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EDUCATION FOR BLACKS

Primary and Secondary

THE FIELD of education continues to pose one of the most critical problems for the Black Community, the vast majority of whom have not had the opportunity to get even a limited education. Many factors have contributed to this state of affairs, including a lack of accommodation in the existing schools to contain all those Black children who can go to school. Perhaps more depressing is the fact that there are thousands of children who would have received basic literacy education, if only the financial situation at home was not as ugly as it is in most cases.

An extract of information from the 1970 census results on the figures of educated Blacks in the country says enough to indicate the position. Below is given the total number of Blacks who had passed certain standards by 1970, broken down as follows:—

	<i>Africans</i>	<i>Asians</i>	<i>Coloured</i>
Standards II to V	3184020	193290	600790
Standards VI to VII	883540	114820	246750
Standards VIII and above	308560	67730	94550
	4376120	375840	942090

It was revealed therefore from the census that there were 5,694,050 educated Black people by 1970. From these figures it is evident that the highest drop-out rate affects the African section of the Black Community, especially from between standards 2 and 6 to secondary school level.

Highlighting the early school drop-out problem in an address to a high school in Gugulethu township, Cape Town, the Deputy Minister

of Bantu Administration and Education, Mr. Punt Janson, revealed that in the quarter which ended in March 1974, the number of pupils in the three African townships in the Peninsula were: lower primary, 11224; higher primary 16310; post-primary 1762.

Mr. Janson said, "The erosion is still far too big and this is also the case after standard six. It was proved that pupils who leave school after standard two very soon become illiterate again unless they lived in a stimulating situation...."

Apparently Mr. Janson and his department believed that the drop-out problem could be alleviated if compulsory education was introduced into African education. This was revealed by the Deputy Minister himself when he addressed the Kwa-Mashu Urban Bantu Council on January 14, 1975. He said, "My aim is to introduce compulsory education for all Africans without lowering the standard of education".

This statement, together with an earlier statement made by Mr. Janson in the course of an interview which appeared in the *Daily News*, August 7, 1974, made a mockery of the good intentions of the Government. In the said interview, Mr. Janson emphasised that a system of compulsory education would not entail free education. "That is just not practical", he said.

The second statement apparently implied that the Government could introduce a scheme whereby Africans would be compelled to send their children to school at their own cost.

Analysing the drop-out question, the Minister of Bantu Education, Mr. M. C. Botha said that at the end of 1974, there were 3,5 million children at school. His department provided the following figures: 260,000 for standard 4, 42,500 in standard 8 and less than 6,750 in standard 10.

The findings of a commission which was appointed to look into the whole question of Transkeian education and which were tabled in the Transkei Legislative Assembly in 1974, pointed out *inter alia*, that the reasons for early dropping out from school were poor health, starvation, hunger, the lack of need for achievement, and nervous manifestations.¹

The commission said that many pupils had to set out early in the morning to reach school without food or anything warm to drink. Pupils often had their first meal of the day at night. Fatigue and hunger contributed to poor results. Night study was almost impossible because there was no proper lighting nor privacy at home.²

To highlight the problems mentioned by the Transkei commission there are numerous cases of extreme poverty that hindered Africans from any progressive education.

One such case which was published by the *Natal Mercury* on February 11, 1975, was that of a matriculation student, Gloria Biyela, who was battling to raise R80 to buy her school books rather than drop out of class. Her father was a labourer who could not afford to feed as well as educate his children.

The previous year, a Muslim organisation had helped to buy her uniform: "I feel embarrassed to go to them again to ask for help to buy my books," she said. Because of the publicity, Gloria was helped with donations by Durban business people.

School accomodation and teacher shortages have continued to enhance the difficulties encountered by the black community in general. This problem has been buttressed by several effects of legislation like the Group Areas Act, where communities are moved to other areas *en bloc*, without proper arrangements being made at the new place for the schooling of children. This inevitably results in all those children having to crowd whatever schools there are in the neighbourhood, and in some cases resulting in platoon systems being operated to accomodate them or the children having to do without school.

This sort of thing has been experienced by many Blacks in the country and in many cases resulting in affected children completely losing interest in education.

A school crisis was brought about in Chatsworth Indian township, south of Durban, where 10,000 people affected by Group Areas Act were moved into the township's unit 11, with no schools provided for them.

Nearly all the schools in Chatsworth had full rolls and parents were finding it difficult to get their children into schools.³ The *Sunday Tribune* of January 26, 1975 reported that "angry Chatsworth parents threatened and harassed teachers who told them there was no accomodation at the available schools." It reported that headmasters turned away hundreds because of the crisis.

The Race Classification Act, which always hits Malay children of Muslim religion who often attend Indian schools for a number of years until some Government officials decide that they must go to Coloured schools because they are not classified as Indians.

In one Durban case of this nature, reported in the *Natal Mercury* of April 22, 1974, Malay parents applied to the Department of Indian Affairs to allow their children to attend the Indian schools they had been attending. They were told that they were classified as Coloureds.

Under the circumstances the parents decided to apply to the Department of the Interior for reclassification on the grounds that their children had always been going to Indian schools, and had therefore become Indian oriented. They also felt that it would not be easy for children of the Islamic religion, which was by and large cherished by

members of the Asian community, to adapt to basically Christian Coloured schools.

Similar cases often occur in areas where there are few Asians, who therefore simply choose to send their children to local available Coloured schools. According to a survey made by Mr R. S. Naidoo, president of the South African Indian Teachers' Association, and published by *Daily News* on February 11, 1975, the numbers of Indian pupils attending Coloured schools are 3692 (Cape), 29 (Transvaal), and 3 (Natal). The numbers of Coloured pupils attending Indian schools are 770 (Transvaal), 145 (Natal).

In the African township of Kwa-Mashu, north of Durban, hundreds of standard six pupils who passed their final examinations in 1974 were required to repeat the standard in 1975 because of the shortage of schools. This was revealed in a meeting of the Kwa-Mashu Residents' Association by Dr. C. H. Mngadi, chairman of the Kwa-Mashu School Board.⁴

Dr. Mngadi revealed that Bantu Education officials had told him that pupils would have to repeat the same class while the problem of the shortage of schools was being solved. In a plea to parents to find a solution, Dr. Mngadi said that about 80% of the candidates who wrote standard six in the township, had passed; and that there would be confusion if only a small number of these would go to standard seven. The Kwa-Mashu township of 22000 families has only one high school.

In 1975, a change was introduced in the number of years African children spent at primary school. Previously, Africans had to do a thirteen year primary and secondary school course; from sub-standard A and B through to standard 6, which made up eight years' primary schooling, plus a further 5 years of high school education from Form I to Form V.

According to this system, the children had to spend 13 years of education before proceeding to University level. In terms of the new 12 year system the traditional standard 6 falls away, and pupils will begin with secondary education at the end of standard 5, bringing African education in line with other racial groups in the country.

The extra educational year had been included in the past to help bridge the gap from the vernacular African languages as media of instruction in primary schools to English or Afrikaans in secondary schools.

At the end of 1975, the transitional year, standard 5 and 6 classes would sit a common examination in November and pupils from both classes would have to be accommodated in 1976 standard 7 classes.

Speaking on the multiplied numbers of secondary school entries, brought about by the introduction of the new system, KwaZulu's

Director of Education, Mr. C. Hallowes said, "To cope with this bulge, some higher primary schools will have to be upgraded to become junior secondary schools and a substantial number of new schools will have to be built".⁵

Commenting on the change, Mr. Hallowes said that the decision followed the World Court case on South West Africa at the Hague in 1971. "The 13-year system as opposed to the 12-year system of the Whites was listed in evidence as one of the many discriminatory measures which exist in South Africa", said Mr. Hallowes. To eliminate this type of criticism the Government decided to change the system from 1976.⁶

On May 6, 1974, the inadequacies of education for Blacks were attacked by the director of the Chamber of Mines Human Science Research Laboratory, Professor C. H. Wyndham. Viewing the matter from an economic point, Prof. Wyndham said, "by 1980 South Africa will require 3,75 million skilled workers out of an economically active population of 10,4 million".⁷

Forecasting that there would be only 1,7 million economically active Whites, the professor pointed out that there would be a shortfall of 2 million trained workers, which would have to be drawn from the black community. He particularly attacked the "qualitatively inferior" system of African education, where spending on each child was up to 20 times less than for white children and 10 times fewer African pupils were in matric.

"At the present tempo of education, 350 000 Whites with higher education will be available in 1980—already a high percentage of the economically active white population," Professor Wyndham said.

"This means an additional 260 000 'non-Whites' must be given higher education by 1980. To attain this figure, the number of 'non-Whites' at higher education institutions will have to be increased to at least 50 000 as rapidly as possible from the figure of now less than 14 000", he concluded.

As Professor Wyndham also indicated, the Africans are the most hit by poor education offered to Blacks in South Africa. During a survey conducted in Durban by the senior research officer for the Natal Region of the Institute of Race Relations, Miss Ann Perry, covered in the *Natal Mercury* of February 13, 1975, a young man said, "The education given to Africans is so low that a Junior Certificate with us is equivalent to a standard 6 in the other racial groups". Another youth said, "In South Africa, all the laws are made in such a way that only the Europeans' future is safe-guarded. The people who make the law would be too pleased if all Africans stayed away from school and they provided cheap labour when old enough".

One African interviewed in the survey said, "Our education is so low, when one has to look for a job one feels very inferior because of the

language difficulty. We are given instruction in the vernacular, and as a result we are not prepared to face the world”.

The survey was conducted to investigate employment experiences and attitudes to employment among African secondary school-leavers. *Miss Perry* found them to be aware of the political basis of their inequality in relation to job opportunities.

Bantustan Policy in African Education

The *Rand Daily Mail* of June 4, 1975, in a special feature captioned “The Blinkered view of homelands for African pupils”, revealed that under the new syllabus drawn up by the Department of Bantu Education, African pupils in standard 5 were being given a one-sided view of the Bantustan policy.

Introduced at the beginning of 1975, the new social studies syllabus included a section on civics which presented the homelands policy as a fixed and unquestionable reality.

“Neither the two textbooks available for use specifically makes that claim, but their omissions nevertheless create that impression”, observed the feature. “The opposition of the now banned African National Congress and Pan-Africanist Congress to Bantustans is not mentioned at all, although ironically one of the textbooks urges the pupil to ‘increase his knowledge of history’.”

Quoting from Lesson 80 of the textbook—*Illustrated Social Studies*—by Professor M. C. van Zyl, professor of history at the University of South Africa and Mr W. A. T. van Niekerk, principal of Hebron Training College, the *Daily Mail* printed: “All the Bantu people of South Africa and South West Africa settled in certain areas during the last century. It is from these areas that homelands for Bantu have developed”.

It further observed that the statement above omitted to mention that African people settled in South Africa and South West Africa (Namibia) long before the last century—and that the “homelands” which emerged were but the shrunken and fragmented remnants of the land which they had occupied before the frontier wars.

Quoting further from the textbook: “The Native Lands Act of 1913 ruled that homelands should be set aside for habitation by the Bantu. Whites are not allowed to buy land in the homelands...”, the article pointed out that: “The size of the reserves, a mere seven percent of the available land, is forgotten. As is the prohibition on Africans owning land in ‘White’ rural areas”.

The second textbook—by Mr L. B. Hurry, Dr H. A. Mocke, Mr H. C. Wallis and Mr G. Engelbrecht—tells the pupil: “Each citizen would like to live among his own people in his own homeland”. The same textbook adds: “The representatives of the homeland Govern-

ments in the urban areas have councils to help them perform their work. In 1973 there were already 150 urban councils to help the homelands perform their work in the urban areas”.

The implication is that urban Blacks regard themselves as subjects of the various Bantustans. To counter this suggestion the *Rand Daily Mail* feature quoted an address by Mr Lennox Mlonzi, a member of the Soweto Urban Council, to students at the Rand Afrikaans University.

Mr Mlonzi said: “To think that a black man will ever leave the urban areas is a pipe dream because the economy of the country is situated mainly in these areas. The Government must not ignore the urban Blacks. They resent their problems being discussed by homeland leaders when they are here. The Government must get to know what the Blacks in urban areas think and want”.

The *Rand Daily Mail* further noted that the first textbook dealt with the Bantu Homelands Citizenship Act of 1970, and how it recognises “every Bantu person” as a citizen of one of the homelands.

The book says: “Anyone who is a citizen of a homeland is not considered to be a foreigner in the Republic (of South Africa). Because the homeland forms a part of the Republic, a citizen of a homeland is also a citizen of the Republic and has duties to fulfil in respect of his country’. In an earlier chapter on citizenship, the textbook tells the pupils, citizens have some say in the Government of their land, including the right to vote and stand for election.

“When those two statements are juxtaposed,” pointed out the *Daily Mail*, “the conclusion is clear: all citizens of South Africa have a say in the Government”. The second textbooks says: “In South Africa each citizen has the power to vote. He may vote for the men whom he considers best suited to govern the country and the nation. The Governments of the homelands are chosen by their citizens”.

In conclusion the *Daily Mail* asked: “Why not simply tell the pupil that he is a citizen of South Africa, but that because he is Black he may not vote for the central Government—that some citizens are more equal than others?”

“Why the evasion? If the homelands policy is the evolving reality, as its protagonists insists, why not let its imperfections show and its opponents have a choice?”, questioned the *Mail*.

Control of Education

By and large, the full control of black education remains in the hands of Whites, although in the case of Bantustans, African education becomes the responsibility of the Education Department of that particular Bantustan.

Even at that level, effective control always lies with the Secretary for

Education who is always white, except in the Transkei, where a black secretary was appointed in 1975 in the person of Mr Kakana.

This question of control raised a wide controversy in 1975 with respect to Indian education, which has always been under the white Director of Education of the Department of Indian Affairs.

As Mr P. W. Prinsloo, Director of Indian Education was due to retire in April 1975, many leading Indians called for the appointment of his successor purely on merit, hoping that an Indian director would be appointed.

They claimed that the Government had not kept its promise to promote Indian teachers to the "highest rung of the ladder". They believed that Indian educationists were being left out in the cold and by-passed by less qualified Whites to the top positions in the Department.⁸

However, when the Minister of Indian Affairs was asked in Parliament whether there were any suitably qualified Indians available for the positions of Director and Deputy Director of Indian Education, he replied that there were no Indians with the necessary experience and seniority to be promoted to the said posts.⁹

The matter remains at the same level with respect to Coloured education as well.

In reply to questions in the House of Assembly, the various ministers in charge of black education gave details of Blacks employed in senior educational posts in their respective departments as follows:

Africans

The numbers of African school inspectors and assistant or subject inspectors of schools in the Republic and the Transkei were given as 99 and 332 respectively. These figures were as at March 1974.¹⁰

Indians

There were 10 inspectors of schools, no assistant inspector, and 6 subject inspectors. More senior positions were reported in the case of Indians: 2 Education Planners, 2 Senior Assistant Education Planners, 1 Assistant Education Planner and 1 School Guidance Officer.¹¹

Coloureds

The Minister of Coloured Affairs disclosed that there were 22 school inspectors in his employ, 13 subject inspectors and 4 Coloureds on the Administrative staff of the Education Section of his department.¹²

Enrolment

The numbers of black pupils at primary and secondary schools naturally continued to grow in 1974 and 1975. The following statistics regarding enrolment were given by the various Cabinet Ministers in control of black education:

Africans

<i>CLASS</i>	<i>% per class</i>	<i>No in R.S.A.</i>	<i>No in Namibia</i>	<i>% per class</i>
Sub Std. A	21,8%	760835	39162	31,3
Sub Std. B	16,6	577273	23099	18,5
Std 1	14,9	519547	17615	14,1
Std 2	11,6	404711	13130	10,5
Std 3	9,8	343301	10660	8,5
Std 4	7,5	259944	7930	6,3
Std 5	6,0	210704	5697	4,6
Std 6	5,8	200427	5145	4,11
Form I	2,4	82351	1305	1,04
Form II	1,8	63442	733	0,58
Form III	1,2	42588	389	0,31
Form IV	0,4	14406	125	0,10
Form V	0,2	6732	80	0,06
TOTAL¹³		3486261	125070	

(NB. Here we give the percentages of the total number of pupils as enrolled in each class as reported by the Minister.)

Indians

Class I	20736	6%
Class II	21766	6,3%
Std 1	20313	5,9%
Std 2	19170	5,6%
Std 3	19309	5,6%
Std 4	179694	52,1%
Std 5	15041	4,4%
Std 6	12416	3,6%
Std 7	11744	3,4%
Std 8	13404	3,9%
Std 9	6115	1,8%
Std 10	4479	1,3%
Special classes	1162	0,3%
TOTAL¹⁴	345119	

These figures reflect the total enrolment of Asian pupils in each standard in Government, State-aided and private schools combined, as at March 1975, in the whole of the R.S.A.

(NB. The percentages, which reflect that standard 4 has the biggest enrolment figure of 52%, were not given by the Minister.)

Coloureds

<i>Class</i>	<i>No in R.S.A.</i>	<i>%</i>	<i>No in Namibia</i>	<i>%</i>
Sub Std A	108153	18,1	1732	17,0
Sub Std B	93026	15,6	1410	13,8
Std 1	84321	14,1	1347	13,2
Std 2	72234	12,1	1183	11,6
Std 3	62879	10,5	1028	10,1
Std 4	53165	8,9	986	9,7
Std 5	40780	6,8	890	8,7
Std 6	32406	5,4	678	6,6
Std 7	23575	3,9	469	4,6
Std 8	14661	2,5	257	2,5
Std 9	5955	1,0	136	1,3
Std 10	3244	0,5	55	0,5
Adaptation classes	2838	0,5	35	0,3
TOTAL¹⁵	597237		10206	

(NB. The percentages of the total number of pupils as enrolled in each class were not reported by the Minister.)

The Minister of Coloured Affairs, in response to another question in the House of Assembly, further gave an estimated increase in the number of Coloured school children who will attend school in each of the next five years.

According to the 1974 estimates given, an increase of 33 712 pupils was expected by 1975 and for the following years 1976-79, expected increases were 33 356, 33 663, 33 469 and 33 351 respectively.

Double-sessions and Platoon System

It has been mentioned in the introductory remarks of this chapter that the double session and/or platoon system still operates in schools for Blacks.

In most cases, the platoon system, whereby a classroom is used by two teachers at different times (in some cases it occurs all at the same time), to accommodate different class groups is caused by lack of sufficient schools to accommodate available pupils.

The double-session system is mainly caused by lack of teachers to take charge of all the children attending schools. We have also touched on the several causes of such systems, notably that they are mostly side-effects of some Government legislation.

During the 1975 session, the various Ministers in control of black education disclosed statistical details of the operation of the said system

in schools for Blacks. Below we give the reported number of pupils involved:

	<i>African</i>	<i>Asian</i>	<i>Coloured</i>
Sub A and B	960368	6469	53326
Stds 1 and 2	72592*	7008	20137
Stds 3 and 4	— +	1417	2516
Stds 5 and 6	— +	17	— +

*(Refers to platoon system, no double sessions were reported in these classes.) (+No figures were disclosed regarding any of the mentioned systems in these classes).

EXAMINATIONS

(a) Africans

The Minister of Bantu Education disclosed that of the 174 415 African pupils who entered for the 1974 standard 6 examination in the Republic of South Africa (excluding Namibia), 150 324 passed. All these pupils qualified to proceed to Standard 7.

This was a result of a surprise change of policy by the Bantu Education Department with respect to admission of pupils to standard 7. The reversal of policy allowed for the admission of all pupils with Std. 6 passes to secondary schools, irrespective of their aggregated pass. The new decision was in contrast to the previous policy of accepting only those with an aggregate of 50 percent and above.

Irate parents of pupils in the 40-50 percent bracket had always strongly criticized the previous policy. It was also suggested that the 50 percent and above promotion mark was a device to keep down the numbers of pupils eligible for promotion, and that therefore it was an excuse for not building more schools.¹⁶

Of the 134 377 pupils who had passed in 1973, only 78 677 of them qualified for continuation certificates, which makes 58,5%, the other 41,5% had to either repeat standard 6 or leave school altogether.

It was further reported that at the end of 1974, 38 720 wrote the Junior Certificate examination, of which 27 643 passed. 5 412 candidates had entered for the Senior Certificate examination, of which 3 176 passed. Of that number, 1956 qualified for University entrance.¹⁷

(b) Indians

The Minister of Indian Affairs reported that 11 834 pupils wrote the standard 6 examination. Of these, 6 207 passed the normal high school course; 4 731 passed the practical course and 896 pupils failed.

10 073 pupils entered for the Junior Certificate (Std 8) examination, 5 178 of them passed A level, 3 070 passed O level and 1 825 failed. There were no pupils at C level.

4 200 matriculation candidates entered for the Senior Certificate examinations. 87 of them passed with merit, 475 got matric exemption without merit, 717 passed A level without exemption and 1 722 passed 0 level. 1 199 candidates failed the examinations.

The statistics given here excluded the results of the supplementary examinations which had not been finalised at the time the report was made.¹⁸

According to a private report on Indian education, prepared by Mr R. S. Naidoo, president of the South African Indian Teachers' Association, which appeared in the *Daily News* of February 11 1975, a new system of education came to force from the beginning of 1975.

The first Senior Certificate examinations to be written in terms of the new system are to be the 1975 examinations. According to the report, this year will also be the first occasion the Department of Indian Affairs will be introducing its own Senior Certificate examinations. For the first time also, Indian teachers will serve as examiners; in the past they served as sub-examiners only.

(c) Coloureds

The Minister of Coloured Relations reported that 14 078 Coloured pupils wrote for the Junior Certificate in 1974 in the Republic of South Africa. 504 Coloured pupils sat for the same examination in South West Africa (Namibia).

Of these who wrote, a total of 9 344 in the Republic and 385 in S.W.A. (Namibia) passed. The grades were as follows:

	<i>R.S.A.</i>	<i>Namibia</i>
First Class	669	22
Second Class	8 675	363

4 734 and 119 pupils failed in both countries respectively.

The Minister also revealed that in 1974, 3 134 and 119 Coloured pupils entered for the Matriculation or Senior Certificate in the Republic and Namibia respectively. Of these 2 064 passed in the Republic and 59 passed in Namibia. Broken down into grades the statistics were as follows:

	<i>R.S.A.</i>	<i>Namibia</i>
First Class:	179	1
Second Class:	1 885	58

1 070 pupils failed in the Republic and a total of 60 students also failed in Namibia.¹⁹

Results for the standard 6 examinations were not reported.

Measures towards Free and Compulsory Education

Commendable steps have been taken in the course of 1974 and 1975 towards at least relieving black parents from the traditional burden of sending their children to school at their complete own cost.

Africans

While reading-books in the two white languages, and in one vernacular language had always been loaned to pupils at primary schools for a number of years, African parents have always had to pay for text books, stationery and writing equipment,

As from 1974 textbooks were supplied to pupils in Forms 1,3 and 4; the rest of the secondary classes to be supplied in 1975. The books remained the property of the schools, but they could be used by the pupils. Stationery and writing equipment remained unsponsored.

Revealing this in the Assembly on February 8, 1974 the Minister of Bantu Education said that his department intended supplying all books free of charge to all pupils eventually.²⁰

Indians

The Department of Indian Affairs had already been supplying all books, stationery and writing equipment for primary, secondary, technical and vocational schools for Indian pupils.

In terms of the provision made in Section 31 of the General Amendment Act of 1973, an Indian child who enrolled in the first grade since 1973 must remain at school until he or she reaches the age of 15. It is not, however, compulsory for any child of school-going age to register or enrol.

This measure is to ensure that children remain at school for a good part of their school-going years.²¹

Coloureds

The Minister of Coloured Relations reported in Parliament, in reply to a question, that Coloured pupils attending primary and secondary schools received free books, stationery and writing equipment.²²

According to the minister, pupils at technical and vocational schools received no free books, stationery or writing equipment.

Compulsory school attendance was announced in 1974, for all Coloured children of the age of 8 years, who live within walking distance (5 km) along the public road from a school or from public transport, or transport provided by the Administration of Coloured Affairs.

Announcing this move, the Chairman of the Executive of the Coloured Representative Council, Mr Tom Swartz (Mr Swartz and his party have since been deposed from the Executive, see Chapter 3) explained that the intention was to raise the compulsory school at-

tendance age at intervals until the age of 13 is reached in 1980. A second phase after 1980 would raise the age to 16.²³

Teachers

Besides the naturally expected annual growth in numbers of pupils in schools for Blacks, governmental moves during the period under review, some of which have been mentioned in the section on 'Measures towards free and compulsory education', certainly made way for a future population boom in black schools.

While such soaring numbers of pupils will most certainly increase the accommodation problem at these schools, the more serious crisis it will heighten is the already critical shortage of teachers, especially at primary and secondary schools.

In 1974 and 1975 nothing radical was done to alleviate the teacher-shortage problem which was noted in the *Reviews* of 1972 and 1973, although conditions of employment for African teachers were improved in 1974 with regard to leave privileges.

Previously, African teachers could not accumulate paid holiday leave, but were given unpaid leave for urgent private affairs, up to a maximum of seven days a year. The unused non-accumulative leave lapsed at the end of each year.

According to a statement of the Department of Bantu Education, publicised in March 1974²⁴ accumulative leave would now be applicable 12 days a year, and may accumulate from year to year; any credit would be carried forward to the following year. White teachers employed by the Bantu Education Department had always enjoyed this privilege.

Discriminatory pay, only one aspect of the conditions under which black teachers work, still remains in force, despite repeated assurances by Government officials that the salary gap will be bridged.

Opening the 52nd annual conference of the African Teachers' Association of South Africa at Umlazi on January 9, 1974, the Mayor of Umlazi, Mr Simon Ngobese called on the Government to consider the salaries of black teachers as they were "shameful and a disgrace".

"Salaries take race and colour into consideration. In South Africa we are victimised for the pigmentation of our skins in spite of our great contribution in the building of the economy of the country", said Mr Ngobese.

The same sentiments were echoed by Mr David Curry, deputy leader of the Labour party, at a CRC election campaign meeting at Wentworth in January 1975. Mr Curry called on the Government to pay coloured teachers on the same scale as Whites in order to encourage Coloureds to enter the profession.

"Besides the acute shortage of schools, the teaching profession is

now full of semi-qualified or unqualified teachers because of a sharp rise in resignations", said Mr Curry.

"Since 1965 more than 3955 teachers left the profession to take up better paid jobs in industry and commerce. In the primary schools alone, more than 2 000 teachers have no professional qualifications at all," he added.

The various ministers in control of black education gave an identical answer in the Assembly in 1974, when asked whether or not salaries for black teachers were to be adjusted on the basis of the same ratio which applied to the lecturing staff at the tribal universities.

They replied: "No. Salary adjustments are made either on an *ad hoc* basis for certain groups or in general according to their needs and as circumstances demand and with due regard to all the recognised and accepted principles which are applied in the determination of salaries, including the availability of funds and the effect which such adjustments could have on the pattern and policy of remuneration of the public sector as a whole".

(a) Africans

By March 1974, there was a total of 62 019 African teachers in the employ of the Bantu Education Department in the Republic, including all the Bantustans, according to the Minister of the department.²⁵ In terms of qualifications, the number can be broken down as follows:

Professional²⁶

(a) University degree and UED	1014
(b) Matriculation and Teachers diploma	5485
(c) Junior Certificate and P.H.	29467
(d) Std. 6 and LPH	14378
(e) Other qualifications (technical or vocational)	1455

Non-Professional

(f) University degree only	47
(g) Matriculation only	357
(h) Technical or other vocational qualifications	58
(i) Below Matric and without PH	9701

(b) Indians²⁷

6638 Indian teachers were in the employ of the Department of Indian Affairs by June 30, 1974. In reply to a question in the Assembly, the Minister of Indian Affairs gave the qualifications of the teachers as follows:

Professional

(a) University degree with UED	1103
(b) Matriculation with teachers diploma	4379
(c) Junior Certificate with PH	903
(d) Other qualifications (technical)	Nil

Non-Professional	
(a) University degree only	22
(b) Matriculation only	124
(c) Technical or other vocational qualification only	4
(d) Below matric and without PH	103

Coloureds

There were 22 465 Coloured teachers employed by the Department of Coloured Relations by February 19, 1975;²⁸ broken down according to qualifications as follows:

Professional	
(a) University degree with UED	668
(b) Matriculation and teachers diploma	5509
(c) Junior Certificate and PH	5509
(c) Junior Certificate and PH	14142
(d) Other qualifications (technical, vocational)	Nil
Non-Professional	
(a) University degree only	62
(b) Matriculation alone	436
(c) Technical or other vocational qualifications	68
(d) Below matric and without PH	1580

Financing of Education

Africans

The problem of insufficient funds allotted for the education of the African population has proved to be the key stumbling block to the improvement of school facilities for this section of the black community.

According to available information, State expenditure on the education of Africans in the financial year 1973-74 was broken down as follows:

	RSA R	Namibia R
Current Expenditure		
Bantu Education Department	35 125 845	4 653 322
Homelands Governments	53 557 458	2 475 592
Capital Works:		
Bantu Education Department	212 073	—
Homelands and SA Bantu Trust	4 108 252	1 659 595
	<hr/>	<hr/>
	93 003 628	8 788 509
	<hr/>	<hr/>
Total	101 792 137	

Mainly because of the grave inadequacy of State care for the financial backing of African education, resulting in numerous shortages of schools, classrooms, teachers, bursaries, books and school equipment, this very important activity for the general development of the Africans has become a popular target for all welfare organisations in the country.

A lot of small funds have been set up by Blacks for helping in various local situations, and certain white establishments have taken steps to alleviate the plight of thousands of African pupils. Best known of these are attempts like the TEACH fund which was established by a Johannesburg afternoon paper, to help build schools in destitute areas. TEACH, with the aid of public donations administered by the *Star*, has been able to build many schools in Soweto.

The *Argus* group of newspapers has built up other such funds in Durban and Cape Town. The Durban one, set up in May 1972 and run by the *Daily News* in conjunction with the Durban Coastal Area of Round Tables concentrates on providing school books for African pupils. The fund is called LEARN (*Let Every African Read Now*).

The *per capita* expenditure on African children in 'white' areas in the Republic and Namibia in the same financial year ending on March 31, 1974 was given as R28,56 and R75,75 respectively.²⁹

Disclosing these figures the Minister of Bantu Education explained that the differences were attributed to the fact that educational means in the Republic were not provided free, as was the case in Namibia.

Indian

The Minister of Indian Affairs gave estimated figures of *per capita* expenditure in respect of Indian pupils (excluding capital expenditure) during the financial year ending March 1974 as follows:

Primary classes	R123,83
Primary classes	R123-83
Secondary and High school classes	R185-80
Average <i>per capita</i> expenditure	R141-13

Coloured

The *per capita* expenditure for coloured pupils from State sources in the financial year which ended in March 1974 as disclosed by the Minister of Coloured Affairs was broken down as follows:

Primary	R106-17
Secondary	R136-56

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- ¹*Rand Daily Mail* 18.3.74.
- ²*Ibid.*
- ³*Leader* 31.1.75.
- ⁴*Natal Mercury* 23.12.74.
- ⁵*Daily News* 13.2.75.
- ⁶*Ibid.*
- ⁷*Star* 7.5.74.
- ⁸*Daily News* 5.12.74.
- ⁹1975 *Hansard* 11,—Col 806.
- ¹⁰1975 *Hansard* 11—Col 786.
- ¹¹1975 *Hansard* 11—Col 794.
- ¹²1975 *Hansard* 14—Col 930.
- ¹³1975 *Hansard* 3—Cols 147 and 177
and *Hansard* 6—Col 497.
- ¹⁴1975 *Hansard* 11—Col 795.
- ¹⁵1975 *Hansard* 14—Col 931.
- ¹⁶*Daily News* 12.2.75.
- ¹⁷1975 *Hansard* Vol 3—Col 212.
- ¹⁸1975 *Hansard* Vol 11—Cols 797—798
- ¹⁹1975 *Hansard* Vol 14—Cols 948—949
- ²⁰1974 *Hansard* 1—Col 12.
- ²¹Report by R. S. Naidoo, President
SAITA Daily News 11.2.75.
- ²²1974 *Hansard* 4 Col. 178.
- ²³*Post* 29.9.74.
- ²⁴*Cape Times* 6.3.74.
- ²⁵1975 *Hansard* 11—Col. 788.
- ²⁶*Ibid.*
- ²⁷1975 *Hansard* 11—Col. 793.
- ²⁸1975 *Hansard* 14—Col. 952 and 953.
- ²⁹1974 *Hansard* 7—Col. 506.
- ³⁰1975 *Hansard* 6—Col. 423.