



EDUCATION

Primary and Secondary

Education, which forms the basic foundation for economic, political and general intellectual development in any community, has, for Blacks in South Africa, over many years and for several reasons, remained a burning issue for political debate in the country. This has been observable with regard to all levels of education whether primary, secondary, university or general technical. We shall, however, for the purposes of this Chapter, discuss issues relating to primary and secondary education.

Much as the ups and downs pertaining to education for Blacks in South Africa, affect the whole of the black community, it is evident from available information that the emphasis of most controversies affects the African section of the community most. Year after year a great struggle ensues between the growing number of African children of school-going age and the inadequate state finances to meet the demand for education.

The main problems are the endless shortages of sufficient monies to send willing children to school, insufficient classrooms and schools to accommodate those who can afford schooling and insufficient teachers to give attention to the soaring numbers. Remedies to these have been recognised by both the Government and the public to lie in free and compulsory education for all, a high rate of school building and measures to increase qualified teacher output every year. Whenever votes in favour of education for Blacks in the Appropriation Bill are discussed in the South African Parliament, the ruling National Party speakers and Government Ministers bring out loads of statistical information in support of arguments to demonstrate the efforts to improve the situation.

During a similar debate on the vote for Bantu Education in April 1976, National Party speakers defending disparity and the per capita expenditure between White and African pupils used the high number of African pupils and the fact that not much money came directly from the African community into the gross national income as the main reason for the unequal money allocations. Mr P. Cronje¹ disclosed that the Government annual per capita expenditure on Bantu Education in 1974 and 1975, was R39,53 and R44 respectively, estimating that the Government expenditure would be close to R50 in 1976 as against the white per capita expenditure of R500. He said the Government would be unable to raise enough money to bring the two per capita expenditures on par with each other. "If we want parity, an expenditure of R500 (white figure) times four million pupils (estimated number of African pupils) will be necessary. This gives a total of R2 000 million. This amount is absolutely prohibitive," said Mr Cronje. He averred that the Government had been able to spend so much money on each white pupil per year because, "the Whites' economic position has improved over the years". He made a strong case for the policy of the Government in favour of decentralising education for Africans to the control of Bantustan Governments and, "to improve the economic position of the Bantu".

Speaking on the double shift system with regard to African schools Mr Cronje said², "If we want to abolish the double shift system, approximately 11 000 teachers will be involved in this. This would mean that 11 000 additional classrooms would have to be provided at R3 400 per classroom. Ten thousand classrooms would cost R34 million and 11 000 a little more. If say R1 500 per year is paid to 11 000 additional teachers, this gives us a total amount of R16 million."

The total cost of the whole programme would then be too high to be considered at this stage. In the event of there being no miraculous rise in State revenue from African sources, these problems would remain unsolved indefinitely.

ENROLMENT

Coloured

The various figures reflecting numbers of coloured pupils enrolled in the various standards from Sub A to Standard 10 were not available at the time of going to print. However, the Minister of Coloured Relations had disclosed in Parliament that the total enrolment figure by the end of 1975 stood at 625 585.³ This figure showed an increase of 28 348 pupils over the 1974 figure of 597 237 (4,7%). Viewed against the

estimated 1975 increase of enrolment for Coloured pupils, this 1974 figure showed a shortfall. The estimated increase for 1975 was 33 712 pupils and further estimated for 1976-79 were 33 356, 33 663, 33 469 and 33 351 respectively.⁴

Indian

In reply to a question in the House of Assembly, the Minister of Indian Affairs disclosed the following enrolment figures for Indian pupils given as at March 1975.⁵

Class One	20 740	11,3%
Class Two	21 766	11,9%
Standard One	20 312	11,1%
Standard Two	19 169	10,5%
Standard Three	19 310	10,5%
Standard Four	17 693	9,7%
Standard Five	15 042	8,2%
Standard Six	12 416	6,8%
Standard Seven	11 743	6,4%
Standard Eight	13 401	7,3%
Standard Nine	6 116	3,3%
Standard Ten	4 478	2,4%
Adjustment classes	1 162	0,6%
	183 348	100,0%

These figures indicate that approximately 26% of the South African Indian population of +700 000 were enrolled at schools in 1975.

*The editor wishes to correct the misinformation on figures reflecting enrolment of Indian pupil as given in *Black Review* 1974/75. The 1976 figures, not being available at printing time, the editor takes opportunity to reproduce 1975 figures corrected.

African

The enrolment figures for African pupils as at March 1975 were given in the House of Assembly by the Minister of Bantu Education as follows:⁶

Sub A	808 251	21,86%
Sub B	598 335	16,18%
Standard One	540 026	14,60%
Standard Two	419 212	11,34%
Standard Three	365 934	9,90%
Standard Four	280 434	7,58%
Standard Five	221 019	5,98%
Standard Six	145 662	3,94%
Total (<i>carried forward</i>)	3 378 873	91,38%

Total (<i>brought forward</i>)	3 378 873	91,38%
Form One	149 251	4,04%
Form Two	91 265	2,47%
Form Three	50 772	1,37%
Form Four	18 271	,50%
Form Five	9 009	,24%
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Total	3 697 441	100,00%
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These figures include those African pupils whose education was under the control of the various Bantustan Governments.

The total number of pupils enrolled in 1975 showed an increase of 211 180 pupils (6,1%) over the 1974 total figure which was 3 486 261. The total figure for 1976 was revealed in debates in the House of Assembly as standing at four million (including technical and trade and vocational pupils)⁷ which indicated a further increase of 302 559 pupils (8,2%) over the 1975 figure.

Approximating from the figures given above, the total number of black pupils registered with schools over 1975 was 4 506 374.

Double Session System in Black Schools

The increased number of black school children aggravated the accommodation problem. According to available information,⁸ the accommodation problem has led to the continued practice of teachers running double teaching sessions everyday with one class coming in the morning and the other in the afternoon. In some cases, the platoon system is also used. This system entails sharing of classrooms by different classes at the same time. Sections of the black community most hit by this system were Indian and Coloured groups, especially the Indians who experienced the system up to Standards 5 and 6, followed closely by the Coloureds who were affected up to Standards 3 and 4, lastly by the Africans where reported cases had revealed the system to have been practised up to Standard 1 and 2. Current figures reflecting numbers of schools, classes, pupils and teachers affected by the double shift system amongst Africans (who as reflected above, are not affected as widely as other sections of the black community) were not available. However, the Minister of Bantu Education revealed in the Assembly on 30 March 1976 that no progress had been made in the elimination of the double school sessions in schools under his control since June 1975. Government thinking on this issue as had been given by a Nationalist Party speaker, Mr P. Cronje, in Parliament was that the elimination process would be too costly to be undertaken. Calculations had it that such a project would cost no less than R16

million. This figure would cover employment of the essential extra teachers besides the estimated R34 million which would go to the building of new classrooms.

Replying to a question in Parliament the Minister of Indian Affairs disclosed that during 1975, 86 new classrooms with capacity to accommodate 7 020 pupils were provided.⁹

The Minister further remarked that double sessions were still in operation from Class 1 to Standard 5 in Indian schools. The following numbers of pupils were affected in each class:¹⁰

Class One	2 361	Standard Three	822
Class Two	4 176	Standard Four	519
Standard One	4 017	Standard Five	17
Standard Two	2 899		

During the same year, 1975, 399 Indian teachers were involved in the system of double sessions. The Minister of Coloured Relations, replying to a similar question in Parliament on 25 February 1976, disclosed the following information regarding the operation of double sessions in schools directly under his department and those under the Administration of Coloured Affairs (under the hand of the Coloured Representative Council).¹¹

	<i>Department</i>	<i>Administration of Coloured Affairs for third term 1975</i>
Number of schools affected	25	606
Number of classes affected	63	2 003
Number of pupils involved	2 021	69 291
Number of teachers involved	63	2 003

He further disclosed that during 1975 a total number of 20 new primary schools were built to accommodate 15 925 Coloured pupils.¹² The pupil teacher ratio in Coloured education in 1975 was given as 31:1.¹³

COMPULSORY AND FREE EDUCATION

Blacks

The Deputy Minister of Bantu Education in an Assembly revealed that systematic preparations were being made for the ultimate introduction of compulsory school education for black children. The cost of compulsory education was estimated to be R245 million for black children between the ages of 7 and 15, and to bring such facilities to a teacher-pupil ratio of 1 to 30 would cost R400 million.

Mr G. J. M. Coetzee, Director of the Department of Bantu Education, further explained at the convention of the Institute of Personnel

Management that the rapid growth in population is one of the main reasons why the education system had not progressed further towards the aim of universal education. The department is also facing the task of training enough secondary teachers, whilst completing the second year of a four-year programme to provide all pupils from Standard 1 to Senior Certificate with basic text-books in all subjects.

Indians

Mr Marais Steyn, addressing speakers on the Indian Affairs Vote in June 1976, reported that there was strong possibility that compulsory education for all Indian children would be made law in 1977, so that it could be put into effect in 1978. "Every Indian child placed under compulsory education remains at school for as long as a white child—up to Standard 8 or until he has reached the age of 15 years."¹⁴

Coloureds

The introduction of compulsory school attendance for Coloured children up to the age of nine years was announced in the Government Gazette of 9 January 1976.

This is seen as a step in the systematic introduction of compulsory Coloured education by raising the age limit from year to year. Until then the compulsory school attendance for Coloured children was limited to those of seven and eight years.¹⁵

Control of Education

Control of Indian education was handed over on 2 January 1976 to the South African Indian Council when all powers previously held by the Minister of Indian Affairs were delegated to Indians. The SAIC's executive members signed the declaration of acceptance.

Although these powers have been re-delegated to Mr Krog, the Director of Indian Education, the SAIC will still have the final say in the promotion of higher grade (HI) principals.¹⁶

Replying to a question in the House of Assembly, as to how many Blacks were employed in senior educational posts, the various ministers gave the following figures:

AFRICANS

In March 1975 there were:¹⁷

109 inspectors of schools

338 assistant inspectors.

INDIANS

In 1975 there were:¹⁸

15 inspectors

- 7 assistant inspectors
- 6 educational planners
- 1 school guidance officer.

COLOURED

In 1975 there were:¹⁹

- 25 inspectors
- 12 assistant inspectors
- 4 organisers of adult education.

EXAMINATIONS

Africans

According to a *Daily News Report*, the Department of Bantu Education is to change its examination regulations to ensure that where irregularities occur in future, the reliability and integrity of examination standards can be protected.

This follows a settlement out of court between the counsel for the Minister of Bantu Education and parents of Matric pupils in the Durban area, whose results were withheld because of the theft of examination question papers.²⁰

Standard 8 and Senior Certificate examination question papers had been stolen from the office of the circuit inspector at Ndwedwe in 1975. Five school boys were detained in connection with the theft. Another theft of large consignment of examination question papers was reported at Ngwemabala Secondary School. Hundreds of Matric and Standard 8 examination question papers were stolen.

The Director of Bantu Education, Mr K. B. Hartshorne, however, said that exams would not stop. They did not want to upset the thousands of students who were then writing the examinations.²¹

The results of the schools which were allegedly involved in the theft were withheld and released at a later date.

Of the 8 445 students who had entered for Matriculation examination at the end of 1975, 5 400 passed, 3 520 of these qualified for university entrance.

48 124 entered for Junior Certificate, 35 214 passed.

134 231 entered for Standard 6, 104 063 passed.

170 755 entered for Standard 5, 111 288 passed.²²

The end of 1975 saw a change-over from the old Standard 6 examination to a new Higher Primary Certificate examination.

Indians

At the end of 1975, 4 327 candidates sat for the Senior Certificate examinations, 1 010 passed with exemption; 2 669 passed without exemption, and 648 failed.

In Standard 8 exams 6 716 passed at the academic level, 4 195 passed at practical level, and 2 055 failed. Of the 12 237 who had entered the Standard 6 examinations, 6 822 passed the normal high school course and 4 784 passed the practical course.²³

Coloureds

At the end of 1975, 3 746 candidates had enrolled for Matriculation examinations, 2 374 passed and 1 372 failed.

For Junior Certificate, 15 450 had enrolled 11 462 passed and 4 028 failed.²⁴

TEACHERS

A new concept of teaching by tape cassette was reported by *Star* to have been launched by the Educational Television—a joint project between the *Argus* Company and *The Star* schools. It is open to all teachers irrespective of where they stay.²⁵

However, more teacher training schools are being erected and existing ones have been extended. In 1974 a project for the training of unqualified primary school teachers was started by introducing a special condensed course. In this case recognition is given to the practical teaching experience a person has gained as an unqualified teacher.

Daily News reported that Mr P. A. Pyper (UP Durban Central) called for speedy action towards the placing of Coloured and Indian teachers on the same scale as Whites.

The closing of the gap between salaries of Black and White teachers is receiving attention. At present an African secondary school principal in a school with more than 600 pupils has a basic wage of R5580, rising annually to R6660. His white counterpart has a basic salary of R10 800, rising annually to R11 700.

African

Teachers employed as at March 1975:²⁶

Professionally qualified with		
University degree	—	1 143
Matric or equivalent	—	6 488
JC or equivalent	—	33 578
Other qualifications such		
as technical or vocational	—	1 542
Non-professional with		
University degree	—	60
Matric or equivalent	—	591
Technical or vocational	—	95
No matric/technical/vocational	—	10 169

Indian

This was the position as at 30.6.75:²⁷

Professional qualified with		
University degree	—	1 186
Matric or equivalent	—	4 449
J.C. or equivalent	—	945
Other qualifications eg technical or vocational	—	4
Non-professional with		
University degree	—	26
Matric or equivalent	—	89
Technical or other vocational	—	5
No matric/technical/other vocational certificates	—	133

Coloureds

The position in Coloured schools as at April 1976 was this:²⁸

Professional qualified teacher with		
University degree	—	678
Matric or equivalent	—	5 610
Junior or equivalent Certificate		16 633
Teachers without professional qualification but with		
University degree	—	54
Matric or equivalent	—	476
Technical or other vocational qualifications	—	72
Teachers without professional qualifications without matric/technical/other vocational qualifications	—	1 282

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