

EDUCATION

NATIONAL EXPENDITURE

In reply to questions in the Assembly on 21 May,¹ the Minister of Statistics said that the total expenditure on education had been as follows for the financial years stated, the amounts being shown in R-million:

	<i>R-million</i>	
	<i>Revenue Acct.</i>	<i>Loan Acct.</i>
<i>1970-1</i>		
The provinces (White education)	238,2	53,1
Department of National Education (mainly Whites)	71,7	3,0
Other government departments (all racial groups)	5,2	17,4
Department of Coloured Relations and Rehoboth Affairs	45,0	—
Department of Indian Affairs	19,8	—
Department of Bantu Education	32,9	—
Homeland governments	22,3	—
	435,1	73,5
<i>1971-2</i>		
The provinces	284,6	60,2
Department of National Education	85,8	7,5
Other government departments	5,4	15,7
Department of Coloured Relations and Rehoboth Affairs	51,0	—
Department of Indian Affairs	23,8	—
Department of Bantu Education	41,7	—
Homeland governments	28,0	—
	520,3	83,4

The expenditure by "other government departments" apparently includes capital expenditure by the Department of Public Works on educational buildings for students of all racial groups.

PER CAPITA COSTS

Per capita costs for school pupils of the various racial groups, based on current expenditure from public funds, were given by the responsible Ministers in reply to further questions in the Assembly:²

¹ Hansard 15 col. 901.

² Minister of Statistics, Hansard 12 col. 772; Minister of Indian Affairs, Hansard 11 col. 673; Minister of Coloured Relations and Rehoboth Affairs, Hansard 17 col. 974; Minister of Bantu Education, Hansard 11 col. 727.

Racial group	Year	Primary school	Secondary and	General
		pupils	High school pupils	average
		R	R	R
Whites	1971-2	366*	624*	461*
Indians	1972	112,49	155,74	124,40
Coloured	1972	91,04	120,18	94,41
Africans	1971-2	20,64*	112,71*	25,31

*Estimate.

It would appear that the Minister's figure indicating the general average for Africans in 1971-2 may have been too high. The Deputy Minister said, later, in the Assembly³ that the general average in 1972-3 (a year later) was R22,70. However, according to *The Star* of 11 November the estimated *per capita* cost for 1973 was: R27,20.

BANTU SCHOOL EDUCATION

ESTIMATED TOTAL EXPENDITURE IN 1973-4

In reply to a series of questions in the Assembly on 26 April,⁴ the Minister of Bantu Education gave figures indicating the estimated total expenditure on Bantu Education in the 1973-4 financial year. The amounts mentioned, he said, were subject to approval by Parliament and by the homeland governments.

Revenue Account	Republic	South West Africa
	R	R
Bantu Education Department ⁵	42 843 000	2 001 000
Special Vote for augmentation of salaries ⁶	658 000	214 000
Estimates of homeland governments	50 045 500	2 504 000
Salaries of seconded White personnel in the homelands	3 235 500	22 500
	<hr/> 96 782 000	<hr/> 4 741 500
Loan Account		
<i>Buildings for educational purposes</i>		
Homeland governments' departments of works	3 306 500	1 123 600
S.A. Bantu Trust	1 967 000	877 500
Public Works Department, S.W.A. ⁷	—	100 050
	<hr/> 5 273 500	<hr/> 2 101 150
Combined totals	<hr/> 102 055 500	<hr/> 6 842 650

As mentioned on pages 345-6 of last year's *Survey*, the Department of Bantu Education is now responsible, *inter alia*, for the education of Africans in white areas and in Reserves which do not yet fall under Legislative Assemblies, and for financing

³ Hansard 18 col. 1018.

⁴ Hansard 11 cols. 725-6.

⁵ Vote 17 (Republic) and 7 (South West Africa).

⁶ Vote 47 (Republic) and 27 (South West Africa).

⁷ Vote 19.

the current expenditure on universities for Africans. In its estimates for 1973-4⁸ the Department set aside R6 766 000 for financial assistance to the universities.

Homeland governments frame their own estimates in the light of the money available to them, and of advice from the Department. Their budgets for 1973-4 have not in all cases been published.

SCHOOL BUILDINGS AND EQUIPMENT

Official funds available for school buildings

In the Assembly on 21 February⁹ the Deputy Minister of Bantu Administration and Education said that increased loan funds for the building of schools for urban Africans would be made available through Bantu Administration Boards. Extensions to existing high schools would be permitted, but the Government encouraged the building of high schools in homelands in cases where these homelands were near the industrial areas.

Even before the establishment of the Bantu Administration Board that controls Bantu affairs in Johannesburg and on the West Rand, it was announced¹⁰ that the Johannesburg City Council had been authorized to raise a loan of R1 000 000 for the building of more schools in Soweto. It was hoped to borrow R750 000 of this from uncommitted funds in the city's Bantu Services Levy Account, at 6 per cent interest over 30 years. The rest would come from State loan funds. Mr. Sam Moss, M.P.C., chairman of the municipal Non-European Affairs Committee, said that this sum would make possible the erection of about 500 classrooms, about half the number currently needed in Soweto, but the shortage would grow because of a natural population increase of about 2 000 families a year. The housing section of the municipal department would be expanded considerably to undertake the erection of the 500 classrooms during the course of the 1973-4 financial year.

Urban local authorities are authorized to impose a levy of up to 20 cents a month on all African heads of families to cover, or help pay for, the costs of building schools. As mentioned in previous issues of this *Survey*, the African heads of families in Soweto voluntarily pay 38 cents a month. Press commentators pointed out that this education levy fund would be expected to cover the interest on and redemption of the new loan, besides past loans. It was stated in the minutes of the Soweto Urban Bantu Council for 28 June that a very high proportion of the levy funds was used for maintenance, water supplies, and sanitary services, and for repaying past loans. There was too little money over to

⁸ Vote 17.

⁹ Hansard 5 col. 7063.

¹⁰ *Star*, 15 and 16 March; *Rand Daily Mail*, 17 March.

cover new loans, hence the delay in the provision of adequate numbers of schools.

At the opening of the Ciskeian Legislative Assembly on 24 May,¹¹ the Prime Minister said that the Department made R-for-R contributions to the costs of classrooms built by communities in the homelands. About 400 had been completed in the Ciskei alone in this manner during the past year.

Number of schools

The table that follows is a summary of a detailed analysis of the number, distribution, and types of schools in 1972, contained in the August issue of the *Bantu Education Journal*.

Public	Republic		Total	South West Africa
	White areas ¹²	Homelands		
Government or homeland authority	103	1 771	1 874	7
Community	1 210	3 791	5 001	407
Farm	3 382	—	3 382	4
Mine, factory, hospital, etc. ...	161	25	186	1
Special (handicapped children)	—	12	12	—
<i>Private</i>				
Roman Catholic	163	232	395	25
Other churches or organizations	11	10	21	7
Night schools and continuation classes	63	14	77	—
	5 093	5 855	10 948	451

Double sessions

In the Assembly on 20 February,¹³ the Minister of Bantu Education furnished information about the number of classes in which double sessions were operating in the Republic as at the first Tuesday of March in 1972, and the numbers of pupils involved. Statistics for South West Africa were not given. The percentages of the total number of children in the classes concerned who were involved in double sessions have been calculated by the writer from enrolment figures (given later).

	No. of classes	No. of pupils involved	Percentage of total no. of pupils in these classes
Sub A	5 212	498 834	72,5
Sub B	4 997	394 127	73,4
Std. I	760	55 310	11,6
Std. II	677	36 218	10,1
Stds. III and IV	—	—	—
	11 646	984 489	

¹¹ State Information Office News Release.

¹² Including Reserves not controlled by homeland governments.

¹³ Hansard 3 col. 156.

Shortage of schools

The Minister of Bantu Education said in the Assembly on 23 February¹⁴ that approximately 76 per cent of African children in the age group 7 to 15 years were enrolled in schools in 1972 (but, as is shown later, the drop-out rate is very high.)

On 24 January *The Star* reported that more than a quarter of the registered schools in Soweto, Johannesburg, were "shadow" schools of varying sizes, with no school buildings of their own. The various classes generally had to be held at different venues — church and other halls, tents, classrooms borrowed from other schools in the afternoons. Principals had to travel sometimes considerable distances from one group to another. As soon as a new school was built, it was allocated to one of these "shadow" schools.

The shortage of schools and the overcrowding in those that exist is probably more acute at Soweto than in other urban townships, because of the large population involved. On 9 January *The Star* estimated that about 35 000 children there could not be admitted to school because of the lack of adequate accommodation. At its meeting on 28 June the Urban Bantu Council put the figure at an estimated 42 000, but it included dropouts, children who could not continue because they had failed Std. II or Std. VI twice, and pupils who had obtained a third class Std. VI pass which did not entitle them to proceed to secondary schools. Very many of these children would, in normal circumstances, still have been at school, it was considered. They were the products of afternoon sessions, or had received inadequate attention from overloaded teachers, or had not attended school regularly because both parents worked and were unable to supervise their children's activities.¹⁵

In order to encourage people to contribute to its TEACH fund (described below), *The Star* has run a series of feature articles on the needs of Soweto. On 9 January it pointed out that, coincidentally, Soweto and the white areas of Johannesburg each had about 145 schools. But the enrolment was just over 75 000 in the white schools, as against some 115 000 in Soweto. Most white schools had heating, a school hall, a library, audio-visual facilities, sports fields, etc. Soweto schools were, in the main, austere brick buildings, lacking these facilities. Yet, in proportion, Africans paid more for their education than did pupils of other racial groups attending public schools. They had to provide many of their own text books, and heads of families contributed to the education levy. It was pointed out on 23 January that there were only six high (senior secondary) schools in Soweto. Although classes at these schools were severely overcrowded, each year they had to turn away many applicants. This bottleneck would

¹⁴ Hansard 3 col. 173.

¹⁵ From official minutes.

increase as more junior secondary schools were provided.

The shortage of schools is not confined to urban areas. In March, for example,¹⁶ the Minister of Education for Bophutha-Tswana stated that, on the basis of 40 pupils per classroom, 3 000 more classrooms were needed in his government's area. But, in view of the inadequate funds available, it would take a very long time to overcome this backlog.

African children in white farming areas are probably worst-off. There are far too few schools because the farmers have to provide the buildings, and many are unwilling to do this. Should an owner of a neighbouring farm object to the establishment of a school, his objection is sustained by the authorities. It is difficult to attract well-qualified teachers.

School buildings and equipment donated by private organisations and persons

As mentioned in previous years, in 1970 the Department relaxed a previous policy, deciding that in approved cases private donations could be made to the building or equipping of schools. The Department indicates where schools are needed, and of what type. The usual arrangement then is that the local authority concerned provides the site and undertakes the construction, the Department later supplying equipment and the necessary staff.

The TEACH fund launched by *The Star* in October 1971 was described in last year's *Survey* (Teach Every African Child). By 1 November 1972 it had collected about R224 000, this money being donated by the newspaper itself, business firms, and members of the public of all racial groups. It covered the costs of building ten schools at Soweto, providing accommodation for more than 7 000 pupils.

During June the chairman of the Argus group, Mr. L. E. A. Slater, announced that *The Star* would itself make a further contribution to the fund, of R25 000, to pay for the erection of a complete school. He challenged business firms to follow this example. One firm, Twins Pharmaceutical Holdings Ltd., announced next day that, prior to this challenge, it had decided to donate the entire costs of a school. During the five months following, Mr. Slater's challenge was taken up by five firms: Associated British Foods (a British firm with interests in South Africa), Spicers (Pty.) Ltd., a member of the Reed International group, S.A. Breweries (Pty.) Ltd., Frank and Hirsch (Pty.) Ltd., and the S.A. Permanent Building Society.

Other firms or individuals made donations to cover the costs of one or more classrooms, and members of the public, including Indians and groups of White school children, sent contributions. By 1 November, the TEACH fund had mounted to R558 410,

¹⁶ *Rand Daily Mail*, 16 March.

practically enough for a 23rd TEACH school at Soweto. Six of those completed or planned were junior secondary schools, with libraries, laboratories, and rooms for woodwork and homecrafts. The others were primary schools.

It was announced during July that Pick 'n Pay Stores Ltd. had donated R5 000 each to the TEACH and LEARN funds.¹⁷ It offered to contribute R2 500 each to the funds of the first two suburbs that undertook to raise money for a complete school by the end of the year: Randburg and Constantia, Cape, are reported to have accepted this challenge. Pick 'n Pay also set aside R10 000 to establish TEACH funds in other cities.

S.A. General Electric presented R25 000 to the East Rand Bantu Administration Board to improve educational facilities in the African township of Benoni.¹⁸

The Bantu Welfare Trust, administered by the S.A. Institute of Race Relations, has continued, *inter alia*, to make donations for the erection of complete schools or additional classrooms at various centres, for example, during the year under review, at Harrismith, Kei Road, and Graaff Reinet.

In September, three prominent Indians in Durban formed an Indo-KwaZulu education committee with the object of raising funds, mainly from Indians, for the building of schools in the Zulu homeland.¹⁹ Zeta (the Zulu Education and Teaching Assistance) Committee is an African body raising funds for school buildings. By August it had sufficient money for a high school at Edendale.²⁰

Further help has been given in the provision of equipment for schools. S.A. Breweries (Pty.) Ltd. allocated R15 000 for schools in Johannesburg, Pretoria, and on the Reef, to be distributed on the basis of 50 cents' worth of equipment per pupil. Forty-five post-primary schools were invited to apply, stating their main needs.²¹

Industrialists at Isando and Elandsfontein have recently established an education fund for Tembisa, where most of the African employees live. During the first two months about R34 250 was collected or pledged. It will be used to provide literacy training, where necessary, for employees, and to purchase books and equipment for the schools their children attend.²² General Motors S.A. (Pty.) Ltd. is assisting children of its employees in the Eastern Cape who are attending secondary schools. The company pays their contributions to school funds, and donated 600 sets of text-books.²³ A firm in Witbank provided 100 desks for local schools.²⁴

¹⁷ *Star*, 18 July. LEARN is a scholarship fund launched by the *Natal Daily News*.

¹⁸ *Star*, 21 September.

¹⁹ *Rand Daily Mail*, 21 September.

²⁰ *Natal Witness*, 13 January and 27 August.

²¹ *Rand Daily Mail*, 16 May.

²² *Star*, 21 September and 26 October.

²³ *Rand Daily Mail*, 22 January.

²⁴ *Star*, 31 May.

There are many other such efforts, too numerous to record, but it should be mentioned that White children are helping, too. Pupils of the H.A. Jack primary school in Johannesburg, for example, were shocked to find out how very much better their school was equipped than was the A.B. Xuma school in Soweto. Over some two years they have themselves raised about R2 500, which has been used to provide stoves to warm the bare classrooms of the African school, as well as to buy desks and other furniture, audio-visual equipment, and other items.

AFRICAN EDUCATIONAL ORGANIZATIONS

As mentioned in earlier *Surveys*, ASSECA (the Association for Educational and Cultural Advancement of Africans) was formed in 1968 by a group of leading citizens of Soweto who were disturbed over poor matriculation results. One of its first activities was to provide tuition for pupils who had to write supplementary examinations. It has received large grants from the Polaroid Corporation as well as donations from the Chase Manhattan Foundation, the General Motors Corporation, and others, and contributions from Africans. ASSECA's accounts of expenditure have not been made public, but it appears that most of the money has been used to establish about 23 branches in various parts of the country, open and equip offices, and for general administration.²⁵ The Association has conducted seminars to discuss problems facing black people and possible solutions, and has made a number of representations to the authorities on such matters as media of instruction, teachers' salaries, and the need for free and compulsory education.

It was announced in October that ASSECA had launched a drive for R1-million, to be raised by means of voluntary levies of 10 cents on heads of African families. The Bantu Education Department agreed to this money being collected by teachers provided that the school boards for the areas approved, and that the teachers were willing to do the work outside normal school hours. Many parents are, apparently, contributing, but not all are willing. The Dube Parents' Vigilance Committee is reported to have objected on the grounds that while ASSECA had expanded its organization, it appeared to have given little practical help to African children, and that no financial statements had been published.²⁶

Early in 1973 a second body named the African Bureau of Education was established under the convenership of Dr. D. P. Marolen, who told the Press about its programme.²⁷ He stated that its first project would be an educational library in Soweto. In response to an appeal it had collected some 10 000 text-books

²⁵ *Star*, 28 February; *Rand Daily Mail*, 18 September.

²⁶ *Rand Daily Mail*, 24 and 26 October (Townships editions).

²⁷ *Star*, 22 January.

and teachers' professional books from publishers, booksellers, and individuals, together with furniture and cash donations.²⁸ The constitution of the Bureau has not been made public.

POLICY DECISIONS BY HOMELAND GOVERNMENTS

As recorded on page 147 of the 1964 *Survey*, soon after it had been constituted the Transkeian Government rejected many of the provisions of the Bantu Education Act and of regulations under this Act. It took over control of community schools, did away with school boards, altered syllabuses, and re-introduced the previous system in terms of which English or Afrikaans (as selected by parents) would, in stages, be substituted for Xhosa as the medium of instruction from Std. III on.²⁹ In practice, English was selected. During the year under review the Transkeian Government appointed the Kakana commission of inquiry into all aspects of education in its area. It is particularly concerned about the high drop-out rate in schools and high failure rates in public examinations.

Other homeland governments are altering the Bantu Education system. During June, for example, the Gazankulu Government introduced an Education Act, to come into force from 1974. English will be used as the main medium of instruction after Std. II. Afrikaans will be taught as a subject, but used as a medium of instruction only in certain non-examination subjects. Private schools will be allowed. The Minister of Education will be empowered to introduce compulsory education when he considers that the school accommodation and number of teachers in any area are adequate to make this possible.³⁰

KwaZulu passed a Medium of Instruction and Language Act as its Act 5/1973. From 1974, English will be the medium of instruction after Std. II, Afrikaans and Zulu being taught as subjects. However, should any group of pupils in classes above Std. II prefer to be instructed through the medium of Afrikaans, the Executive Councillor responsible for Education will make such arrangements as he may deem necessary.

It is understood that other homeland governments are making similar changes.

PUPILS

According to the *Bantu Education Journal* for April, the total enrolment of African school pupils in 1972 was as follows:¹

²⁸ *Rand Daily Mail*, 1 February and 14 September.

²⁹ Schools under the control of the Bantu Education Department use the mother-tongue as the medium of instruction to the end of Std. VI. As described later, from 1976 English or Afrikaans or both will be substituted for the mother-tongue after Std. IV.

³⁰ *Rand Daily Mail*, 2 June.

¹ The enrolment at technical and trade schools and teacher training institutions is not included: this is given later. Percentages calculated by the writer.

		South Africa		South West Africa	
		Number	Percentage	Number	Percentage
Sub A	687 990	22,34	32 360	30,68
Sub B	536 818	17,43	19 513	18,50
Std. I	475 848	15,45	15 925	15,10
Std. II	359 339	11,67	12 020	11,40
		<hr/>	<hr/>	<hr/>	<hr/>
		2 059 995	66,89	79 818	75,68
		<hr/>	<hr/>	<hr/>	<hr/>
Std. III	301 232	9,78	9 005	8,53
Std. IV	222 913	7,24	6 536	6,20
Std. V	176 109	5,72	4 472	4,24
Std. VI	161 472	5,24	3 722	3,53
		<hr/>	<hr/>	<hr/>	<hr/>
		861 726	27,98	23 735	22,50
		<hr/>	<hr/>	<hr/>	<hr/>
Form I	63 733	2,07	805	0,76
Form II	47 256	1,54	575	0,55
Form III	32 074	1,04	378	0,36
		<hr/>	<hr/>	<hr/>	<hr/>
		143 063	4,65	1 758	1,67
		<hr/>	<hr/>	<hr/>	<hr/>
Form IV	9 909	0,32	110	0,10
Form V	4 814	0,16	51	0,05
		<hr/>	<hr/>	<hr/>	<hr/>
		14 723	0,48	161	0,15
		<hr/>	<hr/>	<hr/>	<hr/>
		3 079 507	100,00	105 472	100,00
		<hr/>	<hr/>	<hr/>	<hr/>

(According to *The Star* of 6 November, the Department of Bantu Education estimated that the enrolment in 1973 was 3 316 000.)

In the Assembly on 16 February,² the Minister of Bantu Education gave figures indicating the distribution of secondary pupils as between classes in the homelands and classes controlled by his Department (these include schools in "white" areas and in Reserves which do not fall under a homeland government). The Minister's figures excluded the Transkei, but official statistics for this territory have been added by the writer in order to arrive at the distribution figures that follow.

The percentages of secondary pupils who in 1972 were attending schools situated in the homelands were:

Form I	...	67,3
Form II	...	69,5
Form III	...	66,9
<i>Average</i>	...	<hr/> 67,9 <hr/>

² Hansard 2 col. 122.

Form IV	...	71,3
Form V	...	69,9
<i>Average</i>	...	<u>70,9</u>

REVISED STRUCTURE FOR BANTU EDUCATION

The proposed structuring of classes and curricula in schools for all racial groups was described on page 352 of last year's *Survey*. It was mentioned that the various education departments would be free to vary the arrangement to suit their own requirements.

Writing in the *Bantu Education Journal* for December 1972, the Minister of Bantu Education described the system to be used in schools under his Department's control. The existing 13-year structure would be reduced to 12 years, the class that would disappear being Std. VI. This change was planned for 1976 to allow time for the revision of syllabuses and text-books and the re-training of teachers in service.

The new Std. V syllabus would be introduced in 1975, the first new Std. V examination being conducted at the end of that year. Thereafter, this would be the final examination of the primary school. At the end of 1975 pupils who passed this examination, together with those passing Std. VI, would all be eligible for admission to Form I. (The Transkei is making a slightly different arrangement, but the end result will be the same.³)

The four stages of education would be:

Lower primary: Sub-standard A to Std. II

Higher primary: Stds. III to V

Junior secondary: Forms I to III

Senior secondary: Forms IV and V (or, in some schools, Forms I to V).

The mother-tongue would be the medium of instruction from Sub-standard A to Std. IV, the Minister continued. Thereafter, it would be used for religious education and certain other non-examination subjects. But from Std. V on, all examination subjects would be taught through the medium of English, or Afrikaans, or both on a 50-50 basis. Homeland governments would make their own decisions as to which of these three options to adopt. The decision in respect of schools under the central Department, however, would be made by the Secretary, on the recommendation of the school board, the circuit inspector, and the regional director concerned. The main factor to be taken into consideration would be the dominant language of the White community in the area where the school was situated.

A number of African educationalists have expressed the fear

³ *Debates of the Legislative Assembly*, 1973, page 246.

that, since Afrikaners constitute a majority of the Whites, the use of Afrikaans, or both languages, as the medium of instruction may be enforced. They would prefer English because this is a world language.⁴ On 8 May *The Star* reported that the 20 000-strong African Teachers' Association of S.A. (ATASA) considered that homeland governments should decide on the medium of instruction for all of their citizens, wherever these people lived.

SUPPLY OF TEXT-BOOKS

The extent to which African pupils are supplied with free text-books was described on page 258 of the 1971 *Survey*.

The Department's Deputy Director of Planning, Mr. K. B. Hartshorne, is reported⁵ to have said that from the beginning of 1974, all pupils in Forms I, II, and III in schools controlled by the Department would receive free text-books with the exception only of prescribed set-works.

STANDARD SIX EXAMINATION

The Std. VI examination is not a public examination of the Senior Certificate type. The papers are set by the Department, but because of the large numbers concerned — about 150 000 — marking has to be done by teachers on a local basis rather than by centralized marking teams. Circuit inspectors moderate the results.⁶

Early in 1973 the African Teachers' Association of S.A. is reported⁷ to have alleged that the Department deliberately restricted the percentage of pupils who qualified to proceed to secondary schools by adjusting examination results. It was stated that circuit inspectors had been instructed to ensure that roughly 10 per cent of pupils obtained first class passes, 35 per cent second class passes, 35 per cent third class passes, and that 20 per cent should fail. Those with third class passes did not qualify for admission to Form I.

The Secretary for Bantu Education, Dr. H. J. van Zyl, stated⁸ that percentage figures were based on past experience. They were intended as a guide, and by no means as a hard and fast rule. The object was to ensure that uniform standards were maintained over the whole country and that the examinations and the marking were realistic. There was no rigidity: between 1960 and 1972 the percentage of passes over the whole country had varied from 77,8 per cent to 84,7 per cent.

During August Dr. Van Zyl announced⁹ that, some time

⁴ e.g. *Rand Daily Mail*, 30 April, 1 May, 22 May.

⁵ *Ibid.*, 1 September.

⁶ From a letter by the Secretary for Bantu Education published in the *Rand Daily Mail*, 14 March.

⁷ *Rand Daily Mail*, 21 February; *Star*, 5 March.

⁸ e.g. *Star*, 3 March; *Rand Daily Mail*, 14 March.

⁹ *Star*, 13 August.

previously his Department had decided to moderate the examination on a subject basis instead of as a whole. Instead of adjusting (if necessary) the overall results, the average scored in each subject would be adjusted to match the average achieved in that subject during the preceding five years. (This is, apparently, the practice in other education departments.) In an interview with representatives of the Progressive Party in September,¹⁰ Dr. Van Zyl agreed to consider the suggestion that a panel of moderators be appointed for each circuit, to avoid the situation where the final decision was the responsibility of only one inspector.

Furthermore, Dr. Van Zyl said that his department had decided to abolish the third class pass system from 1975.

JUNIOR AND SENIOR CERTIFICATE EXAMINATION RESULTS

Provisional Junior Certificate examination results were published in the *Bantu Education Journal* for March. They applied to full-time candidates only, including those in South West Africa.

	Number	Percentage
Number of candidates	30 539	—
Candidates who passed:		
With distinction	161	0,5
First class	3 314	10,8
Second class	10 980	36,0
Third class	8 137	26,7
<i>Total passes</i>	<u>22 592</u>	<u>74,0</u>

The *Journal* gave the results obtained by full-time candidates in the Republic and South West Africa who wrote the examination of the Joint Matriculation Board or the Senior Certificate examination of the Department of National Education:

	Number	Percentage
Number of candidates	4 541	—
Passed with matriculation exemption		
First class	105	2,3
Pass	1 696	37,4
Obtained School Leaving Certificates	1 110	24,4
<i>Total passes</i>	<u>2 911</u>	<u>64,1</u>

Of those who obtained matriculation exemption (entitling them to proceed to universities), 595 took mathematics as a subject, 508 physical science, and 1 578 biology.

AFRICAN TEACHERS

Replying to a question in the Assembly on 13 April,¹¹ the Minister of Bantu Education stated that the following numbers of Africans were serving in senior educational capacities as at the first Tuesday in June, 1972:

¹⁰ *Star* report, 5 September.

¹¹ Hansard 10 col. 656.

Inspectors of schools	93
Assistant or subject inspectors ...	323
Professors	7
Lecturers	64
School principals	10 747
Other senior capacities	287

According to the April and October issues of the *Bantu Education Journal*, the numbers of teachers employed in 1972, including those in special and night schools and continuation classes, were:

		Schools under:		Totals
		Bantu Education Dept.	Homeland Governments	
Africans	21 416	31 830	53 246
Whites	242	561	803
Coloured	39	9	48
		<hr/>	<hr/>	<hr/>
		21 697	32 400	54 097

Another 2 445 teachers were employed in schools in South West Africa: their racial groups were not stated.

The Deputy Minister said in the Assembly¹² that in March 1972 there were 41 593 African teachers in the Republic (excluding the Transkei) who were being paid by the Department, and 3 340 privately paid.

Asked in the Assembly about the qualifications of African teachers in the Republic, including the homelands, the Minister gave the following figures, also relating to March 1972:¹³

		Number	Percentage
<i>Professionally qualified and:</i>			
had a university degree	835	1,57
passed Matriculation or equivalent	5 529	10,37
passed Junior Certificate or equivalent	23 987	45,01
passed Std. VI	14 373	26,97
had other qualifications (e.g. technical)	136	0,26
<i>No professional qualifications but:</i>			
had a university degree	60	0,11
passed Matriculation or equivalent	300	0,56
had technical or other vocational qualifications	81	0,15
had not attained Matriculation level and held no technical or other qualifications	7 993	15,00
Totals	<hr/>	<hr/>
		53 294	100,00

As from 1 April, white teachers were given a 15 per cent increase in salaries, while black teachers received a 17½ per cent increase. In the Assembly on 9 February, the Minister of Bantu Education gave certain examples of salary scales for Africans. If 17½ per cent is added to the Minister's figures the result is: Professionally qualified, employed in a primary school:

¹² 2 March, Hansard 4 col. 267.

¹³ 13 April, Hansard 10 col. 655. The Minister's total figure is slightly different from that given earlier. Percentages calculated by the writer.

M R846 rising to R1 904

F R677 " " R1 586

Matriculation plus three years' training, employed in a secondary school:

M R1 269 rising to R3 102

F R1 058 " " R2 538

Matriculation plus four years' training, employed in a secondary school:

M R1 586 rising to R3 384

F R1 481 " " R2 820

The comparison of teachers' salaries made by Mr. Franz E. Auerbach in 1972, and the methods he used, were described briefly on page 356 of last year's *Survey*. Mr. Auerbach concluded that, on average, African teachers then earned 45 per cent of the amounts paid to Whites with similar qualifications, employed in similar posts. Mr. Auerbach calculates that this proportion has now risen to 46 per cent.

During the mid-year vacation the Foundation for Education, Science, and Technology again arranged a convention for African teachers of science and mathematics.

AFRICAN STUDENT TEACHERS

In the Assembly on 16 February¹⁴ the Minister of Bantu Education gave detailed figures relating to the enrolment of African student teachers in 1972 in each of the courses of training available, and the numbers who qualified at the end of that year. The enrolment figures include those in each of the years of training; the length of the courses was not stated. Percentage figures have been calculated by the writer. The statistics for the Republic were as follows:

	<i>Enrolled in 1972</i>		<i>Qualified at end of 1972</i>	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
Lower Primary Teachers' course	208	2,03	192	4,42
Primary Teachers' course ...	8 791	85,61	3 650	83,98
Junior Secondary course ...	625	6,09	261	6,00
Secondary Teachers' course	415	4,04	99*	2,28
University Education				
Diploma (non-graduate)	20	0,19	10*	0,23
Post-graduate U.E.D. ...	76	0,74	56*	1,29
Arts and crafts course ...	33	0,32	33	0,76
Homecraft course	44	0,43	39	0,90
Trade instructors' course ...	15	0,15	6	0,14
Course for teaching deaf children	28	0,27	None yet in final year	
Course for teaching blind children	13	0,13	None yet in final year	
	<u>10 268</u>	<u>100,00</u>	<u>4 346</u>	<u>100,00</u>

¹⁴ Hansard 2 cols. 120-1.

*Re-examinations not yet finalized.

Statistics for South West Africa, as given by the Minister in the Assembly on 13 April¹⁵ are:

	Enrolled in 1972		Qualified at end of 1972	
	Number	Percentage	Number	Percentage
Lower Primary Teachers' course	353	83,06	170	88,54
Primary Teachers' course ...	72	16,94	22	11,46
	<hr/> 425	<hr/> 100,00	<hr/> 192	<hr/> 100,00

ADULT EDUCATION

Bureau of literacy and literature¹⁶

The Bureau of Literacy and Literature, with headquarters in Johannesburg, continues to produce primers from which Africans learn to read simple sentences and to write. These are available in English, Afrikaans, seven African languages of the Republic, and four African languages of South West Africa. In May, more than 8 700 Africans were attending classes run under its auspices, the majority of them in mine compounds, and the next highest number in prisons. Classes are organized, too, by church groups, housewives, and farmers. The Bureau selects potential teachers from amongst groups, and gives them crash courses in the use of its material. Instructors from the Bureau visit the classes conducted by these teachers to give further guidance.

Follow-up reading material is then available. It is based on stories written by Africans with content relevant to the reader's life, dealing with such matters as hygiene, nutrition for small children, improved agricultural methods, or hospitals versus witchcraft. The material is scientifically programmed by experts to extend the reader's abilities, using a graded vocabulary.

Operation Upgrade

Operation Upgrade, based in Durban, uses the "Each One Teach One" method, but also runs classes for instructors who afterwards return to their communities or business firms to organize classes of their own. Reading, writing, elementary arithmetic, health, and other subjects are taught. Follow-up reading material is available in English, Afrikaans, Zulu, Tswana, and Xhosa. Classes to train instructors have been conducted in Durban, Umtata, on the Reef, in Pretoria, and in Bophutha-Tswana.¹⁷

¹⁵ Hansard 10 col. 672.

¹⁶ Extracts from Newsletter issued in January and Press interview with chairman of executive committee, *Rand Daily Mail*, 11 May.

¹⁷ *Rand Daily Mail*, 8 February, 9 April, 30 August.