

# Chapter Ten

## EDUCATION FOR BLACKS

### PRIMARY AND SECONDARY

#### 1. Control

##### *(a) Africans*

Education for Africans is all centralised under the Department of Bantu Education with the exception of medical training and training in certain specialised professions, e.g. engineering.

The Department consists of 9 'homeland' departments, 5 regions in 'white' areas, an inspection circuit in the Caprivi, 3 fully-fledged academically 'autonomous' universities and a section for special education for the handicapped.

The 9 'homeland' departments have been given varying control over the education portfolio. Almost all of them follow the same basic pattern in terms of syllabuses prescribed by the Bantu Education Department, except that in matters like medium of instruction, some of them have preferred to use English as from Standard Two, viz. Transkei and of late KwaZulu.

At local level part of the control over each circuit lies with the school board and over each school with the school committee. This control has nothing to do with curricula and content of education, but is restricted to minor topics like appointment of additional staff and control of school premises. Some 'homeland' governments have instituted some re-organisation at this level, e.g. in KwaZulu school boards have been

abolished and school committees have increased powers. In all cases the circuit inspector, who is an employee of the Department, wields considerable power in affairs relating to the schools.

All external examinations are set by the Department and marking is supervised by the Department.

### *(b) Coloured*

Coloured Education is in the hands of the Department of Coloured Affairs. At the head of the Education sub-division is the Commissioner under whom there is the Director of Education. Under the Director there is the Directorate of Education which is served by 2 wings, i.e. one for planning and one for administration. Also under the directorate is the education control division served by an Assistant Director and a Chief Inspector in each region.

With the increasing powers given to the Coloured Representative Council, control of Coloured education to a large extent also falls under this body.

### *(c) Indian*

Education for Indians is in the hands of the Department of Indian Affairs under the Director of Indian Education, under whom falls: Primary Education, Secondary Education, Special Education for the deaf and dumb, teacher training, education planning, administrative plans at schools and institutions, professional education services. The University of Durban-Westville by virtue of a special Act is directly under the Minister of Indian Affairs.

Control of education for Indians is strictly held in Departmental hands by Departmental officials and there is very little community participation in it.

## **2. Enrolment Statistics**

Details of enrolment statistics for pupils from Sub A to Std. 10 (excluding pupils in teacher training, technical and vocational schools) for blacks were given to Parliament in 1972 as follows by the various ministers (1):

*(a) Africans*

## ENROLMENT IN SCHOOLS, 1971

| Class  | Republic  | Transkei | E. Caprivi | S.W.A. | Total     |
|--------|-----------|----------|------------|--------|-----------|
| Sub A  | 570 982   | 105 335  | 1 127      | 28 976 | 706 420   |
| Sub B  | 441 622   | 69 602   | 1 058      | 17 223 | 529 505   |
| Std. 1 | 385 835   | 65 844   | 885        | 13 857 | 466 424   |
| Std. 2 | 289 532   | 54 104   | 712        | 10 572 | 353 920   |
| Std. 3 | 236 706   | 46 236   | 617        | 8 546  | 292 105   |
| Std. 4 | 176 900   | 31 214   | 380        | 5 408  | 210 902   |
| Std. 5 | 136 767   | 23 549   | 266        | 3 755  | 164 337   |
| Std. 6 | 128 102   | 20 272   | 375        | 3 339  | 152 088   |
| Form 1 | 44 505    | 9 100    | 95         | 843    | 54 543    |
| Form 2 | 35 446    | 7 063    | 47         | 607    | 43 163    |
| Form 3 | 24 041    | 5 759    | 24         | 344    | 30 168    |
| Form 4 | 6 248     | 1 585    | 5          | 101    | 7 939     |
| Form 5 | 3 253     | 812      | 4          | 40     | 4 109     |
|        | 2 476 937 | 439 480  | 5 595      | 93 611 | 3 015 625 |

According to these figures, the number of pupils in Form 5 (Std. 10) are 0.6% of those in Sub A. It will be noted that there is a large drop in the number of pupils in the early years, almost 100 000 per year. Particularly noticeable is the drop between Std. 6 and Form 1 (about 70%) and between Form 3 and Form 4 (about 74%).

*(b) Coloured*

| ENROLMENT IN SCHOOLS, 1971 |          |          |        |         |
|----------------------------|----------|----------|--------|---------|
| Class                      | Republic | Transkei | S.W.A. | Total   |
| Sub A                      | 100 565  | 692      | 3 597  | 105 754 |
| Sub B                      | 83 188   | 486      | 3 149  | 86 823  |
| Std. 1                     | 75 025   | 558      | 2 899  | 78 482  |
| Std. 2                     | 62 502   | 456      | 2 465  | 65 423  |
| Std. 3                     | 54 509   | 432      | 2 061  | 57 002  |
| Std. 4                     | 45 805   | 397      | 1 808  | 48 010  |
| Std. 5                     | 35 062   | 290      | 1 426  | 36 778  |
| Std. 6                     | 27 150   | 170      | 1 179  | 28 499  |
| Std. 7                     | 19 988   | 53       | 553    | 20 594  |
| Std. 8                     | 10 250   | 45       |        | 10 338  |
| Std. 9                     | 3 908    | 4        | 92     | 4 004   |
| Std. 10                    | 2 110    | 4        | 51     | 2 165   |
|                            | 515 992  | 3 587    | 19 523 | 539 102 |

Here again there is a sharp drop in the number as one goes up. The number of pupils in Std. 10 is less than 2% of those in Sub A.

The drop becomes drastic between Std. 7 and Std. 8 (about 50%), between 8 and 9 (about 50%), and 9 and 10 (about 50%).

*(c) Indian*

## ENROLMENT IN SCHOOLS, 1971

| Class   | Natal   | Transvaal | Cape Province | Total   |
|---------|---------|-----------|---------------|---------|
| Class 1 | 18 165  | 2 290     | 87            | 20 542  |
| Class 2 | 17 141  | 2 135     | 86            | 19 362  |
| Std. 1  | 15 471  | 2 092     | 103           | 17 666  |
| Std. 2  | 13 301  | 1 853     | 97            | 15 251  |
| Std. 3  | 13 460  | 1 958     | 106           | 15 524  |
| Std. 4  | 15 916  | 2 311     | 76            | 18 303  |
| Std. 5  | 14 701  | 2 220     | 71            | 16 992  |
| Std. 6  | 13 714  | 2 162     | 56            | 15 932  |
| Std. 7  | 9 214   | 1 909     | 58            | 11 181  |
| Std. 8  | 7 132   | 1 686     | -             | 8 818   |
| Std. 9  | 3 823   | 968       | -             | 4 791   |
| Std. 10 | 2 964   | 579       | -             | 3 543   |
|         | 145 002 | 22 163    | 740           | 167 905 |

The above totals do not include pupils studying in schools set aside for Coloured students.

Unlike African and Coloured pupils, the drop in numbers is in this case not so sharp. The number of pupils in Std. 10 is about 11% that in Class 1.

*(d) General*

The figures given above imply that there are 3 722 632 black pupils studying within the context of the syllabuses designed by the 3 departments (Indian, Coloured and Bantu). It should be noted that these enrolment figures were given as in 1971.

*(e) Double-session System*

It was revealed in parliament that the double-session system still operates in schools for blacks. The number of pupils involved was given as follows (2):

|              | <b>African</b> | <b>Indian</b> |
|--------------|----------------|---------------|
| Sub A and B  | 886 475        | 7 335         |
| Std. 1 and 2 | 48 485         | 4 606         |
| Std. 3 and 4 | -              | 2 250         |
| Std. 5 and 6 | -              | 300           |

No figures were given for children at Coloured schools.

### 3. Examinations

In the case of internal examinations, each school examines its own pupils. In the case of external examinations, each department sets examinations for the relevant classes except in the case of matriculation examinations, which are set by the National Senior Certificate and the Joint Matriculation Board (non-departmental bodies).

Supervision and correction of scripts is carried out by each department for external examinations although there is close liaison with the examining bodies.

Examination results for the year 1971 were given as follows (3):

#### (a) Africans

##### Standard 6

|          |   |        |
|----------|---|--------|
| Entered: | 131,172                                   |        |
| Passed:  | 106,724: broken down as follows:          |        |
|          | Qualified for J.C.<br>i.e. (1st and 2nd): | 64,528 |
|          | 3rd Class                                 | 42,196 |
|          | Failed                                    | 25,448 |

##### Junior Certificate

|          |        |
|----------|--------|
| Entered: | 27,800 |
| Passed:  | 20,983 |

## Senior Certificate

|          |                                |
|----------|--------------------------------|
| Entered: | 3,779                          |
| Passed:  | 2,372: broken down as follows: |
|          | University Entrance            |
|          | (1st and 2nd) 1,232            |
|          | School Leaving 1,140           |
|          | Failed 1,407                   |

*(b) Coloureds*

## Std. 6

|          |             |
|----------|-------------|
| Entered: | 29,844      |
| Passed:  | unavailable |

## Junior Certificate

|                 |        |
|-----------------|--------|
| Entered:        | 10,478 |
| 1st class pass: | 548    |
| 2nd class pass: | 6,525  |
| Failed:         | 3,405  |

## Senior Certificate

|                     |       |
|---------------------|-------|
| Entered:            | 2,243 |
| 1st class pass:     | 99    |
| 2nd class pass:     | 1,325 |
| Maturity exemption: | 491   |
| Failed:             | 819   |

*(c) Indians*

## Std. 6

|                   |        |
|-------------------|--------|
| Entered:          | 14,700 |
| Passed            |        |
| (Advanced Grade): | 6,065  |
| Passed            |        |
| (Ordinary Grade): | 4,286  |
| Failed:           | 2,168  |

## Junior Certificate

|                   |       |
|-------------------|-------|
| Entered:          | 7,885 |
| Passed            |       |
| (Advanced Grade): | 2,597 |
| Passed            |       |
| (Ordinary Grade): | 3,017 |
| Failed:           | 2,041 |

## Senior Certificate

|                     |       |
|---------------------|-------|
| Entered:            | 3,350 |
| Passed - Merit:     | 56    |
| A Grade:            | 946   |
| O Grade:            | 933   |
| Maturity exemption: | 400   |
| Failed:             | 1,418 |

*(d) Students required to rewrite*

Irregularities were experienced in the case of a number of students who wrote Senior Certificate examinations at the end of 1971. On 8 March 1972, the *World* reported that the Natal Regional Director of Bantu Education, Mr A.A. Allison, had confirmed that more than 100 students had been ordered to rewrite either part or all of their examination.

All 72 students who wrote and passed Senior Certificate at Ohlange High School in Inanda were ordered to rewrite Biology and Physiology. Another group of private candidates who wrote at a school in Umlazi were ordered to rewrite the entire examination.

The Principal of Ohlange stated that his pupils had already gone for studies in the various universities and others were already working. He did not know the reasons for the move and was afraid of the inconvenience the students would suffer.

Asked to explain, Mr Allison stated 'those were orders from Pretoria and I cannot comment further as the matter is being investigated'.

Asked in Parliament about the matter, the Deputy Minister of Bantu Education stated that the order concerned was directed at 72 students from Ohlange who were required to rewrite Biology and 57 from the same school required to rewrite Physiology. He denied that any group of students were ordered to rewrite the whole examination and stated that

34 private candidates who wrote at Umlazi were required to write only some subjects.

The reason given to Parliament by the Minister was that certain irregularities were suspected. Too many of the candidates had obtained distinctions in the subjects concerned. The number was 'unrealistically high'. In addition there were also rumours that the question papers were offered for sale in and around Durban before the examination. Police were called in to investigate the matter (4).

#### 4. Teachers

Black schools still suffer from two major problems regarding staff. First, there are not enough teachers thus making the teacher-pupil ratio extremely bad; second, a lot of the teachers have inadequate qualifications.

Part of the problem is the complaint by teachers that they are not paid adequately. Observers point out that positions in industry and commerce are much more attractive in terms of pay to the teachers.

Below we give a panoramic view of the number of teachers employed in schools designed for blacks and their qualifications (5).

##### (a) Africans

Total number of teachers in Republic, Namibia and Transkei is 51 565, broken down in terms of qualifications as follows:

##### Professional

|                                 |          |
|---------------------------------|----------|
| (a) Degree and U.E.D.           | 752      |
| (b) Matric and Teacher Diploma  | 5 294    |
| (c) Junior Certificate and P.H. | } 36 082 |
| (d) Standard VI and L.P.H.      |          |
| (e) Other qualifications        | 99       |

## Non-Professional

|  |       |
|--|-------|
| (f) Degree only                                  | 50    |
| (g) Matric only                                  | 382   |
| (h) Technical and other vocational qualification | 69    |
| (i) Below matric and without P.H.                | 8 837 |

These figures are as at end of 1971.

From the list above it will be seen that the second largest single group of teachers, (i), are those who have no professional qualifications, no technical qualification and have not attained matriculation.

*(b) Coloureds*

Total number of teachers is 17 451 broken down as follows in terms of qualifications:

## Professional

|                                  |        |
|----------------------------------|--------|
| (a) Degree and U.E.D.            | 645    |
| (b) Degree and Teachers' Diploma | 3 771  |
| (c) J.C. and P.H.                | 12 084 |
| (d) Other qualifications         | -      |

## Non-Professional

|   |       |
|---|-------|
| (a) Degree only                             | 102   |
| (b) Matric only                             | 1 282 |
| (c) Technical and vocational qualifications | 72    |
| (d) Below Matric                            | 495   |

These figures are as at March 1972.

*(c) Indians*

Total number of teachers in the Republic is 6 140 broken down in terms of qualifications as follows:

## Professional

|                            |       |
|----------------------------|-------|
| Degree and U.E.D.          | 860   |
| Matric and Teacher Diploma | 3 667 |
| J.C. and Teacher Diploma   | 1 183 |
| Other qualifications       | -     |

## Non-Professional

|  |     |
|--|-----|
| Degree only  | 36  |
| Matric only  | 150 |
| Technical and Vocational<br>Training only              | 4   |
| Below matric and without professional<br>qualification | 240 |

These figures are as at March 1971.

*(d) Salaries*

Asked in Parliament about salaries for teaching staff, the Ministers of the various departments concerned with education for blacks gave the following information (the various salary scales have been condensed) (6):

## AFRICANS

*Salary per annum*

|  | Male    |           | Female  |           |
|--|---------|-----------|---------|-----------|
|  | Minimum | Top Notch | Minimum | Top Notch |
| Primary School<br>(J.C. and P.H.)        | R 720   | R1 620    | R 576   | R1 350    |
| Secondary School<br>(Matric and Diploma) | R1 080  | R2 640    | R 900   | R2 160    |
| Secondary School<br>Degree and U.E.D.    | R1 350  | R2 880    | R1 260  | R2 400    |

**COLOURED**

|   | <b>Male</b>    |                  | <b>Female</b>  |                  |
|---|----------------|------------------|----------------|------------------|
|   | <b>Minimum</b> | <b>Top Notch</b> | <b>Minimum</b> | <b>Top Notch</b> |
| Lower Primary<br>Teacher's Certificate    | R1 260         | R2 640           | R1 080         | R1 920           |
| <b>Matriculation +<br/>3 year Diploma</b> |                |                  |                |                  |
| Primary Assistant                         | R1 800         | R3 360           | R1 620         | R2 880           |
| Secondary Assistant                       | R2 040         | R3 360           | R1 800         | R2 880           |
| <b>Degree + UED</b>                       |                |                  |                |                  |
| Primary Assistant                         | R2 160         | R3 750           | R1 920         | R3 240           |
| Secondary Assistant                       | R2 400         | R3 750           | R2 160         | R3 240           |

**INDIANS**

|   | <b>Male</b>    |                | <b>Female</b>  |                |
|---|----------------|----------------|----------------|----------------|
|   | <b>Minimum</b> | <b>Maximum</b> | <b>Minimum</b> | <b>Maximum</b> |
| J.C. and Professional<br>Qualifications | R1 260         | R2 640         | R1 080         | R1 920         |
| Matric and Teacher<br>Diploma           | R1 806         | R3 360         | R1 620         | R2 880         |
| Degree + UED                            | R2 160         | R3 750         | R1 920         | R3 240         |

In all the above cases attainment of the top notch is spread over a number of years, sometimes stretching up to 15 years.

The average times for attainment of the top notch are as follows:

|           |          |
|-----------|----------|
| Africans  | 12 years |
| Coloureds | 11 years |
| Indians   | 12 years |

African teachers who have newly joined the profession often complain about the delay in the payment of their salaries. When the Minister of Bantu Education was asked about this in Parliament he claimed that there were no such delays for teachers employed by his department. He pointed out, however, that such delays were experienced in respect of teachers employed by the 'homeland' governments and 'state-aided' schools.

Reasons provided by him for this were that:

appointment documents submitted by employers concerned were either received late, or incomplete and incorrect and hence had to be sent back for correction;

additional work was placed on the shoulders of his department through the conversion of 3 270 privately paid teachers' posts into subsidised posts with effect from 1 October, 1971. In addition new revised salary scales for 'Bantu' teachers were introduced at the same time (7).

Members of the teaching profession have continually complained about the low salaries they are paid. At a teachers' conference of the African Teachers' Association of South Africa (ATASA) held at Berolong High School on 11 March, 1972, Mr Lekalake, President of ATASA, attacked the salary rates on which African teachers were paid. He said that the average African teacher found it difficult to meet the necessities of life and as such could not improve his educational standard through private studies.

## 5. Financing of Education

### (a) African

The Deputy Minister of Bantu Education, Dr Piet Koornhof, in March gave notice of legislation to abolish the separate 'Bantu' Education account and to introduce a new system whereby education for Africans would be financed.

In terms of the new system, the separate Bantu Education Account will disappear and Bantu Education expenditure will be met from consolidated revenue - some of the funds will go to the 'homelands' and the rest will go towards the financing of 'Bantu' education in the 'white' areas.

He said that the total amount spent on 'Bantu' education would well be within the amount which the government calculated was collected from Africans in the various forms of taxation.

Dr Koornhof gave the following as reasons:

in the first place the South African taxation system had changed radically since 1954 and Africans were now paying taxes on a 'P.A.Y.E.' system, and in addition they contributed considerable sums of money in the form of sales tax and excise duties;

secondly the constitutional development of 'homelands' meant that 'homeland governments' were taking an increasing share of the responsibility for the education of their people.

Dr Koornhof stressed that the government was not departing from the policy that blacks should finance their own education.

Observers believe that the new system will give the government greater flexibility when it comes to the financing of 'Bantu' Education and that this will enable it to steadily increase the level of expenditure even though that will never approach the per pupil expenditure for other races.

According to figures given in Parliament, the total amount estimated for expenditure on 'Bantu' education for the 1971-72 year was R81 361 700 made up as follows (8):

|   |             |
|---|-------------|
| Bantu Education account                                     | R57 160 000 |
| Special Education account                                   | 807 000     |
| S.W.A. Account  | 3 425 000   |
| Transkei  | 9 626 000   |
| Salaries of white staff attached<br>to 'Homeland' Education | 533 000     |
| Capital provision for erection of buildings                 | 9 810 700   |

It should be noted that this amount includes expenditure on University Education. Regarding per capita expenditure on education for Africans, the Minister gave the following amounts (calculated on an average basis for the 1970-71 year) (9):

|                      |                              |
|----------------------|------------------------------|
| Sub A - Std. 10      | R 18, 37 per child per annum |
| University Education |                              |
| Ordinary degree      | R 1 384 per annum            |
| B.Sc. (Pharmacy)     | R 1 603 per annum            |

*(b) Coloured*

For the same year (1971-72) the expenditure on education for Coloured people was estimated as follows (10):

See Table A on Page 159

The unit costs calculated on the basis of the 1970-71 financial year were given as follows (11):

|                  |         |
|------------------|---------|
| Primary School   | R 83,89 |
| High School      | R113,29 |
| Training College | R409,93 |
| University       |         |
| Ordinary degree  | R831,28 |
| B.Sc. (Pharmacy) | R722,00 |

*(c) Indian*

For the same year expenditure on education for Indians was estimated as follows (12):

See Table B on Page 159

The unit costs calculated on the basis of the 1970-71 financial year were:

|                      |             |
|----------------------|-------------|
| Primary School       | unavailable |
| High School          | unavailable |
| Technical Education  | unavailable |
| University Education |             |
| Ordinary degree      | R785,46     |
| B.Sc. (Pharmacy)     | R945,46     |

**6. Government Bursaries for Blacks**

The Department of Bantu Education granted to African students or pupils in 1971 a total amount of R89 414 non-repayable and R78 670 repayable bursaries. These were given to the following groups.

TABLE A

| <b>Type of Education</b> | <b>Revenue Account</b> | <b>Loan Account</b> | <b>Total</b> |
|--------------------------|------------------------|---------------------|--------------|
| General Education        | R48 874 500            | R5 660 700          | R54 535 200  |
| Technical Education      | R 105 300              | R 240 000           | R 345 300    |
| University Education     | R 1 090 000            | R 30 000            | R 1 120 000  |
|                          |                        | Total               | R56 000 500  |

TABLE B

| <b>Type of Education</b>                     | <b>Revenue Account</b> | <b>Loan Account</b> | <b>Total</b> |
|--|------------------------|---------------------|--------------|
| General Education<br>(Primary and Secondary) | R19 288 700            | R2 765 200          | R22 053 900  |
| Technical and Vocational<br>Education        | R 1 093 000            | R 90 000            | R 1 183 000  |
| University Education                         | R 2 611 000            | R3 418 000          | R 6 029 000  |
|  |                        | Total               | R29 265 900  |

- (i) 396 school pupils;
- (ii) 365 students at teacher-training institutions;
- (iii) 753 (653 loans) students at Universities;
- (iv) 14 others.

The Department of Coloured Affairs granted in the same year a total of R389 470 non-repayable and R540,00 repayable bursaries to Coloured students and pupils.

- (i) none to school pupils;
- (ii) 1 448 students at teacher-training institutions;
- (iii) 194 (3 loans) to University students.

The Department of Indian Affairs granted a total of R442 843 non-repayable and R150 repayable bursaries to Indian students and pupils in 1971.

These were given to the following groups:

- (i) 1 894 school pupils,
- (ii) 783 students at teacher-training institutions;
- (iii) 225 (1 loan) University students;
- (iv) 135 others.

## 7. Organisations concerned with education

### ASSECA

The Association for Educational and Cultural Advancement of the African People of South Africa has already been referred to in Chapter I.

In a statement on the work done by ASSECA to help in education for the African children, Mr L.B. Mehloimakulu, General Secretary of the organisation, informed the *World* (14.1.72) that ASSECA had:

established branches throughout the country to mobilise African people in self-help;

been instrumental in having the *Star's* summer school programme extended to help African matric students with expert tuition;

succeeded in getting a firm in the Eastern Cape to donate R15 000 to African education in 3 urban areas where it operates;

established a Trust Fund that has awarded 500 scholarships to deserving students;

instituted a campaign in Soweto to have more schools and classrooms built;

succeeded in getting the British Cultural Attaché to award overseas scholarships to African teachers, and to supply books and teaching aids to African schools.

ASSECA appealed at the beginning of the year to all authorities to put available accommodation at the disposal of African schools so that no child could be denied schooling because of lack of accommodation.

### *Indian Parents*

In Natal, attempts to make parents' committees attached to Indian schools have greater say in the running of the schools culminated in a summit meeting of these committees in Durban in November. At this meeting the committees, under the leadership of Dr M.B. Naidoo, resolved to make immediate representations to the Department in an attempt to obtain official status and greater powers for these committees.

### REFERENCES

1. Hansard 4, Col. 364, 9 Cols. 736-737.
2. *Ibid*, 3 Col. 251 and 288-289.
3. *Ibid*, 4, Cols. 361-362, 5 Cols. 415-416, 6 Cols. 494-495.
4. *Ibid*, 9 Cols. 710-711.
5. *Ibid*, 3, Col. 188, 8 Col. 642, 11 Cols. 908-909.
6. *Ibid*, 3 Cols. 290-291, 4 Col. 365, 11 Cols. 911-912.
7. *Ibid*, 14 Cols. 1040-1041.
8. *Ibid*, 14 Cols. 1014-1017.
9. *Ibid*, 7, Cols. 533 and 590.
10. *Ibid*, 13 Col. 933.
11. *Ibid*, 14 Col. 1001.
12. *Ibid*, 11 Col. 839.