachers of the Federation in participating in the general life of the community by being available to the national movements as experts in educational affairs. In this regard we salute stalwarts such as Professor Z K Matthews who died in

New York as ambassador to Botswana at the United Nations Organisation, Dr J Nhlapo, Mr M T Moerane and others. Mr M T Moerane puts it this way:

"In those days it was the lot of the teacher to participate in the life of the African community in the role of watchdog and leader".

(1.4, 1971, p 18)

In an article Mr R L Peteni wrote:

"Some of the leading members of NBTU became prominent men inside and outside South Africa. These were men like Dr Charler L Dube, Prof Z K Matthews, Chief A J Luthuli, Mr Selby Ngcobo, Dr Don Mtimkulu, Mr M T Moerane".

(1.7, 1972, 0 4)

3.5 FINANCING OF THE COUNCIL

3.5.1 Role of Provincial Associations

The Council never had a direct active source of income since its inception. This is one setback that became quite pronounced over the years before 1962. The provincial associations to which individual teachers paid annual subscriptions commanded much bigger funds than the national body.

Mr R L Peteni says:

"The provincial associations were more powerful as they controlled more funds and were in closer touch with the teachers".

(1.7, 1972, p 4)

Mr C N Lekalake, the former president of ATASA says:

"Yes in the meantime, provincial and district associations are turning over balance from year to year".

(3.1, December 1970)

The provincial associations were committed to an annual affiliation fee of only R6 which was later raised to R6.60. All the four provinces put together paid in a meagre sum of R26.48 in affiliation fees. This was the only source of income for the Council.

(14.13, p 97)

3.5.2 Financial Problems

It is not surprising therefore, that the Council found it difficult to meet its financial obligations and carry out its programme of action on a national scale. For instance, the Council could not run a national magazine but had to rely on the Transvaal body publishing Federation matters and news in the Good Shepherd Magazine which was a teachers' magazine run by the T.A.T.A. Mr S P Kwakwa the former president of the T.A.T.A says:

"The suggestion of creating a Union Teachers' Journal was first brought up by the South African Teachers' Federation and discussed at a Conference of the T.A.T.A where it was proposed that the Good Shepherd be converted into a journal for all African Teachers in the Union. This matter never developed beyond preliminary discussions".

(1.7, 1972, p 17)

The financial squeeze was more felt from the year 1954 when the control and administration of black education was taken over by the Central Government. This necessitated frequent visits by the Council's Executive Committee to the Head Office of the Department of "Bantu" Education in Pretoria. This exercise entailed considerable travelling expenses.

Mr R L Peteni says:

- "There would be deputations to Pretoria and the Federal Council would need more funds than at present".

(1.7, 1972, p 6)

The Council had, quite often to rely on generous donations by provincial associations. The financial statement as given by the Secretary of the Council on the 8 December 1960 at the Queenstown Annual Conference reflected a bank balance of R287.31.

3.6 DECLINE OF THE COUNCIL

3.6.1 Provincialism

As pointed out earlier, the Council gradually became a sick body, owing to lack of sufficient funds to carry out its objectives. The provincial associations psychologically assumed superiority over the national body for they could boast of better bank balances.

The following statement bears eloquent testimony:

"As may be judged from the size of the subscription and the limited funds at its disposal, the Federation was a weak organisation with very little authority

over the provincial associations".

(14.13, p 47)

This feeling of superiority on the part of the provincial associations accentuated provincialism to the detriment of the Council. The Council was thus gradually sinking and becoming as it were a no man's land.

3.6.2 Co-ordination

Consequently the Council failed to co-ordinate the campaigns undertaken by the provincial associations. The national body could therefore not realise one of its main objectives of unifying the efforts of its constituent elements. The Council was thus not making any headway as regards its programmes of activity. Provincial associations became gradually disillusioned as no real, concrete results of note were achieved through memoranda and interviews between the national body and the education authorities. The Council only managed to draw from the education authorities, a string of promises which were seldomly fulfilled. Thus the provincial associations became impatient with the progress the Council was making towards solving national issues of the day. Mr R L Peteni has this to say in this regard:

"In the early years and during the war years
..... the voice of the Council when making
representations to the Department was weak at a
time when big changes were taking place in
African Education".

(1.7, 1972, p 4)

3.6.3 Internal wrangling

The general control of the council over the provincial associations was further weakened in the early fifties by the split in the Transvaal resulting in the birth of the Transvaal African Teachers' Union

(T.A.T.U.) in 1950 and of the Cape African Teachers' Union in the Cape in 1953. Mr A J Mwelase former president of N.A.T.U in congratulating N.A.T.U on the fiftieth anniversary in 1968 wrote:

"Celebrating a fiftieth anniversary is a momentous occasion for any organisation, particularly a professional body like ours which has been spared the many headaches caused by schisms which have marked some sister organisations".

(1.11, 1968, p 3)

3.6.4 Regionalisation of Education

With the regionalisation of education in 1955, provincialism dominated. Each of the provincial associations approached its respective regional office on teachers' affairs. For instance the Orange Free State Teachers' Association dealt directly with the regional office of the Department of Bantu Education in Bloemfontein, the Transvaal United African Teachers' Association with the Transvaal Regional Office in Pretoria; the Natal African Teachers' Union with the Natal Regional Office in Pietermaritzburg and the Cape African Teachers' Union with the Cape Regional Office in Cape Town. The voice of the Council was thus weakened by the set up.

Mr T B Shandu the former General Secretary of N.A.T.U puts it this way:

"About two decades ago the winds of change swept over African Education and nearly paralysed the teachers' organisation".

(1.11, 1968, p 1)

The provincial associations, on the contrary achieved quite a lot through the new set up.

In summing up the period from 1955 to the advent of ATASA in 1962, Mr M T Moerane says:

"The years from 1955 saw reverses which began the muffling of the Teachers' voice. We deliberately accentuated cultural activity to keep our forces together while temporarily repulsed.

My view is that, that was a wise move".

(1.4, 1971, pp 19 - 209)

It was for this reason that Council Conferences clamoured in the late fifties for a reconstructed constitution that would give the national body its rightful place and make it more viable and purposeful.

3.7 EVALUATION OF THE PERIOD OF BEGINNINGS OF THE FEDERAL COUNCIL

3.7.1 National Goal

It appears the desire by the teachers to establish a national, representative body was precipitated by an ambition of the blacks throughout the country to achieve unity of the black people in all walks of life. How the national body would ultimately function and achieve its aims appeared secondary. The teachers' national body had to be formed so that its activities be in accord with those of other black organisations of the day imbued with similar national goals. This is the reason why the designation - "native" had to undergo change culminating in the national acceptance of the designation - "African". The spirit of the day was merely to inject, instil and inculcate a feeling of national black unity throughout the country. This was, apparently the philosophy of life of the day and the teachers' association could not be left out. Flowing from the above observation it should not be difficult to understand

why the teachers' national leaders, who were also leaders in their provinces, had to assume a dual role. They had to be involved in other national organisations in order to keep pace with the spirit of the day. They had, as it were, to serve three sectors of the community viz:

the local provincial teachers association, the national teachers body and the national organisations at large. This must, it should be admitted, have been a very difficult task, as they had as it were, to serve three masters. This is perhaps one of the reasons why the national body was not as effective as was envisaged when it was established.

What satisfied the teachers' associations was the mere fact that unity had been achieved. How the newly born national body would function and work was another issue.

3.7.2 Unattained Goals

The national body fell short of realising its paramount aim of being the teachers' effective mouth-piece which is the very throb of the aims and objects of any teachers' association. There was therefore no meaningful connecting link between the provincial associations and the education authorities.

Failure of the national body to gain effective control of issues at a national level, engendered provincialism. The provincial associations took advantage of this and dominated the educational scene, thus relegating the national body to a much lesser status and role. Even after the establishment of the national body, the position with regard to provincial domination had not changed. Owing to strong provincial tendencies and other factors that dominated the scene, the council found it difficult to organise activities on a national level. Inter-provincial activities were absent. Parochialism in activities dominated. What was left for the national body was merely to

recognise and give blessing to activities run at provincial level. The lack of organised activities at a national level deprived the Council of a very important source of income necessary for the survival of a teachers' association. On the contrary, the provincial associations which organised activities were financially well ahead of the national body. Lack of adequate financial backing thus crippled the national body and hindered its progress.

3.7.3 Need for Reconstruction

It is not surprising, therefore, that as early as in 1954 it was felt in teachers' circles that a much more effective constitution of the national body was needed to inject new life into the organisation. The following citation elucidates the matter:

"The Kimberley Conference of January, 1954, decided that there was need for a more unitary constitution in view of the changes in African Education. There would be deputations to Pretoria, and the Federal Council would need more funds than at present. The President Mr M T Moerane asked whether there were members who were opposed to the principle of a unitary constitution. There were none. It was therefore decided that the Executive Committee should draw up a Draft Constitution and submit it to the provinces so that the matter might be finalised at the next conference of the Council".

(1.7, 1972, pp 6 - 7)

The idea of a unitary constitution, however, never materialised as some member-associations were keen in maintaining the status quo, that is, the federal character of the national body. It is reported in the South African Teacher that:

"The constitution received further attention in 1963 the Secretary of TUATA, informed conference that the Transvaal was opposed to a Unitary Constitution ...".

(1.7, 1972, p 7)

CHAPTER 4

RE-ORGANISATION OF THE FEDERAL COUNCIL AND RE-NAMING IT A.T.A.S.A

4.1 MOTIVATIONS

4.1.1 Changed Circumstances

Of all the factors that led to the overhauling of the old Federal Council, the most important of them all was the ineffectiveness of the national body. Something had to be done to save the dying Federal Council. All, including the provincial and national leaders, were concerned about the declining federal body.

Professor W M Kgware sums up the situation as follows:

"The African Teachers' Association has been a child of necessity. It replaced the old Federal Council after our education was taken over by the Central Government. The provincial capitals ceased to exist as far as Bantu Education was concerned and our eyes were perforce set on Pretoria, the nation's capital. Commonsense taught that greater power had to be given to the Central organisation of teachers and less power to the regional bodies".

(1.7, 1972, p 15)

In the same vein Mr C N Lekalake in an address put it this way:

"All that has happened at the moment is that circumstances have arisen that have caused us to assess our ability as at present constituted to face up to our responsibilities and our first duty is to give the teacher an organisation that will answer to his problems".

(1.4, 1971, p 3)

4.1.2 Operation Youth

There was equally also, an urge to bring about change in the old federal body with the view of raising its pedestal level of action. It was felt strongly in the teachers' circles, that the old body was stereotyped and needed updating in order to comply with changing circumstances. For instance, its methods of negotiating with the education authorities needed modifying. Equally true also, was the fact that very little was done to keep the members of the teachers' associations engaged in activities. The younger teachers, who are usually keen and zealous were losing and missing quite a lot in this respect. The envisaged, reconstructed body was to be less conservative and take into consideration the tastes and inclinations of the individual teachers.

4.1.3 Links with Education Department

By this time the Bantu Education Department which has since been changed to the Department of Education and Training had been in existence for about seven years - Act No. 47 of 1953. The new education system was effectively taking shape. The four provincial Departments of Education were defunct and were replaced by one republican wide-Bantu Education system. New challenges had emerged demanding the re-orientation of the old Federal Council. There was pressing need for the formulation and canalisation of memoranda to the Central Government outlining the aspirations of the teachers. Negotiations through deputations needed attention. The Department of Bantu Education was also keen to establish links of contract in order to be conversant with the views and reaction of teachers' associations on various educational matters. Thus the Private Secretary of the Minister of Bantu Education wrote to the Association on 26 March 1963 in the following vein:

"The Advisory Council for Bantu Education and its regional or ethnic sub-committees which my Minister hopes to appoint and establish in the very near

future will also provide the need of an expert body of Bantu Educationists to whom matters such as those you have raised in your letter could be referred for study and recommendation".

On this very note, Professor W M Kgware writes as follows:

"When the teachers realised that the take-over of African Education by the State was an accomplished fact, they decided to re-organise their strategy. They realised that provincial associations had been deprived of much of their prestige, power and influence, that a much more closely-knit organisation than the Federal Council was needed. It was in these circumstances that A.T.A.S.A was born".

(1.4, 1971, p 16)

4.1.4 Negotiations with S.A.F.T.A

In existence at this time was the South African Federation of Teachers' Associations (.S.A.F.T.A) which comprised the Coloured and Indian teachers' associations in the Republic of South Africa and South West Africa in accordance with article 2 of the constitution which stated under MEMBERSHIP:

- (a) "All bona fide teachers' federations and associations in the Republic of South African and South West Africa shall be eligible for membership on application being made to the Secretary in writing, provided that no association shall be eligible for membership if it is already represented through a federation which is a member of S.A.F.T.A.
- (b) Membership will be granted if two-thirds of the constituent associations and federations are in favour".

(5.7, 1971)

The affiliated teachers' bodies were the Teachers' Education and professional associations; Transvaal Association of Coloured Teachers'; Transvaal Indian Teachers' Association; Orange Vrystaat Kleurling Onderwysers-Unie; Natal Indian Teachers' Society; Natal Coloured Teachers' Society and the South-West African Coloured Teachers' Association.

(SAFTA Letter Heads: 1963)

The S.A.F.T.A was, as it will be realised, the counterpart of the Federal Council of the black teachers. There existed a loose top-level consultative platform between the leaders of these two federal bodies. Consultation was on a non-formal, mutual level.

The General Secretary of Council wrote in his report to the conference held in East London on the 24 and 25 September 1962 as follows:

"At 2.55 p.m the chairman requested me to give a short talk on the structure of our Federation; and also to outline to the delegates, what I thought would be the best form of liaison between our respective federations. In this regard, I endeavoured to give the Conference the framework of our organisation in the districts, provinces and in the federation. We had already gone some few yards towards adopting a unitary form of constitution. In my view, the sort of liaison we could explore would be similar to W.C.O.T.P. We could have top-level discussions concerning our common problems. We could speak for the teaching profession in the country. At the close of my brief talk, both the President and his Vice proposed a vote of thanks.

There was time allocated for questions. The Conference then adjourned for about twenty minutes to allow Dr van der Ross and myself to draw up a sort of Communique.

The following were the main points:

- i) A Confederation of South African Teachers Associations covering all racial groups beginning with A.T.A.S.A. and S.A.F.T.A should be considered by these two Associations.
- ii) The question of one affiliating to the other should not come into the picture as each Association would not be prepared to sacrifice its traditions.
- iii) In considering such a super-structure there should be no hurry whatsoever. We should first inform our members before embarking on the scheme.
- iv) The Confederation could publish a magazine discussing topics of common interest to all.
- v) Whilst the respective Associations were considering the proposed Confederation, delegates could be exchanged to give talks at each other's conferences; this could be practised without necessarily exposing ourselves".

(4.1, September 1962)

In order to perpetuate the principle of negotiation between the two, it was imperative for the old Federal Council to reorganise and re-motivate itself so as to be able to accommodate new ideas and ideals that could emerge from the mutual discussions. At the top of the list of matters that were tabled for consideration was the feasibility of amalgamating the two federations. A new-look type of Federal Council was therefore needed to look into this grave matter. This was one of the pressing issues that called for the establishment of the African Teachers' Association of South Africa.

The following letter explains the contact between ATASA and SAFTA:

"AFRICAN TEACHERS' ASSOCIATION OF S.A. PRESIDENT'S
OFFICE

c/o Khaiso Secondary School
P O Box 226
Pietersburg

The Secretary
S.A.F.T.A.
Devon House
7 Sussex Street
WYNBERG (Cape Town)

17/9/63

Dear Sir

Re: A.T.A.S.A MEETING 24TH : EAST LONDON

It is with much pleasure that I have to acknowledge your letter of the 10th instant. I am pleased to learn that the SAFTA KIMBERLEY CONFERENCE delegates appreciated the presence of my Secretary at the meeting. What is of great importance is the fact that a mutual professional bond between the two associations has been established. At this stage, I shall not comment on the preliminary talks you held on a possible Confederation, until the ATASA conference next week.

I have dispatched a telegram to you, urging you to see to it that SAFTA sends a representative to our Conference. You will please note that the Conference will not be held in Port Elizabeth but in East London at the Milner Hotel. Please pass on this information to whoever you are sending to our Conference. We have already provided for an address by a SAFTA representative in our Conference Programme. I shall look forward to meeting your representative on the 24th instant in East London.

Last, but in no way the least, I wish to thank you for advancing the sum of R20 to my Secretary for the purpose of meeting his travelling expenses.

Yours fraternally

D M MPHAHLELE
PRESIDENT".

4.2 THE QUESTION OF ITS DESIGNATION

4.2.1 Federal Constitution

Definite factors played an important role in deciding the new designation of the national body. The burning need to amend the constitution was a paramount factor. It has been pointed out earlier in this study, that the constitution issue was one of the main motivating factors towards the re-orientation of the national body. Amending the constitution meant reviewing the designation of the national body. Indeed this was the case.

4.2.2 Unitary Constitution

Another factor that influenced the designation of the national body was the apparent inclination in some quarters of the association to opt for a unitary constitution that would give the association a different character from a federal one. This desire is expressed in the following statements:

"The Kimberley conference of January, 1954, decided that there was need for a more unitary constitution in view of the changes in African education".

(1.7, 1972, p 6)

"With the transfer of African Education from provincial control to the Central Government, the former Federal Council had to change from being a loose federation into an association working towards a unitary structure because the centralisation and administration of African Education called for an effective negotiating instrument".

(6.1, April 1969)

Although this sectional desire was never realised, the name of the newly structured national body was influenced by this. The use of "Association" in the new designation in the place of "Federal Council" clearly illustrates this. Apparently this was done in anticipation of a unitary type of constitution being adopted in the future. This move was therefore calculated to pave the way in anticipation.

4.2.3 World Body

Also too, possible affiliation to the World body - The World Confederation of the Teaching Professions (W.C.O.T.P) was yet another factor that had influence in deciding the new designation. Informal negotiations between Federal Council and the W.C.O.T.P were taking place, as testified by the following statement:

"Early in 1960, an invitation was sent to the Federal Council by W.C.O.T.P to send an observer to their African Regional conference which was due to be held at Makerero College, Kampala, in May 1960. Afterwards, another invitation to send a delegate to the world assembly in Amsterdam in August, 1960, was received. The Secretary, Mr H H Dlamlenze, replied to explain that the Federal Council did not have money to send a delegate to either of these conferences. The Secretary General of W.C.O.T.P offered the delegate of the Federal Council free air transport from Johannesburg to Freetown in Sierra Leone where the next conference was due to be

held in June 1961. But owing to the difficulty in getting a passport, the Federal Council could not take up this offer".

(1.7, 1972, p 10)

The main topic was the desired affiliation of Federal Council to the world body. This inter-national ideal was therefore kept in mind when the new designation was decided.

4.2.4 The New Name

Flowing from the above factors, it is not surprising that at the 1962 Annual Conference of the Federal Council held in Pietermaritzburg, the name African Teachers' Association of South Africa (ATASA) was adopted and accepted as the new designation of the national body as supported by the following statement:

"At the 1962 annual conference in Johannesburg, the Federal Council voted to change the name of the organisation to African Teachers' Association of South Africa (ATASA). Mr D M Mphahlele became the first president of the new ATASA".

(14.13, p 111)

It will, however, be realised that the new name sounds more unitary than federal. Although this is so, the body still retained its federal character. The following statement testifies this:

"But the constitution was not a unitary one because membership was open to the four provincial associations, not to individual teachers. The provinces still paid an affiliation fee of fifty rand per annum to ATASA, and the individual teachers still paid their membership fees to the provincial associations".

(1.7, 1972, p 7)

The newly amended constitution bore testimony of this fact. Two concepts were, however, retained in the new name - "African" and "South Africa". Similarly the concepts - "Federal Council" and "African Teachers' Associations" were discarded and replaced by "Association" and "African Teachers" respectively.

(5.1, Article 1)

4.3 CONSTITUTION OF A.T.A.S.A

4.3.1 General Provisions

It is an accepted fact that an organisation may rise or fall by its constitution. This association being aware of this, had to amend the old Federal Council constitution which had started to show signs of being outdated.

Mr H H Dlamlenze the General Secretary reported to the A.T.A.S.A Conference in September 1965 as follows:

"At the Thaba Nchu meeting held last year, a Sub-Committee under the chairmanship of Mr A J Mwelase was appointed to amend the old constitution of A.T.A.S.A. Each Province had to send one delegate.

The following members constituted the Sub-Committee:

Mr A J Mwelase	Chairman	N.A.T.U
Mr D D Rametsi		O.F.S.A.T.A
Mr A Masipa		T.U.A.T.A
Mr C G Mchunu		N.A.T.U
Mr C N Lekalake		C.A.T.U .

(4.1, September 1965, p 2)

The amendments were intended to bring the old constitution in alignment with the development of things in the teaching fraternity. Although in reality only amendments were effected, the amended constitution brought significant changes.

The amendments were extensive and of a noteworthy structural significance. The amended constitution was the sum-total of the aspirations of the provincial associations.

The constitution consists of 18 articles covering: the Name, Aims and Objects, Membership, Recognition of Provincial Associations, The Executive Committee, Association meetings, Powers and Duties of the association, powers of the Executive Committee, Duties of the Executive Committee, Duties and obligations of the provincial associations, Meetings, Finances, Quorum, Voting, Venues, Actions at law, Amendments and Dissolution.

(5.1, 1965)

It appears necessary to highlight the salient features and innovations brought about by the amended constitution.

The question of the name has already been dealt with in the previous chapter. It should suffice by stating that the new name adopted was - African Teachers' Association of South Africa.

4.3.2 Intrinsic Aim

As a uniform system of education for all the Blacks in South Africa obtained (Bantu Education Act No. 47 of 1953), the association laid special emphasis on the following aim and object:

"To be the mouth-piece of African Teachers in all matters concerning education in South Africa".

(5.1, 1965, Article 2)

This was, undoubtedly, a far-reaching onerous pledge on the part of the association. The association had to do everything in its power to honour this pledge. In this way, the association would gain the confidence of its members.

4.3.3 Extended Membership

Of importance, also, was the insertion of a new stipulation with regard to membership. A possible expansion of the association was envisaged, hence the inclusion in the constitution of the following sub-clause:

"Subject to expansion of the association ATASA shall consist of the following provincial associations: Cape African Teachers' Union; Natal African Teachers' Union; Orange Free State African Teachers' Association and the Transvaal United African Teachers' Association".

(5.1, 1965, Article 3)

What is interesting about this constitutional provision is, that South Africa then comprised of only four provinces and all these four provinces already had teachers' associations. Where other provincial associations were expected to come from is an interesting question. Allowance for a possible expansion was nevertheless provided for in the new constitution. The principle of making provision for a possible expansion of the association is also contained in the article dealing with the - "Recognition of Provincial Associations" which states that:

"The acceptance into membership shall rest solely with the Association subject, inter alia, to the following:

That there is no territorial overlapping with any area where a member association already exercises jurisdiction".

(5.1, 1965, Article 4)

4.3.4 Embracive Designations

Of paramount significance, also, was the embracive nature of the designation of the various Executive Committee Officers by the suffixing of - GENERAL. This was done to obviate possible confusion with the designations of provincial officers. The ATASA officers are thus referred to as:

President-General, Vice President-General, Secretary-General, Assistant Secretary-General and the Treasurer-General.

4.3.5 Extended Powers

Important, also, are the extended powers of the association for the purpose of maintaining discipline. In the past, the association was confronted with problems arising from factions within a Member Provincial Association. A case in point was the split in 1950 in the Transvaal which gave birth to two splinter organisations, viz: the Transvaal African Teachers' Association and the Transvaal African Teachers' Union.

(1.8, 1966, p 41)

(14.13, p 58)

The following sub-clause of the constitution provides the necessary machinery for dealing with such misunderstandings:

"The Association shall form a court of conciliation or arbitration between Member Provinces or factions within a Member Province involved in disputes of misunderstanding and the decision of the Association shall be final"

(5.1, 1965, Article 7)

Of particular note, also, are the extended powers of the Executive Committee which include the appointment of Sub-Committees for running the activities of the association. Provision is for instance, made for the appointment of a Music Committee as well as an Editorial Committee. It should also be pointed out, that although the provincial associations enjoy a wide measure of autonomy, the national body still exercises some control over them. The following extractions from the constitution testify this:

"All decisions of the Association passed by a majority vote at a duly constituted meeting of the Association shall be immediately binding on all the Member Provincial Associations"

(5.1, 1965 Article 7(a))

"The Association shall have power to: reprimand by a vote of censure, to expel, suspend or fine any Member Province behaving unprofessionally, deliberately violating the provisions of the constitution of the association, continually contravening the principles and policies of the association as reflected in the resolutions of the Association, or failing to fulfill its financial obligations to the Association".

(5.1, 1965, Article 7(c))

"All matters of fundamental policy shall be vested with the Association"

(5.1, 1965, Article 7(e))

"To publish their respective newsletters and publications provided that such publications are in strict conformity with the general policy of the Association".

(5.1, 1965, Article 10(d))

"To carry out duties assigned to them by the Executive Committee of the Association or by Conference of the Association".

(5.1, 1965, Article 10(j))

Experience over the years revealed the fact that provincial associations were in a better financial position than the National Body. The following statements explain this:

"Before 1962 the Federal Council was never at any time in a strong financial position. The provincial associations to which individual teachers paid their annual subscriptions always had much higher incomes and generally much larger cash balances than the national body".

(14.13, p 122)

"The provincial associations were more powerful as they controlled more funds and were in closer touch with the teachers".

(1.7, 1972, p 4)

It is in this spirit that the following sub-clause appears:

"In the event of financial difficulties the Association may appeal for contributions from the Provincial Associations over and above the payment of affiliation fees".

Affiliation by provincial associations to the national body is encouraged by specific clauses in the constitutions of the various provincial associations such as:

"To co-operate with other bodies pursuing the same ends as this association".

(5.4)

"To study the educational needs of the African people in particular and those of the Republic of South Africa in general, with the specific purpose of striving to effect or bring about the necessary improvements called for from time to time".

(5.5)

"To perpetuate the history and best traditions of the teaching profession by representing standards and ideals in education that stand for the advancement of knowledge and learning; and by cultivating higher ideals of teaching and maintaining the dignity of the teaching profession in its relationship with the pupil and the community".

(5.3)

4.4 INITIAL FAILURES AND SUCCESSES

The initial endeavours of A.T.A.SA were characterised by failures and successes. These failures were, however, more of problems than downright failures. They were problems that needed sorting out in order to launch the association on a fresh plane. The following are some of the problems the association had to encounter.

4.4.1 Problems

4.4.1.1 Unorganised Provincial Associations

Not all of the four provinces were satisfactorily organised. The province of the Transvaal was well ahead of Natal, Cape and the Orange Free State. The Cape was still recuperating from the 1953

internal disruption which led to the establishment of Cape African Teachers' Union. The Orange Free State was faced with the problem of organising the farm school teachers whose service conditions made it virtually impossible to have them effectively organised. On the contrary, the Transvaal Association (T.U.A.T.A) was comparatively successful owing to exposure of its members to a variety of activities such as the well-run music competitions. In this respect the General Secretary wrote:

"The state of organisation in the other provinces was not so rosy at all. The Cape Province was the worst of them all. Teachers were lethargic and complacent. This lethargy coincided with the political climate in the country which was becoming torrid".

(1.4, 1971, p 8)

Because of this, the actual membership in these three provinces was low. Many teachers in these provinces were still outside the association as evidenced by the following 1964 figures:

PROVINCE	ACTUAL MEMBERSHIP
C.A.T.U (Cape)	± 300
O.F.S.A.T.A (O.F.S.)	± 500
N.A.T.U (Natal)	± 3 000
T.U.A.T.A (Transvaal)	± 5 000

(4.3-6, September 1964)

The low membership automatically meant poor financial standing. Lack of sufficient funds made the organisation in some of the provinces weak and this had a direct effect on the organisation of the national body. The undermentioned bank balances as at June 1963 depict the state of affairs:

PROVINCE	BANK BALANCE
C.A.T.U (Cape	Not reflected
O.F.S.A.T.A (O.F.S)	R 338 98
N.A.T.U (Natal	R 650 62
T.U.A.T.A. (Transvaal)	R9 758 16

(4.3-6, September 1963)

4.4.1.2 Provincialism and Ethnicity

Besides poor organisation in most of the provinces, provincialism prevailed. Some of the provinces still adhered to this at the expense of national progress. Ethnicity also reared its head. Signs of this became clear at national conferences when elections were considered. On this point Mr C N Lekalake - President of A.T.A.S.A remarked:

"Perhaps in this atmosphere in which everybody is becoming conscious of his ethnic origin than his humanity some might be worried about themselves".

(3.1, 1970)

On provincialism the following testimonies are adduced:

Mr R L Peteni wrote:

"The main cause of the weakness of the national organisation over the years has been provincialism and lack of vision of the officers.

(1.7, 1972, p 2)

In the Editorial of the South African Teacher, the editor states:

"Yet one is mindful of the fact that such problems as provincial affiliations are still strong in certain

areas, not only that, but also that certain provinces have had the luck to do more spade work in thier organisations. Still all these should not blind us to strive to greater unity and common allegiance which will give the teachers a greater strength".

(1.7, 1972)

4.4.1.3 Lack of Funds

Lack of sufficient funds by the national body resulted in numerous problems. The smooth running of the association was in jeopardy. Officials found it difficult to carry out their duties which involved travelling expenses. The Music and Editorial Sub-Committees which had just been created were thrown out of gear owing to lack of funds. The Editorial Committee, for instance, could not afford to have an issue of the bulletin printed. This was the position up to 1964.

Mr R L Peteni says:

"Since 1965 A.T.A.S.A had made weak attempt to publish a quarterly four-page bulletin the South African Teachers. The first issue appeared in 1965".

(1.7, 1972, p 16)

The General Secretary, Mr H H Dlamlenze reporting on the appointment of the Damelin Institute as the official college of A.T.A.S.A said:

"Upon its appointment as the official college of A.T.A.S.A, Damelin undertook to:

areas, not only that, but also that certain provinces have had the luck to do more spade work in thier organisations. Still all these should not blind us to strive to greater unity and common allegiance which will give the teachers a greater strength".

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(1.7, 1972, p 16)

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"Upon its appointment as the official college of A.T.A.S.A, Damelin undertook to:

- i) Assist in the publication of a bulletin to reach all teachers in the Republic.
- ii) Provide transport facilities to the Executive of A.T.A.S.A to allow them to attend their various meetings.
- iii) Assist in publicising the work of A.T.A.S.A".

(4.1, September 1965, p 6)

4.4.2 Successes

It is pleasing to note, however, that some initial successes were nevertheless registered. These were, strictly speaking, not downright successes but rather progressive manoeuvres in the right direction. Tabulated below are some of the initial achievements.

4.4.2.1 Self-Assertion

The national body had to assert itself in order to gain recognition. It did this in various ways. The Secretary-General kept regular contact and communication with provincial associations by means of circular letters. The press and radio were used to publicise the activities of the association. In this way, the association was known not only to the teacher but also to the average man in the street. The image of the association was enhanced further by the introduction of the A.T.A.S.A Uniform. It consisted of a blazer with a fitting A.T.A.S.A Badge. In addition to the blazer, men had to wear grey flannels and ladies grey skirts.

A contract was entered into between the Association and Ministers Shop in Johannesburg which supplied the uniform.



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We have pleasure in announcing that we have been officially appointed by:—

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PARTICULARS — Consult Branch Secretaries
 or **MINISTERS** directly.



4.4.2.2 Regular Conferences

Regular annual conferences were held to inject new life into the organisation. The new tone set at these conferences was quite high and sublime. Conference venues were planned on a rotating basis i.e. from province to province. This move benefitted not only the national body, but the provincial associations as well which acted as hosts.

4.4.2.3 Visits by Officials

The officials in 1961 who manned the National Executive Committee were:

Mr D M Mphahlele	President
Mr A J Mwelase	Vice-President
Mr H H Dlamlenze	Secretary-General
Mr D Radebe	Assistant Secretary
Mr C A R Motsepe	Treasurer

As one of their organisational manoeuvres, the ATASA Officials visited the provinces to revive, inject a new spirit of enthusiasm in them and sell the aspirations of the national body. This obligation was entrusted upon the President and the Secretary-General. Meetings were concentrated in the Cape where the need was the greatest. They were held at different parts of the Cape Province such as Port-Elizabeth and Peddie.

Mr H H Dlamlenze the General Secretary wrote in 1972 as follows:

"During the period 1959 to date an intensive organisation was launched in the Cape Province. An awareness, on the need for teachers to be organised, was invoked. In re-organising the Cape, Natal and the Orange Free State were included".

(1.7, 1972, p 8)

The programme appearing below gives an inkling of the extent to which the national leaders were involved in the campaign.

BORDER REGIONAL ASSEMBLY AND PRESENTATION OF C.A.T.U TROPHY AT NGUDLE SCHOOL - RABULA - ON THURSDAY 10TH OCTOBER, 1963 AT 11 A.M.

P R O G R A M M E

PART 1 : PROCEEDINGS IN ENGLISH

1. Devotions
2. Welcome by the Headman
3. Opening Remarks by Mr S Qaba - Border/Regional President
4. Musical Item - Keiskammahoek Interdenominational Choir
5. Introduction of Visitors by Mr X L Time - C.A.T.U President
6. Address by Mr A W Lister - Circuit Inspector, K.W.T. No. 2
7. Address by Mr D M Mphahlele - A.T.A.S.A President
8. Musical Item - Keiskammahoek Interdenominational Choir
9. Address by Mr H H Dlamlenze - A.T.A.S.A General Secretary
10. Reply by Mr W D Ntloko - ex-General Secretary C.A.T.U.

PART II: PROCEEDINGS IN XHOSA

1. Remarks by Mr S Qaba - Border Regional President
2. Address by the Chairman of the School Board - Mr S Sonjica
3. Musical Item - Ngudle School Choir
4. Address by member of the School Committee
5. Address by Mr S K Ngqangweni - General Secretary of C.A.T.U
6. Presentation of Trophy
7. Reply by Mr D L Bakana - Principal of Ngudle School
8. Musical Item - Ngudle School Choir.

NKOSI SIKELEL'IAFRIKA ! ! !

FEAST !!!

FEAST !!!

FEAST !!!

The results of this exercise are depicted by the following membership figures in the Cape:

YEAR	MEMBERSHIP
1960	‡ 150 before the visits
1964	377 after the visits

In the same spirit, the officials attended provincial conferences. Through this practice, the teachers in the various provinces could come into physical contact with the officials of the national body. Thus, the national body became a living organism, and a reality to the average teacher. Communication by way of questions and comments based on addresses delivered by the national leaders was made possible.

Travelling round the country by A.T.A.S.A officials was made possible through the generosity of the Atlantic and Continental Insurance Company and the Damelin Institute. Both companies offered the association free transport to take the officials to any part of the country. This came as manna to the association which was cankered by lack of funds. In appreciation of this gesture, the association recognised the two companies as their official companies. The following bear testimony to this:

"Ensure Today with A.C.A. The A.C.A is your official company and fully recommended by A.T.A.S".

(1.4, 1971)

The benefits accruing to A.T.A.S.A from the Damelin Institute of professional studies were twofold:

- "1. The educational and professional advancement of teachers leading to a stronger and more effective body of teachers.

2. Assistance by Damelin Institute in the implementation of the recommended public relations programme".

(ATASA leaflet: 1964)

In return for these services Damelin Institute was recommended to Black teachers as the most suitable college for home-study.

4.4.2.4 First National Eisteddfod

Another prolific national success was the organisation of the national eisteddfod in July 1962. This was the first of its kind in the history of the association. The aims and objects of this new venture were:

- "(a) To create a keen musical atmosphere in all African Schools so as to evoke latent talent.
- (b) To develop African Music and to encourage a love for European Music".

The first National Eisteddfod was held in Bloemfontein in the Orange Free State for easy reach by choirs from all over the country. Choirs from the four provinces participated at this national music mecca. This national eisteddfod was characterised by great enthusiasm. Some provinces organised special trains to Bloemfontein. The Transvaal and Natal trains were called the "TUATA SPECIAL" and "Banana Special" respectively. This national activity later in the years proved to be a successful organising wand for both the national body as well as for the provinces. By agreement with the provincial associations the profits that accrued from the national eisteddfod had to be shared on a pro-rata basis. But as the provinces were financially more stable than the national body, the provinces agreed that all profits be ceded to the national body. The doortakings at this first national eisteddfod totalled R688.90.

Mr R L Peteni, then Vice-President of A.T.A.S.A wrote:

"From 1962, when the national eisteddfod became a major activity of ATASA, income went well beyond the R1 000 mark. In 1962 the eisteddfod brought in R537".

The Secretary-General Mr H H Dlamlenze in his report to the 1969 annual conference of the Association had this to say:

"The years 1961-62 will remain memorable in the annals of A.T.A.S.A for it was during those years that the National Eisteddfod was planned and launched. Until then, the then Federal Council was a body known only to the leaders. True, it did a lot without much trouble but the average teacher hardly felt its influence notwithstanding. But the coming into being of the National unleashed all that robustness which has characterised our doings since then. For the first time the teachers of the Republic shared in common pursuits, sat in the same hall and listened at choirs from provinces other than their own. Such contacts diffuse cultures, unify peoples and dispel deep-seated but unfounded prejudices. The National achieved that and more. It meant unity, more Service and more Inspiration".

(4.1, December 1969, pp 17 - 18)

4.5 COUNTRY-WIDE SUPPORT AND EFFECTIVENESS

As it would be expected, the national eisteddfods that followed the inaugural one in 1962 became a national draw card. The event ceased to be a purely teachers affair but assumed a national role in the widest sense of the word.

4.5.1 Community Support

Important personalities in the African Scene graced and embellished the national eisteddfods with their presence. Chief T D Pilane, chairman of the Tswana Territorial Authority performed the official opening of the fourth National Eisteddfod on 3 July 1965 at Mafeking.

(4.1, September 1965, p 7)

On the 3 July 1971, Chief L Mangope, now President of Bophuthatswana, opened officially the seventh national eisteddfod held in the Transvaal of Kwa Thema in Springs.

(1.8, 1969)

On the 5 July, 1969, Chief Kelly Molete of the Bakolobeng tribe, Lichtenburg, and Paramount Chief K D Matanzima - Chief Minister of the Transkei, and now President of Transkei attended the eighth national eisteddfod held at Port Elizabeth in the Cape Province.

(1.8, March 1972)

This country-wide support was not only enjoyed by ATASA but also by its constituent provincial associations. Hence in May 1973, Chief Gatsha Buthelezi attended TUATA's Provincial Adult Eisteddfod held in Atteridgeville in Pretoria.

4.5.2 Involvement of the Private Sector

The private sector also got involved in the affairs of ATASA. Of significance was the institution of the ATASA Bursary Scheme that enabled the association to send a few black students to University. Through the implementation of the scheme, the association was thus able to reach the hearts of the black people. The association therefore put into practice one of its aims and objects, namely,

"To further the Education of the African Child".

On this issue the Secretary-General of the association remarked as follows:

"Bursaries for Teachers

During the latter part of 1965, we conducted a survey on the qualifications of teachers in a cross section of our High Schools.

The survey revealed that qualified teachers in the High Schools were inadequate. We thereupon decided to launch a scheme of raising funds towards a National Bursary project. We interviewed several industrial firms around Johannesburg. The response to our appeal so far is as follows:

i) United Tobacco Company	R12 000 00
ii) Central New Agency	2 000 00
iii) T.W. Beckett co.	1 665 00
iv) Greatermans	0 050 00
v) Irvin & Johnson	2 10
	<hr/>
	15 717 10
	<hr/>

The Executive Committee on receiving this report decided to vote a sum of R600 annually towards the project. The students will be equally distributed among the four provinces. Consideration will be given to all the Universities in selecting the candidates. The first 16 candidates will go to the University Colleges next year".

(1.7, 1972, p 6)

4.5.3 Exchange of Platforms

The country-wide support and recognition of ATASA was further demonstrated by the interchanging of platforms between the

association and other national organisations. In this regard the National Council of African Women set the ball rolling by inviting the president - Mr D M Mphahlele to address their national conference held in Cape Town on the 17 December 1963. The address was on - The Need for Black National Bodies to exchange platforms. The General Secretary reported as follows:

"Towards the end of October 1963, we received an invitation from the N.C.A.W to send a representative to address their annual Conference at Cape Town on 17 December 1963. Accordingly arrangements were made to send the President down who delivered an address on the 17 December 1963. Council will remember that it is the policy of the Association to co-operate with other progressive organisations for the sake of healthy relations between parents and ourselves".

4.5.4 Addresses by Speakers

The association's conference venues are of significant importance to the black community. The host community takes active part in welcoming delegates and extending the appropriate hospitality. This is usually in the form of a welcome function. It is in this spirit that Dr Moroka welcomed the conference delegates at Thaba Nchu in the Orange Free State in September 1964.

Another gesture of country-wide support is the appearance of prominent persons on ATASA's conference programmes usually as guest speakers. Through this forum the association is kept in touch with the latest educational trends as well as the life of the blacks in general. It was in this spirit that Prof R E Lighton - Professor of Education at the University of Cape Town addressed the associations's conference held at Langa High School on 14 December 1967. The topic of his address was:

"The Importance of the Individual".

These are some of the instances depicting the country-wide support the national association enjoys.

4.6 EVALUATION OF THE ESTABLISHMENT OF A.T.A.S.A

The establishment of A.T.A.S.A ushered in a new era. The life and style of the old Council underwent a definite metamorphosis. The association did not just undergo a change in name, but change in outlook and strategy. The previous forty years had brought to light weak links in the organisation. It was on these grounds, therefore, that reforms had to be made to meet the demands of the new era. In this connection Professor W M Kgware has this to say:

"When the teachers realised that the takeover of African Education by the State was an accomplished fact, they decided to re-organise their strategy".

(1.4, 1971)

The initial successes registered played an important role in enhancing the image of the national body. The newlook national body began to develop in the right direction. The teachers were impressed, the provincial associations began to realise that they belonged to a living national body. The black communities were alerted to the existence of A.T.A.S.A and what it stood for.

Dr H J Van Zyl, Secretary for Bantu Education hinted:

"We are greatly indebted to A.T.A.S.A having enabled the different unions operating in different areas and under varying circumstances to co-operate".

(1.4, 1971)

New challenges were precipitated. Change was necessary for A.T.A.S.A to be in a position to meet the challenges that had unfolded themselves. The big question was who was to change. The teacher, the provincial associations and A.T.A.S.A had to accept change in order to face the challenges. Professor W M Kgware the eminent educationist addressing the A.T.A.S.A celebrations in December 1971 said:

"Our teachers' associations have proved themselves to be sensitive to the fact that we live in a period of constant change and that nothing is gained by moaning about the good old days for they will never come back! What we all need most today are the two qualities of resilience and adaptability".

(1.7, 1972, p 15)

The editorial of the South African Teacher remarked:

"..... from here whither ATASA?
Therefore our major task is to map out the direction and destination of the teachers clearly".

(1.7, 1972)

These are challenges that lie ahead.

CHAPTER 5

DEVELOPMENT OF A.T.A.S.A

5.1 SPECIFIC ACTIVITIES OF A.T.A.S.A

5.1.1 Educational5.1.1.1 Conferences as information centres

The annual conferences of ATASA are not just ordinary conferences confined to the usual routine business of the association but are, in addition, a platform for exchanging thoughts and views on educational trends of the day. It is at these conferences that teachers, as educationists, share ideas; it is at these teachers' "parliaments" that, scholars in the various fields of learning are afforded a platform for propounding their philosophies. By way of citing a few examples,

On the 4 October 1965, Sir R Gould, President of W.C.O.T.P addressed Conference at Pietermaritzburg;

On the 14 December 1967 - Professor R E Lighton, Professor of Education at the University of Cape Town, addressed ATASA Conference at the Langa High School on the topic - "The Importance of the Individual".

On the 12 January, 1972 Mr P W Nutt, Regional Director of Bantu Education, Cape Province Region, addressed Conference in Cape Town and in January 1980, Professor M Whisson, Head of Social Anthropology at Rhodes University, addressed Conference in Port-Elizabeth on - "Mechanical Learning horrifying".

In this way, the educational seed is sown far and wild. This togetherness gives conference delegates a sense of direction and purpose. The conferences are also a platform for involvement. It is from this, that the belief that conference makes a perfect teacher stems. The practice of holding education conferences is not only

true of ATASA but is also a common fibre and characteristic of the constituent, provincial associations. It must be re-iterated, that the conferences are not just social-get-togethers but a serious business of life. It is for this reason that the provinces take pains to select men and women of calibre to man provincial delegations to ATASA conferences. The provincial delegates are usually drawn from the provincial executive committees. For instance, in December 1970, the provincial delegations to the ATASA Conference held in Johannesburg were as follows:

C.A.T.U

Mr S R Gaobepe	-	General Treasurer
Mr J D H Dlepu	-	Music Chairman
Mr B B Maposa	-	Assistant Secretary
Mr F M Tonjeni	-	General Secretary

N.A.T.U

Mr J J Tenoff	-	Vice-President
Mr J J Shange	-	General Treasurer
Mr H K Nduli	-	Organising Secretary
Mr Theo. B Shandu	-	General Secretary

O.F.S.A.T.A

Mr D D M Rametsi	-	President
Mr L M Mancoe	-	General Secretary
Mr M Koekoe	-	Assistant Secretary
Mr R D Makhubu	-	Publicity Officer

T.U.A.T.A

Mr D M Mphahlele	-	President
Mr L M Taunyane	-	Vice-President
Mr I E Zwane	-	General Secretary
Mr M B Khumalo	-	Editor

5.1.1.2 The operation of the ATASA Bursary Scheme

The operation of the ATASA Bursary Schemes is yet another educational activity that has already been explained in full in the previous chapter. Teachers are fond of asking the stock question - what has the association done for us? An activity such as this one quickly silences the doubting ones and convinces those who are still on the fence. It is a national investment whose fruits are the very bursary holders, who on completion of their studies may qualify as medical practitioners, engineers, lawyers, teachers, nurses etc. This is indeed a prolific living activity of the black teacher's associations in South Africa. It is an activity with educational dividends. It is therefore in pursuance of this ideal, that the following bursary schemes operate:

T.U.A.T.A BURSARY SCHEME

The General Secretary's report to the December 1969 ATASA Conference stated: The T.U.A.T.A introduced a number of bursaries in a positive campaign to combat illiteracy, as well as raise the standard of qualifications of teachers.

(a) PUPILS

- i) Book bursaries: These are intended for the first year of study, and not for a whole course of study; and are awarded as follows:

Distinction Pass in J.C.	= R20 (Twenty rands)
First Class Pass in Matric	= R30 (Thirty rands)

These bursaries are distributed to the bursars by the District Executive concerned.

- ii) Districts have been encouraged to establish their own local bursaries to cater for local needs and circumstances for deserving students both at High and Training Schools.

(b) MEMBERS

- i) The T.U.A.T.A - A.C.A Bursary.

This is for full-time students at University. On completion, the students are required to serve as teachers in any school in the Transvaal for a specified number of years. At the expiry of the contract, the bursar is free to offer his/her services anywhere in the Republic, and in any other capacity.

- ii) The T.U.A.T.A - Damelin Bursary

These are for part-time students pursuing Post-Matriculation studies.

(4.6, December 1969)

Bursary and Scholarship Fund - N.A.T.U 1969

The General Secretary reported as follows to the December 1969 ATASA Conference:

"Eight students were granted bursaries. Four of them were completing their matriculation course and two, their teachers' training courses. The Executive hopes to increase the number of its bursars in 1970".

(4.1, December 1969, p 3)

Bursaries Awarded: O.F.S.A.T.A 1974

The General Secretary reported to the January 1974 ATASA Conference as follows:

Junior Certificate:	6
Matriculation:	2
Primary Teachers' Course:	2

"This year we are launching a bursary campaign aimed at enabling us to send a good number of our teachers who like to improve on their qualifications with a view to supplementing the staggering number of suitably qualified teachers for Post-Primary Schools. Preference will be given to those with a science bias".

(4.1, January 1974)

5.1.1.3 Educational Tours

The ATASA Music Competitions have brought about movement of teachers and pupils from one province to another. Special trains are engaged to take choirs to the competition venue. These trips turn out to be educational excursions for both young and old. The journeys, whether by rail or road, provide sight-seeing and territorial exploration of the unexplored. For instance, pupils and teachers from the Transvaal, on visiting a coastal city, are afforded a rare chance of seeing the sea and the coastal environments. The usually dry, classroom geography immediately becomes meaningful. On seeing the house of Parliament in Cape Town civics, to both the scholar and teacher, becomes a reality. As educational tours are prescribed in the school syllabuses of the Departments of Education, ATASA, through the tours, gives expression and support to the implementation of the ideal. It is not surprising, therefore, that the special trains bound for the ATASA Music competitions are such a thrill. The General Secretary of T.U.A.T.A wrote:

T.U.A.T.A Special 1972

"This year, the T.U.A.T.A Special" is bound for that charming old town, our own mother city, Cape Town. In P.E. we have become quite used to the strong gale of the South Trade Winds. I suppose to remind us of our long forgotten Geography, and having a good view of the Ado Park, world famous for its white elephants".

(1.8, April 1972, p 19)

In support of this one teacher wrote:

LETTER OF APPRECIATION

"Sir

May I express my gratitude to the President of T.U.A.T.A and all members of his executive for giving us, Tuatans, a most wonderful and educative trip after the National Eisteddfod in Cape Town.

I have travelled quite a lot under the T.U.A.T.A Banner, but never have I enjoyed myself as I did this last time.

I am sure I am expressing the views of all Tuatans who went to the National Eisteddfod in Cape Town. Once more a hearty thank you for the wonderful time.

Thank you

ESTHER MATEBESE (mrs)
ORLANDO WEST BRANCH

(1.8, October 1972, p 31)

Some provincial associations organise special educational tours for the members. T.U.A.T.A, in particular, has excelled in this respect. In December 1961 T.U.A.T.A visited the Cape and in December 1974 toured Swaziland. In 1975 Tuatans flew to Malawi on an eight-day educational excursion.

Mr C A R Motsepe, the President of T.U.A.T.A wrote:

"THE CAPE TOUR

A band of 63 members of this association undertook what we might call a pilot tour at the end of 1961. The experience gained on this tour showed beyond question what we miss by not travelling around the world. It also gave your Executive an opportunity of putting its organising ability to a test. Following the success of this tour, more tours will surely be undertaken in the future".

(3.5, June 1962)

Mr C L Mahlaba Chairman of the Cultural Committee reported as follows:

"THE SWAZILAND TOUR AN EXCITING EXPERIENCE FOR TUATANS

The Pre-Christmas tour of Swaziland, arranged by the T.U.A.T.A Cultural Committee was an exciting treat for fifty-four Tuatans who spent three very thrilling and exciting days on tour".

(1.8, February 1975, p 21)

The important fact to remember is, that all these provincial tours were inspired by A.T.A.S.A. The provincial associations were assured of A.T.A.S.A's support and encouragement in this respect.

5.1.2 Social

5.1.2.1 National Eisteddfods

The A.T.A.S.A National Eisteddfod plays a multifarious national role. One of these roles is a social one. The Eisteddfod has become the Social mecca for the black communities. People from various walks of life attend. It is a focal point for social re-unions of old school colleagues, friends and relatives. This activity plays an important role in cementing social ties. Adults, both men and women, attending the competitions dress appropriately to match the felicitous mood of the occasion. It is at these occasions that all kinds of dress-fashions are displayed. The national music festival is to the teachers their national "Durban July handicap". By coincidence, the National Eisteddfod is usually held on the first Saturday of July i.e. on the same day the "Durban July Handicap" is run. The following statements bear testimony of the attraction to this national event:

"The National Eisteddfod has become the most important event of the year in the country. It is no longer a gathering of teachers and children only. The entire population of the African people in the country is involved".

(7.1, December 1969)

"It is now clear that only halls with a sitting capacity of 2,000 or more can accommodate our eisteddfod. For this reason the Association will have to depend on the goodwill of the City Councils for use of their city halls", wrote Mr H H Dlamlenze.

(1.11, June 1965, p 15)

"Interest in the national eisteddfod became so great that there were no halls in the African townships to accommodate the crowds," wrote Mr R L Peteni.

(1.7, 1972, p 8)

"The problem of halls to accommodate our National Eisteddfod has become acute," wrote Mr H H Dlamlenze.

(4.1, October 1965, p 7)

5.1.2.2 Beauty Contests

Beauty Contests also feature as an activity of A.T.A.S.A. The contestants are the teachers. Prior to the national contest the provincial associations hold elimination contests where provincial beauty queens are selected. The provincial beauty queens, namely, Miss CATU, CISKEI, NATU, OFSATA, TUATA and TRANSKEI enter for the national inter-provincial beauty contest run under the auspices of ATASA. The winner of the national beauty contest becomes Miss ATASA of the year. This event is a thrill to the young female teachers who, through this event, are afforded a chance of exhibiting their social assertiveness. Through this, the associations are assured of keeping the young teachers in the fold. A.T.A.S.A's beauty contests are staged during music competitions. Appearing below is a typical Beauty Contest Entry form.

B E A U T Y C O N T E S T

E N T R Y F O R M

REF. NO.
 NAMES
 SURNAME
 ADDRESS
 SCHOOL

HAVE YOU COMPETED BEFORE?

YES/NO

WHEN

- VITAL STATISTICS: i) WAIST
 ii) BREAST
 iii) HIPLINE
 iv) HEIGHT.

(THE ABOVE SECTION TO BE FILLED BY OFFICIALS)

- BASIC REQUIREMENTS: i) HIGH SHOE
 ii) STRAIGHT SKIRT OR DRESS
 iii) A BOOK. (This will be supplied)
 iv) A COIN (cent).

5.1.2.3 Receptions

Customarily, the province where the music competitions are held is the host province. Usually, host provinces express their hospitality by organising welcome receptions in line with the Secretary General's Circular which normally stipulates:

- "The host province should arrange for the following:
- (a) A clergyman to conduct devotions the first day only.
 - (b) A prominent citizen or official to open the ceremony.
 - (c) Programme for a reception the first day".

(7.1, October 1972)

The reception is usually attended by the community including civic leaders. The programme is usually in two parts. The first part comprises speeches and choral music. Part two is dance. Dance is very popular with the younger teachers and has proved to be a successful organising instrument. Well-known dance champions of note are invited to come and exhibit a few demonstrations. The following statements express the mood at these receptions.

"On the evening of the 12th December, the delegates were treated to a lavish dinner arranged by the host

Association at the Johannesburg Station restaurant. Music was provided by the East Rand Adult Male Choir".

(2.1, December 1966)

Mr C L Mahlaba, Chairman of the T.U.A.T.A Cultural Committee remarked:

"Many young teachers always come with the complaint that they are not musicians and so find little interest in the Teachers' Association. This is an old fallacy that should never have been allowed to gain root. Apart from attending to educational and other needs of the teacher, the Association takes care of the culture of the teachers. This aspect is very important to us, if we should develop all round as a nation to stand alongside other nations".

(1.8, October 1972, p 18)

Through the encouragement of A.T.A.S.A new composers of songs have sprung up. It is of significant interest, that churches have taken the tune from the teachers' associations. There are today denominational and inter-denominational music contests. Also interesting is the fact, that conductors of school choirs are usually also conductors of church choirs. The same applies to choristers. In this way, the school and the church are cemented together through music. Hospitals have also followed suit. Music as a cultural activity has penetrated the ranks of teachers' associations, churches and hospitals. Cultural prizes in the form of trophies and diplomas are awarded to the winning choirs. The trophies are donations by well-wishers and patrons of the association. Tabulated below are some of the trophy-donations to A.T.A.S.A:

"Dr Moroka Trophy 1962
 Jacob's Trophy 1962
 Lyons Tea Shield 1962
 Via Africa Trophy 1962
 A.C.A Shield 1963
 A.C.A Trophy 1963
 Juta's Trophy 1963
 C.N.A Trophy 1964
 Rantow Trophy 1964
 A.C.A Golden Trophy 1965
 Damelin Gold Trophy 1965
 Blue Monday Trophy 1967
 G M Pitje Trophy 1968
 Via Africa Publishers Trophy 1968
 Capital College Trophy 1972
 Dandy Polish Trophy 1972
 (1973 National Eisteddfod programme)

5.1.3.2 Acculturation

Of cultural importance also, is the association's policy of prescribing competition songs drawn from the different languages e.g. English, Afrikaans, Xhosa, Zulu, Tswana, Northern Sotho, Venda and Tsonga. This is, of course, in keeping with the association's non-ethnic policy which aims, amongst other things, the interweaving, interspersing and interlocking of the different cultures. In this way, A.T.A.S.A has opened the way for acculturation through music. At first, most of the vernacular songs prescribed were in Xhosa and Southern Sotho as composers in these two languages predominated. The position has, however, changed with the springing up of composers in the other black languages. Appearing on the next page is A.T.A.S.A's typical prescription.

1971 NATIONAL EISTEDDFOD

ADULT CHOIRS "B" SECTION

- (a) Ruri - M M Moerane
- (b) O Taste and See - Sir John Coss.

PRIMARY SCHOOLS

- (a) Kamohelo ya Baete - D M Khunou
- (b) Waar ou Tafelberg se kop - H Thyssen
- (c) In this Hour of Softened
Splendour - Pinsuti.

HIGH SCHOOLS

- (a) Alle Kreature - S P Motuba
- (b) Great is Jehova - F Schubert
- (c) Amagokra O Apollo - B B Myataza.

ADULT "A"

- (a) A.T.A.S.A Yodumo - B B Myataza
- (b) Thanks Be To God - Mendelssohn

5.1.3.3 Cultural Enrichment

Pupils and Teachers attending music competitions hail from various places in South Africa with different cultures. A pupil from, for instance, the Trankei is brought into contact with pupils from Kwa-Zulu, Qwaqwa, Gazankulu, Venda etc. Teachers and pupils are in this way afforded the necessary cultural exposure. The special trains that are usually engaged for travelling to the competitions are of tremendous, cultural enrichment for pupils who have never before travelled over-night by train. For them it is an exciting experience coupled with having to have meals in a dining saloon.



T.U.A.T.A.

SPECIAL

Mr. F. Masemola and the cheerful "Tuata Special" train stewards.



Mr. and Mrs. Makatini, from Dube, sharing a joke and smiling most charmingly a loveable couple.



Mrs. Elizabeth Nkabinde of Pretoria, enjoying her meal alone.



Messrs. H. Kook and J. Paulson, Head Chef and his assistant—tending the pots TUATANS enjoyed the fresh and well-prepared meals immensely.



Messrs. I. E. Zwane (General secretary Tuata) and D. M. Mphahlele (President Tuata)—Nothing serious—The President has a mouthful of the tasty food, and is sporting the beautiful and artistic gold wire badge of the TUATA.

5.1.4 Professional

5.1.4.1 Education Committee

A.T.A.S.A encourages the provincial associations to form Education Committees for the purpose of delving deeply into professional matters. The provincial education committee submit recommendations to A.T.A.S.A in the form of motions. Tabulated below are examples of motions usually send to the mother body:

(a) C.A.T.U'S MOTIONS TO A.T.A.S.A

1. That the teachers who have been contributing to the Cape Teachers' pension fund be allowed to contribute to the New Bantu Education Scheme, either,
 - i) Should be refunded their contributions from the Cape Fund up to the 31st March 1967, or
 - ii) The two be merged together, or
 - iii) The two should run concurrently.
2. That the Minister of Bantu Education be respectfully requested to give more grants for Primary Schools to relieve the pressure of double session in the sub-standards.
3. That the Department be requested:
 - i) To conduct a correspondence course for all teachers in the new Mathematics,
 - ii) To conduct courses of a duration of 3 months - 6 months for teachers teaching Mathematics and that they should be paid their full salaries.
4. That the Department be requested to give assistance in the organisation of libraries as schools have no trained librarians.

5. That in view of the fact, that the type of furniture now being supplied to schools in not quire strong, the Department should consider supplying furniture to schools more often than has been the case in the past.
6. That the Department be asked to increase the supply of gardening and handwork implements to the schools".

(4.3, December 1967)

(b) N.A.T.U'S MOTIONS TO ATASA

1. That in-service courses be provided for Primary School teachers in English and Arithmetic as well as in Science subjects.
2. That a teacher should reach the maximum of his scale in five years.
3. That the practice of double session teaching in the sub-standards be abolished. There should be a teacher for each session even if the classroom is used in turns by different teachers and pupils
4. Principals should be relieved of classroom responsibilities.
5. That the ATASA regulation stipulating that no one choir may sing both official languages under the same conductor should be abolished.
6. That the provinces be supplied with photostat copies of the Music prescribed by A.T.A.S.A for national competitions, so that the provincial Music Organisers may study it and compare it with the copies made for sale, so as to eliminate the waste of time of having to wait for corrections from the National Music Organiser.

7. That the Primary Schools return to the two-term system, with the first term beginning on the first of February and the second term on the first of August. The ten-days holidays should be abolished as they break the continuity of the work.
8. That the Department be asked to publish the information on how the pension scheme operates.
9. That the annual holiday bonus be calculated on $12\frac{1}{2}\%$ of the gross annual salary irrespective of the marital status as it is the case with other state departments.
10. That the Department should speed up the appointment of deputy principals, vice-principals and Senior assistants in African schools.
11. That there should be no disparity in salaries paid to teachers with the same qualifications on the basis of their being employed to teach in either primary or post-primary schools (Vide Bantu Education Journal of November 1970).

(4.4, January 1972)

(c) OFSATA'S MOTION TO A.T.A.S.A

1. That the teachers be entitled to Annual bonuses as it is the case with teachers of other racial groups and clerks of the Bantu Education Department.
2. That the African child be entitled to free and compulsory education.
3. That in view of the fact that many pupils cannot be accommodated in the Bantu Homelands, more secondary

schools be built in urban areas.

4. That the Std VI - Third Class passes be regarded as passes and be allowed to proceed to secondary schools.
5. That White teachers should not be employed by the Bantu Education Department in our schools.
6. That the posts of Roman Catholic School teachers rendering valuable services to the African Community be subsidised by the Department.

(4.5, December 1970)

(d) T.U.A.T.A'S MOTIONS TO A.T.A.S.A

1. That the Department of Bantu Education be requested to introduce training facilities in
 - i) Music up to Junior Certificate,
 - ii) Domestic Science in Matriculation and Post Matriculation.
2. That the practice of employing European Teachers in African State Schools be discouraged.
3. That the money spent by the State on the education of the African child be substantially increased to conform with that paid for other racial groups.
4. That the system of Annual Bonuses for teachers be introduced.
5. That the system of travel Bursaries to enable teachers to study educational systems in other countries be introduced.

6. That the Department of Bantu Education be requested to open vacancies for African Personnel in all its sections e.g. Posts of Administrative organisers, clerical positions at Head Office, Inspectors of Bantu Education.
7. That the Department of Bantu Education be requested to restrain Circuit Inspectors from promoting children at their own discretion, but that a fixed percentage be the unchanging criterion for a pass in the various classes.
8. (a) That the Junior Certificate results be released early enough to allow the children to prepare themselves for entry into the next classes.
(b) That greater care be taken in future before releasing results in order to eliminate faults such as the omission of names of successful candidates, and the Third Class passes being credited to candidates with Second or even First Class passes.
9. That as teachers are Government servants, The Department should raise the status of the teachers and recognise them as civil servants as envisaged by the Public Service Commission, and thereby be entitled to the rights and privileges enjoyed by all civil servants.

(4.6, October 1966, p 5)

At an A.T.A.S.A national conference the provincial motions are discussed and analysed, The discussions and deliberations are usually sublime and of a high standard. The discussions culminate in resolutions. The resolutions are normally two-fold;

those that affect the association itself and those that have to be forwarded to the Department of Education. In this way, A.T.A.S.A has a way of influencing policy. This is a point of significance.

5.1.4.2 Special Education Conferences

A.T.A.S.A also encourages provincial associations to hold special Education Conferences. These are Education Conferences organised and run by the Education Committees. Usually, a theme is selected for this special type of conference. Prominent educationists are invited to read prepared papers and guide discussions. These kind of conferences are invaluable to both the provincial and national body for they provide the guidelines and direction to be followed. T.U.A.T.A appears to play a leading role in this type of venture. In his circular letter, the chairman of the T.U.A.T.A Education Committee commented on the Restructuring of Curricula, and Classification as follows:

"We are all aware of the impending cardinal changes that are to be introduced shortly in our education structure. The committee has deemed it necessary to invite the Deputy-Directory - Mr K B Hartshorne to address conference on this matter. It is obviously a matter of supreme importance to us as we are pillars around which these changes must pivot. It is needless to say that our preparedness and readiness to meet these changes will serve as a shock-absorbing mechanism and contribute towards easing problems necessarily associated with periods of transition. The sooner, therefore, we became consciously involved in the anticipation of these changes and adjustments the better it would be for us all".

(7.3, January 1973)

Interviews with the Department of Education are a perennial activity of the association. As the teachers' mouth-piece, the association has to play this role. The effect and impact of interviews and memoranda will be dealt with in the next chapters.

5.2 SPECIFIC PROJECTS OF A.T.A.S.A

5.2.1 With Provincial Departments of Education

Dealings with Provincial Departments of Education lasted up to the time of the implementation of Bantu Education in 1954 (Act No. 47 of 1953) which brought about an umbrella system of education for the blacks in South Africa. The Provincial Departments of Education thus ceased to control black education. During the period 1921 to 1954 the provincial associations played a significant role. Each provincial association had to attend to all matters educational within the confines of the province concerned. The National Body at that time, the Federal Council of African Teachers' Association, played a secondary role. The national body merely gave general guidance to the provincial associations. Interviews at provincial level were the concern of provincial associations. The national body therefore succeeded in giving the provincial associations moral support.

It should be clear, therefore, that A.T.A.S.A no longer deals with Provincial Departments of Education.

5.2.2 With the Central Department of Education

5.2.2.1 Advisory Council

In terms of the Bantu Education Act of 1953, which has been replaced by the Education and Training Act No. 90 of 1979, A.T.A.S.A is entitled to two representatives on the Advisory Council. The Advisory Council is established for the sole purpose of advising the Honourable the Minister of Education and Training on educational matters.

Section 4(2) stipulates:

"The Council shall advise the Minister in regard to the general policy that be pursued in connection with education..."

(11.15)

The Advisory Council comprises 24 members broken down as follows:

NUMBER	SECTION REPRESENTED
9	Regional Sub-committees
3	Independent States
6	Self-Governing Territories. (Ciskei, Gazankulu, Ka-Ngwana, Kwa-Ndebele, Kwa-Zulu, Lebowa)
2	Teachers' Association
1	Federation of Inspectors
3	Universities

A typical example of some of the matters commonly referred to the Advisory Council by the Honourable the Minister of Education and Training are as indicated in the following agenda:

1. Opening devotion.
2. Apologies.
3. Chairman's Remarks.
4. Business.
- 4.1 Teacher training programme in evolution.
- 4.2 Administration of School Sports.
- 4.3 Trade and Vocation Schools in White areas.
- 4.4 Ethnicity in Black Universities.
- 4.5 Open White Universities.
- 4.6 Family Planning.
- 4.7 Ethnic School Boards.

- 4.8 Medical training.
- 4.9 Higher Primary Examination.
- 4.10 Governing Councils.
- 4.11 New Salary Scales for teachers.
- 4.12 Comparative Analysis of new salary scales.
- 4.13 Non-ethnic secondary schools.
- 4.14 Policy matters.
- 4.15 Private candidates.

(Council meeting: 19 - 21 September 1978)

From the above wide scope of matters presented to the Advisory Council for consideration, it appears evident that there is in operation a machinery for consultation with the teachers' association body at a high statutory level. This should serve as sufficient proof that A.T.A.S.A is officially recognised by the Department of Education and Training. The composition of the Advisory Council includes personalities of all shades of educational experience such as University lecturers.

A point of note also, is the fact that all members of the Advisory Council are black. The black people are, therefore, through this exercise, afforded a chance of influencing high-level ministerial decisions.

Mr A J Mwelase, President of N.A.T.U, in appreciation of this wrote:

"We greatly appreciate the establishment of an advisory council on Bantu Education which is in keeping with our requests in the past that there should be closest consultation between the Department and the African people on matters of education policy".

(1.11, 1965, p 4)

The Advisory Council established in terms of the Black Education Act No. 47 of 1953 is replaced by the Council for Education and Training established in terms of section 4(6).

(13.3, June 1979)

5.2.2.2 Questionnaires

Teacher opinion is also elicited through questionnaires. The questionnaires are used to gauge and assess the general feeling of the teaching fraternity on particular burning issues. A.T.A.S.A, on receipt of the questionnaires, disseminates same to member - provincial associations for attention. The provincial associations will study and complete the questionnaire and return same to the national body. The National Body will study the provincial submissions and compile a composite opinionnaire in the name of A.T.A.S.A which will be representative opinion of all the Black teachers in South Africa.

This is yet another mode of consultation between the Department of Education and the teachers' association. A wider range of people is consulted in this way. Appearing below is a typical questionnaire and some responses:

QUESTIONNAIRE

MEDIA OF INSTRUCTION IN BANTU SECONDARY SCHOOLS

SECTION A

1. Who should decide the medium of instruction at this stage?
2. What medium (or media) would you recommend? (This refers to the 4 content subjects).
3. What are your views on dual concurrent media (English/Afrikaans)? (The present policy is one of Afrikaans medium for 2 content subjects and English for the other two content subjects - in

- order to effect equality of treatment of both the present official languages).
4. In view of the possibility of some of the Bantu languages becoming the third official languages in the growing homelands, do you think time has come for mother tongue as medium of instruction at the Junior Certificate level as is the case at the Primary school level?
 5. Is or can bilingual teaching be effective? Support your answer with facts and figures.
 6. What role should the Universities play in the problem of media of instruction at the secondary school level?
 7. What effect would your choice of medium under 2 above have on university teacher training courses? (In other words, would they react favourably to it?)

SECTION B (General)

8. What medium does ultimate independence of a Bantu national group in a Republic with already two official languages (white) imply? What preparations can be made to meet this situation?
9. Would the establishment of national bureau of literature and culture, the charing of language committees by Bantu and appointment of Bantu subject advisers up to Matriculation, alter your recommendations above?
10. Which do you think is more vital to this problem: Proficiency of
 - (a) the child
 - (b) the teacher, in the medium selected?
11. Where the child is equally proficient in both English and Afrikaans, who should determine the medium (the child) the parent, the principal or the department of education?)
12. What should be the medium for teaching (a) Latin (b) Religious Education (c) Music (d) Physical and Health Education (e) Social Studies?

13. What or who should determine the medium of instruction for handicapped children (the parent, child, principal or department)?
14. Where the child is weak in both English or Afrikaans, who should determine the medium of instruction (the parent, the child, the principal or department)?
15. Give educational reasons for change of medium at any stage before Junior Certificate? At what level should there be change?
16. What do you think of a proficiency test for teachers to qualify to teach in any language medium?
17. Following your answer to 16 above, what % number of the staff at any school would you recommend as adequate to be allowed to handle 4 subjects in any medium to warrant its use as medium of instruction at that school?
18. Should schools apply (for choice of medium) to the Department? If so, should the choice of medium be per school, per board, per circuit, per territorial authority or ultimate state?
19. What % examination score by a pupil in a language would you recommend as warranting the use of a language as a medium of instruction? What medium score by a large group of pupils would you suggest in a language that can be used as a medium of instruction?
20. Have you any suggestion to make on this matter of media of instruction at the secondary and higher levels of education?

G.L Kekana

General Secretary:
Advisory Board for
Bantu Education March,
1971.

By order: Executive Committee,
PRETORIA.

GLK/PB.

SOME OF A.T.A.S.A'S ANSWERS TO THE QUESTIONNAIRE

SECTION A

1. Reply:

The choice of the medium is the right and duty of the community. Public institutions are adequate for the purpose of ascertaining those wishes. In terms of state policy, the Bantu Authorities are the rightful authorities for consultation. It seems, therefore, logical and right that the Bantu Authorities should be allowed to decide on the medium of instruction at any level of education in schools within their territories.

2. Reply:

English is recommended as medium of instruction.

3. Reply:

A.T.A.S.A believes that this policy is wrong.

4. Reply:

A.T.A.S.A believes that mother-tongue instruction should not be practised in Bantu Schools at any level higher than Std II.

5. Reply:

Dual medium is less effective than single medium. Compare scholarstic results of Coloured, Indian, and White pupils who enjoy single medium teaching at Post-primary school level.

(4.1, January 1972)

Some of the above answers seem to have influenced the Homeland Governments and even the Department of Education and Training in arriving at decisions. For instance, with regard to the medium of instruction in the schools, the following examples testify this.

The Department of Education and Training in accordance with Article 3(b) of Act No. 90 of 1979 provides that:

"..... the wishes of the parents shall be taken into consideration in the application of this principle after Standard 2, and also in the choice of one of the official languages as the medium of instruction where the mother-tongue cannot be used as the medium of instruction after Standard 2".

The Lebowa Departmental Circular No. 10/75 of 26 June 1975 states:

"The Lebowa Government decided at its session of Parliament, that English should be used as medium of instruction in all subjects (except the languages) in all classes above standard III".

5.2.2.3 Examination Board

In terms of section 35(3) of the Education and Training Act No. 90 of 1979, A.T.A.S.A is entitled to one representative on the Examination Board. The broad duties of this Board are to attend to all matters pertaining to examinations and to co-ordinate the work of the various subjects committees. The Board consists of 36 members made up as follows:

NUMBER	SECTION REPRESENTED
10	Head Office
7	Regional Directors
8	Homeland Departments of Education. (Bophuthatswana, Ciskei, Gazankulu, Kwa-Ndebele, Ka-Ngwana, Kwa-Zulu, Lebowa, Venda).

1	A.T.A.S.A.
1	Inspectors' Association.
1	Advisory Council.
1	Department of Indian Affairs.
1	White Inspectorate.
1	Joint Matriculation Board.
1	University of the North.
1	University of Zululand.
1	White Teachers' Association.
1	University of South Africa.
1	University of Fort Hare.

From the above analysis, the composition of the Board appears to have been well-thought out. The members are drawn from a fairly wide spectrum of educationists who are in daily contact with the various systems of education in South Africa. It is in this set-up that A.T.A.S.A also plays a role. It appears only the best can be expected from a body that is composed in this way. It seems there can be no fear of lowering standards. A variety of matters are considered by the Board as evidenced by the following typical agenda:

1. Opening.
2. Minutes of the previous meeting.
3. Matters arising from the minutes:
 - 3.1 Specialist courses for teachers.
 - 3.1.1 Music
 - 3.1.2 Book Education.
 - 3.2 Reduced examination structures
 - 3.2.1 Secondary and Technical (Stds 6 and 7).
 - 3.3 Trade Technical course.
 - 3.4 Introduction of Music as subject in Stds 9 and 10.
 - 3.5 Admission requirements: Technical Colleges/Institutes.
 - 3.6 Junior Primary and Junior Primary Teachers' Courses.

4. NEW MATTERS:
 - 4.1 Standards 6 - 10.
 - 4.1.1 Amendments to the syllabuses for General/Physical Science.
 - 4.2 Teacher Training.
 - 4.2.1 Further training of teachers.
 - 4.2.2 J.S.T.C.: Introduction of Agriculture as specialist subject in the Second Year.
 - 4.2.3 J.S.T.C (academic).
 - 4.2.4 Diploma in Special Education: Structure.
5. Examination Statistics.
6. General.

(Board Meeting: 30 September 1980)

It will, therefore, be realised that A.T.A.S.A is involved in the planning of examinations at a very high level. The association has, therefore, a chance of influencing very important decisions pertaining to examinations. Through the influence of A.T.A.S.A, some black teachers serve on subject committees for subjects such as Mathematics, English, Social Studies etc. The Subject Committees work in close collaboration with the Examination Board. This breakthrough is an achievement for A.T.A.S.A as hitherto no black teacher served on these subject committees other than on committees established for African languages. Subject committees send recommendations to the Board.

The following submissions by subject committees for consideration by the Board at its meeting of the 6 May 1981 may serve as example:

"STD X PRACTICAL AGRICULTURE

Examination Structure

The subject Committee for Agriculture recommends the following changes to the present examination structure of the Std 10 Practical Agriculture:

Section A (Soil Science and Planning)

One question counting 50 marks 50

Section B (Cultivation of crops)

Three questions, each counting 50 marks, will be set, one on both crops and one of the three crops. Two questions must be answered 100

Section C (Animal Husbandry)

Three questions, one on each of the three animal groups will be set, each question counting 50 marks. Two questions must be answered 100

Section D (Farm Mechanics)

Two questions each counting 50 marks of which one should be answered 50

TOTAL 300

Note:

The present examination structure is as follows: The sub-divisions of the written examination and mark allocation to each section should be set out as follows:

Section A (Soil Science and Planning)

Two questions each counting 25 marks of which one should be answered 25

Section B (Cultivation of crops)

Three questions each counting 25 marks set on each of the three crops chosen of which two questions should be answered on each crop 100

Section C (Animal Husbandary)

Three question each counting 25 marks set on each of the two animal groups chosen of which two questions should be answered on each animal group 100

Section D (Farm Mechanics)

Four questions each counting 25 of which three should be answered

	<u>75</u>	
TOTAL	<u>300</u>	".

"SAAMSTELLING VAN SILLABUS: METAALWERK ST. 6 - 8.

Aanbeveling

Daar word aanbeveel dat die beginsel wat reeds by Houtwerk van toepassing is, teweete een sillabus wat gevolg word by sekondêre skole sowel as tegniese sentrums ook by Metaalwerk van toepassing moet wees.

Motivering

1. Hierdeur word tegniese sentrums as verlengstuk van sekondêre skole bekragtig.
2. Die bestaande Metaalwerksillabus vir tegniese sentrums vir St. 6, 7 en 8 is krities vergelyk met die kernsillabus en ander Provinsiale sillabusse vir Metaalwerk en daar is bevind dat dit struktureel ooreenkom voldoen aan die vereistes van die kern sillabus.
3. Verder is bevind dat hierdie sillabus ook 'n aansluiting bied by die sillabus vir St 9 en 10 wat reeds goedgekeur is".

5.2.2.4 Memoranda and Deputations

Contact with the Central Department of Education is at times in the form of deputations. The Association's deputation usually comprises the

executive committee and the presidents of the provincial associations. The Department of Education is normally represented by the Secretary and four or five other senior Head Office officials.

(1.11, January 1972)

The interviews are held at the Head Office of the Department of Education in Pretoria. The association normally prepares a memorandum on points to be raised. The memorandum becomes the agenda for the day. The memorandum is forwarded to the Department sometime before the interview takes place. Written answers to the memorandum are provided by the Department of Education. The Departmental answers are sent to the provincial associations by A.T.A.S.A for noting and study. A typical A.T.A.S.A memorandum appears below:

"MEMORANDUM SUBMITTED TO THE SECRETARY FOR BANTU EDUCATION, PRETORIA, ON THE 22ND MARCH, 1968.

A SALARIES AND PENSIONS

1. The African Teachers' Association of South Africa has noted, with much appreciation, the introduction of a pension scheme for teachers, and requests the Secretary to convey these sentiments to the Honourable the Minister of Bantu Education.
2. The Association, however, notes that the Department deducts pension contributions from the salaries of temporarily employed teachers. The Association would welcome an explanation of this, since persons in permanent employment usually contribute to a pension fund.
3. A large measure of anxiety exists among the teachers who are contributing to the pension scheme because up to now, the regulations governing the scheme have not been made available to them.
4. Although not all the recommendations put forward by this

Association have been accepted in the new salary scales introduced on 1st April, 1967, the Association wishes to express its appreciation of the improvements.

The Association trusts that this is the beginning of a system whereby the salaries of teachers will be reviewed from time to time in order to meet the continually rising cost of living.

5. The Association is, however, gravely concerned that the starting salaries in the new scales are lower than those recommended to the Department in its memorandum in 1966.

Students who have the qualifications for entering teacher training colleges will continue to be attracted to other fields of employment which offer higher commencing salaries than the profession. As long as the commencing salaries in the teaching profession continue to compare so unfavourably with starting salaries elsewhere, too many recruits of poor calibre are likely to enter our training colleges, and many students trained at our colleges at great expense to the State will continue to leave the teaching profession before rendering service to it.

B FINANCING OF BANTU EDUCATION

1. Whereas the African population of the Republic increased from \pm million in 1955 to \pm million in 1966, an increase of \pm 30%;
2. Whereas, the total earnings of African workers have correspondingly increased as evidenced by the increased revenue from \pm R6 million in 1958 to \pm R9 million in 1966;
3. And whereas the R13 million contributed to the Bantu Education Account from General Revenue represented approximately 2,6% of total expenditure in 1955 and 1,2% in 1966.

This association is of the opinion that the drop in the percentage of total expenditure contributed to Bantu Education from General Revenue cannot be justified particularly in view of the fact that the increased number of Africans employed today make an increased contribution to general revenue by way of indirect taxation.

4. Further, many more Africans pay Income Tax, and thus contribute to General Revenue.
5. In view of all the foregoing and in view of the critical need for further development in Bantu Education in all directions, the Association urges the Honourable the Minister of Bantu Education to recommend to the Cabinet a new formula for financing Bantu Education - a formula designed to meet the needs of an expanding educational programme.
6. The Association feels that such an increase, together with the increased amount available to Bantu Education from Bantu Taxation, would enable the Department to meet in increasing measure, the needs arising from the vastly increased school population, and to assume responsibility for paying the salaries of the 3,500 teachers at present privately paid by parents who, in addition to their contribution to direct and indirect taxation, purchase school books, pay school fees, development and building fees as well as sports fees.

C UNEMPLOYMENT INSURANCE BENEFITS

The Association requests the Secretary to clarify it with regard to:

1. The circumstances under which a teacher is regarded as being unemployed;
2. The benefits available to a teacher who has been contributing to the unemployment insurance fund and subsequently loses his job;

3. The procedure such teacher should follow in order to obtain unemployment benefits.

D CONDITIONS OF SERVICE FOR FARM SCHOOL TEACHERS

1. The Association is concerned about the difference in the conditions of service for teachers in farm schools and those for teachers in community schools, and also about the difference in the classification of farm schools and community schools.
2. The Association recommends that teachers in farm schools should enjoy the same status as teachers in community schools, especially in regard to remuneration and other privileges accorded teachers in community schools.

E MARRIED WOMEN TEACHERS

1. In view of the instability of the services of young women teachers, a large number of whom resign after a short period of service in order to take up posts with more lucrative remuneration, and
2. In view of the fact that when they marry, young women teachers are obliged to resign their posts, thereby further aggravating the position, the Association strongly recommends that married women teachers be appointed on a permanent basis.

3. INFLUX CONTROL

The Association notes with deep concern the inconvenience caused to teachers and pupils by the application of influx control regulations, and wishes to recommend that teachers accepting posts in urban areas be exempted from the application of such regulations.

The Association further recommends the relaxation of the application of influx control measures to pupils who cannot gain admission to boarding schools but are able to gain admission to urban schools.

G STANDARD SIX EXAMINATION

The Association is unhappy about the present system of examination and promotion of Standard Six candidates, and recommends that the only criterion for passing or failing a candidate should be the actual performance of the candidate in the examination, to the exclusion of other factors or considerations.

H H DLAMLENZE
SECRETARY-GENERAL

5.2.2.5 Medium of instruction

The Department of Education does at times, consult the association on certain fundamental matters where it is absolutely necessary to tap teacher-opinion. This is one instance that proves the close-working-together between the association and the Department of Education. It is also a declaration of a vote of confidence of the Department in the association. When the Department of Education grappled with the problem of finding a suitable medium of instruction in the schools A.T.A.S.A's opinion was officially sought. Reference to this has already been made in this study.

As the medium of instruction problem was the burning issue of the day, provincial associations also became involved. Hence, some provincial associations organised special education conferences to discuss the matter. T.U.A.T.A played a leading role in this respect. A special one-day conference of T.U.A.T.A was held on the 22 September 1962 in Mamelodi, Pretoria. Leading personalities in the field of education were invited to read papers. Among them were educationists such as

Dr H J van Zyl, Secretary for Education; Mr R R Tunmer of the University of the Witwatersrand, Dr M J Madiba, Sub-Inspector of Bantu Education, Potgietersrus; Mr J W Macquarie of the University of Natal; Mr J V Smit, Rector of the Durban Teachers' Training College. The following extracts came from some of the papers read. Dr H J van Zyl, Secretary for Bantu Education pointed out:

"Should mother tongue instruction in Bantu Primary Schools be abandoned we shall be faced with another problem and that is, which of the two official languages will be introduced as medium. I anticipate that it will have to be the medium used by the majority of White and Coloured children in a particular province. In the Transvaal, the province which concerns us, the ratio for Whites only is 70% Afrikaans speaking and 30% English. The Cape Province 66% Afrikaans and 34% English. The O.F.S 87% Afrikaans and 13% English. Natal 75% English and 25% Afrikaans".

(1.8, December 1962, p 6)

Mr J V Smit, Principal Durban Teachers' Training College wrote:

"I found myself momentarily at a loss to appreciate the necessity for talking to Educationist about mother-tongue as a medium of instruction. Perhaps the fact that the principle is so universally accepted, made me wonder why we should still debate the desirability or otherwise of mother-tongue medium".

(1.8, December 1962, p 10)

Mr J W Macquarie, Senior Lecturer in Education, University of Natal said:

"These facts and the plain recognition that South Africa is one country with a diverse policy but with a common heritage and with a problem suggest a need for a common language or at the most, possibly two common languages".

(1.8, December 1962, p 23)

Mr J S Khumalo, Editor of T.U.A.T.A commented:

"Speakers supporting instruction in the mother-tongue were Mr J V Smit, Rector of the Durban College of Education and Mr M J Madiba, Sub-Inspector of Bantu Education".

(1.8, December 1962, p 30)

After all papers had been read and after a protracted discussion conference at the end resolved:

"This Conference of the Transvaal African Teachers' Association meeting at Mamelodi on the 22nd September 1962 called in collaboration with the Department of Bantu Education, especially to study the burning issue of mother-tongue medium of instruction in African Schools feels that, whereas the use of a pupil's mother-tongue is a sound educational principle; whereas the teachers have lent their co-operation to the use of mother-tongue instruction, although basically opposed to it; whereas the Government Policy is to use mother-tongue instruction throughout our educational system;

and having listened to experts speaking on both sides of the question, re-affirms its opposition to the use of mother-tongue beyond Standard II in the plural language setting such as obtains in our land and advocates the use of an official language for instruction after Standard TWO".

(1.8, December 1962, p 27)

5.2.2.6 The new Education Bill - 1979

Of importance also, was consultation of the association by the Department of Education in 1979 on the new Education Bill that was to replace the Bantu Education Act. The press reported as follows on the matter:

"TEACHERS DEBATE"

By Mike Louw

"The African Teachers' Association of South Africa (ATASA) will discuss the new Education and Training Draft Bill at its three-day annual conference to be held at the Elangeni Hotel, Durban.

The conference will start next Tuesday, and end on Wednesday. Mr H H Dlamlenze, secretary-general of ATASA, yesterday said his organisation would discuss the Education and Training Draft Bill at the conference. Recommendations on the Bill would later be submitted to the Department. Mr Dlamlenze said the theme of the conference would be "Education and Development". The conference would be officially opened by the Chief Minister of Kwa-Zulu, Chief Gatsha Buthelezi on Wednesday. Reports of conference held last year by the secretaries of African and the World Conference of Teachers will be read at A.T.A.S.A conference".

(9.2, January 1979)

The Association then submitted recommendations which brought about, for example: change of name from Bantu Education to Education and Training; the abolition of the School board system; the building of schools by the state and the introduction of compulsory Education in certain areas.

The press-article by Patrick Laurence, quoted below, gives the gist of ATASA's recommendations on the new Education Bill. He said that the influential African Teachers' Association of South Africa (ATASA) has drawn up its own draft bill for black education and submitted it to the Department of Education and Training.

ATASA's draft bill of more than 40 pages is its response on an invitation from the department for comment on the official draft bill published in the Government Gazette late last year.

ATASA, which represents 21 000 black teachers throughout South Africa, differs from the more radically-inclined Soweto Teachers Action Committee in one important aspect: it accepts the concept of a separate department of education for blacks as an interim measure at least.

The ATASA draft bill provides for the creation of a "department of state, to be known as the Department of Education and Training, which shall be the same as that (presently) existing".

ATASA, however, seeks to introduce major changes in black education, including compulsory education for all black children between the ages of six and sixteen.

Where the department's draft bill has a provision empowering the Minister to make education compulsory in selected areas or for defined pupils, Atasa's seeks to make compulsory education universal and automatic.

ATASA's bill provides for compulsory enrolment of children at schools by their parents, who are then held responsible for ensuring that their children attend school.

Punishment for erring parents is a fine of up to R10 or one month imprisonment on a first offence and R40 or two months on subsequent offence. Provision is made for the appointment of attendance inspectors.

The bill has a further measure to discourage non-attendance: no person may employ a black child of school-going age during school hours unless he has special permission to do so.

Parents or guardians who allow their children to be employed during school hours face punishment of a fine of R100 or imprisonment for six months or both.

On the all-important question of medium of instruction Mr P Laurence said:

"Atasa accepts the "universally accepted educational principle" of instruction through the mother tongue, with two important provisos:

- i) That it be compulsory only to the end of standard two (the department's draft bill makes it compulsory to the end standard four).
- ii) That when the switch is made to instruction through the official language, it should be to English or Afrikaans and not both.

Atasa is the 31st organisation or person to have submitted comment to the department on the official draft bill at the invitation of the Secretary for Training and Education, Mr G J Rousseau.

Among the organisations to have done so earlier are the Institute of Race Relations (which has recommended the education department for all South Africa's peoples) and the Transvaal United African Teachers' Association.

The various recommendations are being processed for presentation to the new Minister of Training and Education, Mr Punt Janson, who will take them into account before presenting a bill to Parliament in the coming session".

(RAND DAILY MAIL EXTRA, 17-1-1979)

Mr G T Rosseau, the Secretary for Education, is quoted as follows in confirmation of the influence the ATASA recommendations had on the Bill:

"The Bill, he said, compared favourably with the recommendations sent in by the African Teachers' Association of South Africa (ATASA)".

(9.3, June 1979)

5.2.3 With Regional/Territorial Bodies

The regional or provincial associations as constituent parts of the national body are its eyes, ears and mouth-piece at regional level. Observations, suggestions and recommendations by the regional bodies reach the national body in the form of motions. At times ATASA reacts to these in the form of assignments.

The assignments may constitute projects entailing research or fact-finding operations by the regions. This point was alluded to in 5.2.1 of this study dealing with the projects of ATASA with the provincial Departments of Education. Assignments to the regional bodies are usually of the following nature:

DRAFT CONSTITUTION

"Please study the constitution carefully and whatever amendments you should like to make, let me have these not later than 1st August, 1965".

(7.1, January 1965)

GOLDEN JUBILEE CELEBRATIONS

"The provincial associations will be required to commemorate the occasion so as to make the ATASA celebrations the climax to a series of celebrations at lowey levels".

(7.1, January 1970)

5.2.4 With Sister Associations in South Africa

The sister Federal Teachers' Associations in South Africa are the South African Federation of Teachers' Associations (S.A.F.T.A.) which embraces the coloured and Indian teachers' associations, the Union of Teachers' Associations of South Africa which is comprised of coloured teachers' associations and the Federal Council of Teachers' Associations (F.C.T.A.), to which the white teachers' associations, such as the Transvaal Teachers' Association (T.T.A.) Die Onderwysersvereniging, are affiliated. Very little progress, if any, has been made towards establishing a close working-together between ATASA and the sister federal associations. Attempts were made as early as 1961 to induce ATASA and SAFTA to co-operate. This venture did not go very far, other than a feeble exchange of platforms at conference level. Beyond this point, nothing else has been achieved. It appears the greatest setback is the fact, that these organisations serve different Departments of Education, Mr J S G Strauss, the

General Secretary of U.T.A.S.A., put it this way:

"Education in South Africa does not fall under one controlling body but instead the various racial groups have their own systems of control. Thus the control of Coloured Education falls under the Administration of Coloured Affairs. Because the control of education is so diversified, the teacher organisations follow the same pattern".

(1.8, April 1980, p 18)

ATASA serves the Department of Education and Training, the Transkei Department of Education, the Ciskei Department of Education, the Venda Department of Education, the Bophuthatswana Department of Education, the Lebowa Department of Education, the Gazankulu Department of Education, the Kwa-Zulu Department of Education, the Kwa-Ndebele Department of Education and the Ka-Ngwane Department of Education. U.T.A.S.A. serves and has dealings with the Department of Coloured Education. The F.C.T.A. has, on the contrary, dealings with the white Departments of Education in the Cape, Natal, Orange Free State and the Transvaal. It seems this is one of the problems of bringing about greater co-operation of the federal bodies. What is, however, evident is a desire to help one another. At this point in time, manoeuvres in this direction have not been very successful.

5.2.5 Evaluation of the Activities and Projects of ATASA

The period from 1962 stands out clearly as the period that decidedly put ATASA on the map. It is from the activities and projects of ATASA since 1962, that it is clear whither ATASA is going. The music competitions, as already exhaustively discussed in 5.12.1 of this study, are all-embracing. They provide educational, social cultural and professional warmth necessary to make an organisation tick. The music competitions are truly an umbrella-activity which spells out ATASA's aspirations, namely,

the unity of black teachers throughout the country. But not withstanding this, there are hard nuts to crack in the profession, particularly the younger graduating teachers emerging from the Universities. They are not impressed with teachers' organisations. These dissident young teachers maintain that teachers' organisations are irrelevant, stereotyped and belong to the past. They regard music competitions as a sheer waste of time, money and energy. Teachers' associations have to devise ways of counteracting this negative attitude. This is not, by any means, an easy task. National projects undertaken jointly by ATASA and several agencies are an asset towards nation-building. ATASA has since 1962, by constant representation of the teachers' demands to the education authorities, improved the lot of the teacher as shown by the introduction of the Pension Scheme in 1967, the payment of Holiday Bonuses in 1970, and the improvement of Leave Facilities in 1974. It should be noted that ATASA achieves all these through dialogue and diplomacy. The Secretary for Bantu Education, Dr H J Van Zyl wrote:

"As Secretary of the Department it gives me great pleasure to express my appreciation for what ATASA has done for the happiness and contentment of our teachers".

(1.4, 1971, p 10)

CHAPTER 6

FURTHER DEVELOPMENT OF A.T.A.S.A

6.1 AFRICAN CONTACTS

In paragraph 5.2.4 of this study it was pointed out that contact between ATASA and the other sister Federal Teachers' Organisations was insignificant. ATASA has, therefore, still to surmount this hurdle thus, contact outside South Africa and, in particular, with teachers' organisations on the African continent has been a problem. However, individual teachers have since the early fifties sought employment in countries in Africa. The period following the introduction of Bantu Education in 1953, saw quite a fair number of black teachers leave South Africa for employment in countries such as Lesotho, Botswana, Ghana, Swaziland, Zambia Nigeria and Kenya. But since the affiliation of ATASA to the World Body (W.C.O.T.P) in 1974, the position has changed as ATASA keeps contact with teachers of the African Region of the W.C.O.P.T. For instance, the W.C.O.P.T organised the following African Regional Conferences in May 1960 in Kampala, in June 1961 in Sierra Leone, in September 1974 in Blantyre and in December 1979 in Mauritius.

(4.1, 1960, 1961, 1974, 1979)

6.2 OVERSEAS CONTACTS

As is the case in Africa, ATASA's earlier contacts with overseas teachers was at the ordinary individual-teacher level. These were individual black teachers of ATASA who found employment abroad. In most cases they found teaching posts in Africa and later on moved to countries outside Africa. The countries to which most of the teachers landed were the United Kingdom, the U.S.A and Canada.

(1.7, 1972, p 4)

An informal contact was, however, established in 1967 when ATASA sent its president to the W.C.O.P.T conference in Vancouver, Canada, from 2 - 9 August 1967. The president, Mr C N Lekalake, attended as an observer. Appearing below is an extract from the President's report on the Vancouver Conference.

REPORT ON THE VANCOUVER CONFERENCE

"(a) Welcome to Toronto

On transit to Vancouver, all delegates had to touch down at one or another of the big cities in Canada, i.e., Montreal, Toronto and Ottawa at each of which the local branch of the C.T.F had arranged to entertain the delegates. At Toronto I met three delegates from Jamaica and two from Australia. We stayed at Arms Hotel.

We spent a week on sight-seeing. The local teachers took us to the Niagara Falls where we spent a day. On our way to Niagara Falls, we were taken to the Main Ford Factory after which we were taken to some Fruit Farms of Ontario. We left Toronto on Monday morning in a C.P.A to arrive at Vancouver the same afternoon. At Winnipeg, we were joined by delegates from West Indies.

- (b) On arrival at Vancouver, we observed that the whole city was full of "WELCOME TO THE WORLD TEACHERS" banners. All along the route these banners were displayed.
- (c) Receptions! We had four receptions and dinners given by the Central Government of Canada, the Province of British Columbia, the City Council of Vancouver and the C.T.F. Most delegates were accommodated at Hotel Vancouver at R14.90.

(d) Opening of Conference

At 10 a.m. August 2nd, Conference, was officially opened by the Queen's representative in British Columbia. Welcome addresses were read by Representatives of the Federal Government, C.T.F. and the City Council. A document declaring that week "Education Week" in honour of a W.C.O.T.P conference was handed to the President by a member of the Cabinet of the Central Government. This was followed by the Presidential address by Sir Ronald Gould. His address was based on Self Government by the teacher: that teachers, like doctors and lawyers, are professional men and can look after themselves better than any Government Authority or Department. He emphasised, however, that this right that will take a long time to realise throughout the world, demanded from the teacher a high standard of scholarship, dedication and sacrifice. To a large extent he said the year 1966 had been a year of great achievement in this connection, in that, U.N.E.S.C.O had accepted the documents prescribing the general conditions for the recognition of the teachers and recommended this to the Governments throughout the world. Several Governments had passed special legislation implementing this declaration or part of it".

(4.1, December 1967, p 5)

6.3 AFFILIATION WITH THE INTERNATIONAL/WORLD ASSOCIATION OF TEACHERS

It was no easy matter for ATASA to decide joining the world body. The following illustrates this:

"On his return Mr Lekalake gave a detailed report of the world assembly to the Cape Town conference of ATASA in December 1967, which was asked to decide on the issue of affiliation to W.C.O.T.P. Conference decided to exercise caution on this matter. The issue of affiliation was therefore postponed until circumstances on the home front became more favourable".

(4.1, December 1968)

Protracted talks and debates over the merits and demerits of affiliating to the W.C.O.T.P ensued. ATASA had to conform to certain demands and prerequisites by the world body. The Secretary General remarked as follows:

"The assessment of membership dues is based on individual members of the association. At the moment it stands at one Austrian Shilling. From 1975 it will be increased by 50%. It means that our association will have to make immediate adjustments to meet this obligation. Your delegation promised to forward R2 000 for 1974 membership by January, 1974. This undertaking was demanded to show that we are worthy of our membership".

(4.1, December 1974)

Having satisfied these conditons, ATASA was officially accepted as a member of the world body in 1974. The affiliation of ATASA to the world body is significant. The image, status and stature of ATASA is enhanced. The national body is today international. Its outlook and aspirations are bound to change and be influenced. The recognition has some implications. In this regard, the President of ATASA, Mr C N Lekalake addressed the ATASA December 1975 conference in the following strain:

"The enthusiasm with which we have been admitted by both the Executive and the assembly of W.C.O.T.P expects us to play a leading role in the Southern Africa Region.

Another important matter resulting from this is, ATASA's correspondence and relations have multiplied. The relations with W.C.O.T.P have opened more relations. W.C.O.T.P organises Regional Seminars where individual member associations will establish relations with fellow W.C.O.T.P members. Interchange of speakers and programmes has come. Obviously, the re-organisation of offices and the financing of ATASA has become urgent. We dare not therefore fail the world that has happily welcomed us".

(3.1, 1975)

The President of W.C.O.T.P, Mr Wilhelm Ebert addressing the Lagos conference in August said:

"You are representatives at an international conference and know your responsibilities. You have the opportunity in the days ahead of profiting from the enormous pool of resources gathered at hand - the unsurpassed experiences of both individuals familiar with the harshest conditions imaginable as well as experts versed in the wonders of technology. I advise you to listen with discretion, speak with care and act with wisdom".

(1.8, October 1977, p 4)

In compliance with the demands of the world body, ATASA is expected to be involved in projects of the world body. One of these is to

send representatives to the W.C.O.T.P conferences. The W.C.O.T.P conferences are in two categories. There are regional as well as inter-regional conferences. As ATASA is a teachers' organisation in Africa, it automatically falls under the Africa Region. In this regard the Secretary General, Mr H H Dlamlenze, reported:

"The World Confederation has now connected us with the Regional Office of Africa in Accra".

(4.1, December 1966, p 3)

ATASA does send representatives to these regional conferences. At the W.C.O.T.P conference held in Malawi from the 19 - 29 September 1974, the following constituted the ATASA delegation:

Mr C N Lekalake	- President General: ATASA
Mr P N Mehlaphe	- Assistant Secretary General: ATASA
Mr I E Zwane	- General Secretary: TUATA
Mr B Khumalo	- Editor: TUATA

(1.8, August 1974, p 16)

At the W.C.O.T.P Regional conference held in Mauritius from the 6 - 13 December 1979, the ATASA delegation comprised of:

Mr R L Peteni	- President General: ATASA
Mr H H Dlamlenze	- Secretary General: ATASA
Mr D D Rametsi	- President: OFSATA
Mr T M Douglas	- TUATA Member
Mr S T Nkosi	- TUATA Member
Mrs A B Nkhi	- TUATA Member

Representatives of ATASA also attend inter-regional world conferences held all over the globe. As it is costly to send representatives to world conferences, only one or two members of the Executive Committee

attend. Provincial associations are encouraged by ATASA to augment the ATASA delegation by sending one or two of their provincial members, whose travelling and other expenses are paid by the provinces themselves. A.T.A.S.A usually delegates the Secretary-General:

"In July 1968 the Secretary General of ATASA, Mr H H Dlamlenze, attended the seventeenth assembly of the W.C.O.T.P, which was held in Dublin from 23rd to 31st July".

(1.7, 1972, p 10)

Matters affecting the teaching profession are discussed at high level at these conferences. The following spate of issues discussed at the conference held in Malawi in September 1974 gives an inkling of the nature and scope of matters usually examined and deliberated upon:

- "(a) Teachers and educational change.
- (b) The Aims and Objectives of a Teachers' Organisation.
- (c) Perception, communication and action as they relate to teacher unions and educational renewal.
- (d) Curriculum (Primary and Secondary), teacher training (Pre-service and in-service, Examinations)".

(1.8, August 1974, p 16)

Because of the international link, ATASA is visited by people attached to the world body. For instance, when ATASA celebrated its fiftieth year anniversary, Dr W Wilson was sent by W.C.O.T.P to represent and deliver the main speech on behalf of the World Body on the 17 December 1971. Dr W Wilson delivered his address as depicted by the following programme:

P R O G R A M M E

THURSDAY: 16 December

7.30 Breakfast

9.00 Devotions: Rev. Shandu, United Congregational Church

9.30 Brief history of the
Association: Mr R L Peteni, Vice-President

Welcome address: Mr L W De Beer, Chairman of B.A.D
Committee, Durban.

Address: Chief Gatsha Mangosuthu Buthelezi,
Chief Executive Councillor, Z.T.A.

Academic Address: Prof E G Malherbe, Former Principal,
University of Natal.

Fraternal messages: Mr H H Dlamlenze

Evening Reception

Welcome Address: Mr R F Aylard, Principal, Inanda
Seminary.

Welcome Address: Mr Theo Shandu, President, N.A.T.U.

Address: Mr M T Moerane, Former President,
A.T.A.S.A.

Vote of thanks: Mr S K Ngqangweni, Treasurer, A.T.A.S.A.

FRIDAY: 17 December

7.00 Breakfast

8.30 Devotions: Rev. Shandu

9.00 Address: Dr W F Nkomo, President Elect, S.A.I.R.R.

Address: Mr C N Lekalake, President, A.T.A.S.A.

Address: Dr Wade Wilson, President, Cheyenne
University, U.S.A.

Address: Mr S P Kwakwa, Inspector of Education,
Lebowa Dept. of Education.

Evening Session:

Jubilee Ball: Y.M.C.A., Durban.

SATURDAY: 18 December

7.00 Breakfast
 8.45 Devotions: Rev. Shandu
 9.00 Address: Mr K B Hartshorne, Deputy Director,
 Bantu Education Department.
 Address: Prof W M Kgware, University of the North.
 Address: Mr C N Phatudi, Councillor for Education,
 Lebowa Teachers' Association.
 Official announce-
 ments: Mr H H Dlamlenze
 Deep Sea Cruise

SUNDAY: 19 December

8.30 Breakfast
 9.00 Jubilee Service: Rev. D D L Makhathini, Lutheran
 Theological College, Mapumulo.
 Jubilee Lunch
 Beach
 Bon Voyage

In February 1967, Mr R Smyke visited South Africa as guest of ATASA. He addressed teachers' gatherings throughout the country.

6.4 PROBLEMS WITH BANTU EDUCATION

6.4.1 Advent of Bantu Education

Manifold problems unfolded themselves with the advent of Bantu Education ushered in by Act No. 47 of 1953. It appears the new system was not altogether acceptable to blacks.

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Mr M T Moerane, the past-president of ATASA wrote:

"We resisted Bantu Education to the extent of a threatened boycott".

(1.4, 1971, p 19)

In this regard also, Mr S P Kwakwa the past-president of the T.A.T.A wrote:

"When the Bantu Education Act was promulgated in 1954, there were doubts and fears aroused by the political utterances at the time. In a firm and cogently worded memorandum to the Minister, the T.A.T.A was one of the few professional bodies that raised a finger of protest against the transfer of Native Education to the Department of Native Affairs. For its stand, the T.A.T.A received voluminous votes of thanks from individual members of the Federation for having presented a front on behalf of all the teachers' organisations.

(1.7, 1972, p 18)

Under the circumstances and climate of the day, ATASA had to spell out and define its stand. It was for this reason that, in April 1955, the association presented a memorandum outlining the association's views on the new deal to the Director of Education. Amidst all the apparent confusion, ATASA stuck to its policy of leaving open the door of negotiation with the Department of Bantu Education. As it is sometimes put, ATASA adopted the policy of negotiating from within. It should be noted that this is still the association's policy.

6.4.2 Ethnic Grouping of Schools

Ethnicity seems to have been another problem. The new Bantu Education Act advocated the ethnic grouping of schools. In terms of this, pupils had to attend schools of their respective ethnic groups. This new move cut directly across ATASA's policy of non-ethnicity. The following statements seem to articulate ATASA's stand on ethnicity. Mr R L Peteni, the Vice President of ATASA wrote:

"We do not believe in isolation, and even if Bantustans became a reality, we would like to communicate with each other without difficulty".

(1.7, 1972, p 5)

The Chief Minister of Kwa-Zulu Government Service, Chief M G Buthelezi made this observation:

"I must praise our Government for their wisdom in allowing you to go on in your present form, as there is nothing really Sotho, Xhosa, Tswana, Venda, Pedi or Zulu about Black problems of education in South Africa".

(1.7, 1972, p 9)

The ethnic classification of the schools brought with it an automatic ethnic distribution of teachers. This magnified the whole problem of ethnicity.

6.4.3 Mother-tongue Instruction

The other problem was that of mother-tongue instruction in the primary schools. This topic was exhaustively dealt with under 5.2.2.5 of this study. May it suffice by stating that the

mother-tongue issue continued to be a topic for discussion each time the ATASA deputation met the education authorities in Pretoria. The General Secretary, Mr H H Dlamlenze reported to the ATASA conference on the 24 September 1962 as follows:

"Although the stand of the Council has always been consistent as set out in previous memoranda to the Department, this Council will have to consider reacting to the Report of the Cingo Commission. Keeping silent on the matter will give the public the impression that the teaching profession agrees with the Commissioners".

(1.11, June 1964, p 26)

6.4.4 School Board System

Also, in the top list of problems was the school board system, which was hitherto non-existent in black education. Numerous problems were brought about by the system. The school boards were untrained for the demanding responsibilities they were to carry out. They were expected to carry out sophisticated operations such as the employment and dismissal of teachers and the control and management of school funds. Many accusations were levelled by teachers and parents against the school boards. Appearing bellow is ATASA's view on the matter:

"RELATIONSHIP BETWEEN SCHOOL BOARDS AND SCHOOL COMMITTEES

We view with dismay the relationship between School Committee and School Boards. The general attitude of school Boards to school committees is bound, at this rate to make the school committees ineffective, and in effect, unnecessary. The School Committees, we feel,

are the most qualified bodies to take important decisions relating to the affairs of the schools, and unless the circumstances are exceptional, the decisions of the school committees should carry most weight. There are so many cases of a school committee applying to the School Board to venture on a certain project, and the reply is, "The matter is receiving attention...", if not an outright refusal on some excuse that is never substantiated; and that is where, generally, the matter ends.

On the appointment of teachers, for instance, the committees give their recommendations, and the teacher ultimately appointed does not even appear, or does not appear first on the Committee's recommendation. This teacher, who was not recommended by the School Committee still has to work with this school committee, and that, sometimes creates a lot of unnecessary friction. We feel that the School Committees must have real powers, otherwise our education will be paralysed".

(1.8, 1966, p 12)

"TUATA rejects school boards, but accepts school committees and committee boards because they have a direct and immediate interest in the education of their children".

(1.8, January 1979, p 46)

It is not surprising, therefore, that the new Education and Training Act No. 90 of 1979 abolished the school board system. It is worth mentioning, also, that the self-governing Black States as well as

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the Independent Black States abolished the school board system much earlier in favour of the school committee system. The Department of Education and Training is, in this respect, now in line with the Departments of Education in the Black States.

6.4.5 Vote Per Capita

The last of the problems that faced ATASA, was the insufficient money voted towards the education of the black child by the Central Government of the Republic of South Africa. ATASA made research and produced comparative figures in support of their view point. Commenting on the financing of black education, the president of TUATA, Mr C A R Motsepe, had this to say on the 24 June 1962 at the TUATA Annual Conference held at Phokeng:

"The fundamental problem facing our education is finance. The pegging of the money available to our education without openly pegging expansion is doing untold harm to our educational progress. Planning expansion on pegged funds is like cultivating an orchard in a steel pot. The desire and good intentions may be there, but the circumstances remain negative. Schools are forced to go for months without the necessary records like the Scheme and Record of Work Books, and Registers. Chalk is constantly in short supply. Parents are forced to pay many taxes and levies towards - additional tax, school fees, education levies, Private Teachers' Funds, building funds etc. Arising out of this lack of funds which is occasioned by the pegging of the money available for Bantu Education, a plethora of problems become evident".

(3.5, June 1962)

ATASA's memorandum to the Department of Bantu Education on the 15 February 1964 stated:

- "1. Whereas the African population of the Republic increased from \pm 9 million in 1955 to \pm 12 million in 1966, an increase of \pm 30%;
2. Whereas, the total earnings of African workers have correspondingly increased as evidenced by the increased revenue from \pm R6 million in 1958 to \pm R9 million in 1966;
3. And whereas the R13 million contributed to the Bantu Education Account from the General Revenue, represented approximately 2.6% of the total expenditure in 1955 and 1.2% in 1966, this Association is of the opinion that the drop in the percentage of total expenditure contributed to Bantu Education from the General Revenue cannot be justified particularly in view of the fact that the increased number of Africans employed today make an increased contribution to general revenue by way of indirect taxation.
4. Further, many more Africans pay Income Tax, and thus contribute to General Revenue.
5. In view of all the forgoing, and in view of the critical need for further development in Bantu Education in all directions, the Association urges the Honourable the Minister of Bantu Education to recommend to the Cabinet a new formula for financing Bantu Education - a formula designed to meet the needs of an expanding educational programme.
6. The Association feels that such an increase, together with the increased amount available to Bantu Education from Bantu Taxation, would enable the Department to meet in increasing measure, the needs arising from the vastly increased school population, and to assume

responsibility for paying the salaries of the 3,500 teachers at present privately paid by parents who, in addition to their contribution to direct and indirect taxation, purchase school books, pay school fees, development and building fees as well as sports fees.

(6.1, February 1964)

A.T.A.S.A's memorandum of 15 March 1979, to the Honourable the Minister of Education and Training pointed out that:

"Most of the problems currently prevailing in Black education flow from the unequal per capita expenditure on Black and White children. The R56.00 paid by the State for a Black child, compared with the R644.00 paid for a White child, is, to our mind, unreasonable and should, therefore, be increased. The Government should look upon Black children as their responsibility. To this end we plead with the Honourable Minister to prevail on Parliament to pay the same amount of money for both black and White children.

(6.1, March 1979)

6.4.6 Narrowing of the salary gap

Of concern also is, according to ATASA, the disparity between salaries paid to white and black teachers. As early as in 1963, the association submitted a memorandum on the 15 February 1964 to the Minister of Bantu Education pointing out that:

"We are also disturbed at the disparity between the increase of the 27 500 African teachers (R1.75m) and

that of the 30 000 White increases within a period of 15 years. Further, we would like to draw the attention of the Minister to the fact that the ratio of our salaries to those of White teachers with similar qualifications has dropped significantly since 1974 as the following table will show:

	1947			1963		
	<u>START</u>	<u>END</u>	<u>YEARS</u>	<u>START</u>	<u>END</u>	<u>YEARS</u>
<u>WHITE A</u>						
Matric and 1 year	R250	R500	11	R603	R1 380	15
<u>AFRICAN P.H.</u>						
J.C. and 3 years	R138	R246	13	R228	R 516	14
Ratio	55	49		38	37	

DEGREE PLUS PROFESSIONAL CERTIFICATE

	1947			1963		
	<u>START</u>	<u>END</u>	<u>YEARS</u>	<u>START</u>	<u>END</u>	<u>YEARS</u>
<u>WHITE D</u>						
	R350	R700	15	R858	R1 680	15
<u>AFRICAN D</u>						
	R258	R450	17	R372	R 840	15
Ratio	74	64		44	50	

We submit that the new salary scales introduced in 1963 are still inadequate and therefore strongly urge their early revision in the light of our evidence".

(6.1, February 1964)

It has to be admitted, however, that as at the time of writing, the salary gap is not only being narrowed but is being closed in some instances. (Schedule of salary structures: 1 April 1981)

6.5 PROBLEMS ARISING FROM THE ESTABLISHMENT OF HOMELAND DEPARTMENTS OF EDUCATION

The establishment of the Homeland Departments of Education affected the running of both the provincial associations as well as the national body. It is in this vein that the Secretary General wrote in the South African Teacher as follows:

"In his presidential address to the Kroonstad Conference in 1968, the President, Mr C N Lekalake, recommended the establishment of units in the teachers' organisation to correspond with the Territorial Authorities. After a discussion of the President's suggestion, conference decided to establish a committee to inquire into the problem created for teachers by the creation of Territorial Authorities".

(1.7, 1972, p 7)

The political status of a homeland, that is, whether it is self-governing or independent, has a direct effect on the running of provincial associations and of the national body.

6.5.1 Self-Governing Black National States

In the case of the Self-governing Black States, the existing provincial associations continue to operate as before the attainment of the self-governing status. A case in point is in the Transvaal where the existence of the Lebowa Government Service, the Ka-Ngwana Government Service and the Kwa-Ndebele Territorial Authority has not affected the running and membership structure of the Transvaal body - TUATA. The only problem seems to be that TUATA has to deal with five departments of education, namely, Department of Education and Training of the Republic of South Africa, Lebowa

Department of Education, Gazankulu Department of Education, Ka-Ngwane Department of Education and the Kwa-Ndebele Department of Education.

6.5.2 Independent Black National States

In the case of the independent Black States, the position is different. The practice and tendency is for the teachers of the independent black state to secede from the mother provincial association and form an entirely new teachers' organisation. This was the case when the Transkei and Bophuthatswana became independent in 1966 and 1968 respectively. It is for this reason that the Transkei Teachers' Association is the new teachers' body in the Transkei. Similarly, in Bophuthatswana, the new teachers' body is the Bophuthatswana Teachers' Association. It can be expected, therefore, that this will be the pattern as self-governing black states opt for independence. After secession the newly formed teachers' associations in the black independent states usually apply for affiliation to ATASA. ATASA appears to have no choice but to grant the applicants recognition. ATASA's attitude on this issue is conveyed by the resolution appearing below taken at the Kroonstad conference in 1968:

"The Kroonstad ATASA Conference in 1968 moved that an investigation of the possibility of the Transkei Teachers' Association working with or affiliating to ATASA be gone into".

(1.7, 1972, p 7)

Up to the time of writing (1980), the Transkeian body has not affiliated formally to ATASA. Negotiations are, however, going on.

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6.5.3 Increased Departments of Education

ATASA's general policy on the establishment of Homeland Departments of Education and the resultant Homeland Teachers' Associations is contained in the following statement:

- "1. The problem brought about by the establishment of Homeland Departments of Education is an administrative one and not a political one.
2. A.T.A.S.A. should be retained in its present form as the body that is the link between the teachers in all parts of South Africa and the policy-making Central Department of Bantu Education in Pretoria.
3. The Provincial Associations should be retained.
4. Each Provincial Association should devise means of meeting its organisational problems arising from the creation of Homeland Education Departments".

(2.1, December 1969)

The problem that ATASA now has is of having to deal with not less than eleven departments of education. Prior to the establishment of the Homeland Governments, ATASA had to deal with only one Department of Education, viz., the Department of Bantu Education. As would be expected, each Department has its own peculiar character thus making the task of ATASA very difficult.

In this respect Prof W M Kgware in an article in the South African Teacher wrote:

"A new development has taken place in our country. It is called multi-nationalism. Where in 1968 you had to deal with only one department of education you

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In this respect Prof W M Kgware in an article in the South African Teacher wrote:

"A new development has taken place in our country. It is called multi-nationalism. Where in 1968 you had to deal with only one department of education you

now have eight. ATASA will have to determine its future structure and function in the light of these developments".

(1.7, 1972, p 15)

6.6 EVALUATION OF THE DEVELOPMENT OF A.T.A.S.A

From the preceding account it is quite clear that overseas contacts outpaced local contacts. Through contacts abroad ATASA's image has been enhanced. This became evident in 1962 when Mr W Wilson attended ATASA's 50th anniversary celebrations. It is, however, possible at this stage that the advantages of the international contacts may not be quite obvious to the average teacher. The regular and peaceful dialogue between ATASA and the education authorities culminated in the enactment of the Education and Training Act No. 90 of 1979 which has brought about meaningful improvements such as the abolition of the School Board system and the introduction of compulsory education. The establishment of the Homeland Governments and the resultant Departments of Education will decidedly influence the future roles of the national body. This is an observation of paramount importance.

CHAPTER 7

ROLE AND INFLUENCE

7.1 INTRODUCTION

In chapters 5 and 6 the role played by ATASA in the various spheres and ramifications of life is outlined. In this chapter, and the concluding one, attention is focussed on the general impact of the association. This is of vital importance as it is a general evaluation of the role played by ATASA.

7.2 PROFESSIONAL SPHERE

7.2.1 Associational Warmth

ATASA as the umbrella body of Black teachers' organisations in South Africa is, undoubtedly, fulfilling its function of keeping the provincial associations together. In this way, the provincial associations are assured of associational warmth radiated by ATASA.

The following statements by the Secretary of the Department of Bantu Education, Dr H J van Zyl, supports this observation:

"As Secretary of the Department it gives me great pleasure to express my appreciation for what A.T.A.S.A. has done for the happiness and contentment of our teachers. It cannot be denied that A.T.A.S.A. has guided and inspired its members towards the realisation of many ideals".

(1.4, 1971, p 10)

7.2.1.2 Effective Mouth-piece

The numerous successes it has scored in piloting the struggle of the teachers is proof of its effective role as the umbrella mouth-piece

of the teachers. The image and the conditions of service of the teachers are for ever undergoing changes for the better. The burning desire of ATASA is to have the working conditions of the black teachers similar to those of their counterparts in the other Departments of Education. The following views testify this:

On this issue, Mr M T Moerane wrote in the Golden Jubilee Bulletin as follows:

"The Cry of the day was - Equal pay for equal work and qualifications".

(1.4, 1971, p 19)

Mr H H Dlamlenze the General Secretary of A.T.A.S.A wrote:

"Salaries have been increased in 1971. Despite the improvement there is still a wide gap between the African teachers' salaries and those of their white counterparts".

(1.4, 1971, p 9)

Mr R L Peteni the present President of A.T.A.S.A. (1980) quoted teachers as saying:

"Hungry teachers cannot teach hungry children.
We want money".

(1.7, 1972, p 3)

The Editor of the Rand Daily Mail commented on the 25 October 1972 as follows:

"Now that the issue of wages is not in the air and the narrowing of the wage gap runs freely from the tongues of Government officials, it is expected that ATASA and its affiliate bodies will take up the issue of better salaries for African teachers with the Government or homeland governments.

What they should fight for at this stage is the equating, and bringin up of African teachers' salaries to a par with those of their Indian and Coloured counterparts. Once they have achieved this, they will go further and demand - equal pay for equal work - and the total closing of the appalling wage gulf between White and Black staff".

(9.2, October 1972)

7.2.1.3 Solidarity

ATASA as well as the provincial associations can rightly boast of having existed without the usual serious breakdowns that unfortunately dominate some of our black organisations which mushroom into existence and go unnoticeably into oblivion. The splendid unblemished financial record and reputation over the years is a proof of the integrity and maturity of the teachers' associations. The following statement by the Chief Minister of Kwa Zulu Dr M G Buthelezi, supports this observation:

"African organisations have a most unfortunate tendency of lasting only a few years and then disappear altogether from the scene. I mention these, rather unpalatable facts in order that we should appreciate how important it has been for your organisation to be still going strong after half a century. Congratulations".

(1.7, 1972, p 29)

7.2.2 Educationally

7.2.2.1 Child Centred Ideal

It is ATASA's motto to place the needs of the child first. This philosophy of life is, as has been pointed out in 3.2.1 of this study, enshrined in ATASA's constitution. The following bear testimony of this:

ATASA's constitution has as one of its aims and objects:

"To further the education of the African Child"

(5.1)

This objective is shared by many experts. Dr Edgar Brookes, for instance says:

"The great aim of ATASA is and ought to be the provision of good education for as many African children as possible. Let us all co-operate in trying to realise this aim".

(1.4, 1971, p 12)

Dr K B Hartshorne, former Chief Director of the Department of Education and Training says:

"What better tribute to the pioneers of 1921, than for the ATASA of 1971 to dedicate itself to realising the full potential of the pupils who will be in the prime of life when the year 2000 dawns?"

(1.4, 1971, p 17)

Bishop A Zulu, the Bishop of Zululand expressed more or less the same view when he says:

"From its inception, the Association looked upon itself as a servant of the African people. It sought to serve them by inspiring teachers with the highest ideals of service, leading them to put responsibility before privilege. At the same time it laboured with patience and perseverance to improve conditions of service for all in the teaching profession".

(1.4, 1971, p 14)

7.2.2.2 A Recognised Educational Force

Educational agencies such as school committees, parents and inspectors have great respect for the association. This is testified by the following words by Professor W M Kgware, a prominent educationist:

"You have welded yourself into a force to be reckoned with in educational circles in the country".

(1.7, 1972, p 15)

The accumulation and assembling of data, statistics and opinionnaires have turned the association into a reservoir of information and a research institute. This role is of a tremendous educational service and asset to the black community. In this respect Mr M T Moerane the Past President of A.T.A.S.A., said:

"I as President of the Association of Educational and Cultural Advancement want to work with A.T.A.S.A in the next phase to assist in research and study so

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"I as President of the Association of Educational and Cultural Advancement want to work with A.T.A.S.A in the next phase to assist in research and study so

that we can produce our own textbooks and devise our own objectives and principles".

(1.4, 1971, p 20)

Commenting on the 50th anniversary of the Association - Dr C N Phatudi, Chief Minister of Lebowa, said:

"This occasion marks the measure of the seriousness with which the African Teachers throughout the Republic of South Africa regard their place and role, not only in the intellectual but also in the broad education development of the country".

(1.7, 1972, p 26)

7.2.2.3 Betterment of qualifications

On the question of improvement of qualifications Bishop A H Zulu in an article in the N.A.T.U Golden Jubilee Magazine wrote:

"Members of the Union today will rejoice to know that their predecessors laboured to raise the professional standard of the teachers. They encouraged them to further their education by studying to write examinations over the above general reading".

(1.11, 1968, p 13)

In pursuance of the principle of parity, A.T.A.S.A. encourages individual teachers to improve their qualifications. This has become a persistent plea at every national or provincial conference. The president of T.U.A.T.A reminded conference delegates that:

"The classroom teacher, the indispensable link in the learning chain, must be qualified sufficiently to command his instruction".

(3.5, October 1972)

As already pointed out in 5.1.1.2 of this study, A.T.A.S.A and the provincial associations have established bursary schemes for teachers to improve their qualifications.

Another very vital contribution is the encouragement of A.T.A.S.A to teachers to publish, especially school books. This aspect of educational advancement of the community was unfortunately neglected in the past. The earlier black writers confined themselves to writing books in the African languages. The position is today slowly changing as authors in the fields of science, mathematics and the social science are emerging.

7.3 CULTURAL SPHERE

In the cultural field, ATASA distinguishes itself by cultivating a spirit of cultural awareness among the teachers and the pupils. The teachers take school-choir-singing as a voluntary exercise which does not require enforcement through departmental regulations. This state of cultural awareness is a great asset to the Departments of Education. Allied to this is the love for sport by pupils kindled by the teachers in the early years of the pupils' schooling. It is from this humble beginning that national and inter-national sports stars emanate. A good number of the well-known soccer stars are pupils who have distinguished themselves at inter-school sports competitions organised by the schools' sports associations. In this way, the school and the community are culturally cemented together. Of significant importance also is the fact that teachers play a prominent role as leaders of national sports organisations. It is not surprising, therefore, that the present President of T.U.A.T.A (1980), Mr L M

Taunyane, is also the Vice-President of the South African Football Association.

Finally, it is worth noting that through encouragement by ATASA, there is a craze amongst the teachers to undertake educational trips locally and abroad. In the past, this kind of cultural exposure was the monopoly of black businessmen. Things have now taken a turn for the better. Teachers are also interested. Mr J Mohlala of World Tours (Africa) writing in 1972 said:

"The urge to travel will be spear-headed by African business men, followed by the professionals - the teachers, doctors, lawyers and academicians".

(1.7, 1972, p 11)

7.4 POLITICAL SPHERE

ATASA and its affiliated provincial associations are not political organisations. They have, therefore, not affiliated to any political body. The aims and objects of the black teachers' organisations, as explained in 3.2 of this study, bear testimony to this stand. It is a long standing policy of the Departments of Education to restrict individual teachers from taking part in active party politics. The practice has always been for the teachers who has a feeling towards active politics to resign from service. The Lebowa Department of Education states that a teacher is liable to be charge with misconduct if:

"he makes use of his position as a teacher to promote of to prejudice the interests of any political party".

(13.2, September, 1978)

The Department of Bantu Education had the following provision:

"A teacher shall be guilty of misconduct if he identifies himself actively with a political party or body or actively participates in political matters".

(13.1, September 1968)

An interesting fact is that the earlier prominent leaders of the teachers' associations later in life played a leading role in politics.

In this regard we remember personalities such as Professor D D T Jabavu and Professor Z K Matthews. In support of this Mr M T Moerane the past President of ATASA, remarked"

"Men like Professor Matthews, Dr Jacob Nhlapo and others, when they were still teachers were available to the national movement as experts in educational affairs and at time participated even directly".

(1.4, 1971, p 19)

7.5 RELIGIOUS SPHERE

ATASA is a Christian organisation. The truth of this is demonstrated by the fact that all ATASA ceremonies are opened with prayer. The motto appears to be to pray and then play. The table below supports this:

A.T.A.S.A CONFERENCES

<u>YEAR</u>	<u>PLACE</u>	<u>PROVINCE</u>	<u>DEVOTIONS CONDUCTED BY</u>
1963	East London	Cape	Rev. Adams
1968	Kroonstad	O.F.S.	Rev. J Tau
1970	Johannesburg	Transvaal	Rev. N J K Molope
1971	Inanda	Natal	Bishop A Zulu

In carrying out this Christian ideal, the different provincial associations have chaplains who are ordained minister of religion. Discrimination on the grounds of church denomination or doctrine is not allowed. This, of course, is in line with the general liberal attitude of ATASA. Many teachers are involved in church affairs at various levels as lay-preachers, delegates to church conferences, assemblies or synods, auxiliary priests, church - choir conductors and in many other ways.

7.6 INTERNATIONAL SPHERE

International contact as explained in 6.3 of this study dates as far back as 1960. What is of significance is, that ATASA is the only federation of teachers in South Africa that is affiliated to the World Body.

It appears, therefore, that ATASA is the only federal body of teachers in South Africa that has afforded its members international exposure: In pursuance of this ideal, prominent choirs of ATASA take part in inter-national music eisteddfods held overseas. Since 1978, two of ATASA's prominent teachers' choirs appeared on the inter-national stage. In 1978 and 1979 it was the Durban Adult Teachers' Choir conducted by the popular Mr W Dubazana and in 1980, it was the Johannesburg Teachers Choir under the baton of the famous Mr J Mazibuko. Both these choirs performed quite well. In this respect, Professor W M Kgwane wrote:

"Under

"Under A.T.A.S.A. the voice of the African teacher has not only become more articulate in Pretoria but it has also been heard at international conferences".

(1.4, 1971, p 16)

The Secretary-General, Mr H H Dlamlenze, reported:

"We are kept in constant touch with the activities of other Teachers' Associations throughout the world through the headquarters of the World Confederation of the teaching profession in Washington, U.S.A.

(4.1, December 1966, p 2)

CHAPTER 8

CONCLUSION AND RECOMMENDATIONS

8.1 CONCLUSION

This study is an attempt to present a critical view of the history of the black teachers' organisations at federal level. The development of the African Teachers' Association is characterised by the manifold problems that had to be solved. The apparent surmounting of the problems spells out clearly the role and impact the association has made thus far. The study has, however, revealed that the road ahead is long and challenging.

This study is not just a mere account of the history of the black teachers' federal body but an attempt to highlight the history of Black Education in South Africa as a whole, as influenced by the activities of the black teachers' associations. It is for this reason, that the history of black education in South African will be incomplete without the role played by the black teachers' associations.

Mr L M Taunyane, Editor of T.U.A.T.A. wrote in the 1966 issue of TUATA as follows:

"The history of the struggle for existence of the Africans, and their educational efforts, is the history and struggle of the teachers, working either as a constitutionally organised body or as individual men and women who had the advantage of a technical skill.

Whether it was within their power to determine the type of education the African child was to receive, or to prosecute a system already determined for the African child, they have stood as the last bastion, and kept the light of hope flickering, and they

have successf
consequences
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and the true se

Read:
Recommended
Future Roles of
A.T.A.S.A
a) Circumstantial
b) Planned.

Indeed, the teachers have been i struggle,
using the association as the veh. of communication. The black
teacher has contributed tremendously towards boosting the image
of blacks in this country. The black teacher may be regarded by the
world community as the barometer and yardstick of black civilisation
in South Africa.

What makes A.T.A.S.A tick? and Whither ATASA? are crucial questions
that will continue to hover over the national body and thus inspire
and spur ATASA to further action.

8.2 RECOMMENDED FUTURE ROLES OF A.T.A.S.A.

The stock-question usually asked is - Whither ATASA? The editorial of
ATASA's bulletin of 1972 asked:

"The greatest issue that exercised the minds of many, if not
all the teachers on that occasion was: Now that we are
celebrating 50 years of existence, from here whither ATASA?"

(1.7, 1972, p 1)

What the future holds for the association is any one's guess. It is
evident, however, that three basic factors will influence the roles to
be followed by ATASA as the years unfold.

8.2.1 Circumstantial Roles

The first category of roles, it appears, will be those dictated by
circumstances. Rapid educational changes will take place as life is
dynamic and kinetic. ATASA will have to keep pace with these changes.
Some of the changes can be expected from the various Homeland Depart=
ments of Education. ATASA will have no choice but simply to accommo=
date the situation that shall have arisen.

8.2.2 Planned Roles

The second category of roles will be those specifically planned by the association. The association should indicate to the teachers and pupils strategies for the future and show the way. The president of ATASA, Mr C N Lekalake, addressing conference on the role of the future ATASA, said:

"It must provide a message for the future, not in beautifully worded resolutions only, nor even on momentous decisions. We have had all these things before. The teacher is demanding something else, he is asking for some concrete programme with an eye to the future, but with something definite to do immediately for this machinery is immediately necessary".

(3.1, 1970)

There has to be planning ahead. In order to be able to do effective planning, the association will have to establish a planning committee. There is none at present. Such a committee will serve as the association's research bureau; such a committee will indicate to the association what educational and professional directions require study and research. In this way, ATASA will ultimately build up a documentation centre which will serve as the archives of the association.

8.2.3 Recommended Roles by the Writer

Tabulated below are some of the recommended roles by the writer. These may be regarded as the third category of roles.

8.2.3.1 Recommended roles within the Association

- (a) Provincial associations should make substantial financial contributions to A.T.A.S.A so that

it can be self-sufficient.

- (b) A regular bulletin needs to be published in order to disseminate information and news and thus spell out ATASA's policy and take a stand on burning educational issues of the day.
- (c) Should own immovable property where the association's headquarters could be situated. This is the case with teachers' organisations abroad such as the National Education Association of the U.S.A.
- (d) Employ fully paid clerical staff that will operate from headquarters to ensure the smooth running of the association. Member associations could help in the payment of salaries.
- (e) In addition to the clerks, a paid full-time Secretary should be employed as against what obtains at present where the Secretary is a serving teacher executing the duties of secretary at his spare time on a non-remuneratory basis.
- (f) Provide its own transport facilities to enable officials to transact their business with ease. ATASA at present relies on free transport offered by firms that are friends of the association. With a membership of \pm 25 000 teachers, ATASA could easily afford this.
- (g) Should take a more effective lead in educational matters and not allow the ordinary man in the street, who is usually not well informed on educational matters, to usurp this and distort things. The strangest thing is that most people claim to know something about education as compared to other fields such as health, where laymen acknowledge their ignorance.

8.2.3.2 Recommended roles outside the Association

- (a) It should strive for closer working together with sister - federations of other teachers' associations in South Africa.
- (b) It should establish more meaningful links with teachers' organisations in Africa.
- (c) It should strive for closer communication with other educational bodies such as the federation of the Black Inspectors' Associations of South Africa.
- (d) It should serve the black community by disseminating current views on education and make the community aware of the strides that have been made.
- (e) It should encourage authorship by offering book prizes.
- (f) It should inspire black teachers to improve themselves academically, so as to be eligible for appointment as examiners, moderators and members of the examination subject committees.
- (g) It should make the black community aware of the importance of technical and agricultural education in the life of the people. The craze for "white-collar" jobs at the expense of "blue-collar" - jobs should be discouraged.
- (h) It should strive for the abolition of different salary scales for men and women based on the principle that sex is no justification for differentiation.

- (i) More should be done by the association in organising study-groups and seminars in specific fields, such as science and mathematics. This should not be the sole responsibility of the Departments of Education. Teachers organisations should be meaningfully involved in similar projects. A contribution in this regard is essential.

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- 1.8 T.U.A.T.A.
- 1.9 N.E.A.
- 1.10 Unesco-Panorama
- 1.11 Vangurd
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- 2.3 N.A.T.U.
- 2.4 O.F.S.A.T.A.
- 2.5 T.U.A.T.A.

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- 3.2 C.A.T.U.
- 3.3 N.A.T.U.
- 3.4 O.F.S.A.T.A.
- 3.5 T.U.A.T.A.

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- 5.4 O.F.S.A.T.A.
- 5.5 T.U.A.T.A.
- 5.6 T.T.A.
- 5.7 S.A.F.T.A.
- 5.8 W.C.O.T.P.
- 5.9 F.C.T.A.

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- 6.2 A.T.A.S.A. to the Advisory Council for Education, Pretoria.
- 6.3 Provincial associations to the Regional Departments of Education.

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- 7.2 Secretary General of A.T.A.S.A. to the members of the Executive Committee.
- 7.3 Provincial Associations circulars.

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- 8.2 Secretary General of A.T.A.S.A. to the Department of Education, Pretoria and vice versa.
- 8.3 Secretary General of A.T.A.S.A. to the W.C.O.T.P. and vice versa.
- 8.4 Secretary General of A.T.A.S.A. to persons and organisations connected with A.T.A.S.A. and vice versa.

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ANNEXURES

1. PRESIDENTS OF A.T.A.S.A.

PERIOD	NAME	HOME ASSOCIATION
1921-1938	Prof. D D T Jabavu	C.A.T.A.
1939-1939	Prof. Z K Matthews	C.A.T.A.
1940-1950	Dr. D G S M'Timkulu	N.A.T.U.
1951-1953	L K Ntlabati	C.A.T.A.
1954-1954	M T Moerane	N.A.T.U.
1955-1960	C N Lekalake	C.A.T.U.
1961-1965	D M Mphahlele	T.U.A.T.A.
1966-1972	C N Lekalake	C.A.T.U.
1973-1980	R L Peteni	C.A.T.U.

2. NATIONAL EISTEDDFODS

DATE	VENUE	HALL	PROVINCE
1962	Bloemfontein	A.M.E. Church	Orange Free State
1963	Durban	Indian Tech. H. School	Natal
1964	Kwa Thema	Civic Centre	Transvaal
1965	Mafeking	Batswana College	Cape
1966	Port Elizabeth	Centenary	Cape
1967	Durban	Raj Cinema	Natal
1968	Kwa Thema	Civic Centre	Transvaal
1969	Port Elizabeth	Centenary	Cape
1970	Pietermaritzburg	Mbali	Natal
1971	Kwa Thema	Civic Centre	Transvaal
1972	Cape Town	Gugulethu	Cape
1973	Port Elizabeth	Centenary	Cape
1974	Bethlehem	Thabang	Orange Free State
1975	Kwa Thema	Civic Centre	Transvaal
1976	Cape Town	Old Drill Hall	Cape
1977	Pietersburg	Univ. of the North	Transvaal
1978	Welkom	Lethabong	Orange Free State
1979	Bedfordview	Film Trust Arena	Transvaal
1980	NOT HELD		

3. A.T.A.S.A. CONFERENCES
(1960-1980)

DATE	VENUE
1960	Queenstown
1961	Pietermaritzburg
1962	Johannesburg
1963	East London
1964	Thaba Nchu
1965	Pietermaritzburg
1966	Johannesburg
1967	Cape Town
1968	Kroonstad
1969	Durban
1970	Johannesburg
1971	NOT HELD ... JUBILEE CELEBRATIONS
1972	Cape Town
1973	Bloemfontein
1974	Durban
1975	Mafeking
1976	Johannesburg
1977	Cape Town
1978	Bloemfontein
1979	Durban
1980	Port Elizabeth

4. IMPORTANT DATES AND EVENTS

DATE	EVENT
1904	Establishment of O.F.S.A.T.A. Dr. J M Nhlapo was its first Black President.
1906	Establishment of the T.A.T.A. Mr T P Mathabathe was its first Black President.
1918	Establishment of N.A.T.U. Rev. J Xaba was the first President.

DATE	EVENT
1921	Establishment of the Native Teachers' Federation.
1929	T.A.T.A. fought a Test Case on behalf of all the African Teachers in the country: M K Molepo versus N D Achterberg.
1930	Test Case in the Transvaal on salary dispute.
1933	Introduction of the Stop Order System in the Transvaal.
1937	Dr. J M Nhlapo became the first Black President of O.F.S.A.T.A.
1941	The United Cape African Teachers' Association was formed.
do	The Native Teachers' Federation changed to Federal Council of African Teachers' Association.
1944	The T.A.T.A. staged the "Blanket Campaign" in Johannesburg.
1950	Split in the Transvaal body T.A.T.A., resulting in the formation of T.A.T.U.
1953	Enactment of the Bantu Education Act. No. 47 of 1953.
do	C.A.T.A. changed to C.A.T.U.
1954	O.F.S.A.T.A. Golden Jubilee Celebrations.
do	School Boycott in protest against Bantu Education in the Transvaal.
1956	T.U.A.T.A. Golden Jubilee Celebrations.
1957	Merging of the T.A.T.A. and T.A.T.U. to form T.U.A.T.A.
1960	First contact between F.C.A.T.A. and the World Teachers at Kampala.
1962	Federal Council of African Teachers' Associations changed to African Teachers' Associations of South Africa.
do	First A.T.A.S.A. National Eisteddfod in Bloemfontein.
1963	President of A.T.A.S.A. D M Mphahlele addressed the N.C.A.W. Conference in Cape Town.
do	Revised salary scales implemented.

DATE	EVENT
1964	Appointment of Damelin College as the official Correspondence College of A.T.A.S.A.
1965	Appearance of the first issue of the South African Teacher, the official bulletin of A.T.A.S.A.
do	Sir Ronald Gould, President of W.C.O.T.P. addressed the A.T.A.S.A. conference in Pietermaritzburg.
1966	A.T.A.S.A. presented a Teachers' Code of Conduct to the Department of Education.
1967	Revised salary scales implemented.
do	The Pension Scheme for Black teachers was introduced.
do	A.T.A.S.A. bursary scheme started operating.
do	Mr C N Lekalake, President of A.T.A.S.A., attended the W.C.O.T.P. conference in Vancouver.
do	The establishment of the Transkei Teachers' Association.
1968	The Transkei gained Independence.
1969	A.T.A.S.A. joined the W.C.O.T.P.
1970	Introduction of the Bonus Scheme for Black teachers.
1971	A.T.A.S.A. Golden Jubilee Celebrations.
do	Visit by Dr. W Wilson representative of W.C.O.T.P.
do	The Secretary-General of A.T.A.S.A., Mr H H Dlamlenze, attended the W.C.O.T.P. conference in Jamaica.
1972	Questionnaire from the Department of Bantu Education to the school boards on the choice of medium of instruction in the schools.
1973	A.T.A.S.A. received its Membership Certificate of the World Movement in Nairobi.

DATE	EVENT
1974	Revised salary scales were implemented.
1975	A.T.A.S.A. presented a memorandum on the medium of instruction to the Department of Education in Pretoria.
1976	A.T.A.S.A. office records were destroyed by fire during the Soweto June school riots.
1977	A.T.A.S.A. hired offices in Orlando East, Johannesburg.
do	Bophuthatswana achieved Independence.
do	Dr W Ebert, President of W.C.O.T.P., visited South Africa as Guest of A.T.A.S.A.
1978	The Durban Teachers' Choir took part in the International Music Eisteddfod held in Ireland.
1979	Enactment of the Education and Training Act No. 90 of 1979.
do	Venda achieved Independence.
1980	The Johannesburg Teachers' Choir took part in the International Music Eisteddfod held in Wales.
1981	A.T.A.S.A. Diamond Jubilee Celebrations.

5. CONTACTS WITH THE W.C.O.T.P.

DATE	CONTACT
May 1960	Invitation to the African Regional Conference, Makerere College, Kampala.
August 1960	Invitation to the W.C.O.T.P. Assembly at Amsterdam.
June 1961	Invitation to the African Regional Conference in Sierra Leone.
February 1967	Mr J Smyke, W.C.O.T.P. special assistant for Africa visited A.T.A.S.A.
August 1967	A.T.A.S.A. President, Mr C N Lekalake, attended the W.C.O.T.P. Assembly in Vancouver, Canada.

DATE	CONTACT
July 1968	Mr H H Dlamlenze, Secretary General of A.T.A.S.A., attended the W.C.O.T.P. Assembly in Dublin.
August 1971	Mr H H Dlamlenze, Secretary General of A.T.A.S.A., attended the W.C.O.T.P. Assembly in Kingston.
December 1971	Dr W Wilson represented the W.C.O.T.P. at the A.T.A.S.A. Golden Jubilee Celebrations.
April 1972	Messrs: H H Dlamlenze, L M Mathabathe, P N Mehlaphe and R L Peteni attended the Regional Conference for Southern Africa at Manzini, Swaziland.
August 1972	Messrs: R L Peteni, and S K Ngqangweni attended the W.C.O.T.P. Assembly in London.
August 1973	Messrs: C N Lekalake, R L Peteni, P N Mehlaphe and Mrs J K Lentle attended the W.C.O.T.P. Assembly in Nairobi.
August 1974	Messrs: H H Dlamlenze and L M Taunyane attended the W.C.O.T.P. Assembly in Singapore.
September 1974	Messrs: C N Lekalake, H H Dlamlenze, S K Ngqangweni, D D Rametsi M B Khumalo, I E Zwane, B L Mayeza, B B Solwandla and Mrs J Mooki attended the W.C.O.T.P. Regional Conference for Southern Africa in Blantyre, Malawi.
August 1976	Mr R L Peteni attended the W.C.O.T.P. Assembly in Washington D.C.
March 1977	Dr W Ebert, President of W.C.O.T.P. visited A.T.A.S.A.
December 1979	Messrs: R L Peteni, H H Dlamlenze, D D Rametsi, and T M Douglas attended the W.C.O.T.P. Regional Conference for Southern Africa in Mauritius.

DATE	CONTACT
July 1968	Mr H H Dlamlenze, Secretary General of A.T.A.S.A., attended the W.C.O.T.P. Assembly in Dublin.
August 1971	Mr H H Dlamlenze, Secretary General of A.T.A.S.A., attended the W.C.O.T.P. Assembly in Kingston.
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September 1974	Messrs: C N Lekalake, H H Dlamlenze, S K Ngqangweni, D D Rametsi M B Khumalo, I E Zwane, B L Mayeza, B B Solwandla and Mrs J Mooki attended the W.C.O.T.P. Regional Conference for Southern Africa in Blantyre, Malawi.
August 1976	Mr R L Peteni attended the W.C.O.T.P. Assembly in Washington D.C.
March 1977	Dr W Ebert, President of W.C.O.T.P. visited A.T.A.S.A.
December 1979	Messrs: R L Peteni, H H Dlamlenze, D D Rametsi, and T M Douglas attended the W.C.O.T.P. Regional Conference for Southern Africa in Mauritius.

6. NOTICE OF A.T.A.S.A. CONFERENCE

October 31st, 1972

TO: ALL GENERAL SECRETARIES
MEMBERS OF THE EXECUTIVE COMMITTEE

- 6.1 The next conference of the Association will be held at Bloemfontein on the 12th and 13th January, 1973, commencing at 9 a.m. the first day.
- 6.2 Each province is entitled to 4 delegates, whose travelling expenses board and lodging shall be the responsibility of the Provincial Association concerned.
- 6.3 Board and lodging will cost approximately R2 per delegate per day.
- 6.4 Please make sure that you reserve your seats on the trains as soon as you receive this letter. Also make sure that you reserve your seats for the return journey as well. (This is very important).

Members of the executive Committee should be at Bloemfontein on the morning of the 11th, as there will be an Executive Committee Meeting at 10 a.m. on that date.

- 6.5 The Conference will rise on the 13th January, at 4 p.m. This will enable delegates to catch their trains in good time.
- 6.6 For accomodation and any other arrangements in Bloemfontein please write to:

The Principal
Sehunelo High School
P O Box 42
Batho Village
BLOEMFONTEIN

- 6.7 Those Associations which have as yet not paid their affiliation fee should do so as soon as they receive this letter. The closing date for payments of these fees is September 30th each year. Only one province has so far honoured this provision of the Constitution.
- 6.8 General Secretaries should draw up their reports and have sufficient copies for distribution to all delegates.
- 6.9 All resolutions intended for the Department should be submitted in memorandum form each resolution being clearly motivated.
- .6.10 The host province should arrange for the following:
- (a) A clergyman to conduct devotions the first day only.
 - (b) A prominent citizen or official to open the Conference.
 - (c) Programme for a reception the first day.
 - (d) Sight-seeing on the afternoon of the second day.
 - (e) Accomodation within walking distance of the Conference Hall.

Please let me have (a) and (b) as soon as possible.

H H DIAMLENZE

SECRETARY GENERAL

7. MINUTES OF A.T.A.S.A. CONFERENCE HELD AT BODIBENG
HIGH SCHOOL - KROONSTAD 17th AND 18th DECEMBER

DECEMBER 17

7.1 PRAYER: Rev. J Tau opened conference with scriptural
reading and prayer.

7.2 EXECUTIVE:

Mr C N Lekalake (President)
Mr R L Peteni (Vice President)
Mr H H Dlamlenze (Secretary General)
Mr G T Radebe (Editor)
Mr E A Tlakula (Music Chairman)
Mr X L Time (Treasurer)
Mr S K Ngqangweni (Bursary Committee Secretary)
Mr A S Mthembu (Ass. Editor)
Mr J Setiloane (Ass. Secretary)

7.3 ROLL CALL:

C.A.T.U.	Messrs.	S R Gaobepe (Treasurer)
		J H Dhlepu
		S J Mahila
		F M Tonjeni (General Secretary)
N.A.T.U.	Messrs.	J J Tenoff
		H K Ndluli
		Theo B Shandu (General Secretary)
T.U.A.T.A.	Messrs.	D M Mphahlele (President)
		J S M Kumalo (Vice President)
		I E Zwane (General Secretary)
		L M Taunyane (Editor)
O.F.S.A.T.A.	Messrs.	D D M Rametsi (President)
		L M Mancoe (General Secretary)
		J S Seatlholo
		S P Matla.

- 7.4 WELCOME: The President welcomed delegates to conference.
- 7.5 MINUTES: The minutes of the Langa Conference were read and accepted.
- 7.6 ARISING FROM MINUTES:
- i. Discussion of Springs Eisteddfod - would be covered by Secretary's Report (General Secretary)
 - ii. Question of implementing panel adjudication - This was possible if provinces could supply secretary with names of adjudicators in respective provinces.
 - iii. Examination System - provincial reports would reflect ground covered by each in this line.
 - iv. Natal pro-rata shares - conference decided treasurer should send this to N.A.T.U.
- 7.7 WELCOME OF DELEGATES BY OFSATA PRESIDENT
Mr D M Rametsi warmly welcomed delegates to the O F S and requested conference to consider the lot of privately paid teachers.
- 7.8 THANKS: The President thanked Mr Rametsi for the sentiments expressed. Welcome was also expressed to Mr D M Mphahlele recently returned from overseas and Mr H H Dlamlenze recently back from W.C.O.T.P. Dublin conference.
- 7.9 Conference adjourned at 8.00 p.m.

DECEMBER 18

DEVOTIONS: Rev. J Tau opened second day of conference with prayer.

PRESIDENTIAL ADDRESS:

Title: PROFESSIONAL STOCK TAKING
POINTS

1. Education as a process of adjustment.
- ii. National organisation to look ahead and guide thinking of members.
- iii. ATASA's continued vigilance
- iv. Present constitution a unifying factor.
- v. ATASA's achievements have ushered in fresh problems.
- vi. Obligation in affiliating to W.C.O.T.P.
- vii. ATASA's commitment in drawing up code.
- viii. Problems raised by creation of new areas.
- ix. ATASA to give guidance to both provinces and new territories.

VICE PRESIDENT: Vice president invited discussion of presidential address.

COMMENTS:

- i. ATASA should ponder of new administrative experiments. A unitary constitution would tend to strengthen the Association.
- ii. Conference decides on the establishment of a committee to look into the matter of new administrative experiments pooled from the four provinces with terms of reference and scope wide enough to include investigating the possibility of the Transkeian Teachers working together with ATASA.

COMMITTEE: The president, Secretary-General and a member each from the four provinces with each province paying its member's travelling expenses.

VOTE OF THANKS: Mr I E Zwane passed a vote of thanks. He also congratulated Messrs. Peteni and Kunalo on being appointed lecturers at Fort Hare and Witwatersrand respectively.

SECRETARY-GENERAL'S REPORT

POINTS

- i. Executive committee and meetings.
- ii. Regional and branch meetings.
- iii. Provincial Conferences.
- iv. Teachers and their complaints.
- v. Bursaries.
- vi. Interview with Bantu Education Secretary.
- vii. Code of Discipline.
- viii. W.C.O.T.P. Conference (See Report)
 - (a) Theme of Assembly
 - (b) Finances
 - (c) African Regional Conference (etc.)

ADOPTION: Conference adopted Secretary-General's report.

DISCUSSION: Mr Mphahlele through his experiences in the States urged affiliation to the World Body. Co-opted members should, in future, appear as such in the General Secretary's report to distinguish them from ATASA's elected members.

UNEMPLOYMENT FUND INQUIRY: Inquiry into what happens to unemployment benefits of a man who dies. Dependants benefit by filling a form procurable at the Labour Bureau.

VOTE OF THANKS: Mr S K Ngqangweni passed a vote of thanks on the Secretary General's report. Judging by the intensity of discussions aroused, the general Secretary's report made real contribution to conference.

FINANCIAL REPORT: Reports for year ended October 31 1968. A balance of R2 878.19c indicated in the Treasurer's report was adopted by conference.

CONFERENCE'S DECISION: Conference decide on Chartered Accountants auditing Association's books to attach seal on original.

MUSIC REPORT:

Read by Secretary General. Main Points:

- (a) Participants
- (b) Standard of Music
- (c) Problems
- (d) Sections of Eisteddfod
- (e) Results
- (f) Recommendations (see reports)

Conference adopted music reports.

DISCUSSION:

- i. A motion by a member advocating a review of ATASA policy of charging Adults-choristers the full fare at Eisteddfod instead of charging them half the fare was adopted by conference.

- ii. The matter of admitting provincial Executive members freely at Eisteddfod was left in abeyance while ATASA executive investigated its pros and cons.
 - iii. The Secretary General announced that ATASA's 1969 Eisteddfod would be held in Port Elizabeth.
 - iv. Conference accepted the ATASA executive's recommendation that 60% of Eisteddfod's net proceeds should go into the ATASA coffers as pro rata shares of provincial organisations.
 - v. The Provinces should not be interferred with in the scale of tickets. No other tickets should be sold within any province other than those allocated to the provincial general secretaries.
 - vi. Conference decided that ties would not be allowed to proceed to National Eisteddfod. Only one choir from each province in each item would be allowed to participate.
 - vii. Matter of lateness of choirs in reporting when summoned to do so at National Eisteddfod was referred to provincial organisations for disciplinary action.
- Provincial Reports were taken as read.

O.F.S.A.T.A REPORT

POINTS

- i. New Executive.
- ii. Presidential address.
- iii. Membership.
- iv. Organisation
- v. Executive meetings.
- vi. Annual Conference
- vii. Financial Statement.
- viii. Organisation.
- ix. Magazines.

C.A.T.U. General Secretary moved adoption of report.

N.A.T.U. REPORT:

POINTS:

- i. Executive.
- ii. Addresses of President and General Secretary.
- iii. Delegates to ATASA CONFERENCE.
- iv. Membership.
- v. Organisation.
- vi. Visits to Branches & Zones.
- vii. Executive Meetings.
- viii. Financial Statements.
- ix. Resolutions.
- x. Obituary.

General Secretary for N.A.T.U. moved adoption of report.

T.U.A.T.A. REPORT:

POINTS:

- i. Officials and delegates to ATASA conference.
- ii. Teachers in the Province and total membership.
- iii. Executive meetings and districts visits.
- iv. Annual conference and organisational division of Province.
- v. Special Conference.
- vi. Bursaries.
- vii. Resolutions.
- viii. Financial Statement.

T.U.A.T.A. General Secretary moved adoption of report.

RESOLUTIONS: Mr G T Radebe moved that Eisteddfod be held bi-annually. He was seconded by Mr I E Zwane. This resolution would be tabled for discussion in the next ATASA conference.

GENERAL: Mr van der Merwe of ACA stated his company's consent on the use of 1/3 of commission for administrative purposes and two - thirds for Bursaries.

A cheque of R548,67 was handed to O.F.S.A.T.A. and that of R549,63 to C.A.T.U. The President thanked Mr van der Merwe on behalf of conference. He thanked O.F.S.A.T.A. and the Kroonstad branch for having entertained conference well. In conclusion he indicated that the selected committee would meet on January 15th.

Conference rose at 4.00 p.m.

8. AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA
 FINANCIAL STATEMENT FOR THE PERIOD 1/9/1964 TO
 31/8/1965

INCOME		EXPENDITURE	
Balance	1861,43	United Building Society's Fixed Deposit	1300,00
Donations and commission	1126,43	Pro Rata shares (4 Provinces)	934,00
Eisteddfod proceeds	819,90	Eisteddfod expenses	386,89
Affiliation & Choir entry fees	578,00	Bank charges	14,48
G T Radebe	2,40	Administration Travelling and Subsistence	730,21
		Bank balance	<u>1022,58</u>
TOTAL	<u>4388,16</u>	TOTAL	<u>4388,16</u>

ASSETS

<u>U.B.S. Fixed Deposit</u>	1319,85
<u>Bank balance as per Bank Statement</u>	1022,58
<u>Petty cash on hand</u>	21,65
<u>Stamps on hand</u>	,39½
<u>TOTAL</u>	<u>2364,47½</u>

D M MPHAHLELE
 President

X L TIME
 Treasurer

H H DLAMLENZE
 General Secretary

The above statement has been examined against and agrees with the cash book and bank statement of the Association. Receipts were compared with the information recorded on the bank deposit slips. Payments were scrutinised against expenditure claim forms and the paid cheques.

CLEMENT & LOUW

Chartered Accountants (S.A)

King William's Town
 27 September 1965.

9. AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA.

PRESIDENTIAL ADDRESS DELIVERED TO THE ANNUAL CONFERENCE OF THE ASSOCIATION HELD AT DAMELIN COLLEGE JOHANNESBURG ON THE 12 AND 13 DECEMBER 1966

A year ago in Pietermaritzburg the organised teachers in South Africa achieved something that is the envy of their colleagues in the other racial groups. At that time they put in tangible form, the instrument that is now the Constitution of the A.T.A.S.A. This was the aspiration of many of their predecessors - the introduction into our purely Federal Constitution of elements of a unitary basis. This means that the African teacher has passed the stage of being organised on strictly language or provincial groups. This noble achievement has not come about easily or quickly. It has taken decades.

It was in 1921 that representatives of Provincial Associations formed the Federal Council which was the forerunner of the A.T.A.S.A. It was only in 1963/4 that the name A.T.A.S.A. was adopted followed in 1966 by the revision of the Constitution. It behoves us to re-dedicate ourselves to the service of our profession and through the profession to the service of our children and posterity. The objects that form the first part of our Constitution should be mere words but should be from time to time the subject of our thoughts and the criteria of the success or otherwise of our activities. Nothing could be more truly a fulfilment in part of the first of our objects than this; and if in addition to this we can be assured that in one and all of us here, there is the loyalty which in the past cemented us together in spite of the fact that our Constitution at that time was purely federal. The present Conference of A.T.A.S.A. can find no better way of showing this realisation than in making the objects of this Association the basis of all their deliberations.

It is to the credit of this Association and of all provincial leaderships that one can safely say that the adoption of the present Constitution was merely formal and Constitutional approval of a situation that had, owing to the loyalty of the provinces to the Central body, been the practice for many years.

The Federal Council had for many years prior to 1966 been accepted as the final authority on important matters of principle and policy. It is therefore fitting that at this first meeting of the Council since the adoption of this Constitution, we should pause in silent gratitude and express in a few words our indebtedness to the stalwarts of the past - particularly when we recall that not so long ago, in some of the provinces, unity was threatened and that it was from the central body that those who restored sanity drew much if not all their inspiration and strength.

What is our programme for the realisation of these objectives? Experience has shown that we can and must

- (a) improve the quality of our education.
- (b) seek proper recognition of the status of the teacher
- (c) instil in the teacher a sense of being a part of the same whole and the joy of being that part and
- (d) become the mouthpiece of the teacher.

The attainment of our present enviable position is the time of testing:

- (i) of the individual teacher
- (ii) of the Branch Organisation
- (iii) of the District Organisation
- (iv) of the Provincial Organisation

Shall we give this present arrangement a trial? Shall we all in the spirit of the present Constitution regard this body assembled here tonight, with the loyalty that our predecessors gave even before the Constitution obliged them to do so, or shall we seek our various and provincial ways? Shall we seek our own or the best interests of our profession?

For some of us this is but a first step, because we realise and see that it is in a National stream fed by Provincial or in future territorial tributaries that our future has in store for us.

We look forward to a realisation, that local loyalties are necessary but they are means and not an end. To what purpose is all this?

- (a) We require a united voice
- (b) We require status for our profession
- (c) We want clear recognition

For a proper execution of our responsibility to our community we need authority and power that can come to us through this recognition. We should become part of the education system given the opportunity from the lowest to the highest levels to contribute our part, for we claim as a learned and tried body of professional men engaged in the noblest of professions, that we are not only full benefit of an experienced and expert opinion.

Experience has shown that there is some difference between the Administrative official even though he has teaching experience and the practising teacher. While we recognise that Education Departments are armed with expert knowledge, there is a great need for the view of the practising teacher and that view can be best expressed by him.

This search for status - Mr Vice President ladies and gentlemen - must be our first consideration.

I have recently had an experience that must be an encouragement in this connection. In series of memoranda on various aspects of this question of the status of the African teacher our people, from all walks of life have shown and expressed in unmistakable fashion, that it is their wish that the teaching profession should have the prestige to which it is entitled.

This inquiry is in pursuit of a duty of the Bantu Education Advisory Board "to raise the status of the teaching profession."

It is clear that all concerned realise the need and it is for us to apply the necessary pressure to accelerate the pace.

Recognition and status imply a duty. We have a duty to perform - a duty to our people. It is the extent to which we do our duty that in the end will justify our claims and the claims of all our friends. To do this duty we must recognise and live up to certain principles and standards.

We must acquire knowledge and skills necessary for the successful execution of our responsibilities; we must apply ourselves unstintingly to our tasks.

Each and every teacher in the classroom, in the street, in public generally and, most important of all, in his home and family must subject only to the consequences of human imperfections be a teacher.

C N LEKALAKE

PRESIDENT - A.T.A.S.A.

10. THE AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

GOLDEN JUBILEE CELEBRATIONS

P R O G R A M M E

DECEMBER 16 1971

- 10.1 9.45 a.m.: Devotions by Bishop A Zulu
- 10.2 10.30 a.m.: Welcome address: N.A.T.U. President
- 10.3 10.45 a.m.: Welcome address: His Worship the Mayor of Durban.
- 10.4 11.15 a.m.: Music Item: Local High School
- 10.5 11.20 a.m.: Official Announcements: Secretary A.T.A.S.A.
- 10.6 11.30 a.m.: T E A
- 10.7 12.15 p.m.: Academic Address: Prof. E G Malherbe former Principal University of Natal.
- 10.8 1.15 p.m.: L U N C H
- 10.9 2.45 p.m.: Brief Survey on the History of African Teachers' Association in S.A. by Mr R L Peteni, Vice President A.T.A.S.A.
- 10.10 Music Item: Local High School
- 10.11 3.40 p.m.: Address: Chief G Buthelezi Chief Councillor Zulu Territorial Authority.
- 10.12 4.40 p.m.: T E A
- 10.12 5.10 p.m.: Music Item: Local High School
- 10.14 N A T I O N A L A N T H E M
- 10.15 6.00 p.m.: D I N N E R

EVENING RECEPTION

- 10.16 7.30 p.m.: M.C. Remarks
- 10.17 7.45 p.m.: Welcome Address: Magistrate of Umlazi
- 10.18 8.15 p.m.: NATU Teachers' Choir
- 10.19 8.30 p.m.: H M S Pinafore (Gilbert & Sullivan)

10.20 10.30 p.m.: Vote of Thanks

DECEMBER 17 1971:

- 10.21 7.30 a.m.: B R E A K F A S T
- 10.22 8.30 a.m.: P R O C E S S I O N
- 10.23 10.15 a.m.: Opening Remarks M.C.
- 10.24 10.30 a.m.: Music Item: Teachers' Choir: T.U.A.T.A.
- 10.25 10.45 a.m.: Address by President A.T.A.S.A.
- 10.26 11.30 a.m.: T E A B R E A K
- 10.27 12.15 p.m.: Teachers' Choir: Natal
- 10.28 12.30 p.m.: Address: Assistant Secretary
W.C.O.T.P. Mr R J Smyke
- 10.29 1.30 p.m.: L U N C H
- 10.30 2.30 p.m.: SIGHT SEEING: Buses-
- (a) Acquarium
 - (b) Snake Park
 - (c) Deep Sea Cruise
 - (d) Sugar Terminal
- 10.31 6.30 p.m.: D I N N E R - Terminal
- 10.32 8.00 p.m.: Address: Mr Reginald Ngcobo Attorney
at Law Durban
- 8:45 p.m.: J U B I L E E B A L L - Rhythm Aces

DECEMBER 18 1971:

- 10.33 7.30 a.m.: B R E A K F A S T
- 10.34 8.30 a.m.: M.C. Remarks
- 10.35 8.35 a.m.: Music Item: Teachers' Choir: C.A.T.U.
- 10.36 8.40 a.m.: Official Announcements: Secretary
A.T.A.S.A.
- 10.37 9.00 a.m.: Teachers' Choir: O.F.S.A.T.A.
- 10.38 9.15 a.m.: Address: Dr J H van Zyl
- 10.39 10.00 a.m.: Music Item: A.T.A.S.A. Combined Choir

- 10.40 10.15 a.m.: Address: Prof. W M Kgware: University of the North
- 10.41 10.15 a.m.: FRATERNAL GREETINGS:
- a) Bantu Education Department
 - b) S.A.F.T.A.
 - c) National Council of Women
 - d) S.A. Nursing Association
 - e) I.D.A.M.S.A.
 - f) Medical Council
 - g) Students' Organisations.
 - h) Chamber of Commerce
 - i) A.S.S.E.C.A.
 - j) Inspectors' Federation
 - k) Correspondence Colleges
- 10.42 11.30 a.m.: T E A
- 10.43 12.15 p.m.: A.T.A.S.A. Combined Choirs
- 10.44 12.20 p.m.: Address: M.C. Ndame Minister of Public Works: Transkei
- 10.45 1.50 p.m.: L U N C H
- 10.46 2.30 p.m.: Umlazi Stadium: Soccer Natal vs. Transvaal Teachers; OFS vs. Teachers Tv1, Orlando Pirates vs. Golden Arrows
- 10.47 D I N N E R
- 10.48 8.00 p.m.: Teachers' Choir Combined.
- 10.49 8.15 p.m.: P L A Y : M A B A T H A
- DECEMBER 19 1971:
- 10.50 7.30 a.m.: B R E A K F A S T
- 10.51 8.30 a.m.: Official Announcements
- 10.52 9.00 a.m.: Jubilee Service - Archbishop of Durban, D Hurley
- 10.53 10.15 a.m.: Address: Dr. W F Nkomo
- 10.54 11.00 a.m.: C L O S I N G E X E R C I S E S

11. AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

The Secretary General
African Teachers' Association of S.A.
1709 Makhhalima Street
P O Moroka
JOHANNESBURG

1 September 1972

MEMORANDUM SUBMITTED TO THE SECRETARY FOR BANTU EDUCATION
PRETORIA ON THE 1st SEPTEMBER 1972

11.1 Financing for Bantu Education:

We welcome the revised system of financing Bantu Education. We hope that because of greatly increased contributions by African People to indirect taxation will now be met generously from the general revenue of the country.

While we welcome the per capita increase from about R17 to R20 in Bantu Education from 1969 to 1970 we must point out that the increase in the same period for White education has been several times greater than R3.

11.2 Compulsory and Free Education:

The Association sincerely believes, that it is the desire of the Government to develop the potential of every child to the fullest capacity. The Association further believes that education enables a child to make economic, social and cultural progress in modern society; and that since the country's economic resources can afford every child an opportunity to receive an education.

WE RECOMMEND THAT:

- a) Compulsory and free education be introduced into our system of education. In support of our recommendation we wish to refer to the Report of the Commission on Native Education 1949-1951 page 164:

"..... it is hoped that in the not too distant future attendance at Lower Primary School for four years will be made compulsory."

The Association appreciates the existing problems of accomodation and the inadequate supply of qualified teachers. However, the Association does not regard these problems as insurmountable.

- (b) We should like to urge the Department to draw up a definite time table for the gradual introduction of compulsory education and that this be published.
- (c) That in certain selected areas where the percentage of an age group at primary schools or particularly high school, compulsory education for any child who has turned seven, but not turned sixteen, be introduced as an experiment.

11.3 General Planning for Bantu Education:

The Association appreciates the fact that the Department has created a Planning Section within the Department. We should however like to recommend that in the general planning and co-ordination of all sections of Bantu Education, there should be defined priorities e.g. for the next ten years there could be:

- (a) Concentrated building of schools and
- (b) Intensive training of teachers.

11.4 Salaries:

- (a) The Association welcomes the new salary scales introduced in October 1971.
- (b) We observe, however, that there is still a wide gap of 55% between our White counterparts and ourselves despite equal qualifications and responsibilities.

- (c) Believing that equal pay for equal qualifications should be the basis for determining salaries, we welcome the announcement by the Minister of Coloured Affairs in June 1971 that:

".... Though the Government cannot close the pay gap at once, we can aim at closing it ultimately and we can at this moment in time narrow it."

We also note with appreciation the fact that the Public Service Commission has been instructed to prepare a comprehensive report and recommendations on how to close the gap between White and Non-White wages in the Public Service.

- (d) We trust that similar steps will be taken during 1972 to narrow the gap between the salaries of African and White Teachers.
- (e) (i) In view of the fact, that teachers are paid for the work they do, namely, teaching and in view of the fact that during training they pay the same fees irrespective of sex and in view also of the fact that their actual teaching duties are performed without reference to their sex, the custom of paying female teachers lower salaries than those of male teachers should be abolished. Qualifications alone should determine their wage scale.
- (ii) The Department should not consider gender but the duties carried out in the profession.
- (iii) May we point out that this is being already practised in Western Europe e.g. Switzerland and West Germany.
- (f) It has been brought to our notice that Assistant Teachers, who improve their qualifications by obtaining a Senior Certificate, yet remain in teaching posts in Primary schools are not classified according to the scale: "Matriculation plus a professional certificate".

We recommend that these teachers be paid the same as those in post-Primary schools for the following reasons:

- (i) The present system of paying them lower salaries will discourage other teachers from improving their educational standard;
- (ii) In the event of their taking up post-Primary vacancies to capacity, it will not be feasible for them to revert to posts in Primary schools at a lower salary scale.
- (iii) We do not however regard this as the ultimate solution to the problem.
- (iv) We believe that post-Primary school teachers should in fact be graduates and that the Department should embark on a large-scale training programme for post-Primary school teachers by offering more university bursaries for further study.
- (v) We believe item (iv) should receive priority.
(Please see our recommendation under 3(b) in this Memorandum)

11.5 Promotion Scales:

- (a) The widest salary gap exists between African and White Primary school principals: 25,8% for men and 22,9% for women: (33,3% and 29.9% for matriculated men and women respectively)

We urge the Department to give this matter urgent attention and pay Primary school principals according to a salary scale rather than by allowances.

- (b) We consider the post of Assistant Inspector to be a promotion post. To this end we expect the salary to be commensurate with the status of the position. According, however, to the Bantu Education Journal December 1971 we find:

The Principal of a post-Primary school's scale is:

2880 x 120 - 3600 x 150 - 3900 (men)

Whilst the Assistant Inspector's scale is:

2760 x 120 - 3600 x 150 - 3750

There is something anomalous in the arrangement and we believe that all teachers are entitled/should look forward to promotion.

11.6 Special Leave:

- (a) We request that the seven days special leave in terms of the regulations be increased to twelve days per annum and that it should be cumulative;
- (b) That teachers attending international educational conferences be granted leave with full pay for up to 31 days;
- (c) That teachers be granted study leave for approved courses on full pay and that such teachers sign agreements to the effect that on completion of their courses they will remain in the service.

11.7 Stop Order Facilities:

We request the Department to grant us stop order facilities for teachers who join our Teachers' Association. These facilities are presently available to insurance companies, Post Office Savings Scheme and also for Correspondence Colleges.

12. CODE OF DISCIPLINE

THE AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

To which are affiliated:

The Cape African Teachers' Union

The Natal African Teachers' Union

The Orange Free State African Teachers' Association

The Transvaal United African Teachers' Association

THE TEACHERS' CODE

A. Act of Profession

Believing that teaching is a profession, membership of which carries with it obligations as well as privileges; and believing that it is essential to create a fellowship conforming to recognised ethics; the African Teachers' Association of South Africa lays down for all teachers the following code of professional conduct for their guidance in respect of their personal department and in their practice of the profession; to the end that they may do their utmost to maintain and to promote the dignity and welfare of the Association and that of the teaching profession as a whole.

B. Foundations for Professional Conduct:

- (1) Revere God accepting Him as the God of all nations and ultimate Guide in the work of teaching and of education.
- (2) Be loyal to country and nation, to parent and child, recognising that it is by sincere co-operation with the community as a whole and by identification with movements and bodies whose aim is the protection and upliftment of the child, that our educational aims shall find realisation.
- (3) Be of service to the school, the child, his colleagues and the profession realising:

- (i) that the school is the centre of teaching and of education where the future citizens and members of the community are to be nurtured;
 - (ii) that respect for the personality of the child and the desire to want to help him through love and devotion are the key to the discovery of his talents;
 - (iii) that professional etiquette enhances the prestige honour and dignity of the profession;
 - (iv) that mutual trust, respect **and** co-operation among members of the profession are indispensable for fulfilment of our high calling.
- (4) Be an example by word and deed, in and out of school, remembering:
- (i) that he is custodian of culture evolved by mankind by studious effort and enquiry through the ages;
 - (ii) that the habit of study preserves everlasting youth, keeps the mind informed, insight clear and judgement fair;
 - (iii) that teaching is labour of love, whose reward is the development of the child to a deeper, healthier and more useful life as a citizen;
 - (iv) that he assumes his task under the command of the Master: to love God, above all, and his neighbour as himself.

C. Actions Declared to be Unprofessional:

It shall be considered unprofessional for any teacher:

- (1) To attempt to influence the Minister, officials of the Department and School Boards/Committees and to

act on any matters affecting teachers in a matter contrary to the expressed decisions of the Association and the recognised channels of negotiation.

- (2) To make public, without due authority, any matter which is under discussion by the Association.
- (3) To disclose information or take advantage of information gained in the course of one's duty with a view to achieving personal and private advantage which may be to the detriment of the Association or other teachers.
- (4) To censure or criticise the work of other teachers in the hearing of pupils or in public.
- (5) To speak in derogatory terms of the work of a pupil to any unauthorised person.
- (6) To punish a child excessively.
- (7) To engender disharmony and distrust and to encourage hostility and strife between social groups within the community.
- (8) To be found guilty of conduct which reflects adversely on the profession.
- (9) To bring the Association and the profession into disrepute in any manner whatever by word or by deed.

D. Act of Dedication

As an entrant to the teaching profession I solemnly declare:

- (1) I will be a guide and friend to the pupils entrusted in my care and not to abuse the authority I shall hold.
- (2) I will endeavour to know each pupil, be alert to his individual gifts and needs and help him develop his talents.

- (3) I will teach each child to honour family and home, to discern the right from the wrong and to live with men in the spirit of tolerance and service.
- (4) I will encourage each child to look beyond himself in faith to God, the Author of Goodness and of every perfect gift.
- (5) I will be loyal to my school and colleagues and I will do all in my power to uphold the honour and dignity of my profession.

Now as an accepted member of the African Teachers' Association of South Africa:

- (6) I acknowledge my responsibility to the child and the community and promise that I will at all times uphold the dignity and prestige of my profession.
- (7) I recognise that the welfare of the majority is greater than the advantage of the few and while preserving my right of dissent I promise to accept the decision of my fellow teachers pronounced through their duly constituted organisations.

13. ADVISORY BOARD FOR BANTU EDUCATION

THE POSSIBILITY OF INTRODUCING A SENIOR CERTIFICATE COURSE EXAMINATION OF THE DEPARTMENT OF BANTU EDUCATION.

13.1 INTRODUCTORY

This is a viatal matter which demands the considered contribution of every sector of African thinking.

The Central Education Department has sought to be advised about the above-mentioned matter and my Boards would like to ensure that it has thoroughly probed and provoked the widest area of objective thinking, before submitting its considered opinion to the Department.

13.2 PREAMBLE

13.2.1 To lend objectivity to this questionnaire the following facts deserve to be appreciated, borne in mind and brought into focus before and whilst carefully considering the questionnaire itself:

- (a) Pupils in "Bantu" schools presently write the Matriculation examination which is professionally and administratively controlled by the Joint Matriculation Board; or the Senior Certificate examination which is professionally controlled (i.e. subjects, syllabuses, examination questions etc.) by the Department of National Education, Art and Science but is administratively controlled (i.e. time-table, issue of certificates, supply of examination materials, etc.) by the Department of Bantu Education.
- (b) Syllabuses for all existing provincial or Departmental Senior Certificate examinations are based on the core syllabuses for all racial groups in the country.

- (c) The Joint Matriculation Board is the overall controlling body for all provincial or Departmental Senior Certificate syllabuses and examinations.

13.2.2. The New Structure

Senior Certificate/Matriculation will be a three year course namely Form III (1974), Form IV (1975) and Form V (1976).

The course will contain considerable element of differentiation and the examination for each year of the course will be restricted to the syllabus for that year only, to the total exclusion of the syllabuses for the preceding years.

13.3 QUESTIONNAIRE

- 13.3.1 Should "Bantu" students in our Secondary Schools continue studying for the Matriculation examination of the Joint Matriculation Board? (Yes or No)
- 13.3.2 Give reasons for your answer.
- 13.3.3 Or should "Bantu" students in our Secondary Schools continue to study for the National Senior Certificate examination of the Department of National Education, Art and Science? (Yes or No)
- 13.3.4 Support your answer with reasons
- 13.3.5 Would it perhaps be more realistic and pragmatic if "Bantu" students studied for the Senior Certificate examination conducted in the respective provinces where their schools are situated e.g. Cape Senior Certificate for students in the Cape, O.F.S. School-Leaving Certificate for those students in the Orange Free State, etc.? (Yes or No)
- 13.3.6 Advance reasons for your answer.

- 13.3.7 Would you prefer "Bantu" students studying for their own Departmental Senior Certificate examination such as Coloureds started doing about two years ago and the Indians are about to start? (Yes or No)
- 13.3.8 What are the reasons for your answer?
- 13.3.9 Since all Departmental Senior Certificate examinations must incorporate CORE SYLLABUSES and since any proposed Departmental syllabuses must obtain the approval of the Joint Matriculation Board, does it matter which Senior Certificate examination "Bantu" students write? (Yes or No)
- 13.3.10 Give reasons for your answer.
- 13.3.11 Would the "Bantu" people in general think a Senior Certificate course of their own Department inferior even if it measured up to the standard of the Joint Matriculation Board as required by the University of South Africa, which is the controlling body for all University entrance examinations? (Yes or No)
- 13.3.12 Give your reasons clearly.
- 13.3.13 Do you think a multi-directional Senior Certificate course (e.g. with academic, commercial, technical, art, home economics or agricultural bias etc.) would be an improvement or an added advantage to the curriculum? (Yes or No)
- 13.3.14 What reason would you give for your answer?
- 13.3.15 Don't you think that a Senior Certificate curriculum that is mainly restricted to academic and commercial directions of study (such as the Matriculation and National Senior Certificate courses) does not meet the varied individual capabilities and intellectual inclinations of the students adequately enough? (Yes or No)

- 13.3.16 Give reasons.
- 13.3.17 If the "Bantu" Senior Certificate is launched, do you think it should incorporate several directions of study? (Yes or No)
- 13.3.18 If your answer is Yes, which direction of study would you recommend?
- 13.3.19 Should the directions of study be (a) all with Matriculation exemption, or (b) should some be with and others without Matriculation exemption?
- 13.3.20 Is it only logical that for continuity and consistency, a Bantu Junior Certificate course (such as is taken now) should be followed by a Bantu Senior Certificate course?
- 13.3.21 If no why?
- 13.3.22 In view of the impending 12 year structure in Bantu Education do you think it is politic or practical to introduce a Bantu Senior Certificate course at this stage? (Yes or No)
- 13.3.23 Why do you think so?

R N GUGUSHE

General Secretary: Advisory Board for Bantu Education.

August 1974.

14. THE PROFESSIONAL RESPONSIBILITIES OF TEACHERS' ORGANISATIONS, W.C.O.T.P. CONFERENCE 1967.

PREAMBLE

Man's ability to enjoy the products of modern scientific and technological discovery and to live a full and satisfying life at peace with his fellows depends upon education. Teachers therefore have a particularly important role to play in modern society. They can only play this role in all its aspects if they can act collectively through their organisations. Teachers' organisations therefore carry great responsibilities. These responsibilities were examined by the 16th Annual Assembly of W.C.O.T.P. which met at Vancouver from 2nd to 9th August 1967. As a result of this examination and bearing in mind the recommendations of the Inter-Governmental Conference on the Status of Teachers held in Paris, September-October 1966 the Assembly makes the following recommendations:

I. GENERAL

- (i) If teachers' organisations are to meet their responsibilities to their members to society and to international cooperation, they must be economically strong, efficiently organised and be fully representative of all sections of the teaching profession.
- (ii) Because the advancement of education is a political issue, teachers' organisations should be politically alert. While keeping themselves free from specific political commitment they should be prepared to undertake such action as may be necessary to gain their objectives.
- (iii) Teachers' organisations must work at all times to secure greater professional unity.

- (iv) Teachers' organisations should draw up a code of professional conduct and ensure its observance by their members.
- (v) Should have the right to negotiate on behalf of their members.

II. RESPONSIBILITIES TO MEMBERS

It is the responsibility of teachers' organisations to obtain and retain for their members:

- (a) economic well-being, security of tenure, for departments and retirement benefits.
- (b) good conditions of service,
- (c) professional freedom.
- (d) the right to bargain in determining the right to collective negotiation with employers on behalf of their members.
- (e) the right to in-service training and professional advancement.
- (f) opportunities for training in leadership through participation in the activities of professional associations.
- (g) the right to participate in the formation of educational policy.

III. RESPONSIBILITIES TO SOCIETY

It is the responsibility of teachers' organisations to society:

- (a) to provide leadership to improve the life;
- (b) to break down racial, social and economic barriers;
- (c) to promote and preserve the cultural development of a country;

- (d) to formulate and support programs which will enable all individuals to become contributing members of society;
- (e) to obtain for all people the right to the full range of educational opportunities including adult education and continuing education;
- (f) to cooperate with organisations and movements which are seeking to improve society through the promotion of education;
- (g) to provide information to the community and government regarding educational problems, progress and needs.

IV. RESPONSIBILITIES TO INTERNATIONAL COOPERATION

It is the responsibility of teachers' organisations to international cooperation

1. To work for world peace through
 - (a) arranging and/or encouraging international exchange of teachers and children
 - (b) examining existing textbooks and curricula with a view to eliminating anything that would encourage international misunderstanding or prejudice.
 - (c) convening seminars bringing together teachers from different nations;
2. To assist teachers in their professional responsibilities by:
 - (a) encouraging the study of modern languages and the cultures of other nations;
 - (b) making available materials supplied by UNESCO (UNO) and other such organisations for the teaching of international understanding;
 - (c) assisting teachers to influence their governments and communities towards international

toleration, cooperation and mutual assistance

3. To encourage their members to develop a greater international awareness by:-
 - (a) forming committees to promote international activities;
 - (b) assisting them to attend international conferences; and
 - (c) making possible teachers' travel, study and work in foreign countries.

15. AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

REPLY OF THE AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA TO THE OPINIONNAIRE OF THE ADVISORY BOARD FOR BANTU EDUCATION (DATED MARCH 1971) ON THE MEDIA OF INSTRUCTION IN BANTU POST-PRIMARY SCHOOLS

SECTION A

15.1 Who should decide on the medium of instruction at this stage?

The ATASA believes that the choice of a medium of instruction at any stage of education before university in the schools of any country cannot be left in the hands of individual parents, schools boards or circuits; for especially in a multi-lingual country such as South Africa, such a course might result in an administratively, economically and culturally unviable multillicity of choices. The choice of the medium is the right and the duty of the community in the widest possible sense, expressing its wishes through public institutions, which are adequate for the purpose of ascertaining those wishes. In terms of the policy of seperate development of the present government, the Bantu Territories are the widest Bantu communities envisaged. It seems, therefore, logical and right that the Bantu Territorial Authorities should be allowed to decide on the medium of instruction at any level of education in schools within their Territories.

15.2 What medium (or media) would you recommend?
(This refers to the 4 content subjects)

The ATASA recommends English.

- (a) Why the ATASA does not recommend the vernacular languages?
- (i) The vernacular languages are seriously inadequate in the terminology and technical literature necessary to the pursuit of the knowledge of any content subject in depth at any level of education.
- (ii) Any attempt to prepare terminology and technical literature in vernacular languages would be a monumental and expensive task. Even if successful, it would create still more problems: an immense multiplication of services and institutions and educational personnel merely to satisfy the demands of small population groups using different media of instruction.
- (iii) Use of the vernaculars as media of instruction would not be in the interest of the future "Bantu nations": Their scope for communication with one another (to promote, for instance, greater political, economic and cultural aggregations) would be severely limited. Communication with the outside world for educational, cultural and economic reasons would similarly be impaired.
- (b) Why the ATASA does not recommend Afrikaans?
- (i) Like English, Afrikaans has for the Bantu child the disadvantages associated with being taught in a language which is not the mother-tongue, especially when it is introduced as a medium late in the schooling of a child.

(ii) Unlike English, however, Afrikaans is spoken and written almost exclusively in South Africa and even then by a limited section of the population. For this reason, Afrikaans-speaking people themselves find it essential to learn English. This is necessary not only to satisfy the local requirement for bilingualism but also to obtain better communication with the wider world.

(c) Why ATASA recommends English?

Though like Afrikaans a foreign medium, with disadvantages attendant thereon, English presents the overwhelming advantage of being an almost universal language rich in all terminology and in technical and cultural literature.

Once having opted for it, the Bantu need face no other problem than that it is a foreign medium.

15.3. What are your view on dual concurrent media (English/Afrikaans)?

(The present policy is one of Afrikaans medium for 2 content subjects and English for the other 2 content subjects - in order to effect equality of treatment of both the present official languages).

The ATASA believes that this policy is wrong.

(i) With mother-tongue instruction up to Std VI, it is difficult enough for the Bantu pupil to use either official language as a medium of learning in the post-primary school.

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

- (ii) With White pupils in South Africa, only one of the official languages, that which is the mother-tongue, has to be used as a medium from the first year of schooling up to Junior Certificate level and in practice this language continues to be the medium in the overwhelming majority of cases. At no stage of education anywhere else is a pupil compelled to use two media of learning as is done in Bantu schools in South Africa.
- (iii) The ATASA believes it is morally indefensible to compel the Bantu child to use two foreign media for the purpose of maintaining equality between Afrikaans and English when Afrikaans-speaking and English-speaking children are not compelled to make a similar sacrifice for their own languages.

15.4 In view of the possibility of some of the Bantu Languages becoming the third official languages in the growing homelands, do you think time has come for mother-tongue as medium of instruction at the Junior Certificate level as is the case at Primary school level?

For reasons stated in paragraph 2, the ATASA believes that mother-tongue instruction should not be practised in Bantu schools at any level higher than Std. II.

15.5 Is or can bilingual teaching be effective? Support your answer with facts and figures.

Bilingual teaching is less effective than unilingual teaching.

- (i) The scholastic results achieved by White students in South Africa who enjoy the advantage of unilingual instruction from the beginning to the end are better than those of Bantu students at all post-primary school levels.

- (ii) The scholastic results achieved by Indian and Coloured pupils who enjoy unilingual instruction are also better than those of Bantu pupils.

(The scholastic results to be referred to are those of examinations written by all groups namely Senior Certificate results, Joint Matriculation Board results and results of the University of South Africa).

- (iii) A survey of the comparative results of Bantu schools that use only one official language and those that use both languages in full as media has not to our knowledge been made.

15.6 What role should the University play in the problem of media of instruction at the Secondary School?

The ATASA believes that it is the duty of universities in any country to conduct research into any debatable educational systems and policies of education and to advise education departments of state. Such research and advice should include media of instruction within its scope. That is particularly the case in a multi-lingual policy. It is the duty of universities to take a broad and long-term view and in particular to refrain from basing conclusions on vital educational matters on the policies of any particular government of the day.

15.7 What effect would your choice of medium under 2 above have on university teacher training? (In other words, would they react favourably?)

It is difficult to conceive how universities as institutions could take a particular view favourable or otherwise on a medium of instruction to be used in schools. Any views expressed would in our opinion

be the views of particular academicians within those universities. As the question of the medium of instruction in Bantu schools is a debatable one, it is likely that in no single university in the country would the academicians take the same view on the matter.

SECTION B

15.8 What medium does ultimate independence of a Bantu national group in a Republic with already two official languages (White) imply?

What preparations can be made to meet this situation?

We assume that by "ultimate independence" is meant sovereign independence and that by "Bantu national group" is meant Xhosas, Tswanas, Vendas, Tsongas, Sothos, etc.

- (a) If and when the Bantu tribes named above acquire sovereign independence they will be free to proclaim any language or languages as official.
- (b) For reasons stated in Paragraph 2 we believe that when they acquire such independence it would be in their interests to adopt English as one of the official languages and as a medium of instruction in their schools.
- (c) If under the policy of the present Department of Bantu Education it is possible to prepare for the time of tribal control in education we would strongly advise:
 - (i) That mother-tongue instruction be not extended to Junior Certificate level.

- (ii) That the Bantu Territorial Authorities that have been established, be given before the time of sovereign independence the opportunity of deciding on this vital matter.
- (iii) That thereafter any preparations undertaken by the Department of Education be preparations for the implementation of the decision of each Territorial Authority.

15.9 Would the establishment of national bureaux of literature and culture, the chairmanship of language committees by Bantu and appointment of Bantu subject advisers up to Matriculation alter your views above?

While highly desirable in order to accord to the Bantu the opportunity, experience and satisfaction of participating in the control and direction of their education the implementation of these suggestions would not alter our recommendations above.

15.10 Which do you think is more vital to this problem: Proficiency of:-

- (a) the child,
- (b) the teacher, in the medium selected?

In the light of views expressed in Paragraph 2 regarding the ultimate benefit to be derived from the choice of English as a medium, the question of proficiency at any particular stage in the schooling of a child becomes inapplicable. Under the present system whereby mother-tongue instruction is practised up to Std. VI, there is still little if any proficiency of the average pupil in either English or Afrikaans at any particular level of post-primary schooling. Among teachers proficiency in both official languages is declining.

- 15.11 Where the child is equally proficient in both English and Afrikaans who should determine the medium (the child, the parent, the Principal or the Department of Education?)

We believe that because little proficiency in either language exists, to be used as a criterion for choice of English or Afrikaans as a medium and because the ultimate interests of the pupil and his community will be best served by the choice of English, the criterion of "proficiency" should not be employed. Paragraphs 1 and 8 explain why we consider that the choice of the medium should be made by the Bantu Territorial Authorities.

- 15.12 What should be the medium for teaching (a) Latin (b) Religious Education, (c) Music, (d) Physical Education and Health Education (e) Social Studies?

With the exception of Latin, which in any case has been traditionally taught in the medium of another language, the listed subjects are content subjects. We believe they should all including Latin be taught in English .

- 15.13 What or who should determine medium of instruction for handicapped children (the parent, child, Principal or Department?)

If by "handicapped children" is meant children whose level of performance and attainment is far below that of other children of their age and schooling experience or "backward children" we think that the cause of their backwardness has little to do with the medium in which they have been instructed. Their plight is usually due to untreated ailments such as poor eyesight, poor hearing, malnutrition and so on or psychological factors. If not treated such children will remain backward under any medium of instruction.

- 15.14 Where the child is weak in both English and Afrikaans who should determine the medium of instruction (the parent, the child, the Principal or the Department?)

We believe that nearly all Bantu school children are weak in both English and Afrikaans.

- 15.15 Give educational reasons for change of medium at any stage before Junior Certificate. At what level should there be change?

We define education broadly as instruction of the child in and his exposure to the widest and richest possible social, economic, intellectual and cultural climate of his day. If in order to expose the pupil to such a climate, it is necessary to change his medium of learning, then it should be changed.

For the Bantu pupil, English is the best medium to expose him to this climate. The change to instruction on this language should take place at Std III when the pupil has become thoroughly grounded in the orthography of his vernacular. But this language will have been learned as a subject from the first year of schooling.

- 15.16 What do you think of a proficiency test for teachers to teach in any language medium?

Provided that the teacher qualified in a training institution to teach in the medium of a language, there is no need for such a proficiency test. This is particularly the case when the teacher himself learned his subject in the medium of that language and wrote his examination in that medium. In respect of English and Afrikaans in Bantu schools today, we refer to Paragraph 10.

- 15.17 Following your answer to 16 above what percentage number of the staff at any school would you recommend as adequate to be allowed to handle 4 subjects in any medium to warrant its use as a medium of instruction in that school?

Once the medium has been decided upon on its merits (whether it be the vernacular, Afrikaans or English), it would become the task of the educational system to produce or find teachers who could give instruction in that medium. Eventually, if that was not the case at the beginning, the system would become self-supporting. Because all three languages are already being taught at all levels of schooling, it is the criterion of long-term merit rather than the one of short-term availability of teachers that should be employed in choosing any one of them as medium.

- 15.18 Should schools apply (for choice of medium) to the Department? If so should choice of medium be per school, per Board, per circuit, per Territorial Authority or ultimate state?

Following views expressed in Paragraphs 1 and 8 of this Reply we believe that the choice should be by Territorial Authority.

- 15.19 What percentage examination score by a pupil in a language would you recommend as warranting the use of a language as a medium of instruction,? What medium score by a large group of pupils would you suggest in a language that can be used as medium of instruction?

Please refer to Paragraph 10, 11, 14 and 18 regarding our views on the subject of "proficiency" as it relates to the question of choice of medium for Bantu schools.

- 15.20 Have you any other suggestions to make on this matter of media of instruction at the Secondary and higher levels of education?

- (a) The Constitution of the Republic of South Africa provides for the equal treatment in the country of English and Afrikaans. In White schools this equal treatment is maintained by making the pupils use one language as the medium of instruction and learning the other as a subject. We strongly suggest that Bantu pupils for whom neither of the two languages is the mother-tongue, should not be called upon to do more than this to maintain the balance between the two foreign languages.
- (b) Experiments in the field of the medium of instruction in Bantu schools should be abandoned because they are harmful or wasteful. No decision on this matter should be taken unless those who take it are convinced that it has a reasonable prospect of permanance.
- (c) No decision has a reasonable prospect of permanance unless it takes into account that in the modern world small, scattered, under-developed and economically dependent population groups whatever name is given to them ... have little chance of national viability.
- (d) It is wrong to think that the question of medium of instruction can be settled as an abstract "educational" issue. Future political, economic, social and particularly demographic factors must be taken into account.
- (e) As under the policy of seperate development, the Bantu Territorial Authorities are to be states in the near future, the question of the medium of instruction should no longer be handled by the Department of Bantu Education. It would be morally wrong and economically wasteful to take a decision on the eve of their assumption of status that might not accord with their wishes.

16. AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

CLAIM FORM

NAME OF CLAIMANT:
 ADDRESS OF CLAIMANT:
 RANK OF CLAIMANT:
 COMMITTEE ON WHICH CLAIMANT SERVES:

a. CLAIM FOR GENERAL SERVICES OR DUTIES/EXPENSES

(must be accompanied by Receipts)

DATE	SERVICES/DUTY/EXPENSES	R	C

TOTAL

b. CLAIM FOR TRAVELLING EXPENSE

DATE	PLACE FROM & TO WHICH TRAVELLED	DISTANCE TO & FRO	MEANS OF CONVEYANCE	REASONS FOR TRIP	R	C

TOTAL

c. CLAIM FOR SUBSISTENCE

DEPARTURE Date	ARRIVAL Date	NUMBER OF Days/Hours	PLACE TO & FROM TRAVELLED	REASONS FOR TRIP	R	C

TOTAL

d. SUMMARY OF CLAIM

R C

A. SERVICE/DUTIES/EXPENSES:
 B. TRAVELLING EXPENSES:
 C. SUBSISTENCE:
 D. TOTAL:

Signature of Claimant: Date:
Signature of Chairman of
his Committee: Date:
Signature of General Treasurer Date:
Signature of President: Date:
Cheque No: Date: TREASURER:

N.B. No claim will be paid unless it has been duly signed
by all Officials indicated above.



Prof. Z K Matthews
President: 1939-1939



Prof. D D T Jabavu
President: 1921-1938



Mr M T Moerane
President: 1954 - 1954



Dr D G S M' Timkhulu
President: 1940 - 1950



Mr D M Mphahlele
President: 1961-1965



Mr C N Lekalake
President: 1955-1960;
1966-1972



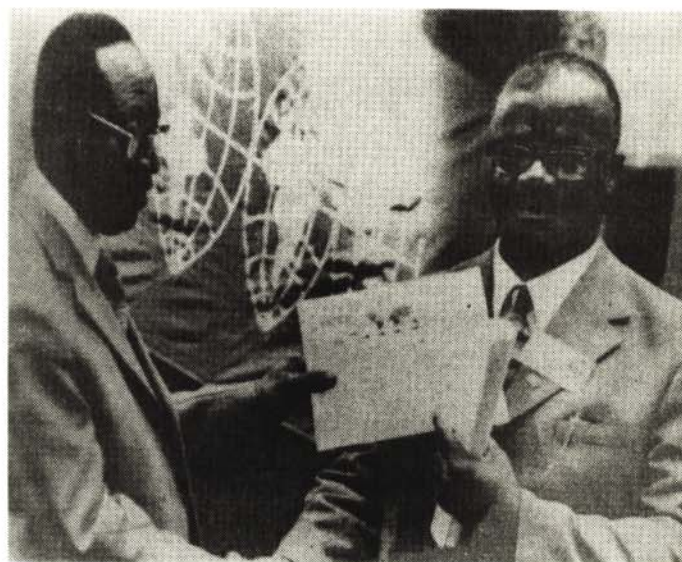
Mr R L Peteni
President: 1973-1980



Mr H H Dlamlenze
Secretary-General: 1959-1980



Mr A E Tlakula
First Chairman of the Music
Committee: 1962-1973.



Handing over of the
W.C.O.T.P. Membership
Certificate.



Lagos: W.C.O.T.P. Conference



Dublin: W.C.O.T.P. Conference