

Chapter Seven

EDUCATION FOR BLACKS (Primary and Secondary)

Enrolment

ENROLMENT STATISTICS of black pupils were given in Parliament during 1973 by the ministers of the relevant departments.

Coloureds

The figures for the Republic were as at September 1972, and for SWA as at March 1973:

	Republic	South West Africa
Sub A	104 092	2 130
Sub B	88 450	2 063
Std. 1	78 883	1 990
Std. 2	66 649	1 842
Std. 3	57 916	1 617
Std. 4	48 485	1 377
Std. 5	38 524	1 196
Std. 6	29 313	1 024
Std. 7	17 894	619
Std. 8	11 715	379
Std. 9	4 766	164
Std. 10	2 483	48

Africans

The figures for Sub A to Standard 6 were not disclosed. The figures given for Form 1 to Form 5 were as at March 1972 (the Transkei excluded):

	White Areas	African Areas
Form 1	20 844	32 845
Form 2	14 436	24 472
Form 3	10 614	16 053
Form 4	2 841	5 055
Form 5	1 449	2 398

Indians

The figures for Indian pupils were as at March 1972:

	Natal	Transvaal	Cape	Total
Class i	18 405	2 249	74	20 728
Class ii	17 580	2 289	89	19 958
Std. 1	16 862	2 153	85	19 100
Std. 2	14 971	2 083	107	17 161
Std. 3	13 877	1 858	102	15 837
Std. 4	12 631	1 930	99	14 660
Std. 5	14 591	2 195	77	16 863
Std. 6	14 832	2 299	68	17 199
Std. 7	9 780	1 786	56	11 622
Std. 8	7 227	1 725	47	8 999
Std. 9	4 647	1 092	—	5 739
Std. 10	3 224	616	—	3 840
Special Classes	—	—	—	435

Double Sessions

The Minister of Bantu Education disclosed in Parliament during 1973 that 10 209 Sub. A and Sub. B. classes (or 892 961 pupils) were involved in double sessions, while 1 437 Standard 1 and Standard 2 classes (or 91 528 pupils) were involved. The system apparently no longer operates beyond Standard 2 in African schools.

The Minister of Coloured Relations reported that 1 797 classes, or 61 098 pupils, were involved in double sessions in Coloured schools.

For Indians, the figures given were: sub-standards: 182 classes or 6 672 children; Standards 1 and 2: 142 or 5 315; Standards 3 and 4: 32 or 1 054; Standards 5 and 6: 8 or 241.

Examinations

African: At the beginning of 1973 there was a sensation about an alleged 'fixing' of African standard six examination results by the Department of Bantu Education by issuing circuit inspectors with directives instructing them to modify results according to the following quotas:

First class passes	10 percent
Second class passes	35 percent
Third classes	35 percent
Failure	20 percent

This was from a report of the education committee of the African Teachers' Association of S.A., which claimed the results had been manipulated (*Rand Daily Mail* 22/2/73).

The ATASA case became stronger when a few days later a report appeared in a newspaper that five pupils at a Soweto Higher Primary School had 'failed' standard six examination. But after representations by their parents, the five were issued with pass certificates. The parents believed that their youngsters were failed under the 'quota' system prescribed by the Bantu Education Department. Mr W.S. Pikoli, secretary of the school committee at Lukholweni Higher Primary School in Soweto, was one of the parents whose children had been failed. He and other parents approached a Progressive Party member of the Johannesburg City Council, Dr Selma Browde, who arranged an interview with the circuit inspector for the area. When they saw the inspector the next day and told him they didn't believe their kids had failed, 'he looked at his record of results and said there had been a mistake' (*Rand Daily Mail* 27/2/73).

Mr Pikoli and other parents were then officially told their kids had received a second class, not third class passes. To get into a high school an African pupil must obtain either a first or a second class pass in standard six. But the 'quota' fixing results at a constant level provides for only 45 percent passes (10 percent 1st class and 35 percent 2nd class). A total of 55 percent of all candidates are given 3rd class passes, which can be regraded as a failing class with 'consolation', and 20 percent dismally failed.

Later in Parliament, the Deputy Minister of Bantu Education vehemently denied that there had been a directive from the Department to fail a certain percentage of African children in Standard Six. He explained that standard six papers were marked centrally, because they are too many (15 000 for 1972). The marking being done by teachers on a local basis,

under the supervision of the circuit inspectors, it is important that as far as possible, uniform standards should be maintained throughout the country, 'in order to ensure this we have studied the results of previous years and concluded that about 20 percent of all candidates usually fail the examination and that about 45 to 50 percent pass in the first and second classes. Acting on this experience we have told controlling inspectors that a formula of 80 percent with given percentages in the 1st, 2nd and 3rd classes can serve as a guide when they finalise the results'. In this 80 percent he includes the 'Consolation' passes of third classes, which constitutes 35 percent (*Natal Mercury* 22/5/73).

Dr Selma Browde of the Johannesburg City Council said she welcomed Mr Janson's assurance in Parliament, that his department only laid a guide and not a strict directive, but she appealed to the Deputy Minister to personally investigate some standard six results, as the case of 5 parents whom she helped 'rectify' their children's results was not isolated (*Rand Daily Mail* 23/5/73).

Subsequently another report came that African examiners in Queenstown were ordered to fail Black pupils in Standard 6 because too many had passed. A newspaper report quoted an African educationist as claiming senior white officials of the department had ordered examiners—all African—to look again at the papers and fail some of the pupils. This was because more had passed than the percentage stipulated in a departmental directive. The educationist, himself an examiner, was quoted to have said, 'We were embarrassed because the children already knew they had passed. There was nothing we could do but comply with the order'. In a statement Dr van Zyl, Secretary for Bantu Education, said he would immediately investigate the report. He regarded the claim as highly unlikely. 'This would never happen with the consent of senior officials of the department' (*Daily News* 5/6/73).

Two days later the Cape Times reported Dr van Zyl as having said he had received a report from the inspector of schools in Queenstown that the 'fixing' allegation was false. The inspector reported that the papers were marked and the preliminary results determined. Thereafter the marks were moderated. After the moderation there was a leakage of certain preliminary results, by which certain pupils were given the impression that they had passed. 'This was very unfortunate, because the results are never final until moderation has taken place'. Dr van Zyl wound up by saying the educationist who was responsible for the initial report was probably one of the trouble-makers. He said those responsible for the leakage just wanted to place the department on a bad footing with the African community. However, the African teachers interviewed were not impressed by Dr van Zyl's denials of alleged 'fixings' (*Cape Times* 7/6/73).

In the junior Certificate it was reported that 426 schools in the Republic of S.A. and Namibia had 30 539 candidates in 1972 and 28 592 passed thus:

161	with distinction
3 314	with 1st class
10 980	with 2nd class
8 138	with 3rd class

Of the 4 541 African pupils who wrote the matric examinations in the 120 High Schools of South Africa and Namibia in 1972, 2 911 passed thus:

105	1st grade matric exemption
1 696	2nd grade matric exemption
1 110	3rd grade school leaving (<i>Rand Daily Mail</i> 31/3/73).

Coloured: The Minister of Coloured Relations supplied the examination results for 1972. These showed that 11 222 pupils in the Republic and 365 in Namibia entered for the Junior Certificate. Of the Republic's candidates, 640 passed in the first class and 6 963 in the second, while 18 of Namibia's candidates passed in the first class and 256 in the second. A total of 3 710 candidates failed, of whom 91 were from Namibia.

Altogether 2 550 candidates sat for the Senior Certificate (51 from Namibia). Of these, 113 obtained first class passes, 669 second with matriculation exemption, and 857 received school leaving certificates, while 905 failed outright (Hansard 17 Col. 975).

Indian: Of 11 354 entries for the Standard 6 examination in 1972, 6 214 passed the normal high school course, 364 the practical course, and 1 493 failed.

The number of candidates for the Junior Certificate was 8 433, of whom 2 992 passed the A level, 3 283 the O level, and 274 the C level, while 1 884 failed.

The total number of entries for the Senior Certificate was 3 964. Of these, 78 passed with merit, 410 in the A grade with matriculation exemption, 540 in the A grade without exemption, 1 203 in the O grade, while 1 263 failed.

Teachers

A major problem facing black education is the inadequate output of qualified teachers in the face of ever-increasing pupil enrolments. This requires the employment of many unqualified teachers, which exacerbates the problem.

The Minister of Bantu Education stated in Parliament in 1973 that there were 53 294 African teachers in government and state-aided schools in the

Republic, including the homelands, and Namibia. Of these, the majority had some form of professional training (44 863), but only 835 actually possessed a degree and University Education Diploma. The largest categories were those with Junior Certificate and Primary Higher Diploma (23 987) and Standard 6 and Lower Primary (14 376). A total of 8 434 had no professional qualifications, and nearly 8 000 of these were also unmatriculated. (These figures were for March-May 1972).

In May 1973, a total of 18 729 Coloured teachers were employed by the Department of Coloured Relations and Rehoboth Affairs, in the Republic and Namibia. Of these, the largest category had Junior Certificate and Primary Higher (12 927), followed by Matriculation and the Teacher's Diploma (4 065). Those with a degree and UED totalled 681 (of whom one was in Namibia), while 109 had a degree with no professional qualification. There were 553 Coloured teachers with less than matriculation and with no professional qualification.

Of 6 262 Indian teachers in the Republic, the largest category was those with matriculation and the Teacher's Diploma (3 844), followed by Junior Certificate and Primary Higher (1 183) and a degree plus UED (946). Only 289 had no professional qualification, 147 had matriculation or a degree.

Financing of Education

During April 1973, the Minister of Bantu Education supplied estimates for expenditure during 1973-74. These showed a total amount of R96 million for the Republic and almost R5 million for Namibia from revenue account, with the largest amount (R52½m) being for the estimates of homeland governments. A further R7m. was estimated from loan account, being for educational buildings. The comparable figures for whites were R370m. from revenue account and R67m. on loan account. In addition, the Department set aside R6 766 000 in its 1973-74 estimates for African universities.

The estimated per capita costs in African education, excluding capital expenditure, were given by the Minister as follows (Hansard II, Col. 727):

Primary classes (Sub A—Std. 6)	R 20,64
Secondary classes (Form 1—Form 5)	R 112,71
General Average (Sub A—Std. 10)	R 25,31

(Compare the comparable estimates for white pupils of R366, R624 and R461).

Total expenditure from state sources on Coloured education during 1971-72, excluding figures for the University of the Western Cape (whose budget was unavailable), was R60m., as given by the Minister of Coloured

Relations in Parliament. The per capita expenditure was estimated as:

Primary classes	R 91,04
Secondary classes	R120,18
General average	R 94,41

The report of the Department of Indian Affairs for 1971-72 gave R20 million as the total amount voted for Indian education, excluding technical and university education, for 1972-73. This was an increase of R2m. over the previous year. During 1971-72, state expenditure on Indian University education was R2 366 331.

The per capita expenditure on Indian education for 1971-72 was given by the report as follows:

Primary classes	R102,93
Secondary classes	R135,19