

EDGEWOOD 10
TAKE STUDENTS
FROM KWAZULU

THE NEED
FOR PRE-SCHOOL
EDUCATION

Wi

HONOURING
THE
"UNKNOWN TEACHER"

AN INSPIRING
ADDRESS BY
PROF. THEMBELA

1992
SCHOOL
CALENDAR

'EDPLAN'
GAINS
MOMENTUM

[J Fundisa is the official journal of the Department of Education and Culture, KwaZulu.

[It is distributed to all institutions under the department and by personalised mail to educationists, decision makers, opinion leaders in the educational, commercial, industrial and political fields throughout Southern Africa and abroad.

[] The views expressed in Fundisa do not necessarily reflect the policy of the department.

() The editorial material is written on behalf of the department and is the responsibility of the editorial committee.

[J Contributions in the form of letters to the Editor or articles relevant to KwaZulu education on cultural activities/projects/policy are invited. Subject guidance articles should contain teaching methods and not merely factual information that can be obtained from textbooks.

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OUR

COVER

PICTURE

KwaZulu's handsome new Appelsbosch
College of Education hostels were opened
for occupation in August. Our cover shows
some of the women students on their way
to the hostels. (See also page 4.)

CURRICULUM CHANGE

THE following poems only from C.T. Msimang's anthology titled
Izinsungulo are to be studied with a view to the examination, namely

poems:

5, 6, 8, 13, 16, 17, 19, 23, 24, 25, 28, 29, 30, 31, 34, 35 and 40.

This instruction cancels and replaces the stipulation on page 18 of
the Department's list of prescribed books for 1991 where it is stated
that all poems in said anthology have to be studied by Standard 10

pupils for examination purposes.

ERRATA

THE name of Mr M.J. Dladla was inadvertently omitted from the
Editorial Committee on Volume 3 No. 2. We apologise for this slip.

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?Historic agreement signed

Edgewood 10
accept student
teachers

fromn KwaZulu

N HISTORIC service agreement enabling student
teachers from KwaZulu to enrol at the Edgewood
College of Education near Durban was signed by

the Ministers of Education and Culture for Kwa-
Zulu and the House of Assembly on September 24.

Edgewood, which is at Pinetown, will thus becomes the
first formerly whites only residential College of Education
to accept black students on a full-time basis.

From January next, Edgewood and the KwaZulu De-
partment of Education and Culture will consult in the
selection of 200 students who conform to the criteria of the
college. Of these, 100 will follow the three-year full time
diploma course in primary education and the other 100 will
follow a two-year diploma course.

The students selected will also be able to apply for
places in the residences at Edgewood.

In a joint statement, the two Ministers, Mr Piet Clase and
Mr Lionel Mtshali, said that the service agreement set an
historic precedent in education in South Africa.

The agreement was in response to a request by KwaZulu
for assistance in the training of teachers and discussions
over many months involving the Departments of Education
and Culture of KwaZulu and the Natal Education De-
partment.

The Rector of Edgewood College, Prof Andr   Le Roux,
who has long campaigned for integrated education, said
he was delighted by the agreement.

Mr Mtshali described the signing of the agreement as a
âbreakthroughâ because it enabled KwaZulu students to be
absorbed into a Natal College of Education rather than
being confined to a distance learning programme.

KwaZulu Minister
of Education and
Culture, Mr Lionel
Mtshali and his
House of Assembly
counterpart, Mr
Piet Clase sign the
historic agreement.
Looking on are Mr
Attre Olmesdahl,
Executive Director
of the Natal Educa-
tion Department
and Prof Andr   Le
Roux, Rector of

Edgewood.

â\200\224â\200\224 o

An impressive line-up at the signing. KwaZulu was represented (on the right) by the Minister, Mr Lionel Mtshali, the Secretary for Education, Mr Wilfred Zwane, the Deputy Secretary Dr Bill Harper and Senior Deputy Chief Planner Mr Bruce Piper. Mr Clase (front left) was flanked by Prof Andr   Le Roux, ministerial representative Dr Gerald Hosking and Natal Education Council Chairman Mr Nixon Montgomery.

Mr Clase recalled that the first service agreement with KwaZulu had been signed in 1989 and enabled KwaZulu teachers to further their qualifications by correspondence study through the Natal College of Education.

Mr Clase added that the two Departments of Education had avital role to play in bringing to the people of this land the fruits of the political changes now taking place.

â\200\234It therefore gives me great pleasure to join you, Mr Mtshali, in signing this agreement and setting in motion a project which has so much to contribute to the future well-being of our country.â\200\235

Springfield to accept 110 KwaZulu teachers in 1992 for further studies, histforic meeting of Ministers is tola

EANWHILE, applications foradmission to the Spring-

field College of Education from Zulu teachers who wish to improve their qualifications are pouring in, an historic meeting between the Ministers of Education for KwaZulu and the House of Delegates was told in Ulundi recently.

Mr Lionel Mtshali of KwaZulu, was visited by Dr Kisten Rajoo of the House of Delegates, for the first formal meeting between the two Ministers who both head education departments within KwaZulu/Natal.

Among the matters of mutual interest discussed was the admission of Zulu teachers to the Springfield College of Education, operated by the House of Delegates, for studies which will better their qualifications.

The Ministers were told teachers from KwaZulu would be admitted to Springfield during 1992 and that applications were pouring in.

In a joint statement, the Ministers said that the sharing of resources and expertise would improve the quality of life in the Natal Region in particular and the country as a whole.

LETTERS TO

THE EDITOR

Function for the
â\200\234Unknown Teacherâ\200\235

I WANT to thank you for inviting myself
and three other of my colleagues to
attend this special function.

| also want to congratulate you for an
excellent programme. After listening to
Prof. A.J. Thembela, | could feel that
there is still a place for the teacher in
our communities and the inspiration to
educate the pupils of the Nation to the
best of their abilities.

The music by the KwaZulu Colleges
Choir was something | will remember
for the rest of my life.

Thank you again for such an excellent
function that was so necessary for the
well-being of the teachers of KwaZulu.
L.J. Kotse
Principal, Vuleka School
for Specialised Education

BROEIEES:

More educational
arficles please

THANK you for â\200\234Fundisaâ\200\235 which is very
interesting. | would like you to publish
more articles on education studies
because education is the only weapon
which will lead us to a bright future.
Without it, it would seem as if the world
is turning against us. So | want to drink
the water of knowledge or to increase it,
to get out of this state of ignorance by
receiving more information from you.

Isaac Thammy Msomi
Nkwenkwezi High School
(Standard 9)

Part-time study
facilities needed

| URGE you to send â\200\234Fundisaâ\200\235 to all schools from the primary level to university level because every child must know about education in our country and bear in mind that we will never land on our feet in a new South Africa without â\200\234educationâ\200\235.

It is the key to open doors.

| also urge the Department of Education to offer a private part-time curriculum where you can study for teaching courses while you are working. If you can do this | think there will be no shortage of teachers.

| am saying this because | was a (P.P.T.) teacher for three years, but have no teaching certificate and | would still like to qualify by part-time study.
Edward S. Ncayiyana
344 West Street, Durban

EDITORâ\200\231S NOTE: The Umlazi College for Further Education is investigating this very matter. See page 5.

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Mr Isaac N. Nkosi,
Deputy Secrefary
â\200\224 Administration

FTER nearly 30 years in school administration work, Mr Nkosi was

promoted to the post of Deputy Secretary â\200\224 Administration â\200\224 in the KwaZulu Department of Education and Culture with effect from April 1,1991. Previously in 1988, he was promoted as Assistant Secretary â\200\224 Administration in the Department of Finance â\200\224 a post formerly held by a seconded official.

Born on November 30, 1941 at Louwsburg, Mr Nkosi matriculated from the Amanzimtoti College of Education in 1965.

He then joined the Department of Education and Training, working at St Augustineâ\200\231s High School for a while before being promoted to Secretary of the Mondlo School Board where he served until 1972.

The next move was to the KwaZulu DEC as a clerk in Edendale Circuit and, in 1975, he was transferred to Head Office in Pietermaritzburg where he dealt with the appointment of teachers, salaries and pension matters.

Further promotions followed and in 1982 he was promoted to the rank of Chief Clerk. At the beginning of 1985, he joined the Department of Finance in which, three years later, he rose to the rank of Assistant Secretary. He has now come back to the DEC as a Deputy Secretary.

Mr Nkosi and his wife, Goodness, have three sons, Musa (16), Siphesihle (14) and Sipehelele (3).

Mr Bonus
Francois Willemse,
Assistant Director

E say farewell and Godspeed to Mr B.F. Willemse who has retired after 17 years of distinguished service with the KwaZulu Department of Education and Culture.

A former Training College Principal and Circuit Inspector, Mr Willemse transferred to KwaZulu as Assistant Director in 1974 and was closely involved in the planning, building and administration of all the major new colleges and schools built in KwaZulu since then.

Mr Willemse was born in Newcastle on May 7, 1926 and matriculated at Newcastle High School where he was head boy and athletics captain.

Further education was at the University of Pretoria (BA), the Wellington College of Education (Primary Teacher's Diploma) and the University of Stellenbosch (Secondary Diploma) and a further stint at Pretoria for his B.Ed. He also studied theology at the University of Leyden in the Netherlands.

Mr Willemse's teaching career started at Middelburg, Transvaal, followed by Milnerton High School in Pretoria and the Vice Principalship of the Amanzimtoti Training College.

His next appointment was as Principal of the Mapumulo Training College followed by spells at Zwelitsha College in King Williamstown and as a Circuit Inspector at Bloemfontein.

Among the 10 major building projects he was involved in since coming to KwaZulu were the In-Service Training Centre, the College for Further Education, Ezakheni College, the Jubilee Hostel at Amanzimtoti and the James Nxumalo Agricultural High School.

Mr Willemse and his wife have four children and four grandchildren.

KwaZulu's Top Ten for 1990 pose for this group photograph with the Minister of Education & Culture, Mr Lionel Mtshali (centre front row); the Deputy Minister, Dr Vincent Zulu and Secretary for Education, Mr W.N.T. Zwane.

Three KwaZulu
Matriculants among SA's Top 20

THREE KwaZulu matriculants of whom two were from 4. Memela Sphiwe M. - Mghakama High School.

One school were among South Africa's Top 20 5. Hlophe Thobile A. - Vukuzakhe High School.

matriculants last year. 6. Dhlamini Lindani L. - Amanzimtoti College of Education.

This proud achievement was announced at the annual 7. Nzimande Sicelo - Mghakama High School.

KwaZulu Top Ten function held at Ulundi on July 5. 8. Sibiya Paul D. - Amanzimtoti College of Education.

The three students who won through to the South Africa g Kheswa Mxolisi C. - Umlazi Commercial High School.

1

Top 20 were: ; : 0. Sibeko Jackey V. - Mningi High School.
e Mnguni Phindile F.T. of St Lewis Bertrands High School.

e Myeni Phumlani D. of Ongoye High School.

e Tsambo Albert also of St Lewis Bertrands High School.

Name of the KwaZulu Top Ten were present at the function
to receive their certificates and book prizes from the Minister
of Education and Culture Mr Lionel Mtshali.

Also present were the Deputy Minister of Education, Dr
Vincent Zulu, and Secretary for Education and Culture, Mr
W.N.T. Zwane.

Sponsors, parents, senior departmental personnel, inspectors,
head of schools and teachers also attended.

The full list of the 1990 Top Ten, who are now furthering
their studies with the aid of bursaries at Universities or

Technikons, is as follows: A proud group! The two students from St Lewis Bertrands

1. Mnguni Phindile F.T. - St Lewis Bertrands High School. High School (in front) are seen with (from left back row): Mr

2. Myeni Phumlani D. - Ongoye High School. S.G. Nyawuza, Madadeni Circuit Inspector, the Principal of

3. Tsambo Albert - St Lewis Bertrands High School. St Lewis Bertrands High School, parents and relatives.

Our schools do well in Youth Festival

It was again an encouraging and happy time for KwaZulu schools when they won several of the prizes in the Durban Youth Festival which was held from May 23 to June 2, 1991.

The first prize of R1 000 in the Secondary School Section was won by Asby Skakhane of Gawozi High School while the fourth prize of R175 was won by Lorraine Mntambo of Ogwini Comprehensive High School.

In the Primary Schools Section, KwaZulu Schools won four of the 10 prizes. The winners were :

Christian Duma of Cornfields HP, T Cele of KwaMondi CP, Petros Ngema of Mkhazana CP and Victor Thabede of Cebelihle HP. Because of the great demand for works from our schools for

exhibition the Senior Subject Advisor (J L van Heerden) will moderate all circuits in one year instead of spreading it over two years.

The Curator of the Cape Town Youth Festival has already selected items to exhibit in Cape Town. This in itself shows that there are many talented young people who only need to chance to

prove themselves and be encouraged. Most of the best items will be donated to the KwaZulu ; Monuments and to the Killie Campbell Africana Museum, where they will be preserved. Â©

The Deputy Secretary of Education, Mr I. Nkosi, opens the door of the hostels of Appelsbosch while the Rector, Mr N. Khoza and Circuit Inspector, Mr Khumalo look on. Phase one of the project includes 13 classrooms, a dining hall and kitchen facilities, four hostels and a matron's residence.

Appelsbosch College upgraded

HE R10 million first phase of the upgraded Appelsbosch College of

Education near Stanger was officially handed over on August 26. At present, the College has room for 550 women students working for their junior and senior primary teachers' diplomas. When the second phase is completed it will accommodate 1 000 students. The handsome main buildings including a dining hall for 1 000 students and a glimpse of the hostels are seen above.

Education gains momentum as new educational facilities arise

1991 HAS been an exciting period for education in KwaZulu with existing schools being upgraded or new schools opened as the school building segment of KwaZulu's dynamic Education plan to expand its education system to cope with the demands of the 21st Century gains momentum.

The Minister of Education and Culture, Mr Lionel Mtshali, has personally officiated at several of the schools and we publish highlights from his addresses:

MTHWALUME HIGH SCHOOL

WE ARE committed to the promotion of the culture of learning. This will make heavy demands on both teachers and pupils. As a developing nation, we cannot afford to be content with the production of intellectual dwarfs. Our teachers and pupils must strive for excellence.

A high level of motivation and performance is demanded of every teacher and every teacher should be prepared to do extra work. This includes daily preparation of lessons, allocation of adequate written work, timeous control of written exercises, systematic

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The Minister plants a tree at the official opening of Gadeleni Junior

Secondary School.

and regular testing and supervision of pupil study.â\200\235

GADELENI JUNIOR SECONDARY:

THIS SCHOOL at Isandlwana was relocated because it occupied the historic battlefield site and its rebuilding was part of the greater Isandlwana development project. The Minister paid tribute to the 27 donor agencies who contributed nearly R500 000 towards the cost of building this fine new school for 224 pupils. Among the donors was the Royal Regiment of Wales which, as the 24th Regiment of Foot, was annihilated by King Cetshwayoâ\200\231s impis at the Battle of Isandlwana on January 22, 1879.

MTHIYAQHWA HIGH SCHOOL

THE LOCAL community, teachers and pupils invested money and labour in the upgrading of this school for 400 pupils. â\200\234We celebrate a remarkable achievement as each completed classroom is a building block in the process of national development,â\200\235 the Minister said in a warm tribute. â\200\234Poor and educationally disadvantaged rural communities make great sacrifices for the education of their children and we honour their committment to noble ideals.â\200\235

NTININI COMBINED PRIMARY

â\200\234WE ARE committed to the preservation of our rich cultural heritage and to the inculcation of time-honoured norms and values in our children.â\200\235

EMBABE LOWER PRIMARY

â\200\234AN EFFECTIVE teacher renders an important service to the community and it is imperative that there should be co-operation between a school and the community which supports it. Parental involvement and open days should be encouraged. So that the community can play a meaningful role in the education of its children, P?â\200\230rems should have the opportunity to improve the operation of their school.â\200\235

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It was like moving day when the students in resâ\200\235 helped to carry mattresses up to the hostels. A multi-purpose hall, additional classrooms and other facilities will be included in the second phase of the project which is also expected to cost R10 million.

[
W08, MINISTER OF EDUCATION
AND CULTURE. KNAZULI
ME L P M NTSHALI
o208

The upgrading of Mthwalume High School was of special interest to the Minister as he had once been a teacher there. In this picture (from left) are the Principal of Mthwalume; Dr V Zulu, the Minister; Mr Lionel Mtshali, the Deputy Minister; Mr M. Zuma; and the Secretary for Education and Culture, Mr W.N.T. Zwane.

New hostels at Madadeni College of Education

Responding to the professional needs of under-qualified and unqualified teachers

THE UMLAZI
COLLEGE FOR
FURTHER EDUCATION

HE Umlazi College for Further education is a corres-

pondence college which is constantly striving to respond; to the professional needs of all the under-qualified and unqualified teachers in the service. The college is continuously evaluating its work so as to ensure, firstly, that we are academically on par with other tertiary institutions and, secondly, to make sure that we produce the most effective and efficient teachers.

Umlazi College is an institution that upgrades teachers in the service and is presently offering two four-year courses, viz. Senior Primary Teachersâ\200\231 Diploma (SPTD) and Secondary Teachersâ\200\231 Diploma (STD).

Senior Primary Teachersâ\200\231 Diploma: THIS is a course offered to the primary school teachers and it covers all senior primary school work. Students are registered with the college for four years after which they become classified at M+3. However, after completing two years at the College a teacher obtains a certificate which places him/her on the category of M+2. This certificate (M+2) is recognised by all departments for salary adjustments even before

completing the full course. In order to qualify for registration, a teacher needs to have the following:

- e National Senior Certificate;

- Primary Teachers' Certificate;

- e Minimum of three years primary school teaching experience.

Secondary Teachers' Diploma: THIS is a course for secondary school teachers and covers all aspects of high school work

including first year university work. Students are awarded the M+2

certificate after the two successfully completed years of study.

This course offers three different streams: Science,

Commerce, and Humanities. Students specialise in subjects of

their choice. To qualify for registration they need to have:

- e National Senior Certificate;

- e Primary Teaching Certificate;

- e Minimum of three years secondary school teaching experience.

Registration: THE College registers all students at the beginning of the year (January/February). All study material is dispatched on registration to give students ample time for reading and writing of assignments. Closing date for all applications is the end of July. Tuition fee is R500 and is payable in two instalments.

Academic Support: A comprehensive academic support programme has been designed by the College in order to assist students at all levels. Staff members of the College visit different centres throughout Natal. This is the only time when students enjoy individual contact with their tutors.

Conclusion: THE College would like to encourage all teachers who qualify in terms of entrance qualifications to apply to the college as soon as possible. All applications and any letter of enquiry may be addressed to:

The Head of Further Education
Umlazi College For Further Education
Private Bax X08

Tel: (031) 907-3555

4060 Mobeni
Fax: (031) 907-3555

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KwaZulu sent two delegates
to the World Conference on
Gifted and Talented Children

N EARLY 600 delegates from 45 countries attended the 9th World

Conference on Gifted and Talented Children which was held at the Hague
in Holland from July 29 to August 2.

the future world and that KwaZulu is one such country,â\200\235 KwaZuluâ\200\231s two deleg
ates
to the conference have reported.

The delegates, Mr D.M. Gumede, Assistant Director of Psychological Services,
and Dr E. Khanyile, Assistant Director of Adult Education and Ubuntu/Botho,
were among 25 delegates from South Africa who attended the conference.

The World Council for Gifted and Talented Children aims at improving

exchange intensive professional training methods and reinforce the personal
motivation required for the demanding task of educating gifted children.

(KEEP), arranged for the Department of Education and Culture to be represented
at the conference.

The KwaZulu delegates read papers on the KEEP programme and the nurturing

the training of teachers in giftedness.

delegates have reported.

the gifted at home where they could play a very important role.â\200\235

â\200\234This is a good indication that countries are starting to invest in human talent fo
r

knowledge about appropriate means of educating gifted children, as well as
developing programmes of enrichment and accelerated learning for them. The
biannual world conferences provide opportunities for educators and scientists to

The Executive Committee of the World Council includes a South African, Belle
Wallace, who, because of the KwaZulu Education Enhancement Programme

of talent which drew appreciative responses, including voluntary offers to assist in

â\200\234In KwaZulu we are concentrating on the secondary school children. Delegates
emphasised the need for identifying talent as early as pre-primary level,â\200\235 the

â\200\234The parents of the gifted child should also receive training in the nurturing of

Much to discuss as KwaZulu and
HOD Ministers meet for first time

R KISTEN RAJOO,

meeting with Mr Lionel

formal meeting between

in the KwaZulu/Natal
context were discussed.

Rajoo and Mr Mtshali in
conversation.

(See also report on
page one regarding
admission of KwaZulu
teachers to Springfield
College of Education.)

Minister of Educa-
tion in the House of
Delegates, made history
when he came up to
Ulundi recently for a

Mtshali, Minister of Edu-
cation and Culture
KwaZulu. It was the first

the two Ministers and Dr
Rajoo was also intro-
duced to senior depart-
mental officials. Various
matters of mutual interest

Our picture shows Dr

New Head :
of Technical
Education

R LOUIS Julius Wilhelm

Grussendorff has been
appointed Assistant Director
for Technical Education in the
Department of Education and
Culture as from July 1, 1991,

Born in 1942, Mr Grussen-
dorff served an apprentice-
ship in the SA Railways and,
through further study at Pre-
toria College for Advanced
Technical Education, obtained
his National Teachersâ\200\231 Di-
ploma with Honours in 1971
and his National Technical
Diploma in 1973.

During his early career Mr
Grussendorff served as a
teacher and instructor at va-

rious Technical High Schools and Colleges before being appointed Principal of the Boitseanape Technical College in Bophuthatswana in 1981. His next posting was to Principal Subject Advisor in Drawing with the Department of Education and Training in the National States and Homelands to assist with technical education in an advisory capacity. He was also assigned to Soweto for 18 months to assist with the establishment of 12 comprehensive schools.

Mr Grussendorff accepted the post of Assistant Director, Career Education in 1986 â\200\224a post which involved planning and advisory work for the implementation of a new model in career education. In the same year he was appointed Co-ordinator, Northern Transvaal region, of educational camps for the reorientation of ex-detainees and school drop-outs, and also for holding leadership camps.

He became Principal of Enyenyenzi Technical Centre in 1987, the objective being to establish a community-oriented College of Training.

Mr Grussendorff is married with three children and is very involved in various community projects for the upliftment of Blacks on the Lower Natal South Coast. i

history with the large number of Senior

Primary Teachersâ\200\231 Diploma candidates who had obtained distinctions in various subjects, the King of the Zulus, His Majesty King Goodwill Zwelethini Ka Bhekuzulu said when he presented diplomas to the graduating students on June 8.

â\200\234I am terribly thrilled when | look at the subjects that candidates passed with distinction.

â\200\234I see Science, Mathematics and Geography again and again and | see records of excellence in language, in teaching science and other subjects.

â\200\234I say that this college is really making history,â\200\235 the King added.

THE KwaGqikazi College of Education made

Distinctions at KwaGqikazi College

Recalling that KwaGqikazi had not been affected by unrest, His Majesty said these excellent results were not only a tribute to the pupils themselves but to the Rector and teaching staff who had made education their vocation.

The King said that he was also proud of the fact that these â\200\234magnificent successesâ\200\235 had been achieved in a college that bore the name of a Royal Palace which had been used by so many Zulu Kings.

â\200\234They were my forebears and you have made me proud of the whole Zulu nation by doing so well and paying tribute to what it means to be a Zulu in South Africa today.â\200\235

Black South Africa needs educated

leaders, the King tel

DUCATION is one of the most valuable things that any Black South African could possibly possess today and the phenomena of the Black thirst for knowledge would ultimately make the country a better place

for all.

These were two important points made by the King of the Zulus, His Majesty King Zwelithini Goodwill Ka Bhekuzulu when he presented diplomas to graduating students at the KwaGqikazi College of Education at

Nongoma recently.

In his address, the King said that many of the students would have struggled every inch of the way through their schooling.

They would have gone to school barefooted. They would have borrowed books and studied by candle-light. It was only their thirst for knowledge and education that kept them going.

His Majesty said that while KwaZulu had scrapped Bantu education long time ago, it would take a whole

His Majesty King Goodwill addresses the faculty and diplomats at the graduating ceremony at the KwaGqikwazi College of Education. (Picture courtesy of the newspaper.)

s diplomats

generation to throw off the negative after-effects of Bantu education.

Students who excelled over the years despite Bantu education were the true pioneers of the new South Africa. They were the sons and daughters of Africa rising above adverse circumstances to march forward to give the whole continent a new future.

The King said that he thanked God that Black pupils by the hundreds of thousands had rejected the slogan "Liberation now, education later".

Looking at the many University graduates in the top leadership of the African National Congress, he wondered how such a slogan could be championed by organisations which have leaders who were graduates and would never have got there if they had not been graduates.

King Goodwill stressed that while education was a power which would strengthen the young people through every difficulty it was not "magic".

It does not wipe away the difficulties ahead. It does not suddenly make you rich. No, it rather gives you the equality to face the difficulties ahead ... to get better jobs and earn better salaries.

More importantly though, education gives you a better leadership role to play amongst people and Black South Africa needs its educated leaders.

His Majesty said he was speaking in the knowledge that apartheid was being scrapped and left behind.

There is a new South Africa in which equality before the law and the constitution is going to

- come...and there is a new South Africa in which we must employ our equality for the benefit of the

people.â\200\235

The King said he was aware of the extent to which education in Black South Africa meantso much more than education in many modern, Western industrialised societies.

â\200\234Education for usis a passport into the whole realm of being relevant to your people . . . of being relevant to progress. Itis a passportinto a future where we will have a job to do in helping mankind around us.â\200\235

FUNDISA NO 3,1991 7

URBAN City Hall was packed on July 26, 1991 when the

first of KwaZulu's annual ceremonies to honour the
'Unknown Teacher' was held. Believed to be unique in the
world, it pays tribute to the teaching profession for its
profound role in developing the minds and abilities of young
people. The revered Professor A.J. Thembela delivered an
inspiring keynote address (reported below). KwaZulu's Sec-
retary for Education, Mr W.N.T. Zwane, who originally
proposed the ceremony, was there; Rectors of Colleges of
Education, teachers, retired inspectors and teachers from the
Circuits and massed choirs were there. It was a glittering
occasion.

'We salute, we sing praises, we thank the

HONOURING

THE

"UNKNOWN TEACHER'

E are meeting here today to recognise, to

honour and to express our great appreciation

to an unnamed teacher. We have come to

sing praises to this teacher who has carried

all the trials and tribulations of teaching the
children of this nation but has not been appreciated or
thanked.

Before we describe this 'unknown' teacher so that we can
recognise her/him and thank him/her, let us first remind
ourselves of the type of children she/he is teaching and
educating.

We need to remind ourselves also of the conditions under
which this teacher works as this nation goes through a
revolution that has come to be known as the crisis in
education.

This unknown teacher wakes up
every morning, throughout the year
without fail, to teach our children, a
great number of whom have been
brutalised, traumatised and vanda-
lised by the socio-political revolution.
For 15 years now, since 1976, these
children have celebrated the anguish,
the pain, bewilderment, complexity
and violence.

These children have succumbed to
the chasm of ungovernability. The

Prof A.J. Thembela,
Deputy Rector,
University of Zululand,
delivered this inspiring
keynote address on
the role of the teacher.

and love between teacher and pupil
has disappeared, yet this unknown
teacher continues to perform a
thankless task with great dedication and loyalty.

When these children achieve only a 36% pass rate at
standard 10 level, some people behave as if they did not
know and they shout at the top of their voices that there is a
crisis in education; yet the unknown teacher has lived with a
crisis all her life. Let us dissect and analyse this pheno-
menon called "crisis in education".

First of all there has always been a crisis of inadequate
resources in Black education. The inadequacies of the
human, the physical and financial resources have always
pressed heavily on this unknown teacher who had to teach
over-large classes in ill-equipped classrooms, without hope
of ever improving these conditions. Yet the unknown
teacher bore the pain with patience and fortitude.

Secondly, there was a crisis of quality. Under these con-
ditions the output of work could only be of a low quality. How
could anybody expect this unknown teacher to mark the
exercise books of 80 pupils in the three languages every day
and attend to the individual problems of her pupils in class?

relationship of authority, of respect -

The unknown teacher spent sleepless nights doing the
work that was meant for three teachers, but got half the
salary of a normal teacher. Not only was she not thanked for
this great sacrifice, but she was blamed for poor results,
harassed by officers and vilified for being unqualified and
under-qualified.

Thirdly, there was the crisis of the curriculum. Apart from
the irrelevance in the contents of history and literature,
there was very little wrong with the contents of the
syllabuses. The great feat which this unknown teacher
achieved was to learn to teach hungry children through a
foreign language which both she and her pupils had not
mastered properly.

Fourthly, in spite of the crisis of management and low
morale, this teacher survived under conditions of chaos
both within the school environment and in the larger
society outside. Some of these unknown teachers actually
died in the cross fire and even at the hands of their own
pupils "God bless their souls!"

In the fifth place, there was a crisis of legitimacy. The
liberatory forces which fought for the destruction of the
present regime succeeded in removing the legitimacy and
credibility of the executive departments of education. The
unknown teacher who was only doing his professional
work was labelled a collaborator with the "system". He was
harassed and ordered to identify with the struggle. He
suffered the pressures of both worlds.

These are the conditions under which the unknown teacher worked and toiled with patience and fortitude.

We are assembled here today to sing the praises of this unknown teacher, to recognise and thank him for his services. But that is not all. We have also come here to encourage and EMPOWER him so that his dignity will be restored and a sense of self-worth restored.

We must CONFIRM that this society appreciates and thanks teachers who are COMMITTED to the welfare of their children. We must acknowledge the services of teachers who are loyal, diligent and competent. Above all, we must give thanks and reward teachers who have rendered this great service of keeping the schools going in spite of the adverse conditions under which they work.

The unknown teachers who have been called unqualified - and underqualified must be assured that those who are diligent, loyal and competent will not lose their jobs in order to give way to the so-called qualified teachers who boast about their paper qualifications rather than the quality of their service.

In the new era of course, we welcome all competent teachers from any place or origin and we expect our teachers to be welcomed anywhere. We expect our

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packed City Hall.

and teachers on stage.

appreciation.

Â® TOP LEFT: Massed choirs.

Â® TOP RIGHT: Dignitaries and a

Â® RIGHT: Retired inspectors

Â® LEFT: Children present a
shield symbolising gratitude and

unknown teacher for leading our childrenâ\200\231

children to be welcomed anywhere in all schools just as we shall expect all the children to be accepted in any school of their choice where there is space.

Who is this unknown teacher? We are talking here about a teacher in any department of education whose services have not been properly recognised and rewarded.

Â® She is a teacher who understands the AIMS of education and the roles of schools in our society. She does not confuse her political and economic activities with her duties and responsibilities as a professional teacher.

Â® She knows how to promote the development of critical-thinking abilities in her children, and does not merely push her children through the examination system by simply appealing to memory work.

Â® She is a teacher who accepts assistance in order to develop her professional competence in the mastery of the subject matter and its delivery. She submits herself to a continuous process of SOCIALISATION into a culture of teaching.

She is a responsible professional teacher who belongs to a teachersâ\200\231 professional organisation which provides fellowship support systems by means of seminars, workshops and conferences. These serve as sources of new ideas and inspiration. A teachersâ\200\231 professional organisation satisfies other needs such as the personal, economic, educational and cultural needs. It also protects the rights and privileges of teachers by fighting for the improvement of their conditions of service.

We have two types of an â\200\234UNKNOWN TEACHERâ\200\235.

1. First we have a faithful, loyal, diligent and competent teacher who does her work, professional work, with dedication and commitment. She never blows her own trumpet and nobody recognises her. Very few people appreciate her contribution to society. Nobody ever thanks her. This is the unknown teacher around whom we have come to concentrate our attention today.

2. Secondly, we have a wayward teacher, who cheats children, misleads and even destroys them. This teacher is lazy, seldom goes to class, never does her daily preparation, remains in the staff room most of the time. He/she thrives in chaos and sees himself/herself as the leader or great follower of the struggle. This is the teacher whose name appears in the mass media as a 'concerned teacher'. We shall not pay attention to him/her today.

When we say teachers must be diligent, competent and loyal, we do not mean that they must be subservient and carry out their duties slavishly like obedient servants. Teachers have rights for which they must fight relentlessly. That is why all teachers have a great obligation to organise themselves efficiently and effectively so that they can pursue the following objectives:

• to provide a collective voice in enhancing high standards of educational endeavour and achievement:

• to strive for an equitable system of education in South Africa which will satisfy the needs and aspirations of all:

• to function outside the party political arena and be free of any party-political affiliations so as to maintain their autonomy and independence and ensure that the interests of children are in no way harmed by actively involving them in political action. Whereas we cannot divorce education from politics, we can no longer allow politics to interfere with the education of our children;

• to work with parents, communities in the quest for excellence in education;

• to have say in professional, educational and condition of service matters on a basis of BT UEN partnership with the educational authorities.

In the final analysis, let us all understand that the prosperity and future happiness of this country will depend upon the efficient delivery of the education service. This delivery will only be effected by the 'unknown teacher' who does works with great dedication. Education departments and education officers can only provide a support system.

Good teachers are also not just those with high paper qualifications with narrow competencies in teaching, or ability to cover the syllabuses or enabling the children to pass examinations. All this is necessary, but the primary concern is the ability to relate to children and excite them about learning. The process of learning must bring joy back into the classroom. In this way children develop a love and respect of nature, a love of humanity and a love for their God.

That unknown teacher must be empowered to lead these children towards this goal. If that happens, our meeting here today shall not be in vain.

We salute the unknown teacher for bearing her/his troubles with patience and magnanimity in the service of the children of this nation. We sing praises to the unknown

teacher for doing her/his work with dedication and commitment and we thank you for leading the children of this nation.

From now on, everybody shall recognise the services of the thousands of unknown teachers who belong to the great fellowship of the teaching profession.

The Secretary for
Education, Mr W.N.T.
Zwane, greets the
retired inspectors and
teachers attending
the ceremony.

FUNDISA NO 3, 1991 9

RECORD entry of more than 300 teams fr,
Northern Natal Cultural competition which v
Circuit Inspector, Mr R.T.S. Mthalane, are
A full programme which embraced all the imp
CerUITS were Nkandla, Bergville, Mdadadeni, Mnambit}
just some of the enthusiastic young participants dressed
The first places in each section were as follows:

~ VIL

With accompaniment:

e Lower Primary Schools: Emalahleni e Higher
Primary Schools: Sakhile Å Post Primary Schools:
Mgedandaba High

Without accompaniment:

e Lower Primary Schools: Sondoda e Higher
Primary Schools: Lindumthetho e Post Primary
Schools: Mbizwe High

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uas

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Å Lower Primary Schools: Nswelamanzi e Higher
Primary Schools: Emafusini e Post Primary
Schools: Sakhelwe High

n

ntoti Cultur

A CULTURAL DAY was also held by the South C

) six circuits participated in the closely contested 1991
s hosted this year by Bergville Circuit. Bergville, lead by
be congratulated on the efficient organisation of a very
rtant facets of Zulu cultural activities. The participating
i, Pholela and Nquthu. The pictures on these pages show

n their team outfits.

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OETRY

e Lower Primary Schools: Bayabonga e Higher
Primary Schools: Dukuza Â® Post Primary Schools:
i¬\201hande Memorial High

JBUHLE BENDALO

e Lower Primary Schools: Sondoda e Higher
Primary Schools: Collessie o Post Primary
Schools: Amadada High

INDLAMU

Â¢ GIRLS â\200\224 Lower Primary Schools: Mcijeni
o Higher Primary Schools: Thobezweni e Post
Primary Schools: Ingcongcosi High

Â» BOYS â\200\224 Lower Primary Schools: Mlamleli
@ Higher Primary Schools: Sakhile Â® Post Primary
Schools: Abantungwa High

il Day

â\200\230ast Region at the Amanzimtoti Civic Centre.

Pre-school education
should be a must

for every Black child
for better progress in
his scholastic career

EDUCATION has been defined as the bringing

up, training or schooling of a child to bring out
its full potential. In the final analysis, it can also
mean helping the child to attain maturity and
this is where pre-school education has a role
to play.

Social development is also an essential factor for an
individual especially the under fives. It helps a child to
work together with other people harmoniously. Young
children learn to mix well with their peers at pre-school.

Pre-school education greatly improves the develop-
ment of the child, in that the child becomes aware of most
things even before attending school. By the time he enters
school, in most cases he can recite, count and draw.

Pre-school education, pre-primary education, nursery
school education, early childhood education, creche
education all these mean the education given to a child
who is still under five years of age.

In Britain, they are called nursery schools, and cater for
children who are two to five years old. In developed
countries such as Britain, America and others, pre-school
education takes place everywhere. . . . in hospitals, courts
of law, schools, churches and community halls.

Pre-schools and their relevant education seem to be a
problem in KwaZulu and especially at Umlazi, due to the
limited number of pre-schools and the shortage of
qualified teachers. Whites, Indians and Coloureds also
experience problems in the running of pre-schools.
However, problems are most severe amongst Blacks.

Nina Gering, Chairperson of the Durban and Coastal
Society for Early Childhood Education, states that:

Research has proved that with a good pre-primary
school programme, children adapt easily to a formal
school environment, do better at school, grow up more
balanced and sociable adults with a headstart in the job
market.

In a seminar in Durban it was shown that those children
who would benefit from pre-school education are those
who came from deprived homes and backgrounds. How-
ever educational bodies that govern these people did not
have the funds to assist them in this regard.

This is proved by the limited number of pre-primary
schools in our communities. These are mostly sponsored
by the private sector and parents. The Government does

not allocate any funds for the Black pre-school child.

For a pre-school to be properly run, it should be fully subsidised by having adequately qualified teachers who follow an authorised programme of activities for example, self-directed plays.

Pre-school education must be based on three fundamental principles:

(i) there must be enough places for all parents who want them for their children;

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Condensed from
a paper on â\200\234The
need for pre-
school education
in our schools
and communitiesâ\200\235
by Mrs R.M. Sibisi
of Umlazi North
Circuit.

(ii) parents must be able to choose the age when their children can start and hours they attend each day;

(iii) pre-schools should aim at meeting the needs of all children for play, care and education.

A good foundation of pre-school education helps the child to progress well in all the educational levels. This is very important.

Lucas and Henderson state that:

(a) a childâ\200\231s intellectual development is fastest during the first four-and-a-half years, so this is the stage when he needs a benign environment in which he can learn, and secondly;

(b) many children are so disadvantaged during their early years that they cannot function well when they enter the educational system.

Pre-school education should be every childâ\200\231s need and right in this country. Children who have attended pre-schools work harder, see more, do more. They are happier and get more from life. They also give more of themselves. The children seem to have reached a new time in their lives, a time when stimulation, adventure, ideas, challenge, companionship have begun to be of prime importance.

Pre-school children learn to develop socially by mixing with their peers during lessons and breaks and communicate easily with other people. They develop emotionally by enjoying play and are not found crying all the time. Pre-scholars also develop linguistically by talking to their peers and teachers, they freely express their thoughts to others. Pre-scholars are often not shy.

Intellectual development can also be realised by counting, drawing, story-telling etc. A pre-scholar develops physically by performing exercises like jumping, climbing frames, finger painting, sand and water playing.

According to Mphahlele (1987:81) pre-schooling for the Black child is a new concept in South Africa, with no historical background. As a result, Blacks are experiencing all the problems of establishing pre-schools

without trained personnel or adequate funding. The only

major breakthrough has been the teacher training centres for pre-school teachers and creches which were introduced by missionaries shortly after World War I when women joined the work force in large numbers.

Despite a growing awareness of the importance of pre-school education and the gradual introduction as part of the formal schooling system of a bridging year for five- to six-year-olds, no substantial impact has been made. Only about 130 000 out of over five million Black pre-scholars have a chance for a place in a pre-school centre and these are mostly in the larger towns and cities.

The de Lange report (1981:3-4) states that it will be necessary to pay attention to the possibility of presenting pre-primary programmes chiefly to children who are

culturally, economically and socially handicapped and who are in no way ready for the formal programmes presented in junior primary education.

The de Lange report further recommends that, in addition to private welfare initiative, there should also be limited development of these institutions on Departmental initiative, but restricted to areas where the needs of small children are the greatest.

The burden of a teacher having to teach a class of 60 pupils in Sub-A could be eased if the beginners had started with pre-school foundations before getting to primary school.

Pre-school children are highly competent. They can conserve, classify, measure, memorise, reason and appreciate other than their own with considerable degrees of success.

A Durban group concerned with pre-school education calling themselves 'Grassroots Festival Trust' were interviewed by a Daily News reporter on pre-school education. Their response was that:

'In the Black sector provision for early childhood education is hopelessly woeful. At a time when the mind is most open to learning, almost a whole generation of Black toddlers are being brought up deprived of the intellectual stimulation necessary for them to be able to succeed at school.'

It is advisable that parents should not push their children into school at the earliest possible age when the child should still be in a pre-school. Although a few children who are very bright and mature socially may be ready, many are not. The extra time between the start of one year and the next may be exactly the time the child needs to get it all together to integrate physical, psychological and social skills to the point where entering school becomes exciting instead of frightening.

It is thus very important for a child to spend some time in a pre-school programme of some sort.

This leads me to the following suggestions on how pre-school education could be put into practice in a school set up.

• A pre-school unit or units could be attached to the existing primary schools.

• Pre-school units could be implemented in some schools, even if not to all schools, and these to be continually increased as need be. These would be subsidised by the Department of Education and Culture (KwaZulu).

• A pre-school unit is more ideal than a separate nursery/pre-school. It is easy for pre-school and infant teachers to exchange ideas and information. It is also easy for the pre-school children to become familiar with the larger environment of primary school and particularly with the future teachers and classrooms. There will be similarities in equipment and continuity of policy.

• funds permitting, there could be a specially designed separate building within the school grounds. It could be a temporary or permanent building adapted for pre-school use.

• Pre-schools and pre-school units should be registered

and subsidised by the Department of Education, so that teachers employed could be paid according to their qualifications and be fully subsidised by the Department.

Finally, pre-schools are ideal institutions in the development of a child (all things being equal). Pre-schools are a necessary beginning, if the child's developmental progress is to be based on the right foundation.

Most Black children enter school not having reached the expected level of maturity and readiness for school life. Primary education has to be extensive in order to make up for the gap.

Therefore, pre-school education should be a must for every Black child for better progress in his scholastic career.

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â\200\231Good matric results from

Estcourt Senior Secondary
draw a VIP visitor

FTER BEING two years running (1989 and 1990) among the KwaZulu Top
Ten matriculation results, Estcourt Senior Secondary School was paid a
congratulatory visit by the Secretary for Education and Culture, Mr W.N.T.

Zwane, during August.

The school achieved a 95,8% matric pass in 1990, reflecting a steady increase
over the years since 1987 when the pass rate was 55%.

Mr Zwane was accompanied on his visit by Bergville Circuit Inspector, Mr
R.T.S. Mthlane, as well as other inspectors from the Circuit.

] 2
The Principal of Estcourt
SSS, Mr S.P. Dlungwane.

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The whole school turned out for this historic event.

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Mr Zwane congratulates the
school on its fine perfor-
mances in the matriculation
examinations since 1987.

Sicelulwazi Primnary is
proud of itfs achievements

Sicelulwazi Primary School, serving

an informal settlement at Lindelani
in the KwaMashu Circuit north of Durban,
are characteristic of our peopleâ\200\231s deter-
mination to rise above their circum-
stances.

When the school opened its doors three

years ago the enrolment stood at 650 pupils and there were just six teachers.

Today, the numbers have swelled to 975 pupils and 16 teachers working out of only seven classrooms. The high teacher/pupil and pupil/classroom ratios are typical of so many of our over-burdened schools.

Yet, Sicelulwazi is a proud school supported by a proud community. Black and white are the school colours. Both boys and girls wear neck ties.

And the parents try to ensure that their children conform to the code of dress laid down at the school and encourage their sense of personal and school pride.

From its start in 1989, Sicelulwazi has been committed to the Read programme and in the Read Festival of Books in May won three first, two second and one third places in the zonal and regional eliminations.

THE PROUD achievements of the

Then, the school entered the Maths and Science Olympiad for 1991 and one SSB pupil, Sanele Ngcobo, was chosen to represent the Circuit in his section.

Next Sicelulwazi participated in the five Circuit Cultural Days and won second position in the gospel section (Umculo Wokholo).

The school is actively involved in cultural activities such as drum majorettes, gum boot dancing, imbube, traditional dancing, folk songs, classical and gospel music.

As the school
Dlamini, says:

â\200\234Children are our greatest gift from God. Education is the greatest gift for our children.â\200\235

Principal, Mrs EN

Mrs E.N. Dlamini is the Principal of Sicelulwazi.

Below: The parents send their children out looking neat and smart in their black and white school uniforms but. .. as the saying goes. .. boys will be boys!

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INKONDLO zibhalwa ngabantu abaziwa ngokuthi yizimbongi. Izimbongi sizebenzisa amagama ukuchazela abantu lokho ezifuna ukukubeka. Izimbongi zisebenzisa ulimi oluthe ukushuba kunalolo olusetshenziswa kweminye imibhalo. Izinkondlo zinesigqi sazo kanye nemifanekisomqondo. Izinkondlo zinendlela yazo yokuhlela imigqa. Lokhu kusetshenziswa kolimi ngale ndlela eshubile nejulile yenza ukuba izimfundamakhwele ekubhaleni izinkondlo zivele obala.

By S.S. Nhlumayo,

IZINKONDLO

(Critical appreciation of Zulu poetry)

Umeluliki Wesi Zulu

1. IYINI IMBONGI?

ZINKONDLO zibhalwa yizimbongi. Imbongi ngumuntu

oxakile. Ingumuntu enithi nibona into naye ngesikhathi esisodwa yena ebe ebona okunye ngaleso sikhathi. Abantu abaningi imbongi sebeze bayinika le ncazelo: â\200\234Imbongi ngumuntu ongaphilile kahle hleâ\200\235. Uma besho kanje basuke bengagondile ukuthi imbongi ingumuntu ogulayo. Basuke bengagondile ukuthi imbongi ingumuntu okufanele ahlale eqashelwe ngaso sonke isikhathi ukuze angakwenzi oku-phambene nokulunga. Abasuke bekuhlosile ngale ncazelo engenhla ukuthi uma umuntu eseqala ukufunda inkondlo kufanele azibuyise zonke izinggondo ngoba imbongi ingase isebenzise amagama athe phecelezi. Imbongi ingase ifanise izinto thina esibona ukuthi azifani ngale migonjwana yethu engenabumbongi.

Imbongi ike ifanise umuntu nesihlahla. Imbongiike ifanise ithelifoni nezilunga zenkomo. Imbongi ike ifanise ukufa nomthakathi.

Mangiphinde ngithi konke lokhu kushiwo ukuze umfundi wezinkondlo athi lapho eqala ukufunda izinkondlo ayeke konke okunye okuphazamisa inggondo. Kuye kukukitaze ngesinye isikhathi uma uzwa umuntu ethi â\200\234Thulani manje ngoba sengifunda umsebenzi obhalwe â\200\230yilabaâ\204ç esho khomba ikhanda.

Ngakho-ke ukuze inkondlo uyizwe uyizwisise kufanele ukuba usondele kakhulu kuyo. Sekuwubunkondlo khona lokhu ukuthi kufanele â\200\234usondeleâ\200\235 kuyo. Ingani uma ufunda noma imuphi umbhalo kufanele usondele kuwo. Uzowubona kanjani uma umbhalo ulaphaya okhalweni. Esikugondile lapha yikho ukuthi gudluza zonke iziphazamiso eziseduze

kwakho neziphakathi kwakho, enggondweni uma usuqala ukufunda inkondlo. Yivule inggondo uhlwaye ukuthi imbongi ithini nokuthi ikusholoni lokhu.

Kuyasiza futhi ukukubuza nakwabanye abantu ukuthi ngahle kugondweni uma kuthiwa, kuthiwa.

Uma umfundi esewutholile â\200\234umoyaâ\200\235 okufanele abe nawo lapho efunda izinkondlo usengabhala le minxa yenkondlo.

2. ISAKHIWO SENKONDLO

LELI yigama elijwayelekile lokubukeka kwenkondlo. Abanye bathi ingaphandle le nkondlo. Kubalulekile ukuchaza ukwakheka okungaphandle kwenkondlo ngoba imbongi kusuke kuyinjongo yayo ukwakha inkondlo enjalo. Ngaphansi kwalesi sihlokwana kungachazwa lokhu.

2.1 Amastanza abumbe inkondlo

IZINKONDLO eziningi zakhiwe zaba nezindinyana. Lezi zindima zibizwa ngokuthi ngamastanza noma amavesi. Ogoka ukubiza lezi zindinyana ngelokuthi ngamapharagrafu

akuxatshenwe naye. Elestanza lihlaba emhlolweni ngoba lona alibuye lisetshenziswe kwenye indawo ngaphandle kwasenkondlweni. Inkondlo-ke ingaba namastanza amabili, amane, ayisihlanu njalo njalo. Kuvamise ukuba istanza ngestanza sibe nokuthile imbongi efisa ukukusho kuso. Ukubaluleka kokuchaza ukuthi inkondlo inamastanza amangaki kusekuthini kwaziwe ubungaki bezinto imbongi ekhuluma ngazo kuleyo nkondlo. Enye inkondlo ingaba nestanza esisodwa njengesonethi.

2.2 Imigga ebumbe lawo mastanza

ISTANZA siyistanza ngoba sakhiwe yimigga. Imbongi kusuka ekhanda layo ukuthi inkondlo yayo izoba nama- stanza athile. La mastanza azokwakhiwa ngemigga engaka. Enye imbongi yakha inkondlo ezoba namastanza anemigga elinganayo, ubude noma inani. Enye imbongi ngezizathu ezisekhanda layo iqoke ukwenza inkondlo enamastanza â\200\234asinayoâ\200\235. Ngasinayo kushiwo amastanza angalingani. Lapha kusuke kukhona amastanza amade kunamanye. Imbongi isuke inesizathu esithile sokwakha amastanza anje.

2.3 Iziphumuzi ezikhona kumastanza

IMBONGI ingumuntu oxakile nje. Iyazi ukuthi inkondlo eyibhalile kufanele ifundwe ngumuntu ophilayo. Umuntu ophilayo ukhuluma abuye agwinye amathe. Ukhuluma abuye adonse umoya. Lokhu kugwinya amathe kanye nalokhu kudonsa umoya kuwukuphumula kancane komkhulumi. Uma umuntu ekhuluma ngesinye isikhathi ubuza imibuzo efuna ukuphendulwa noma nje imibuzombumbulu. Izwi liyashintsha lapho umuntu ebuza umbuzo. Ngesinye isikhathi imbongi iyakwenza ukubabaza.

Konke-ke lokhu imbongi ikwenza ngokusebenzisa izi- phumzi enkondlweni. Iziphumuzi ezivamile ngunggi (.) yikhoma (,) umbuzi (?) kanye nombabazi (!). Ofunda inkondlo kufanele azigaphele lezi ziphumuzi ngoba kusuke kukhona okuthile imbongi esuke ifuna ukuwenza enkondl- weni yayo ngazo.

2.4 |-enjambamenti

ENYE imbongi iba nendledlana yayo yokubhala imisho enkondlweni yayo. Eminye imisho ithatha umugqa owodwa.

Eminye imisho ithatha imigga emithathu njalo njalo.
Umusho ungumusho uma uphetha ngalezi ziphumuzi .,? |-
enjambanenti-ke ngumusho enkondlweni ogalo ekuqaleni
komugqa wenkondlo uhambe njalo uze uyophela ekupheleni
komugqa olandelayo. Imboni isuke inesizathu esithile
sokwenza le enjambanenti.

* CONTINUES OVERLEAF

FUNDISA NO 3, 1991 15

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|ZINKONDLO onimes

2.7.5 UKUXHUMANA okutshekele kwesobunxele. Loku @

kuxhumana kungalingiswa ngalo mfanekiso.

2.5 Imvumelwano-sigcino

IMBONGI iyawakhethisisa amagama ewasebenzisayo. Amanye iwakhetha ukuze kuthi ekupheleni kwemigga yenkondlo kubekhona ukufana kwemisindo. Lokhu kufana kwemisindo ekupheleni kwemigga yenkondlo kubizwa ngokuthi yimvumelwano-sigcino. Kubalulekile ukwazi ukuthi imvumelwano-sigcino ingaba ukufana kwezinhlamvu zokugcina emgqeni wenkondlo noma nje ukufana konkamisa abagcinile emiggeni yenkondlo.

2.6 Imvumelwano-sigalo

IMBONGI iyayihlobisa inkondlo yayo. Lokhu ingakwenza ngokugala imigga yayo ngemisindo efanayo. Ukugala imigga yenkondlo ngemisindo efanayo kubizwa ngokuthi yimvumelwano-sigalo.

2.7 Ukuxhumana

IMBONGI inamasu amaningi okuhlobisa inkondlo yayo. Imbongi ingasebenzisa ukuxhumana ukuze inkondlo yayo ifundeke kahle, ukuze ibukeke kahle, ukuze ibe nesigqi esithile esizovumelana nombiko wenkondlo. Ukuxhumana ukusetshenziswa kwegama ezindaweni ezimbili emggeni noma emiggeni elandelayo. Nazi ezinye zezinhlobo zokuxhumana ezivamise ukutholakala ezinkondlweni.

2.7.1 UKUXHUMANA okugondile okuphakathi nendawo. Lokhu kuxhumana kungalingiswa ngalo mfanekiso.

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Lapha imbongi kule migga engenhla igale umugga kwathi phakathi naphakathi nomugga yasebenzisa igama elithile. Emggeni olandelayo phakathi nomugga imbongi iye yasebenzisa leliya gama ebilisebenzise ngenhla. Lokhu kusetshenziswa kwegama kuphakathi nendawo kanti futhi kugondene.

2.7.2 UKUXHUMANA okugondile okusekugaleneni kwe-

migqga. Lokhu kuxhumana kungalingiswa ngalo mfanekiso.

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Lapha imbongi emggeni wokugala isebenzisa igama elithile. Kuthe emggeni olandelayo yabuya yasebenzisa lona leliya gama ebilisebenzise ekugaleni komugga ongenhla. Lokhu kuxhumana kusekugaleni kwemigga kanti futhi kugondile.

2.7.3 UKUXHUMANA okugondile okusekupheleni kwe-migga. Lokhu kuxhumana kungalingiswa ngalo mfanekiso.

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Lapha imbongi igale umugga kwathi ekupheleni kwawo yaphetha ngegamaelithile. Ibuye yagala umugga olandelayo. Ekupheleni kwalo mugga yaggiza ngaleliya gama egqize ngalo emggeni ongenhla. Lokhu kuxhumana kusekupheleni kwemigga yenkondlo kanthi futhi kugondile.

2.7.4 UKUXHUMANA okutshekele kwesokudla. Lokhu kuxhuma kungalingiswa ngalo mfanekiso.

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Laphaimbongiigale umugga ngegama elithile yase iwugeda lowo mugga. Emggeni olandelayo iphethe ngalo leliya gama egale ngalo emggeni ongenhla. Lokhu kuxhumana kuthiwa kutshekile ngoba kukhona igama elibuye lasetshenziswa emggeni olandelayo ekupheleni kwawo. Kungabuye kufaniswe nomuntu ophakamisa ihlombe lesinxele kwathi inlombe lakwesokudla lashona phansi.

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Lapha imbongi igale umugga ngendlela ethile, kwathi ekupheleni kwawo yagcina ngegama elithile. Umugga olandelayo iwuqale ngalo leliya gama ebigcine ngalo emggeni ongenhla. Lokhu singakufanisa nomuntu ophakamise ihlombe lakwesokudla kwathi ihlombe lakwesokunxele lashona phansi.

2.7.6 UKUXHUMANA okumbaxa. Lokhu kuxhumana singakulingisa ngalo mfanekiso. Enye imbongi ingasebenzisa igama ezindwani ezine.

Lokhu kuxhumana kuhlangukise lezi zinhlobo ezingenhla esezichaziwe.

2.6.2 2.6.3
26.4 2.6.5

Izinhlobo zokuxhumana ziningi ngangezimbongi ezikhona esiZulwini.

3. UMQONDO OSOBALA WENKONDLO

MASTANZA abumbe inkondlo angamagama abekwe

alandelana ngendlela ethile ukuze akhe istanza noma indima noma ivesi. Imigga yenkondlo yakhiwe ngamagama alandelana ngendlela ethile. [ziphumuzi zilandela amagama. Imvumelwano-sigcino nayo belu imvumelwano-sigalo iwu-kusetshenziswa okuthile kwamagama noma izinhlamvu ezibumbe amagama. Ngemuva kwamagama kulele incazelo ethile. Lokhu kusho ukuthi amagama asetshenziswa enkondlweni aqukethe umgondo noma imigondo imbongi efisa ukuyidlulisela kabafundi benkondlo.

Ngakho umfundi wenkondlo ubona phambi kwakhe amagama athile. Yiwo la magama aphantsi kwakhe amenza ukuba abone ukuthi kukhulunywa ngani. Imbongi njengomuntu obona izinto ngelinye iso ingaxoxa ngento ethile kanti igonde enye into. Le nto engacashile imbongi exoxa ngayo kuthiwa ngumgondo osobala. Uma ufunda inkondlo, ulandela amagama asetshenzisiwe. Ungakagxili noma ungakakucubunguli okushiwo yinkondlo uba nawo umgondo wokuthi imbongi ikhuluma ngani. Lokhu kubizwa ngokuthi ngumgondo osobala ngoba umfundi wenkondlo ongaxakekile angagcina lapha. Kanti kuningi imbongi ekuthukuse emagameni ewasebenzisile.

4. ISIGQI SENKONDLO

NKULUMO noma ngeyaluphi uhlobo inesigqi esithile. Uma

umuntu ethetha ukuthetha kwakhe kunesigqi esithile. Isigqi sokuthetha siyashesha. Uma umuntu ekhuluma nomngane wakhe behlongoza ukuvula ibhizinisi inkulumo yabo iyacothoza. Uma umbukeli webhola ebongela emdla-Iweni ukhuluma ngokushesha. Umfundisi emvuselelweni ukhuluma ngokukhulu ukushesha.

Zonke lezi zibonelo zigondiswe ekuvezeni ukuthi inkulumo noma eyaluphi uhlobo inesigqi sayo.

Inkondlo njengoba nayo iyinkulumo yembongi inesigqi sayo. Inkondlo-ke inesigqi esisheshayo noma isigqi esichothozayo. Isigqi esisheshayo senkondlo sitholakala enkondlweni enemisho emide kanti isigqi esichothozayo sitholakala enkondlweni enemisho eneziphumuzi eziningi noma enemisho emifushane.

Imbongi isebenzisa isigqi nokunye ukudalula lokho efisa ukukunekela abafundi. Kungakho istanza sinesigqi saso.

Enye imbongi enkondlweni ingasebenzisa izigqi ezahlukeneyo.

Ingagala ngesigqi esisheshayo kulandele esichothozayo kugcine ngesisheshayo.

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5. UMQONDO OJULILE WENKONDLO

UNGUMBULO osindayo ukuthi, uthini umqondo

julile wale nkondlo? Nokho uyabuzwa. Uyobuzwa njalo.
Kuyothokozisa umfundi ukuwubeka ngale ndlela lo mbuzo.
Yiziphi izifengo ezisetshenzisiwe kumastanza enkondlo?
Lezo zifengo zisetshenziswa kanjani?

5.1 Izifengo

NGAKHO inkondlo ayinakufundeka kahle, izwakale kahle,
uma izifengo zingaziwa.

Ulimi Iwembongi luhloteshe yizo izifengo. Imbongi
enohlote nehloteshe yimbongi enolwazi oluncomekayo
Iwezifengo. Kungenxa yalesi sizathu sithe Imbongi ingu-
mntu obona izinto ngelinye iso.

NAZI ISIFENGO EZIJWAYELEKILE

(a) Izifengo zokufanisa

1. Isifaniso (simile) - 2. Isingathekiso (metaphor) -
3. Ukwenzasamuntu (personification) - 4. Ukwenzasasi-
Iwane (animalification)

(b) Izifengo zokuphimisa imisindo

1. Ifunzamsindo (alliteration)-2. Ifuzankamisa (assonance)
- 3. Isifanisamsindo (onomatopoeia)

(c) Izifengo ezicashisa inkulumbo

1. Ukuhlanekezela (metonymy) - 2. Umbhingo (irony) -
3. Ukubhuga (sarcasm) - 4. Indida/ukuziphikisa (paradox)
-5. Inhlonipho (euphemism) - 6. Umbuzi/Ummemenzi
(apostrophe)

(d) Izifengo zokukhula kwendaba 1. Ivutho-
ndaba (climax) - 2. Ipholavuthondaba/ibohlo (anticlimax/
bathos)

(e) Izifengo zokumele okunye

1. Ukuhlanekezela (metonymy) - 2. Inhlonipho (euphe-
mism) - 3. Isinedoshe (synecdoche)

(f) Izifengo ezigcizelelayo

1. I-oxymoron (oxymoron) - 2. Ilithothisi (litotes) -
3. Uhaba (hyperbole) - 4. Uteku/Ufanamagama (pun) -
5. Umphendu (metathesis) - 6. Impinda (refrain)

5.2 Izithombe-magama/Izithombe-mqondo

ESIZULWINI kukhona amagama alula. Amagama alula
yilawo magama angavusi sithombe emgondweni womfundi
noma womlaleli. Isibonelo:

Ubaba ushaye uSidididi.

Kunemibuzo eminingi engabuzeka emva kwalo musho.

i. Ubaba umshaye ngani uSidididi? ii. Umshayephiubaba
uSidididi? iii. Ubuzwile yini ubuhlungu uSidididi? iv. Uzwakalile yini umsindo ngesikhathi uSidididi eshaywa?

Ngakho isenzo SHAYA siyigama elilula ngoba kusekhona

lolu hide olungenhla Iwemibuzo olungase lubuzwe. Kanti

uma umuzo bewuthi, â\200\234Ubaba ubhaxabule uSidididiâ\200\235.
Okucacayo emva kwalo musho ukuthi:

i. Ubaba ushaye uSidididi ngemvubu noma ngebhande. â\200\224
ii. Ubaba ushaye uSidididi emzimbeni noma ezingeni. â\200\224
iii. Kuzwakale umsindo ngesikhathi eshaywa. â\200\224 iv. Uzwe
ubuhlungu uSidididi ngesikhathi eshaywa. â\200\224 v. Kufanele
ukuba umuntu okhuluphele uSidididi. â\200\224 Imbongi
ingumuntu onekhono elikhle lokusebenzisa amagama
akhanda izithombe ezithile emgondweni womfundi noma
umlaleli.

6. IMIZWA EVUSWA YINKONDLO/
UMOYA WENKONDLO

MA umfundi eseyifundile inkondlo kufanele akwazi
ukuthola ukuthi imbongi yayithinteke kanjani nakanga-
kanani emoyeni ngesikhathi iyibhala. Lokhu kuvela kahle
enkondlweni uma umfundi esondela kuyo. Eminye imimoya
engathelekela enkondlweni vyile, usizi, umunyu, inzondo,
ulaka, ukudangala, indelelo, ugqozi, ukwenama, injabulo,
usikisi, ufuqufuqu, ukwenyanya, insolo, uthando.
Kusobala lapha ukuthi umhluzi angaveza umoya imbongi

ebeke ngawo imicabango yayo kanye nokuthi abafundi
bayenanele ngamuphi umoya leyo nkondlo.

Mpumalangaâ\200\231s

of the records broken that day.

Ntombelo in the shotput.

against Indumisoâ\200\231s 123.

achievements on the
sporting and cultural fronts

PUMALANGA COLLEGE â\200\224 the â\200\234Beamsâ\200\235 â\200\224 has had a rewarding
M season on both the sporting and cultural fronts! Firstly. at the Zone
G Inter-College Athletics, the â\200\234Beamsâ\200\235 were responsible for three

Nombuso Mkhize set new records in the 100 m and 200 m and Princess

Thirteen â\200\234Beamsâ\200\235 athletes were chosen to represent Zone G at the
SAICSA meeting in April and were placed second with 104 points overall

However, Nombuso Mkhize was Victrix Ludorum. The â\200\234Beamsâ\200\235 won the
womenâ\200\231s overall trophy and five were selected for the SAICSA team at
Secunda where two won gold medals and five won silver medals.

On the netball courts, Mpumalanga fielded a powerful team which won

â\200\231

/

its matches against Ntuzuma, Adams College and Indumiso. The team also
represented Zone G in the SAICSA meeting at Johannesburg College in
September.

The Mpumalanga College Choir also reports successes in competitions
during 1990 and 1991. Had it not been for the prevailing political turmoil, the

choir would have competed in the National Eisteddfod. It is now preparing recordings which will be heard on Radio Zulu and TV2.'

FUNDISA NO 3,1991 17

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PRESCRIBED BOOKS

1] AFRIKAANS

1.0 AFRIKAANS TWEDE TAAL HOER GRAAD 1992

IBISIRG 5. Harlekyn vir die .

Viinder Il C. Steyn Juventus dieretuin S.J.â\200\235Pretonus

Stampie A van Wyk Human & 6. Klein vrede Antjie Krog

Rousseau 7. Maaltyd P.J. Philander

1.2 ST 7 8. Maria Elisabeth Eybers

Prins se Spook J.S. Holland & 9. Repos ailleurs Totius

E. Huismans Boekateljee 10. VoÃls R.K. Belcher

Veeis e Oifer - C. g Pleslion 11. Waar ruwe rotse C.M. van den Heever

ESERSIRG 12. Wespark Elisabeth Eybers

Kleinbegin in die ; :

1.5.2 Kinders van die

Prosa Charles Malan De Jager HAUM S Charles Fryer Tafelberg

Koning Kalahari C. van Niekerk Juventus

Daar word ver wag dat 'n wye reeks verhale behandel sal

1.4 ST9 word, maar slegs die volgende verhale sal geÃksamineer

Die Vuurfontein R. van Rensburg J.P. van der Walt word: HG SG

& Seuns 1. Rooikoos Willemse is

Die Edelvalk van soek A.H. de Vries X

Donkerkruin H.S.van Blerk Juventus 2. MHaltkrone vir die

1.5 ST 10 (Voorgeskryf deur Departement Nagmaal E. Kotze X X

Onderwys en Kultuur) 3. Die dieper dors Elise Muller X

(Eksameneringstydperk November 1991-Junie 1993) 4. Nag by die drif Elise Muller X

1.5.1 Skakering D.J. Opperman, 5. Die wedloop Pirow Bekker X

G.H.J. Coetzee Tafelberg 6. Broedertwis C.M. van den

Die volgende gedigte uit die bundel SKAKERING Heever K X

moet bestudeer word: 7. Die kalf Dolf van Niekerk X X

1. Agter tralies C.M. van den Heever 8. My broer se kraai Chris Barnard XX

2. Die Strandjutwolf N.P. van Wyk Louw 9. Die ooreenkoms Daleen Matthee KX

3. Die Vissersknaap H.A. Fagan 10. Engel by die vleiland Petra Muller X

4. Gebed vir'n 11. Die ramp T.C. Cloete XA

transportryer S.J. Pretorius 12. â\200\231'n Man kom tuis Chris Barnard XX

2] ENGLISH

1.0 ENGLISH SECOND LANGUAGE HIGHER GRADE 1992

SIESSIBIG 1.2 SUD 7

1.1.1 Novel: Joey K. Kuhne Via Afrika 1.2.1 *Sestet: Kotze & Terry Fountain Press

1.1.2 Poetry: African B. Buys & ALL PLAYS TO BE STUDIED.

Sky Blue R. Gilfillan Longman 1.2.2 Ghamka, Man of Men E. Marchant Tafelberg

Poems to be studied from African Sky Blue (Buys :ll '331 SPICe?e gf e

et el Hunter D. Sherman Romantica

African Sky Blue Juluka : *Poetry Quest P. Southey Hodder & Stoughton

\l(/IV:IrLSetwomen 'g% â\200\234::;Shal' Poems to be studied:

ATt R. MZGOU h M_y Bus Conductor Roger McGough

Tg Jamgs 5 e g Mid Term Break Seamus Heaney

Lucky Old Sun Traditional TRenRIDRING Hoben Hayden

Suns)Ãt N The Housewifeâ\200\231s Lament American Folk Song

An Introduction to Dogs O' Nash Theshane JolmGatd

MesaTite 9 J .U G The Flattered Flying Fish E.V. Rieu _

Eme?ald Dove A DZIius The Spider Robert P. Tristram Coffin

: . Interlude 3 Karl Shapiro

How Do | Love Thee E.S. Browning Buffalo Dusk Carl Sandburg

The Beloved A.R. Cliff-Lubwa Sonnet J.C. Squire
5 Ways To Kill A Man E. Brock African Beggar Raymond Tong
| Like Noise J. Pope The Difference Gloria Paullinson
Where Have All The Suicide in the Trenches Siegfried Sassoon
Flowers Gone P. Seeger The Fox and the Grapes Joseph Lauren
Pippa's Song R. Browning Street Scene Peter Suffolk
Swing Low, Sweet Rich Man Eleanor Farjoen
Chariot Traditional Teachers should study up to 10 additional poems of
Little Boxes M. Reynolds their own choice with classes that are keen and quick.

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FOR 1992

4 STDS

The following two titles to be studied:

1.4.1 Drama:

Short Plays for

Students Hope Dubeetal Juta&Co. Ltd

ALLPLAYS TOBE STUDIED

1.4.2 Short Stories:

AcrosstheBoard HughHoughton- Hodder &

Hawksley Stoughton

The following short stories are to be studied:

THEME: Birth

Thanks to Mrs Parsons Bertha Goudvis

Genesis and Catastrophe Roald Dahl

THEME: Manhood

Manhood John Wain

Dogs of Fear (extract) Musa Nagenda

THEME: Cultures

The Old Mother Pearl S. Buck

THEME: Human Relations

Trust Lynne Reid Banks

THEME: Reminiscences

Goingtto School (extract) Wole Soyinka

THEME: Decisions

The Mile George Layton

THEME: Humour

The Killian-Boyle Affair Paddy Richardson

A Bekkersdal Marathon

s & STiDA0

Herman Charles Bosman

1.5.1 **Poetry: EdS. Smythand V. Swacina

The Wind at Dawn. An Anthology of Poems (Hodder
and Stoughton Educational South Africa).

The following poems are studied from the Wind at Dawn:

The Human Seasons John Keats

Seed Herman Charles Bosman

The Hermit Alan Paton

Mending Wall Robert Frost

Throwing a Tree Thomas Hardy

Pylons Stanley Snaith

The Schoolboy William Black

Gabriel Okara
Richard Wilburg
D.H. Lawrence

Piano and Drums
Boy at the Window
Piano

Python Shepistone Seseko
Sunstrike Douglas Livingstone
The Express Stephen Spender
The Journey of the Magi T.S.Eliot

Pieta Guy Butler

The Wind at Dawn Leonard Flemming
A Sudden Storm Pius Oleghe

To Sleep W. Wordsworth
Ozymandias P.B. Shelley

Deat be not Proud John Donne

1.5.2 **Drama:
Shakespeare: Romeo and Juliet (any)

Novel:
Margaret Craven: | Heard the Owl Call My Name:
Heinemann
Short stories:
Ed G.E. de Villiers: Close to the Sun
Stories from South Africa
(Southern Book Publishers).

The following stories must be studied from Close to the Sun:

The Love Potion H.C.Bosman
Power Jack Cope
AtZanalla Sidings Arthur Walter Wells
The Claws of the Cat Stuart Cloete

Masilo\200\231s Adventure Bob Leshoai
The Slaughter of an Innocent Fred Mayne

The Consequence R.L. Peten

Candidates must study and will be examined on any TWO Saki Fay King
of the following four works. Questions will be set on all The Waste Land Alan Paton
four works. Through the Tunnel Doris Lessing
TITLE AUTHOR PUBLISHER GENRE TITLE AUTHOR PUBLISHER GENRE
ISTD 6 POEMNOS: 4,5,7,9,11,12,14,17,19,20,24,25 and 27.
Ihluzo 1 MakhambeniN. DeJager-HAUM Poetry
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waseMshwatki Bhengu K. Educum Novel Kunje-ke Xulu M. Shuter &Shooter Essays
ALLTHEP LalelaMngani

Pt Wami DamaneEMM. DeJager-HAUM Novel
RESIED 7 Ishashalazi MbheleN.F.& Reach Out of
Unyazi 1 ZuluES.Q. Centaur Poetry NtuliD.B.Z. (KwaZulu) Drama
Amagwababâ\200\231 Buthelezi M.P. & Hodder & : KwasukesukelaMsimang C.T. Bard Folklore

Renaissance of D.E. HLStigton SHLP L POEM NOS: 7,10,13,16,20,22,23,24,26,28,29,32,34,35,38,41
Amathunzi and 43.

Ayewukela MakhambeniN. DeJager-HAUM Novel

Izimboko NtuliN.S. Bard Drama 5.STD 10

ALLTHEPOEMS Ihluzo3 MakhambeniN. DeJager-HAUM Poetry

SESTDIS Hodder &

Isilulu Benzangani? NxumaloO.E.H. Stoughton Short Stories

SikaZulu 2 Damane E.M. Educum Poetry Woza : Shuter &

Amanyezi Reach Out Nendlebe NtuliD.B.Z. Shooter Drama

Nemathunzi Mbhele N.F. (KwaZulu) Short Stories Inkukhu

Uze Yanqunywa :

Ungikhonzele MakhayeN.J. DeJager-HAUM Novel |U[â\200\230n|:mo MkhizeM.T. DeJager-HAUM Nov
el

Angigeqi Wetrs g

Magula MabuyaL.T.L. Erroll Marx Folklore Yomhambi Mabuyal.T.L. ~ Centaur Folklore

KwaBulawayo GumbiG.N. Librarius Drama ALL THE POEMS

FUNDISA NO3,1991 19

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N Fundisa No 2, 1991, we commenced a two-part series on the new Home Owner

Scheme which, since August 1, 1990, has replaced the previous Housing Subsidy

Scheme. In Part One we dealt with the Application Limits of the Scheme, the Criteria for participation and made a start with the Rules and Procedures. Due to the considerable amount of space which will be required to publish the text of the full document in all its legal terminology, we now present a summary giving readers the essential details they need to know in making an application. If desired, the full text can be obtained from the Secretariat, Inspectorate Offices, Rectors, Principals or Departmental Section Heads.

The new Home

Owner Allowance Scheme

On the record, we first state the headings of the various clauses and then detail the Forms required and procedure for calculation of the allowance.

CLAUSES

4.4 Effective Date 4.5 Termination of Allowance 4.6 Allowance Period 4.7 Further or increased mortgages 4.8 Advances and restitutions 4.9 Official duty away from headquarters 4.10 Transfer to or from headquarters 4.11 Transfer to or appointment in the Public Service 4.12 Effect of leave of absence/suspension 4.13 Onus on applicants 4.14 Bonafide over- and underpayments 4.15 Penalty and recovery/correction 4.16 Forms.

5. DISPOSAL POWERS

6. CONTROL 6.1 Control procedures 6.2 Statistics.

7. OTHER 7.1 Possession phenomenon 7.2 Dwellings owned by a company or trust 7.3 Mortgage loans phenomena 7.4 Divisioning and selling of property 7.5 Allowance in respect of interim interest.

8. EXCEPTIONAL CASES

FORMS

(a) The following forms are used by participants to the scheme:

(i) Application for housing allowance (Schedule C) at first application.

(ii) Notice of changed circumstances which influence allowance payment, the acknowledged loan amount and the allowance end date (Schedule D).

(iii) Application for reinstitution of housing allowance (Schedule E).

(iv) Notice of sale of evacuation of dwelling at previous headquarters (Schedule F).

(b) Each department should, according to its own needs, decide how many copies of each form should be filled in.

CALCULATION OF ALLOWANCE

The monthly allowance which can be paid to a person, represents $\frac{A}{100}$

1.1 R662; or

1.2 an amount calculated according to the following formula:

$A \times B / 100 =$ said amount (rounded to the nearest higher Rand)

where

A $\frac{A}{100}$ represents the person's acknowledged loan amount or total of acknowledged loan amounts as referred to in Code paragraph 4.2; and

B $\frac{A}{100}$ the factor 1,3231 or, if applicable, the applicable factor described in paragraph 2 below; or

1.3 an amount calculated at the rate 76% of the person's compulsory monthly capital and interest redemption which is paid by stop-order to the mortgagee,

& namely the SMALLEST of the three amounts.
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Note: The reference in paragraph 1.3 above to $\frac{A}{100}$ compulsory monthly capital and interest redemption which is paid to the mortgagee $\frac{A}{100}$, should simply be considered to be reference to the amount which is indicated by the person on his stop-order as $\frac{A}{100}$ compulsory capital/interest redemption $\frac{A}{100}$.

POSSESSION OF ANOTHER DWELLING

2.1 If a person and/or his spouse owns, besides the dwelling that he occupies, another paid-off dwelling or dwellings under the circumstances as described in Code paragraph 2.4, the factor 1,3231 (which represents B in the formula in paragraph 1.2) should be replaced by the factor 1,2448.

RULES FOR CALCULATION

3.1 No allowance is payable with regard to a mortgage loan if interest is levied thereon at the rate of 3% or lower. The interest rate with regard to a mortgage loan should otherwise be left out for the calculation of the allowance according to paragraph 1 above.

3.2 Although the redemption period of a mortgage loan has a direct influence on a person's allowance payment period (refer to Code paragraph 4.6 in this regard), it should be ignored for the calculation of the monthly allowance.

THE FOLLOWING calendar is applicable during

'KWAZULU SCHOOL
CALENDAR FOR 1992

1992 to Primary Schools, Post-Primary
Schools, Colleges of Education and Special Schools in KwaZulu:

SEMESTERS

TEACHERS/LECTURERS School days STUDENTS School days
1st 15/01/92 to 05/06/92 98 22/01/92 to 04/06/92 92
2nd 07/07/92 to 26/11/92 101 08/07/92 to 25/11/92 99
Total 199 Total 191

QUARTERS

TEACHERS/LECTURERS School days
First quarter: 15/01/92 Wednesday to 27/03/92 Friday 53
Second quarter: 30/03/92 Monday to 05/06/92 Friday 45
Third quarter: 07/07/92 Tuesday to 14/09/92 Friday 54
Fourth quarter: 18/09/92 Monday to 26/11/92 Thursday 47
Total 199

STUDENTS School days

First quarter: 22/01/92 Wednesday to 27/03/92 Friday 48
Second quarter: 30/03/92 Monday to 04/06/93 Thursday 44
Third quarter: 08/07/92 Wednesday to 11/09/92 Friday 53
Fourth quarter: 18/09/92 Monday to 25/11/92 Wednesday 46
Total 191

First semester: 15/01/92 to 05/06/92 98
Second semester: 07/07/92 to 26/11/92 101
Total 199

IN-SERVICE EDUCATION CENTRES FOR TEACHERS

days
days
days

PUBLIC HOLIDAYS FALLING WITHIN THE SCHOOL CALENDAR

Good Friday 17/04/92 Friday Ascension Day 28/05/92 Thursday
Family Day 20/04/92 Monday King Shaka's Day 24/09/92 Thursday
Labour Day 01/05/92 Friday

SPECIAL SCHOOL HOLIDAYS

29/05/92 Friday 25/09/92 Friday

NEW STEP

TOWARDS

ELIMINATING

MALE/FEMALE

SALARY DISPARITIES

N ITS efforts over the years to eliminate

salary disparity between female and male CS educators, the Department has again added one salary notch to the female educators' salaries on Post Level 1.

The addition of one salary notch was aimed at the constriction of the gap between female and male CS educators' salaries in qualification categories A,B,C and D on Post Level 1.

It is hoped that parity will be reached in 1992 depending on the availability of funds.

FUNDISA NO 3, 1991 21

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Take the time...

Take the time to think It's the source of
all power.

Take the time to play It's the secret of perpetual youth.
Take the time to read It's the fountain of wisdom.
Take the time to pray It's the greatest power on earth.
Take time for charity It's the key to heaven.

Take time to laugh It's the music of the soul.

Take time to be friendly It's the road to happiness.
Take time to love and to be loved;

For this, more than anything else

Makes life worthwhile.

By Bernard Meltzer