

ideas on black education in South Africa, based on concepts which would be regarded not only as foreign but also as frightening by those who hold the Bantu Education reins. Yet the kind of education SACHED wants is the kind of education most black students want and unless the new black education deal attempts to provide it the state of discontent in black schools will become endemic.

At this critical stage in black education a sensible government would have been consulting David Adler and Clive Nettleton, not banning them. The bans are not only a tragedy for them personally they are a tragic blow to the changing black educational scene. One hopes that, in spite of these grave losses, SACHED itself will be able to continue to play the innovative role it has set itself. □

# THE BACKGROUND AGAINST WHICH SACHED WORKS

Reprinted from the SACHED TRUST Annual Report 1977.

## 1. PER CAPITA EXPENDITURE

From the time of the introduction of Bantu Education until 1970, the expenditure on black education was fixed. This meant that although there was an increase in the number of students in the schools, the amount per student dropped.

In 1970, the system of finance was revised with final adjustments being made in 1972. The result has been a rise in per capita expenditure from R17 to R50. However, this must be compared with a rise from R450 to R650 for whites. The rise in expenditure on whites is four times the total expenditure on blacks.

The small amount spent on black education is justified by its apologists on two grounds: firstly that blacks should finance their own education, and secondly that as the opportunities within the black economy are small and the demand for skilled manpower in the white areas is the preserve of whites, the need for higher training amongst blacks is small. There have been adjustments to the realities of the economy and the need for the development of a civil service to man the governments of the Bantustans in recent times, but the principle of inequality remains. There have also been promises of developments in black education with compulsory education to be introduced eventually with certain interim steps, e.g. the provision of text books, but the ideal of a complete separation remains even if it is increasingly recognised as a practical impossibility. Certainly there is no thought of a common education system or common schools.

## 2. SCHOOL ENROLMENTS

Tables 1 and 2 give an indication of the development of the system in recent times. The following features are particularly noticeable.

- a) The number of pupils in school increased dramatically between 1962 and 1972, rising from 1,6 million to 3 million.
- b) However, the distribution of students has not changed significantly. There is still a very high dropout rate with very large numbers not even completing the first four years. The exact dropout rate is hard to calculate as there are large numbers repeating and people who drop out and return. It is also significant to compare the distribution of black students with the white distribution. The effect of compulsory education for whites is that the percentage in each form remains relatively constant until Standard 8, where there is a fall-off.
- c) Between 1960 and 1970 the percentage of people in the 7–20 age group in school increased from 32% to 52%, and the percentage of the total black population in school increased from 13% to 18%. In the same period the population increased from 10,9 million to 15,3 million. These increases indicate that there has been a substantial increase in the number of blacks attending school. But the system has not been able to increase the percentage of people who succeed in getting to the higher levels. In other words, the system has expanded, but has not changed significantly in any other way.

### 3. TEACHERS

An important feature of any school system is the number and qualifications of teachers. The teacher student ratio in recent times has not changed at all. In 1960 it was 1:54; in 1970 1:58; and in 1973 1:56.

Table 3 shows the number and qualifications of teachers

and compares them with the white teaching profession. The low qualification of black teachers is obvious. The whole system at this level is clearly inferior to that of whites. There is also a clear hierarchy: whites at the top, followed by Asians and Coloureds, with Africans at the bottom.

**TABLE 1**

	NUMBER OF AFRICAN STUDENTS IN SCHOOL — 1962 AND 1972		NUMBER OF WHITE PUPILS IN SCHOOL
	1962	1972	1975
— Standard 2	1 001 480	1 700 656	253 247
Standard 2	203 792	359 339	77 716
Standard 3	153 688	301 232	78 669
Standard 4	112 103	222 913	78 169
Standard 5	85 466	176 109	74 901
Standard 6	71 738	161 472	
Form I	21 730	63 733	78 865
Form II	14 594	47 256	74 839
Form III	10 823	32 074	75 492
Form IV	2 006	9 909	56 102
Form V	969	4 814	43 776
	<u>1 678,388</u>	<u>3 079 507</u>	<u>891 976</u>

**TABLE 2**

	DISTRIBUTION OF AFRICAN PUPILS— 1962 AND 1972		DISTRIBUTION OF WHITE PUPILS
	Percentage in each class.		
	1962	1972	1975
— Standard 2	60.0	55.2	28.0
Standard 2	12.1	11.7	8.6
Standard 3	9.2	9.8	8.7
Standard 4	6.7	7.2	8.7
Standard 5	5.1	5.7	8.2
Standard 6	4.3	5.2	
Form I	1.3	2.1	8.7
Form II	0.9	1.5	8.3
Form III	0.6	1.0	8.4
Form IV	0.1	0.3	6.2
Form V	0.06	0.2	4.9

**TABLE 3**

#### TEACHERS QUALIFICATIONS:

	African	Coloured	Indian	White	TOTAL
Professionally qualified with:					
University degree	1 143	678	1 186	12 938	15 945
Matric or equivalent	6 488	5 610	4 449	28 394	44 941
J.C. or equivalent	33 598	16 633	945		51 156
Standard 6	14 399				14 399
Other qualifications (e.g. technical)	1 542		4		1 546
No professional qualifications but:					
University degree	60	54	26	1 096	1 236
Passed some univ. subjects	78				78
Matric or equivalent	591	476	89	1 479	2 635
Technical or other vocational	95	72	5		172
Not matriculated and no technical or other qualifications:	10 169	1 282	133		11 584
	<u>68 083</u>	<u>24 805</u>	<u>6 837</u>	<u>43 907</u>	<u>143 632</u>

The poor standard of school education for blacks over a long period in South Africa, combined with a high dropout rate, has resulted in a generally low standard of education among blacks. The illiteracy rate in urban areas is 39% while a further 37% have not completed primary school. The following table gives a breakdown of the educational levels of the urban African population in the 20–49 age group.

#### EDUCATION LEVELS, URBAN AFRICAN POPULATION (20–49) 1975

	No. at each level	%
None	864 528	32.3
– Standard 2	184 258	6.9
Standard 2	215 211	8.0
Standard 3	233 557	8.7
Standard 4	267 527	10.0
Standard 5	284 404	10.6
Standard 6	363 181	13.6
Standard 7	94 496	3.5
Standard 8	108 939	4.1
Standard 9	41 169	1.5
Standard 10	20 933	0.8
<b>TOTAL</b>	<b>2 678 204</b>	<b>100%</b>

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Printed by L. Backhouse, Pietermaritzburg S 880