

CHAPTER 2

THE DEVELOPMENT OF TERTIARY EDUCATION AND ITS RELATIONSHIP TO SECONDARY EDUCATION

2.1 INTRODUCTION

In this chapter some basic demographic data are provided, as well as background information on the four main population groups. The main emphasis is, however, upon the development of the various education systems, especially at the tertiary level. The first part of Hypothesis 1 is also tested. The chapter concludes with a discussion of first-year university student failure rates and some of their causes.

2.2 POPULATION GROUPS

In 1983 the population of the Republic of South Africa and the four independent states of Bophuthatswana, Ciskei, Transkei, and Venda was estimated at 31,3 million. Of this number, 72,8% were black, 15,4% white, 9% coloured, and 2,8% Asian (Anon., 1985a:102). According to the 1985 population census, there were in South Africa 18,9 million blacks (68,5%), 4,9 million whites (17,7%), 2,9 million coloureds (10,5%), and 905 000 Asians (3,3%), for a total of 27 605 000 (Anon., 1985c:427).

Amongst the whites the main differentiation is between the Afrikaans and the English-speaking (hereafter called Anglophones) South Africans. The former comprised in 1980, 56,7% of the white population, the latter 38,9%, with 4,4% speaking other languages (Department of Foreign Affairs, 1985:97-98).

2.2.1 AFRIKANERS

2.2.1.1 Afrikaner Stages of Development

Like Belgium and Canada, South Africa is a country in which nation and state do not coincide. Aside from the non-white population groups,

there are two white nations or at least the potential for it. Their interaction has parallels with Canadian developments. Both went through the following stages of development: colonisation by a European power (France and the Netherlands), defeat of the original powers by Britain, the development of an urban-rural cleavage, its breakdown as a result of urbanisation and industrialisation, with the subordinate group experiencing a decline in its socio-economic status, and finally the subordinate group attempting to raise its socio-economic and political status (Novek, 1977:24-25).

2.2.1.2 Dutch Rule

Applying these stages of development to the South African context, in the first stage (1652-1814, but some of the later dates are to be regarded as approximate) the Dutch settled in the country following the arrival of Jan van Riebeeck in 1652. Later came some Huguenots and a good number of Germans as well. They established in due course three Dutch churches -- the Nederduits Gereformeerde Kerk (the Dutch Reformed Church), the Nederduits Hervormde Kerk in Afrika (the Dutch Reformed Church in Africa) and the Gereformeerde Kerk van Suid-Afrika (the Reformed Church of South Africa). In 1980 four-fifths (80,1%) of the Afrikaners belonged to these three churches (Central Statistical Services, 1983:1.25). Their Weltanschauung is thus Calvinistic and more conservative than is the case with the Anglophones. In 1795 Britain secured control of the Cape of Good Hope Colony and retained it until 1803. It went back to Britain in 1814.

2.2.1.3 British Rule

In the second stage of development (1814-1902) Britain applied a policy of Anglicisation in the public service, the courts, the schools, and the churches. Lord Charles Somerset, the British governor, proclaimed in 1822 that after 1825 all official documents be in English and after 1828 all court proceedings as well. As of 1828 English and Latin were to be the only languages taught in government schools (Malherbe, 1925:57-58). A reaction set in and the total number of children attending school decreased. Private schools, mainly Dutch-medium, were created (68).

In this period the British consolidated their position in the urban areas and controlled much of the economy. To escape British rule, in 1836 a number of boers (farmers) began the Great Trek north and established Natal, the Orange Free State, and the Transvaal. When Britain tried to annex the Transvaal in 1877, the result was the First Anglo-Boer War (1880-1881), also known as the First War of Independence, which resulted in a victory for the boers.

In this period developed Afrikaner nationalism (Degenaar, 1978:9). It had its roots in a search for an individual and collective self. As one author has noted, "the collective loss of culture is the individual loss of the self; in the face of annihilation, meaning for the individual is often found in collective solutions" (Shingler, 1973:32). The Afrikaners saw themselves as destined to triumph over British rule (Novek, 1977:60-61). Education was viewed as central to their survival and ultimately reinforced their pre-eminence (Shingler, 1973:54). Afrikaner nationalism gained strength as a result of the Second Anglo-Boer War (1899-1902), also known as the Second War of Independence.

2.2.1.4 Triumph of Afrikaner Nationalism

Following the defeat of the boers, the British once again tried a policy of Anglicisation. In 1905 either Dutch or English was permitted in schools as a medium of instruction, but English only was to be used as soon as children were able to follow instructions in that language (Malherbe, 1925:330). It was not until 1914 that Afrikaans was recognised as a school subject. Around 1920 it became a medium of instruction. Afrikaans became an official language in the public service and the schools in 1925 (Malherbe, 1977:1-10). Afrikaans had become "the symbol of the struggle for national identity and in the course of time the State school was seized upon as the means to foster that consciousness of 'a nation with a God-given destiny'" (2).

In this third stage (1902-1948) there was increasing urbanisation and industrialisation. In the 1920s and the 1930s many boers moved to the cities. The urban-rural cleavage largely coincided with the Anglophone-Afrikaner cleavage (Welsh, 1969:265). A "poor white"

problem developed when the Afrikaners had to compete for work in the cities with the non-whites. In the years 1924-1929 there was a National Party-Labour Party coalition government which intervened in the economy to provide jobs for the poor whites; it also started industrial development.

The National Party had been established in 1914 and the Afrikaner-Broederbond (Brotherhood) in 1918, becoming a secret organisation in 1924. Eventually a close link was established between the party and the people, as illustrated in the following statement: "Die party is die volk en die volk is die party" ("The party is the people and the people are the party") (Quoted in Degenaar, 1978:23). The party developed ethnic solidarity across class lines. Culturally it focussed on the Afrikaans language, economically on overcoming the Afrikaner inequality vis-a-vis the Anglophones, and politically on establishing an Afrikaner dominated republic (Welsh, 1974:249).

In these endeavours the party was helped by the Federasie van Afrikaanse Kulturvereniginge (FAK, Federation of Afrikaans Cultural Organisations), established in 1929 under the Broederbond auspices to co-ordinate Afrikaner social, cultural, and religious activities. Numerous parallel institutions were created, from the Voortrekkers (boy scouts) to business organisations, resembling the situation in Belgium and the Netherlands with their verzuiling (pillarisation). These activities culminated in a victory for the National Party in 1948, primarily on the basis of Afrikaner solidarity (Degenaar, 1978:30).

2.2.1.5 Socio-Economic Advances

The fourth stage (1948-1982) was under an ascendant National Party. Major socio-economic and political advances were secured. The Afrikaners increasingly moved into professional posts. Whereas in 1946 there were only 43,2 Afrikaners out of 1 000 whites in professional posts, in 1960 there were already 68,1. Those in farming declined from 349,6 out of 1 000 whites to 198,5, respectively (Buitendag & Van der Merwe, 1971-72:298). By 1977 only 8,1% of the Afrikaners were in agriculture as opposed to 30,3% in 1946. In the same period their pro-

portions of white collar employees increased from 29% to 65,2%, respectively. Whereas in 1948-1949 the Afrikaner share in the professions was 16%, in 1975 it was 38% (Adam & Giliomee, 1979:169-170). In 1961 a republic was created, a long cherished dream come true.

This may create the impression that an almost monolithic unity has prevailed amongst the Afrikaners. Such a view was expressed by one Anglophone political scientist who correctly noted that the Anglophones tend to be more liberal, pragmatic, and individualistic in their outlook, but went on to maintain that they are

ineffective when faced by the ethnocentric, cohesive and ideological Afrikaners, who have welded themselves into a party of integration, and who man the organs of a highly centralised, strong-executive type of government (Charton, 1975:49).

They have been traditionally more cohesive than the Anglophones, but this does not mean that there has been a complete unity of purpose. In the Union period (1910-1961) there was the J.B.M. Hertzog-J.C. Smuts split, the former's rejection of the Broederbond, and D.F. Malan's repudiation of the Ossewa-Brandwag (Oxwagon Sentinels), amongst other things (Van Zyl Slabbert, 1975:6). It would be a mistake to think that all Afrikaners

are automatically integrated into the cross-class organic unity of the volk, instinctively share the presumably innate 'Afrikaner' conservative traditional cultural values, and are always available for ethnic mobilisation in terms of their common 'Afrikaner' interests (O'Meara, 1983:6).

Developments in the fifth stage (1982-) have tended to support O'Meara's position.

2.2.1.6 Divisions

In the fifth stage the South African developments are contrary to those in Canada. Unlike Québec separatism, since the 1960s there is an increasing tendency for the Afrikaners to see themselves in relation to the other whites as members of a common race or of a white South African nation. Republican status, urbanisation, and the lessening of the economic differences have been responsible for this, as well as the increasing black challenge (Giliomee, 1979:61).

There have also occurred two splits in the National Party. In 1969 the Herstigte Nasionale Party (HNP, Reconstituted National Party) was created by some right wingers. In 1982 the Conservative Party emerged as a result of a verligte (enlightened) versus verkrampste (ultra conservative) split in the party and the Afrikaner middle class (Giliomee, 1982:xviii). In the 1981 election the National Party got only 60% of the Afrikaner vote as opposed to between 83% and 85% in the 1970, 1974, and 1977 elections (140,113). The National Party is now a centre party, with the Conservative Party and the HNP on its right and the New Republic Party and the Progressive Federal Party on its left. A public opinion poll in 1984 revealed that of the Afrikaners 69,1% supported the NP, 15,7% the CP, 2,6% the PFP, 2,3% the HNP, 1,4% the NRP, and 8,9% had no preference (Anon, 1984b:4).

2.2.2 ANGLOPHONES

Within the Anglophones, those of British descent are in the great majority, but there are also people of Greek, Italian, Portuguese, and other backgrounds. Although both groups (the Afrikaners and the Anglophones) have borrowed freely from each other, they remain distinct cultural entities, each with its own identity (Rupert, 1976:28-29). The greater Anglophone individualism is reflected in their political views. The earlier mentioned 1984 poll revealed the following preferences: PFP 39,3%, NP 35,2%, NRP 10,4%, HNP 1,1%, CP 0,7%, and 13,2% with no preference.

2.2.3 COLOUREDS

The coloured population group is also quite heterogeneous in its background. The coloureds are of mixed blood -- Bushmen, Hottentots, blacks, slaves from Asia, and Europeans. The Cape Malays and the Griquas are also part of the coloured group. Some 86% live in the Cape Province, and 86,2% of them were in 1980 Afrikaans-speaking (Department of Foreign Affairs, 1985:30). They have become largely assimilated to Western civilisation (Behr, 1952:3). Their range of diversity is well expressed by two of their writers who note that at the "lower levels the Coloured man seeks his salvation nearer the native and at the higher levels he endeavours to be classed as European. In the middle, however, the Coloured people have no desire to be considered anything but a distinct community" (Golding & Joshua, 1953:76). Many of the coloureds today would probably disagree with this statement.

2.2.4 ASIANS

The Asian group consists mainly of the Indians, subdivided into Hindus (70%) and Muslims (20%). They first arrived in the country in 1860, and some 85% are still in Natal. Although most Indians attend English-medium schools, at home they speak such languages as Tamil (3%), Hindi (3,2%), Gujarati (3,1%), Telegu (0,5%), and Urdu (1,6%), as well as English (85,1%) (Department of Foreign Affairs, 1985:30).

2.2.5 BLACKS

Finally, the blacks comprise nine main ethnic and linguistic groups -- the Northern Sotho, Southern Sotho, Tswana, Zulu, Xhosa, Siswati, Ndebele, Venda, and Tsonga (Shangana). They reside in six national states (Lebowa, QwaQwa, KwaZulu, Kangwane, KwqaNdebele, which is to become independent in 1986, and Gazankulu), the four independent states, as well as in the white urban areas. Their religions range from traditional to Christianity and syncretist ones as well, such as the Zion Christian Church. South Africa thus has a plural society with deep inter

group cleavages and lesser intra group cleavages as well. It has elements from the First and the Third Worlds.

2.3 DEVELOPMENT OF EDUCATION

Such heterogeneity in the country's population is reflected in separate education systems for each of the four main population groups. Although formal schooling began shortly after the arrival of Van Riebeeck, it was on a small scale until well into the nineteenth century. It was mainly religious and under the direct control of the Dutch churches. Up to 1795 religion was of central importance, but with the take over by Britain of the Cape Colony, a more liberal and secular approach was followed (Barnard, 1984). In the 1820's a system of secular schools with grants-in-aid from government was created by the British. This was also the case in Natal where in 1849 the first steps were taken to establish an education system with the appointment of a government school commission. In the Transvaal in 1858 the Volksraad (House of Assembly) set up an education committee to supervise education. In the Orange Free State in 1872 an education ordinance was enacted, providing for the appointment of an inspector-general of education (Behr, 1984:9,17).

2.3.1 CHRISTIAN NATIONAL EDUCATION

In the 1880s there were the beginnings of Christian national education in the Cape Colony as a reaction to the British Anglicisation policy. The Afrikaners felt that their identity and culture were endangered in a pluralistic society. Calvinists believe that each people should have their own country, language, and culture. For the Afrikaners "God willed that we Afrikaner Calvinists should live in South Africa, should speak Afrikaans as our language, should be a separate nation and should be of European extraction" (Coetzee, 1968:21). Christian national education spread northwards to the Orange Free State and the Transvaal. On the whole, the outlook in the Cape and Natal remained more liberal than in the two northern areas.

The movement for Christian national education culminated in 1948 when the Instituut vir Christelik-Nasionale Onderwys (Institute for Christian

National Education) of the FAK published the Christelik-Nasionale Onderwysbeleid (Christian National Education Manifesto). It proved to be a controversial document. This is not the place to enter into a detailed analysis of it. A few basic points are worth noting, however.

First, it was intended for the Afrikaners only (Coetzee, 1968:22). Second, the national principle (love of one's country, language, and history) must "always be under the guidance of the Christian principle," not the reverse (Institute for Christian National Education, 1965:290). Third, religious instruction, mainly Bible history, is necessary in the schools (292). Fourth, ideally the schools should be joint undertakings of parents, churches, and the state, but the foremost rôle is to be played by the parents (296).

This manifesto presented the National Party with a problem since it viewed it to some degree as incompatible with its secular volk-wide integrationist goals (Davies, 1978: 306-307). The party resolved the dilemma by enacting the National Education Policy Act, No. 39 of 1967, Section 2 (a) (b) (c) which provided that education have a Christian character, be in Afrikaans or English, and have a broad national character. It cannot be said, however, that the national principle has been subordinated to the Christian principle or that parents really control the schools. It is thus not surprising that in 1983 the Transvaalse Ouervereniging vir Christelike Opvoeding en Onderwys (Transvaal Afrikaans Parent Association for Christian Teaching and Education) was created. Similar associations are being organised in the other provinces (Van der Walt, 1985).

2.3.2 PRIMARY AND SECONDARY EDUCATION

The education of the other population groups was mainly left to state-aided, chiefly church and mission schools. This pattern was to persist well into the twentieth century (Behr, 1952:191; Hurwitz, 1964:1). There was a trend, however, for increased government aid and supervision of schools for all of the population groups. Compulsory education for the whites was achieved before the Union was created in 1910. Attendance is now compulsory between the ages of seven and sixteen, or until one secures a junior certificate at the end of Standard 8,

whichever comes first. After twelve years or Standard 10 one gets a senior certificate, which is accorded matriculation standard if certain requirements are met.

Prior to 1972 it was the 7+5 primary and secondary school pattern for the whites (Stimie,1970:9,16; Behr & MacMillan,1971:147-202). Since then it is the 6+6 pattern. In Standard 5 one has to make a provisional choice of study for the senior secondary phase (Standard 8-10), which may be general, commercial, home economics, technical, agricultural, music, art or ballet, or academic. At the end of this differentiated secondary education one decides as to what vocation to follow, or enter a tertiary education institution with a view to a career. Throughout this phase psychological and vocational guidance are provided. There are also schools for the physically and mentally handicapped and two reform schools.

There are private schools as well, enrolling some 6% of the students (Department of Foreign Affairs,1985:688). Their medium of instruction is predominantly English, although there are a few whose medium of instruction is German (South African Association of Private Schools,1985). All are multi-racial since the 1977 cabinet decision permitting the provincial administrators to authorise the admission of non-white students. This was done with apprehension because of the fear that such schools might admit large numbers of non-whites (Behr,1984:82). The Financial Relations Amendment Act, No. 102 of 1981, Section 15A (1) institutionalised this practice by empowering the provincial councils to issue ordinances regulating the admission of the non-whites to private schools. However, it also gave the authority to the Minister of National Education to declare such a school to be a coloured, Indian, or black school if he deems it to be in the public interest (Section 15A (3)). The application of this act varies considerably amongst the provinces, with some laying down admission quotas (South African Association of Private Schools,1985). As of 1986 private schools will have the option of government subsidisation (Anon.,1985e:5).

2.3.3 ACADEMIC TYPE

Most schools are of the academic type. In 1980 only approximately 10,6% of the white secondary school students were in the technical programme. For the coloureds, Indians, and the blacks the percentages were only 0,57, 2,68, and 0,23, respectively (Botha, 1981:90). All population groups value academic secondary education very highly. The prestige associated with academic subjects is great. The problem arises in trying to relate this education to the world of work. A study of coloured and Indian children concluded that it "is clear that secondary education is providing training that has little relevance to the jobs that most Coloured and Indian children will hold after leaving school" (Tunmer, 1973:112). The blacks also regard education as essentially academic, as a

means of avoiding subservient occupations associated with hard manual labour and that it should be a step to occupations with prestige. The emphasis on academic training has meant the lowering of the value of practical or technical training in the eyes of the Africans (Muir & Tunmer, 1965:321-322).

In the case of the whites the situation is much the same in terms of their expectations. As a noted educationist observed, it "is virtually impossible to persuade 'middle-class' parents to send their children to such schools [vocational or technical]...." (Malherbe, 1977:407). This emphasis upon academic education is due to historical, socio-economic, and cultural factors. It is dealt with at length in Chapter 4.

2.3.4 COLOURED AND INDIAN EDUCATION

In the case of the coloureds, the Coloured Persons Education Act, No. 47 of 1963 transferred as of 1967 all education from the provincial governments to the central government, except university education. The same thing was done as far as the Indians were concerned under the Indian Education Act, No. 61 of 1965, coming into force in Natal and the

Transvaal in 1967 and in the Cape in 1970, except for advanced technical and university education. For both population groups the standards and the curricula are the same as for the whites. The coloureds got compulsory education in 1974, beginning with seven-year olds. The Indians got it in 1973.

2.3.5 BLACK EDUCATION

There was also a transfer of black education from the provincial governments to the central government under the Bantu Education Act, No. 47 of 1953, coming into effect in 1954, except for special and university education. The curricula have some variation in the primary and lower secondary levels, but are identical to that of the other population groups in the senior secondary phase. Compulsory education for the blacks was introduced on an interim basis in 1977, with parents having to give written pledges to keep their children at school until the completion of Standard 2. It is being extended to more and more areas (Vos & Barnard, 1984:110-111).

This massive transfer of education from the provincial governments to the central government came as a result of the National Party's coming to power in 1948. It began to implement its policy of apartheid, also known as separate or multinational development. Each population would develop its own cultural identity. One analyst of the South African education system has maintained that "educational policy-making in plural societies is essentially a political activity" (Davies, 1978:1).

2.3.6 EXTERNAL EXAMINATIONS

At the end of their secondary school studies, all students write external examinations, conducted by the Joint Matriculation Board and the various education departments. The syllabuses are the same for the senior school leaving certificate and the matriculation exemption certificate, but the former does not require as high a passing grade average as the latter -- a minimum of 40% as opposed to 45%. The matriculation certificate is the standard requirement for university admission. Departmental senior certificates are, however, recognised for university admission if they

conform to the Joint Matriculation Board requirements. The senior certificate is the standard requirement for admission to the colleges of education and the technikons.

The matriculation exemption certificate "enjoys tremendous status and continues to exercise an almost incalculable influence" (Rupert, 1976:119). It has, however, been criticised for its influence in matters "such as the often exaggerated emphasis on examination results leading to sometimes pointless and even harmful competition, and a preference for schoolwork which lends itself to written examination and quantitative evaluation" (120). Other critics have maintained that it "does not take into account emotional, social or mental maturity" (Behr & MacMillan, 1971:254). More broadly, the emphasis on academic preparation has been criticised for its neglect of vocational education. The De Lange Commission maintained that the "result is that a large part of the White population enters the world of work without adequate vocational qualifications, skills or appropriate value systems (1981:31.) As a result of these and other criticisms, the Joint Matriculation Board is to be taken over by the Committee of University Principals, to which it will be attached as a statutory subcommittee. F.W. de Klerk, Minister of Home Affairs and National Education, also announced on 26 September, 1985, that three certification councils will be created in 1986 -- the South African Certification Council for schools and technical colleges, the Certification Council for Technikon Qualifications, and the Certification Council for Teacher Training -- to control standards at their respective institutions (Anon., 1985e:5).

Although all students follow essentially the same curricula, there are marked differences amongst the students of the various population groups in terms of their graduation percentages; that is, the successive cohorts as percentages of the number at first entry. In 1945, 29,4% of the beginning white students, 1,6% of the coloured, 5,6% of the Indian, and 0,4% of the black students completed Standard 10. In 1963 the percentages had risen to 58,4, 4,4, 22,3 and 1,9, respectively (Auerbach, 1979:32). It should be noted here, however, that for the non-white groups, many students got the junior certificate and entered teaching and nursing. Moreover, when the central government took over

black education the aim was to eliminate illiteracy and thus the emphasis was on lower primary education. Around 1960 the thrust shifted to higher primary education and from 1967 onward to secondary education. Since 1972 technical education has been increasingly stressed (Department of Foreign Affairs, 1983:690).

2.4 TERTIARY EDUCATION

2.4.1 UNIVERSITIES FOR THE WHITES

South African universities are government-aided, semi-autonomous institutions, except for a measure of financial control. They largely developed to serve the needs of a particular community or population group (Louw, 1978:407). According to the Van Wyk de Vries Commission, their unique characteristic "is that they have settled into shape in the social order based on the principle of multinational development" (1974:18.)

From what has been said about the Afrikaner struggle for independence and cultural identity, it is not surprising that the two main white population groups should have their own universities. The same situation prevails in Belgium and Canada. The Afrikaans-medium universities have been described as volksuniversiteite, linked to the ideology of volksnationalisme (Degenaar, 1977:148). The volksuniversiteit expresses the volksgebondenheid (unity with the people) and a commitment by the university to it. It belongs to the volk and must therefore be of the volk and for it (152). Such a university is to provide service to the "Afrikaner people whose cultural well-being depends upon the efforts and achievements of the Afrikans-medium universities" (G. van N. Viljoen, 1977:172).

On the other hand, the English-medium universities tend to view themselves as open communities of scholars dedicated to the search for the truth. In practice there is no such sharp dichotomy, but rather more of a question as to which tendency prevails at which university at which particular point in time. Although the evidence is largely impressionistic, it appears that the University of Pretoria tends to be more politically verkrampste than the University of Stellenbosch, which

is more verligte. A 1969 survey of white élites in politics, business, and the professions revealed that the University of Stellenbosch has educated the largest proportion -- 132 out of 1 723 surveyed, with the University of Pretoria being a distant second with 19 (Ashley, 1971:42). The Potchefstroom University for Christian Higher Education has a religious character, having been founded by the Reformed Church of South Africa. It is thus best to see the different conceptions of the various universities as ideal types.

The universities in the past had a tendency to introduce relatively quickly new academic disciplines, such as pharmacy, business administration, and others. They have also been involved and are involved in the country's socio-economic development, although some like to see them become even more closely involved. For instance, the South African Institute of Race Relations has argued that even closer ties between the universities and society are necessary:

In view of the urgent need for rapid change in South African society it is imperative that universities, which should be closely involved in such change, should become primarily orientated towards the needs of South Africa, both in the training they offer and the research they undertake (1979:8).

On the other hand, there are those who maintain that the universities "have begun to capitulate to the community's demands for their services as training schools for a variety of professional men" (Biesheuvel, 1965:1; Van der Merwe & Albertyn, 1972:9). Such divergent views are a part of the ongoing debate as to the nature and function of the university.

University education dates back to 1829 when the South African College was established (Metrovich, 1929:1-14). It did mainly secondary school work and prepared students for the matriculation and higher examinations of the University of London. In 1873 the College of the Cape of Good Hope was created, incorporating all of the existing colleges

(Boucher, 1973:26). It was an examination body for a number of university colleges. In 1900 it started doing only post-secondary school work. When it became in 1918 the University of South Africa (UNISA), it commenced with correspondence courses and became a full-fledged correspondence university in 1951. It is dual medium and for all population groups. In 1918 the South African University College became the University of Cape Town.

Virtually every university was at one time a constituent college of the University of the Cape of Good Hope and later UNISA. The only exceptions were the University of Port Elizabeth created in 1964 and the Rand Afrikaans University established in 1966. These two universities owe their existence, amongst other Afrikaner cultural and political organisations, to the Broederbond efforts. Port Elizabeth was a satellite campus of Rhodes University. Its establishment came to counter Anglophone influence (Wilkins & Strydom, 1978:266). In Johannesburg it was felt that there was a need to counter the liberal traditions of the University of the Witwatersrand and thus in the early 1960s the Broederbond's Executive Council started working on the creation of an Afrikaans-medium university (265; Pelzer, 1980:141). There are now ten residential universities for the whites -- five Afrikaans-medium (the University of the Orange Free State, Potchefstroom University for Christian Higher Education with two campuses, the University of Pretoria, the Rand Afrikaans University, and the University of Stellenbosch), four English-medium (the University of Cape Town, the University of Natal with two campuses, Rhodes University, and the University of the Witwatersrand), and the University of Port Elizabeth as a dual medium one. In 1959 the central government took over the right of the universities to decide whom to admit. Prior to that time the English-medium universities admitted non-white students. Thereafter the non-white students had to secure permission from the Department of Education, Arts and Science and its successor departments to attend white universities. The minister usually granted such requests if it could be demonstrated that the desired courses or programmes were not offered by the students' own universities. The Universities Amendment Act, No. 83 of 1983 changed this procedure. It provided that the white, coloured, and Indian universities have the right to admit any student, but subject to the

relevant minister having the right to specify the conditions, including a numerical quota or ceiling for the admission of students of population groups other than that of which the student body of the relevant university at present mainly consists, Section 9. This law was strongly opposed by the English-medium universities. Dr. G. van N. Viljoen, Minister of National Education, then announced that the new system would not be implemented in the near future, because the admission requirements implemented by the universities themselves matched the government's original aims (Anon., 1983:5). All of the white universities now admit small numbers of non-white students.

2.4.2 UNIVERSITIES FOR THE NON-WHITES

In 1959 the University College of the Western Cape was created for the coloureds. Until it became an independent university in 1970, students studied for UNISA degrees. In 1959 the Indians got their own University College of Durban-Westville, which also became independent of UNISA in 1970. Since 1978 these two universities admit white students as well with government approval. The blacks already had the South African Native College, founded in 1916 by missionaries as a largely private institution, which was renamed in 1952 as the University College of Fort Hare. It became independent of UNISA in 1959 and since 1979 has a second campus. Until 1961 Fort Hare also served the needs of the coloureds and Indians. In 1959 coloured and Indian students constituted 35% of the total enrolment (Hansard, 1959, col. 4448). The University Colleges of the North of Zululand were created in 1959 and became independent of UNISA in 1970. The former has two campuses since 1982 and the latter since 1979. The former was for the Northern Sotho, Southern Sotho, Tsonga, Tswana, and Venda ethnic groups and the latter for the Zulus and the Swazis. Since 1979 black students may enrol at any black university and also non-black students with government permission. The newest university is Vista University, a non-residential institution for urban blacks created in 1981 at six locations. Finally, the Medical University of Southern Africa was established in 1976.

Each of the independent states has its own university. The University of Transkei was founded in 1976 as a branch of the University of Fort

Hare; it became independent of it in 1977. The University of Bophuthatswana was created in 1979 and the University of Venda in 1981.

2.4.3 TECHNICAL EDUCATION FOR THE WHITES

Technical education came only after the industrialisation of the country following the discovery of diamonds in the 1870s and gold in the 1880s. It also coincided with the appearance of many poor farmers late in the nineteenth century and early in this century (Coetzee, 1978:43,22; Stimie & Geggus, 1972:21). The first industrial school was established in 1895. Admission was originally limited to the poor. Later other industrial schools appeared for delinquent children. After the Anglo-Boer War the majority of the Free Staters and the Transvalers were impoverished. The stigma of poverty and delinquency came to be attached to all industrial and trade schools and "has stuck to this day, hampering development in this field" (Coetzee, 1978:22). The South African Railways started technical education and out of this originated technical colleges before World War I. The migration of the rural poor whites, mainly Afrikaners, to the cities gathered momentum in the late 1920s and peaked after the 1930s economic depression. The poor white problem did not disappear until the country became industrialised and prosperous in the 1940s.

It was not until 1967 that four technical colleges for whites became colleges of advanced technical education (CATEs) and offered post-Standard 10 education in a broad range of disciplines -- biological, physical, health, chemical, and agricultural sciences, commerce, arts, and engineering. In 1968 two additional technical colleges were upgraded, and in 1979 the name was changed to technikons. There are now seven technikons, and since 1980 one correspondence technikon in Johannesburg for all of the population groups. The residential technikons are located in Pretoria, Johannesburg, Vanderbijlpark, Bloemfontein, Durban, Port Elizabeth, and Cape Town. There are also seventy-two technical colleges, including one correspondence college. They all offer diplomas and certificates, but since they do not offer degrees it may very well be that they "will always be less highly regarded than the universities" (Shippey, 1973:314). The same holds true of the colleges of education

as far as the lack of degrees and prestige are concerned. There is no doubt, however, that the "traditional and powerful norms established by the universities make it difficult, if not impossible, for new members to acquire sufficient parity of esteem and prestige without following these norms and thereby rejecting their own particular functions"(39).

2.4.4 TECHNICAL EDUCATION FOR THE NON-WHITES

As far as technical education for the other population groups is concerned, the coloureds and Indians have one technikon each. The Peninsula Technical College became a CATE in 1972. There are also seven technical colleges for the coloureds. The M.L. Sultan Technical College was created in 1946 and in 1968 became a CATE. Since 1982 it is for tertiary education only (Behr,1984:287-288). The non-tertiary part consisting of five schools was taken over by the Division of Indian Education in the Department of Internal Affairs. The blacks have two technikons. The Mangosuthu Technikon, created in 1979 by a number of large corporations and funded by them (Department of Finance,1985), became fully operational in 1982. The Mabopane East Technikon became operational in 1980 (Vos & Barnard,1984:101); it was renamed in 1984 Technikon Northern Transvaal. There are also thirty-six technical colleges, sixteen of them in the national states.

2.4.5 COLLEGES OF EDUCATION FOR THE WHITES

There are nineteen colleges of education for the whites, including two for further training. They are still under provincial control, but according to an announcement by H.C. Heunis, Minister of Constitutional Development and Planning, on 6 May, 1985, they will be taken over by the central government as soon as possible. The central government will also take over from the provinces primary and secondary education for the whites (Hansard,1985,col.4906). This is connected with the proposed abolition in 1986 of the provincial councils under the 1983 constitution. One pre-primary college of education (the Witwatersrand Teachers' College) will close in 1985.

2.4.6 COLLEGES OF EDUCATION FOR THE NON-WHITES

For the other population groups, they are under the control of the central government. The coloureds have thirteen colleges of education, including one for further training. Since 1981 a senior certificate is required for admission (Vos & Barnard, 1984:212). The Indians have two colleges. The one in Natal has required the senior certificate for admission since 1963 and the one in the Transvaal since 1968 (Mahabir, 1977:55). A new college is planned for Natal by the late 1980s to replace the existing one, which will become a college for further training (Behr, 1984:283). For the blacks there are seven colleges under the control of the central government and twenty-three in the six national states. Teachers can improve their qualifications at numerous adult education centres and at two in-service training centres (Department of Education and Training, 1985:160). Since 1982 the senior certificate is the minimum admission requirement (Behr, 1984:212).

2.5 UNIVERSITY PRESTIGE

In view of the prestige of academic education and the bias against vocational and technical education, one would expect most students to favour universities over the colleges of education and the technikons. Hypothesis 1 states that the prestige of the universities within the tertiary education system will persist for a longer period than the economic rewards of its graduates alone would justify.

2.5.1 WHITES

For the whites, in the period 1954-1983 the arithmetic mean percentage of secondary school graduates entering university was 51,9, with a range between 42,9 and 66,4 (Table 2.1). These and the subsequent calculations are the author's. Since some years the number of first-year students exceeds the number of matriculants the preceding year and since some are admitted with senior certificates, the two have been combined and the percentages derived from their total. The same procedure is followed in Tables 2.2, 2.3, and 2.4. Since 1979 there has been a de-

cline. Figure 2.1 provides a comparative perspective on the percentages of secondary school graduates entering university. There has been a decline for all of the population groups and the percentages are also converging.

The college of education first-year enrolment information is available for the period 1963-1972 only. It shows that of the secondary school graduates between 10,3% and 17,4% , with a mean of 13,1%, entered the colleges of education (Table 2.1). The overall enrolment has increased by 348,8% in the period 1945-1985 (Table 2.8). The proportion of women in the colleges of education has risen from 62,5% in 1955 to 75,7% in 1985 (Table 2.8). Figure 2.2 provides information on the college of education enrolment for all of the population groups.

The statistics on technikon enrolment are not as detailed as one would like them to be. This is because a "well defined information system was only introduced some five years ago...." (Louw,1984). There are also "inconsistencies and omissions in the published data." Nevertheless, there are enough data to indicate some trends. Figure 2.3 gives the technikon enrolment data for all of the population groups.

Since 1969 CATE and technikon enrolments have shown considerable fluctuation, from a high of 50 445 in 1971 to a low of 35 827 in 1974. (Table 2.5) In 1969 CATE enrolment was 75,3% of the university enrolment, but by 1984 it had fallen to 40,2% (Tables 2.5 & 2.10). The college of education enrolment in 1945 was 16,7% of the university enrolment, but in 1985 only 7,5% (Tables 2,8 & 2.10). Overall university enrolment has increased since 1952 by 622,7% (Table 2.10). Figure 2.4 provides university enrolment data and projections to 1990 for all of the population groups. Thus, despite an impressive growth in the college of education enrolment, its proportion of university enrolment has fallen by more than half. CATE and technikon enrolments as proportions of university enrolment have been reduced by nearly half.

Figure 2.1 Percentage of Senior Certificate Holders and Matriculants Entering University

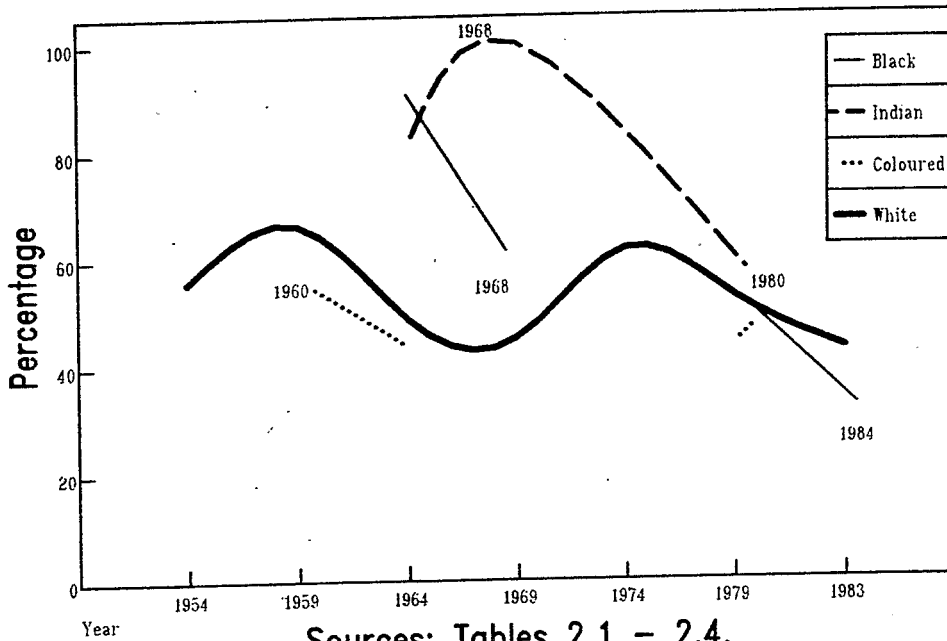


Figure 2.2 College of Education Enrolments

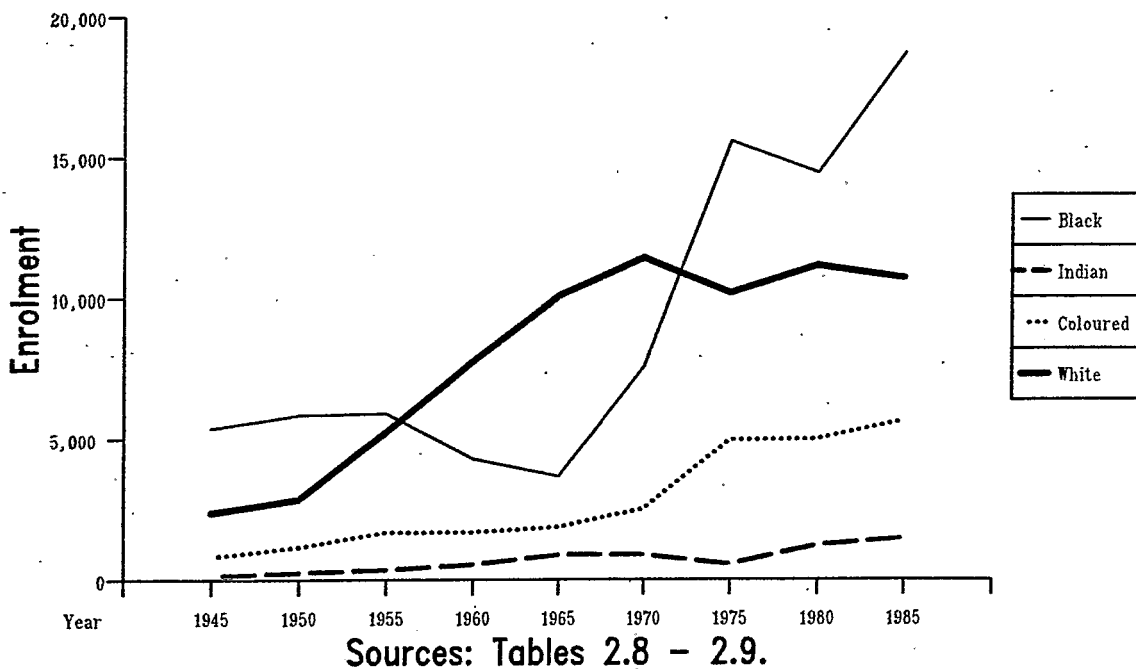
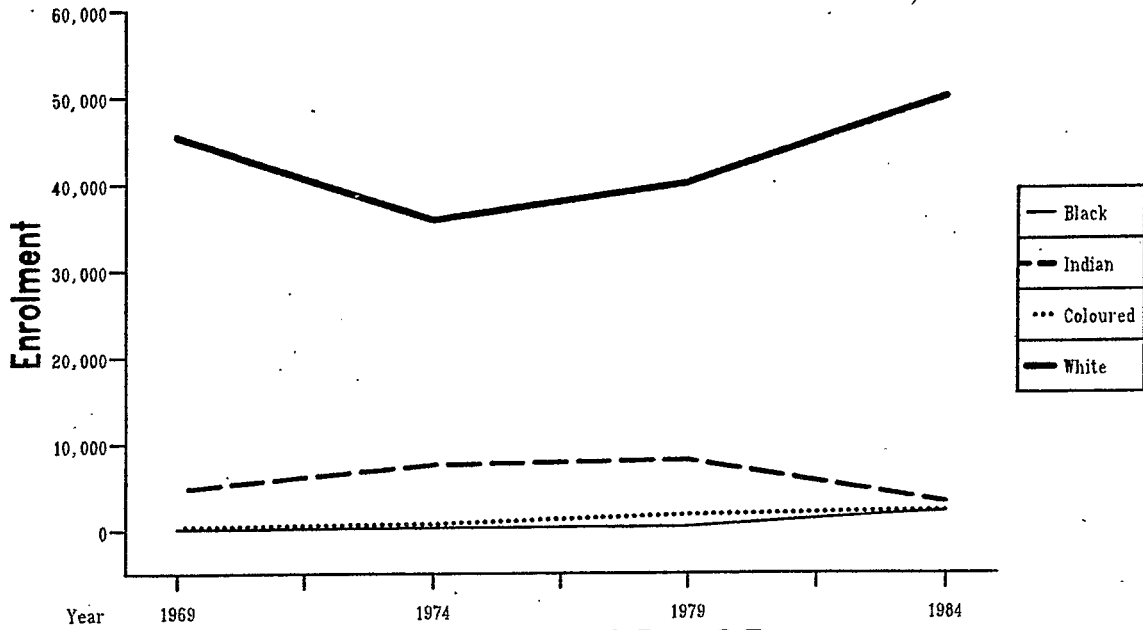
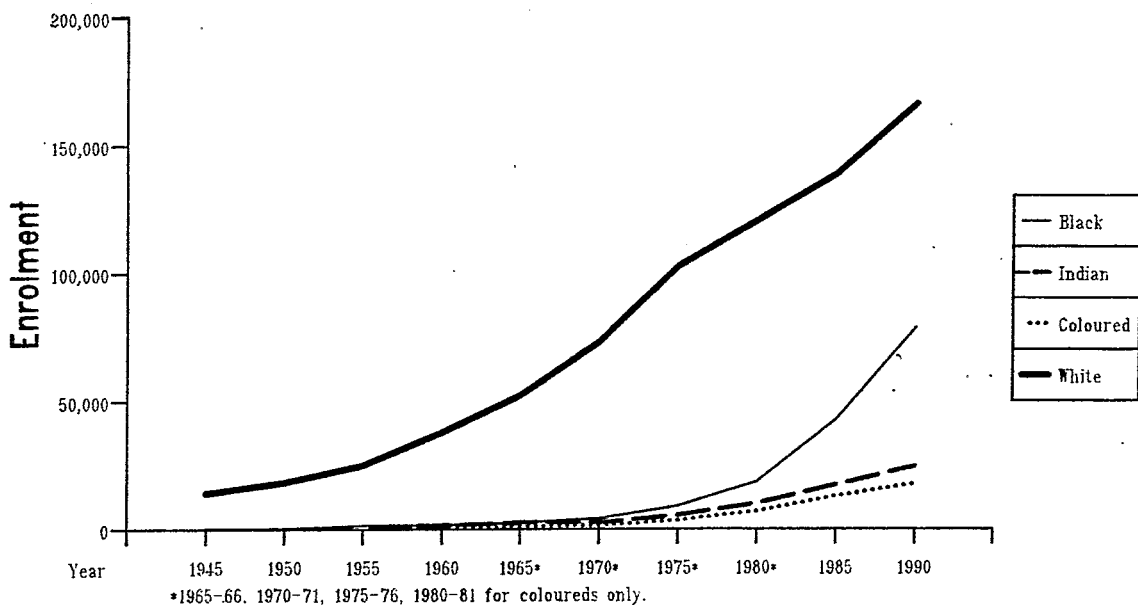


Figure 2.3 CATE and Technikon Enrolments



Sources: Tables 2.5 - 2.7.

Figure 2.4 University Enrolments



*1965-66, 1970-71, 1975-76, 1980-81 for coloureds only.

Sources: Tables 2.10 - 2.13.

2.5.2 COLOUREDS

As far as the coloureds are concerned, their university percentage entrance data are available for the years 1960-1961, 1963-1965, 1968, and 1980 only. For these years the mean of secondary school graduates entering university was 51,4%, with a range between 43,7% and 73,2% (Table 2.2). College of education first-year student data are only relevant from 1981; they show that the percentage of graduates entering the colleges of education has risen from 11,5 to 21,6 or by a mean of 16,1 (Table 2.2). For the CATE and the technikon the range is from 4,9% to 11,6% or a mean of 7,9% for the period 1972-1983 (Table 2.6).

Coloured university enrolment has increased by 2 477,6% from 1956 to 1985 and by 625,4% since 1972 (Table 2.11). Even if one were to consider the period 1945-1985 and thus include many college of education students without the senior certificate, the college of education enrolment grew by only 591,7% (Table 2.9). Women in 1964 constituted 68% of the enrolment in the colleges of education and in 1985, 52,1% (Table 2.9). The CATE and technikon enrolments have grown by 278,1% in the 1972-1985 period, but the university enrolment in the same period by 525,4% (Tables 2.6 & 2.11). The college of education enrolment in 1981 was 50,7% of the university enrolment and in 1985, 43,7% (Tables 2.9 & 2.11). CATE enrolment in 1972 was 38,2% of the university enrolment and technikon enrolment was in 1985, 23,1% (Tables 2.6 & 2.11).

2.5.3 INDIANS

Indian first-year university data are also limited to the years 1961-1968 and 1980-1982. In 1962 and 1968 there were more first-year university students than secondary school graduates the years before. A percentage of 100 has been assigned for these years. The mean was 77,8%, showing a range between 50% and 100% (Table 2.3). The college of education figures since 1968 show a mean of 13,4% of secondary school graduates entering them, with a range between 6,7% and 36,4% (Table 2.9). For the technikon in the years 1982-1984 the mean was 26,8% of

secondary school graduates going to it, with the range between 21,4% and 29,6% (Table 2.6).

Their university enrolment has grown in the period 1961-1985 by 832,6% and the college of education enrolment since 1968 by 70,8% (Tables 2.12 & 2.9). Technikon enrolment has declined by 39,8% in the years 1982-1985 (Table 2.6). Their college of education enrolment in 1968 was 26,8% of the university enrolment and in 1985, 8,5% (Tables 2.9 & 2.12). Technikon enrolment in 1985 was 17,7% of the university enrolment (Tables 2.6 & 2.12). Women in the colleges of education constituted in 1968, 38% of the enrolment and in 1985, 61,7%, showing the same trend as amongst white women (Table 2.9).

2.5.4 BLACKS

For the blacks the percentage of secondary school graduates entering university was 74,9 in the years 1962-1968, but by 1984 it had declined to 32,3%, with a mean of 60% and a range between 32,3% and 90,6% (Table 2.4). In the years 1980-1984 it was 42,2%. The colleges of education got 25,3% of secondary school graduates in the years 1982-1984 (Table 2.4). The technikons are only in operation since 1980 and thus enrol few students (Table 2.7).

Their university enrolment grew by 2 244% from 1956-1985 (Table 2.13). Even if one considers the college of education enrolment from 1945-1985, it grew by 247% and by 225,2% in the period 1956-1985 (Table 2.9). In 1982 the college of education enrolment was 53,7% of the university enrolment and in 1985, 43,6% (Tables 2.9 and 2.13). The percentage of women in 1967 was 62,8 and in 1985, 55,3% (Table 2.9) Technikon enrolment has grown by 1 855,1% in the years 1980-1985, but university enrolment grew by only 131,6%. In 1980 it was 0,13% of the university enrolment and in 1985, 6,3% (Tables 2.7 & 2.13).

The trend that these statistics indicate for all of the population groups is that university enrolment has grown much faster than the college of education, CATE, or technikon enrolments, even taking into consideration that the proportion of school leavers entering university has declined.

Moreover, there has also occurred a significant decline in the proportion of college of education, CATE, and technikon enrolments in relation to university enrolment. Thus, the first part of Hypothesis 1 about university prestige has been substantiated. Although black technikon enrolment has grown faster than university enrolment, this is due to their very recent establishment.

2.6 FAILURE RATES

2.6.1 WHITES

The phenomenal growth of university enrolment has contributed to significant undergraduate failure rates, especially amongst first-year students. The Joint Matriculation Board in 1963 reached the conclusion that the "academic progress of students at the universities in the Republic has not been satisfactory" (1963:1). This conclusion was based on a study of all white first-year full-time students at all of the residential universities in the arts, science, and commerce in 1954-1957 and in 1954 and 1955 at two and in the years 1954-1956 at one of the medical faculties and four engineering faculties in 1955 and 1956. It found that first-year student failure rates in the arts were 25,8%, in science 38,6%, in commerce 32,9%, in engineering 43,6%, and in medicine 39,9% (30,33,36,39,40). Only 54,6% of the students obtained their degrees in the minimum period plus two years. In engineering it was only 47,9% (20). First class matriculants did much better than second class matriculants. Of the arts students, 73,5% and 38,8%, respectively, got their degrees after three years (43-44). For the engineering students it was 46,6% and 17,4%, respectively (49). A low matriculation mark in mathematics or science indicated that a failure can be expected in the discipline at university.

A 1953 study of the University of Pretoria arts, science, and medical first-year students concentrated on intellectual ability and academic achievement and found positive but low correlations between the two, indicating that there is considerable maladjustment and failure to achieve

in accordance with one's intellectual ability (Nel & Gouws, 1956:183). Like the Joint Matriculation Board and the Human Sciences Research Council studies (Stoker *et al.*, 1985:98) it also found that secondary school matriculation certificate scores provided a much better prediction of academic achievement than the relative standing on tests of intellectual ability.

A 1978 study came to the conclusion that the success rate of first-year students has improved from an average of 56% in 1955-1961 to 67% in the years 1969-1975 (Erens & Louw, 1978:56). It also found that large growth rates (more than 10%) of first-year student enrolment have a decidedly adverse effect on the success rate and negative rates have a positive effect (49). According to Dr. G. van N. Viljoen, Minister of National Education, on 4 July, 1984, the success rates of first-year white university students in 1982 and 1983 were 62,4% and 63,6%, respectively (Hansard, 1984, cols. 1927-1928).

2.6.2 NON-WHITES

Although data for the other population groups are not as plentiful as for the whites, they reveal a similar situation. According to F.W. de Klerk, Minister of Internal Affairs, on 10 July, 1984, for the coloured first-year university students, the failure rate in 1982 and 1983 was 21% and for the Indian students the rates were 28% and 31%, respectively (Hansard, 1984, cols. 1991-1992). In 1974 at the University of Fort Hare the failure rate was 40,7% (Penny, 1981:164). At Vista University in 1983 it was 40% (Anon., 1984a:2-3).

2.7 SOME CAUSES

The high failure rates are similar to those in large public universities in the United States (Newman *et al.*, 1971:2). The South African white tertiary education enrolment is second to only that of the United States. In 1981 the United States had 55 tertiary education students per 1 000 population and South Africa had 40 for the white population (UNESCO, 1983:III, 242; Tables 2.5, 2.8, 2.10, 4.1). Some of the same factors are thus in operation. The transition from secondary school to

university is quite sharp. The former emphasises the method of teaching as opposed to the stress on knowledge and independent thinking at the university. Second, the lecturer-student ratio has deteriorated from 1:8,7 in 1945 for all of the population groups to 1:13,1 in 1961 for the whites only (Cilliers Commission, 1963:85.) In 1982 it was 1:14,9 (Central Statistical Services, 1983:5.7) In the period 1910-1961 there was a four-fold increase in the number of lecturers, but the number of students increased twenty-five fold (Cilliers Commission, 1963:85.) For the coloureds at the University of the Western Cape the lecturer-student ratio was 1:9,5 in 1960, 1:13,5 in 1975, and is projected to increase to 1:15 in 1990. For the blacks at their universities it was 1:5,1 in 1960, 1:8,8 in 1974, and is projected to increase to 1:13,2 in 1990 (National Manpower Commission on High-Level Manpower in South Africa (1980:61-62.) Third, university students are now drawn from a much broader social class spectrum, with many being first biological generation students. Fourth, students experience a large number of personal problems, ranging from poor study methods to identity crises due to the transition from adolescence to maturity. For the purposes of this work the significance of the high failure rates does not lie in discovering their causes, but rather in the loss of potential manpower in those academic disciplines where there are labour market shortages.

2.8 CONCLUSION

In a plural society with deep cleavages amongst the four main population groups and lesser intra group cleavages, separate education systems have developed. For all of the population groups there is a strong preference for academic education. It is thus not surprising that university enrolments have grown much faster than college of education, CATE, or technikon enrolments. One of the consequences of this phenomenal growth has been a significant failure rate amongst first-year university students.

TABLE 2.1

WHITE SENIOR CERTIFICATE HOLDERS AND MATRICULANTS AND FIRST-YEAR ENROLMENTS IN TERTIARY EDUCATION INSTITUTIONS
AS PERCENTAGES OF TOTAL SECONDARY SCHOOL GRADUATES

Year	Senior Certificate	Matriculation Exemption	Total	Year	College of Education		University	
					Number	%	Number	%
1945	2 757	6 492						
1946	2 543	6 770					5 388	
1947	2 737	6 789					4 536 ¹	
1948	3 598	5 756					4 684	
1949	3 491	5 728					5 195	
1950	3 501	6 129					5 756	
1951	3 528	6 217					5 212	
1952	4 267	6 367					5 756	
1953 ²	3 855	6 637	10 492				5 368	
1954	4 849	7 346	12 195				5 844	55,7
1955	5 317	7 661	12 978				7 053	57,8
1956	5 992	8 445	14 437				6 913	53,3
1957-58	6 227	8 605	14 832	1957			8 774	60,8
1958-59	6 862	3 489	16 351	1958			9 159	61,8
1959-60	7 269	9 586	16 855	1959			9 855	66,4
1960-61	8 671	9 755	18 426	1960			10 145	62,0
1961-62	11 589	10 035	21 624	1961			10 282	61,0
1962-63	11 174	10 907	22 081	1962			9 395	50,1
1963-64	13 299	11 220	24 519	1963	3 834	17,4	11 028	51,0
1964-65	15 191	12 124	27 315	1964	3 303	13,5	10 772	48,9
1965-66	16 642	12 234	28 876	1965	3 755	13,7	12 891	52,6
1966-67	17 680	12 401	30 081	1966	3 597	12,5	14 289	52,3
1967-68	17 884	12 393	30 277	1967	3 704	12,3	13 230	45,8
1968-69	19 618	13 501	33 119	1968	4 028	13,3	14 362	47,8
1969-70	18 630	13 616	32 246	1969	4 099	12,4	13 653	45,1
1970-71	20 697	14 460	35 157	1970	4 005	12,4	16 610	50,2
1971-72	20 626	14 966	35 592	1971	4 704	13,4	16 629	51,6
1972-73	20 362	18 618	38 980	1972	3 668	10,3	19 073	54,3
1973-74	21 148	18 912	40 060	1973			19 888	55,9
1974-75	23 042	20 009	43 051	1974			24 045	61,7
1975-76	21 272	20 782	42 054	1975			23 570	58,8
1976-77	25 518	19 668	46 276	1976			24 080	55,9
1977-78	24 464	21 812	46 276	1977			23 933	56,9
1978-79	24 438	22 288	46 726	1978			26 577	57,4
1979-80	22 779	24 755	47 534	1979			24 403	52,7
1980-81	22 647	25 523	48 170	1980			22 008	47,1
1981-82	23 826	25 717	49 543	1981			21 422	45,1
1982-83	24 905	25 563	50 468	1982			21 121	43,8
				1983			21 250	42,9
1985 ³	24 701	26 852	51 553					
1990	25 494	29 824	55 318					
1995	19 671	24 301	43 972					
2000	19 120	24 604	43 724					

¹ 1946-1951 at residential universities only.

² South West Africa has been excluded for the years 1953-1956 and 1978-1981.

³ From this date these are the projections by the Department of National Education.

Sources: Department of Education, Arts and Science (1952-1967); Department of Higher Education (1968-1970); Department of National Education (1972-1984); Department of Education and Culture Administration, House of Assembly (1985); Department of Statistics (1971-1976, 1981); Central Statistical Services (1982, 1984); Holloway Commission, Annexure 45 (1953); Human Sciences Research Council (1984); Malherbe (1977); Steyn, Venter & Louw (1983).

TABLE 2.2

COLOURED SENIOR CERTIFICATE HOLDERS AND MATRICULANTS AND FIRST-YEAR ENROLMENTS IN TERTIARY EDUCATION INSTITUTIONS AS PERCENTAGES OF TOTAL SECONDARY SCHOOL GRADUATES

Year	Senior Certificate	Matriculation Exemption	Total	Year	CATE and Technikon		College of Education		University	
					Number	%	Number	%	Number	%
1945										
1946										
1947										
1948										
1949										
1950										
1951										
1952										
1953 ¹	239	67	306							
1954	230	110	340							
1955	264	128	392							
1956	292	156	448							142 ²
1957	371	160	532							188
1958	337	194	531							177
1959	402	206	608							177 ²
1960	464	238	702							414 ³ 55,3
1961	522	234	756							514 73,2
1962	525	245	770							336 ²
1963	580	271	851							340 ³ 44,5
1964	474	211	685							369 43,7
1965	587	236	823				357			350 51,1
1966	649	224	873				353			124 ²
1967	788	289	1 077		33		344			158
1968	756	364	1 120		87		320			478 ³ 44,4
1969	967	394	1 361		103		367			293 ⁴
1970-71	952	454	1 406	1970	125		461			441
1971-72	1 018	503	1 521	1971	167		388			536
1972-73	938	855	1 793	1972	176	11,6	658			670
1973-74	1 132	852	1 984	1973	183	10,2	731			798
1974-75	1 252	1 104	2 356	1974	173	8,7	859			734
1975-76	1 711	1 337	3 048	1975	217	9,2	809			876
1976-77	2 063	1 120	3 183	1976	213	7,0	843			1 284
1977-78	3 588	1 001	4 589	1977	284	8,9	959			1 245
1978-79	4 469	1 163	5 632	1978	321	7,0	1 091			1 586
1979-80	5 319	2 685	8 004	1979	357	6,3	1 011			1 774
1980-81	5 387	1 622	7 009	1980	395	4,9	1 297 ⁵			2 688 47,7
1981-82	5 575	1 608	7 183	1981	452	6,4	921	11,5		1 789
1982-83	6 563	1 907	8 470	1982	513	7,1	881	12,6		1 203
				1983	637	7,5	1 349	18,8		1 575
				1984			1 828	21,6		
1985 ⁵	6 895	1 991	8 886							
1990	8 203	2 253	10 456							
1995	8 638	2 289	10 927							
2000	9 328	2 415	11 743							

¹ South West Africa has been excluded for the years 1953-1956 and 1978-1981.

² For the years 1956-1959, 1962, and 1966-1967 the numbers refer to coloured students at white universities only, including UNISA.

³ For the years 1960-1961, 1963-1965, 1968, and 1980 the numbers refer to all coloured students.

⁴ For the years 1969-1983 the numbers refer to those at the University of the Western Cape only.

⁵ From this date these are the projections by the Department of National Education.

Sources: Department of Education, Arts and Science (1957-1967); Department of Higher Education (1968-1970); Department of National Education (1982-1984); Department of Education and Culture (1984); Central Statistical Services (1982, 1984); Human Sciences Research Council (1984); Steyn, Venter & Louw (1983).

TABLE 2.3

INDIAN SENIOR CERTIFICATE HOLDERS AND MATRICULANTS AND FIRST-YEAR ENROLMENTS IN TERTIARY EDUCATION INSTITUTIONS AS PERCENTAGES OF TOTAL SECONDARY SCHOOL GRADUATES

Year	Senior Certificate	Matriculation Exemption	Total	Year	CATE and Technikon		College of Education		University	
					Number	%	Number	%	Number	%
1945										
1946										
1947										
1948										
1949										
1950										
1951										
1952										
1953 ¹	56	103	159							
1954	141	173	314							
1955	118	173	291							
1956	204	275	479						245 ²	
1957	220	250	470						407	
1958	188	271	457						425	
1959	178	235	413						542	
1960	282	281	563						551	
1961	391	342	733						595 ³	94,6
1962	403	353	756					1 024	100,0	
1963	607	416	1 023					678	89,7	
1964	627	306	933					828	80,9	
1965	735	365	1 100					801	85,9	
1966	841	467	1 308					904	82,2	
1967	702	264	966					766	59,6	
1968	1 174	445	1 619				352	36,4	999	100,0
1969	664	842	1 506				370	22,9	623 ⁴	
1970-71	1 516	410	1 926	1970			296	19,7	532	
1971-72	1 894	466	2 360	1971			285	18,9	906	
1972-73	2 395	625	3 020	1972			294	12,5	976	
1973-74	2 322	602	2 924	1973			157	6,7	751	
1974-75	2 817	662	3 479	1974			202	6,7	1 234	
1975-76	2 731	1 189	3 920	1975			254	8,7	945	
1976-77	2 491	1 310	3 804	1976			309	8,9	1 302	
1977-78	2 674	1 791	4 468	1977	809		397	9,9	1 299	
1978-79	2 818	1 805	4 623	1978	791		318	8,4	1 580	
1979-80	2 980	1 811	4 791	1979	884		415	9,3	1 498 ²	
1980-81	2 764	2 055	4 819	1980	928		434	9,4	2 673 ³	57,8
1981-82	2 975	2 391	5 266	1981	916		678	14,2	2 397	50,0
1982-83	3 144	2 680	5 824	1982	1 029	21,4	580	12,0	2 652 ⁴	55,0
1983-84				1983	1 561	29,6	504	9,6	1 934	
				1984	1 369	23,5				
1985 ⁵	3 653	2 847	6 500							
1990	4 138	3 704	7 842							
1995	3 632	3 606	7 238							
2000	3 692	3 953	7 645							

¹ South West Africa has been excluded for the years 1953-1956 and 1978-1981.

² For the years 1956-1960 and 1979 the numbers refer to Asian students at white universities only, including UNISA.

³ For the years 1961-1968 and 1980-1982 the numbers refer to Asian students at all universities.

⁴ For the years 1969-1979 and 1983 the numbers refer to Indian students at the University of Durban-Westville.

⁵ From this date these are the projections by the Department of National Education.

Sources: Department of Education, Arts and Science (1959-1967); Department of Higher Education (1968-1970); Department of National Education (1982-1984); Department of Indian Affairs (1971-1981); Department of Internal Affairs (1982-1984); Department of Education and Culture (1984); Central Statistical Services (1982, 1984); Steyn, Venter & Louw (1983); M.L. Sultan Technikon (1984).

TABLE 2.4

BLACK SENIOR CERTIFICATE HOLDERS AND MATRICULANTS AND FIRST-YEAR ENROLMENTS IN TERTIARY EDUCATION INSTITUTIONS AS PERCENTAGES OF TOTAL SECONDARY SCHOOL GRADUATES

Year	Senior Certificate	Matriculation Exemption	Total	Year	Technikon		College of Education		University	
					Number	%	Number	%	Number	%
1915										
1946										
1947										
1948										
1949	354	216	570							
1950	356	202	558							
1951	328	176	504							
1952										
1953	175	157	332							
1954	311	243	554							
1955	274	191	465						316 ¹	
1956	352	289	641						405	
1957	352	232	584						451	
1958	354	254	608						481	
1959	293	137	430						219	
1960	279	118	397						242	
1961	358	115	453						520 ²	
1962	426	221	647						568	87,8
1963	441	284	725						657	90,6
1964	663	391	1 054						793	75,2
1965	722	423	1 145						756	66,0
1966	743	546	1 289						881	68,3
1967	1 000	583	1 583			2 456			972	61,4
1968	817	803	1 620			2 807			744 ¹	
1969	1 524	985	2 509			3 255			736	
1970-71	1 741	1 104	2 845	1970		3 234			961	
1971-72	1 931	1 445	3 376	1971		4 466			1 207	
1972-73	2 523	1 973	4 496	1972		5 444			1 105	
1973-74	2 881	2 003	4 884	1973		6 335			1 184	
1974-75	2 732	2 237	4 969	1974		7 148			1 978	
1975-76	3 030	3 725	6 755	1975		8 822			1 259	
1976-77 ³	6 109	2 101	8 210	1976		8 165			1 158	
1977-78 ⁴	5 466	2 583	8 049	1977		8 779			1 775	
1978-79 ⁵	8 227	3 818	12 045	1978		7 334			3 800	
1979-80 ⁶	11 016	4 517	15 533	1979		7 546			6 216 ²	51,6
1980-81	20 403	5 188	25 591	1980		7 744			6 615	55,5
1981-82	25 246	5 347	30 593	1981	244	1,6	6 763		8 624	33,7
1982-83 ⁷	27 960	4 867	32 827	1982	600	2,3	6 482	25,3	8 114 ¹	37,7
1983-81				1983	755	2,5	10 568	28,9	10 158	32,3
				1984	600	1,8	7 160	21,8		
1985 ⁸	24 153	10 600	34 753							
1990	34 929	14 024	48 953							
1995	46 787	17 463	64 250							
2000	57 717	20 242	77 959							

¹ For the years 1956-1961, 1969-1979, and 1983-1984 the numbers refer to black students at black universities only.

² For the years 1962-1968 and 1980-1982 the numbers refer to black students at all universities.

³ Transkei has been excluded as of this date.

⁴ South West Africa has been included as of this date.

⁵ Bophuthatswana has been excluded as of this date.

⁶ Venda has been excluded as of this date.

⁷ Ciskei has been excluded as of this date.

⁸ From this date these are the projections by the Department of National Education.

Sources: Department of Education, Arts and Science (1958-1967); Department of Higher Education (1968-1970); Department of National Education (1972-1984); Department of Bantu Education (1965-1978); Department of Education and Training (1979-1985); Central Statistical Services (1982, 1984); Horrell (1963); Steyn, Venter & Louw (1983).

TABLE 2.5

WHITE CATE AND TECHNIKON ENROLMENTS

Year	Technical		Total
	Men	Women	
1969	6 955	162	45 465
1970	8 428	366	51 513
1971	8 643	835	50 445
1972	11 985	1 329	49 180
1973	4 760	44	48 180
1974	4 778	76	35 827
1975	6 264	173	36 826
1976	5 445	179	37 089
1977	6 915	145	40 829
1978	16 035	266	38 154
1979	17 012	293	40 028
1980	12 768	286	41 060
1981	11 249	461	41 491
1982	10 726	793	44 649
1983			47 353
1984			50 033

Sources: Department of Higher Education (1969-1970); Department of National Education (1972-1984); Department of Statistics (1970-1980); Central Statistical Services (1982-1986); Hansard (1984).

TABLE 2.6

COLOURED AND INDIAN CATE AND TECHNIKON ENROLMENTS

Year	Coloured			Indian			
	Men	Women	Total	Technical		Total Women	Total
1969	167		435	819		1 455	4 752
1970	194		461	933		1 704	5 298
1971	238		560	1 181		1 898	5 588
1972 ¹	374		789	1 680		2 215	6 590
1973	367		734	1 738		2 576	6 978
1974	353		757	2 080		2 789	7 578
1975	300		831	2 640		2 876	8 241
1976	296		896	3 232		2 860	8 664
1977	375		1 023	2 817	679 ²	2 638	8 108
1978	185		1 150	2 158	873	3 007	7 584
1979	809		1 761	2 220	876	3 162	8 099
1980	490	1	1 919	2 563	875	3 065	8 248
1981	729	7	2 120	2 758	804	2 673	7 663
1982	450	8	2 188	1 459	856	2 380	5 899
1983	614	12	2 404	1 812	1 705	1 870	5 082
1984			2 271			969	3 236
1985			2 983			939	3 058

¹ Technikon from this date.

² Post-Standard 10 as part of the total technical enrolment.

Sources: Central Statistical Services (1985); Hansard (1984); Technikon Peninsula (1984); M.L. Sultan Technikon (1984).

TABLE 2.7
BLACK TECHNIKON ENROLMENTS

Year	Technical		Total Women	Total
	Men	Women		
1969	35 ¹			147
1970	47			176
1971	67			236
1972	52			227
1973	58			269
1974	65			310
1975	70			373
1976	70			472
1977	50			480
1978	59			397
1979				427
1980	57			138
1981	199		83	400
1982	429		163	867
1983	439	2	258	1 275
1984	384	7	386	2 180
1985			609	2 698

¹ The numbers under technical enrolment are part of the total enrolment in post-Standard 10 programmes in essentially one technical college from 1969-1978.

Sources: Department of Bantu Education (1973); Department of Education and Training (1979, 1981-1985); Department of Statistics (1976); Central Statistical Services (1983-1985); South African Institute of Race Relations (1970).

TABLE 2.8
WHITE COLLEGE OF EDUCATION ENROLMENTS

Year	Women	Total
1945	1,762	2 381
1946		2 518
1947		2 444
1948		2 598
1949		2 618
1950		2 850
1951		3 033
1952		3 140
1953		3 889
1954		4 493
1955	3 276	5 238
1956	3 638	5 675
1957	3 973	6 051
1958	4 372	6 389
1959	4 748	6 998
1960	5 212	7 752
1961	5 505	8 368
1962	6 094	9 032
1963	6 484	9 467
1964	6 757	9 933
1965	6 964	10 057
1966	6 897	9 849
1967	7 272	10 097
1968	7 255	9 712
1969	7 752	10 342
1970	8 542	11 408
1971	9 499	12 552
1972	9 326	12 056
1973	9 214	12 061
1974	8 660	11 454 ¹
1975	7 873	10 151
1976	8 179	10 525
1977	9 238	11 768
1978	9 314	11 833
1979	9 222	11 884
1980	8 437	11 130
1981	7 622	10 099
1982	7 836	10 140
1983	7 827	10 274
1984	8 155	10 313
1985	8 093	10 687

¹ Part-time enrolment no longer given from this date.

Sources: Union Office of Census and Statistics (1950, 1951); Bureau of Census and Statistics (1953-1957, 1961); Department of Statistics (1971-1976, 1981); Central Statistical Services (1983-1985); Unie Onderwysdepartement (1948).

TABLE 2.9
NON-WHITE COLLEGE OF EDUCATION ENROLMENTS

Year	Coloured		Indian		Black	
	Women	Total	Women	Total	Women	Total
1945		816		152		5 382
1946		856		171		4 848
1947		864		179		4 745
1948		924		209		6 499
1949		1 036		273	3 200	6 209
1950		1 156		268		5 844
1951		1 261		261		5 736
1952		1 455		163		6 211
1953		1 578		257		6 344
1954		1 583		371		6 863
1955		1 682		351		5 899
1956		1 726		418		5 743
1957		1 627		481		5 378
1958		1 662		506		6 359
1959		1 659		428		5 656
1960		1 706		554		4 292
1961		1 672		603		3 635
1962		1 705		706		4 299
1963		1 803		809		4 303
1964		1 830		827		5 147
1965	1 244	1 870		882		3 668
1966	1 185	1 791		844		4 087
1967	1 125	1 867		845	2 820	4 493
1968	1 164	2 024	328	863	3 140	5 063
1969	1 286	2 009	347	900	3 403	7 052
1970	1 383	2 509	374	885	3 556	7 548
1971	1 650	2 792	361	851	5 247	8 148
1972	1 986	3 697	367	832	6 073	9 535
1973	2 653	4 434	268	618	6 869	11 137
1974	3 089	4 696	233	601	7 853	12 793
1975	3 191	4 955	261	558	9 740	15 563
1976	3 880	4 687	390	680	8 967	15 000 ¹
1977	3 358	4 378	547	885	10 388	16 380
1978	3 154	4 559	591	957	9 223	14 170 ²
1979	2 978	5 555	627	1 089	9 353	14 551
1980	3 722	4 983	625	1 222	9 255	14 422 ³
1981	3 085	4 133	861	1 419	9 213	14 342
1982	2 546	4 250	983	1 668	8 252	12 900 ⁴
1983	2 369	3 974	1 085	1 767	8 869	14 967
1984	2 144	4 537	1 051	1 694	9 581	17 544
1985	2 284	5 644	910	1 474	10 335	18 675

¹ Transkei has been excluded as of this date.

² Bophuthatswana has been excluded as of this date.

³ Venda has been excluded as of this date.

⁴ Ciskei has been excluded as of this date.

Sources: Union Office of Census and Statistics (1950, 1951); Bureau of Census and Statistics (1953-1957, 1961); Bureau of Statistics (1964); Department of Statistics (1971-1976, 1981); Central Statistical Services (1983-1985); Unie-ondervysdepartement (1948); Department of Coloured Matters and Rehoboth Matters (1971-1973); Department of Education and Culture (1984); Work Committee on Demography, Education and Manpower, De Lange Commission (1981); Strydom (1979?); Hansard (1984).

TABLE 2.10
WHITE UNIVERSITY ENROLMENTS

Year	Arts	Science	Engineering		Women	Total
			Men	Women		
1945	4 144	1 953	1 497			14 222 ¹
1946	4 700	2 672	2 648			19 994
1947	4 811	2 656	2 629			19 962
1948	5 104	2 544	2 347			19 728
1949	5 056	2 356	1 991			18 856
1950	5 033	2 294	1 747			18 438
1951	5 141	2 854	1 656	7	4 610	18 849
1952	5 152	2 858	1 691	5	4 745	19 187
1953			1 842		4 911	20 063
1954			1 877		4 950	20 486
1955	6 641	3 299	1 715		5 577	25 033
1956	6 991	4 088	1 836		6 203	27 336
1957	7 420	3 493	2 089		6 839	29 775
1958	7 910	4 011	2 303		7 383	32 137
1959	8 898	4 582	2 608	5	8 132	35 095
1960	9 822	4 909	2 886	7	8 988	37 934
1961	10 282	5 221	2 971	5	9 607	40 003
1962	11 425	5 327	2 896	2	10 647	42 066
1963	12 537	5 798	3 097	4	11 548	45 681
1964	13 282	6 991	3 598	9	13 180	48 177
1965	14 087	6 206	3 521	5	14 153	52 351
1966	15 172	6 630	4 032	12	15 214	57 034
1967	17 961	7 391	4 311	15	16 481	60 340
1968	18 820	7 832	4 796	22	17 994	65 027
1969			5 190	20	18 972	67 837
1970			5 548	26	20 727	73 001
1971			5 477	27	22 768	77 103
1972			5 663	29	26 021	84 606
1973			5 855	37	28 763	90 205
1974			6 087	41	31 019	95 879
1975	29 939	10 075	6 279	60	34 200	102 658
1976			6 217	53	36 894	106 014
1977	31 392	11 780	6 397	70	39 900	111 345
1978	32 072	13 138	6 497	92	42 694	117 714
1979	30 677	13 429	6 786	111	43 590	118 206
1980	34 901	14 640	7 166	162	44 265	120 402
1981					45 337	120 912
1982			6 548	208	45 952	120 704
1983					47 215	124 589
1984					49 472	124 313
1985					55 754	138 670
1990						165 000 (158 777) ²

¹ Prior to 1952 there was no classification of students according to race.

² Author's projection.

Sources: Union Education Department (1948); Department of Education, Arts and Science (1952-1967); Department of Higher Education (1968-1970); Department of National Education (1972-1984); Central Statistical Services (1984-1985); National Manpower Commission (1984); Van Rensburg (1974); Erens & Louw (1978).

TABLE 2.11
COLOURED UNIVERSITY ENROLMENTS

Year	Arts	Science	Engineering		Women	Total
			Men	Women		
1956	254	80	2		70	501
1957	306	105	1		90	607
1958	315	112	1		102	704
1959	359	123	2		129	822
1960	356	147	3		161	1 048
1961	404	217	5		160	1 270
1962	313	56	3		170	1 072
1963-64 ¹	320	61	8		171	1 144
1964-65	334	43	9		158	1 197
1965-66	358	45	11		160	1 211
1966-67	357	42	12	1	191	1 297
1967-68	366	42	32	1	222	1 378
1968-69	345	50	17	2	225	1 497
1969-70	325	32	25	1	276	1 595
1970-71	354	47	44	1	249 ²	1 518
1971-72	494	57	38	1	289	1 675
1972-73	551	63	57	2	353	2 065
1973-74	696	91	51	1	484	2 586
1974-75	798	89	61	3	581	2 719
1975-76	1 045	112	72	3	682	3 587
1976-77	1 197	165	91	1	880	4 001
1977-78	1 418	225	99		1 060	4 741
1978-79	1 768	302	86		1 355	5 631
1979-80	2 194	334	106	1	622 ³	6 315
1980-81	2 100	454	123	1	1 797	6 975
1981-82					2 523	8 158
1982-83			151	11	2 798	8 651
1983					3 133	9 519
1984					3 819	10 899
1985					4 721	12 914
1990						17 900 (23 881) ⁴

¹ From this date it is the financial year for the university of the Western Cape and the calendar year for the white universities, including UNISA.

² From this date it is the calendar year for women.

³ At white universities only, including UNISA.

⁴ Author's projection.

Sources: Department of Education, Arts and Science (1958-1967); Department of Higher Education (1968-1970); Department of National Education (1972-1983); Department of Coloured Affairs (1963-1970); Department of Coloured Matters and Rehoboth Matters (1971-1981); Department of Internal Affairs (1982-1984); Central Statistical Services (1983-1985); Van Rensburg (1977).

TABLE 2.12
INDIAN UNIVERSITY ENROLMENTS

Year	Arts	Science	Engineering		Women	Total
			Men	Women		
1956	595	124	10		70	996
1957	757	141	23		102	1 218
1958	797	148	21		118	1 318
1958	905	173	25		144	1 516
1960	1 007	132	25		177	1 602
1961	1 064	213	44		190	1 855
1962	1 345	402	33		242	2 410
1963	1 203	315	37		216	2 066
1964	1 238	366	63		288	2 460
1965	1 245	380	59		327	2 618
1966	1 366	424	70		385	2 916
1967	1 385	421	89		456	3 037
1969	1 330	495	97		501	3 224
1969	1 324	545	120	1	583	3 362
1970	1 221	494	118		671	2 668
1971	1 578	518	101		771	3 369
1972	1 562	660	103		756	3 788
1973	1 558	771	169		858	4 240
1974	1 509	769	81		1 008	4 505
1975	1 959	809	95	1	1 241	5 490
1976	2 311	962	203	2	1 588	6 471
1977	2 399	1 174	419	5	1 819	7 098
1978	3 029	1 416	826	7	2 230	8 128
1979	3 870	1 295	193	7	2 660	9 116
1980	4 834	1 394	190	12	3 089	10 019
1981					3 942	11 679
1982					4 435	12 165
1983					5 098	13 600
1984					5 904	14 769
1985					7 236	17 300
1990						17 300 (21 602) ¹

¹ Author's projection.

Sources: Department of Education, Arts and Science (1958-1967); Department of Higher Education (1968-1970); Department of National Education (1972-1983); Department of Indian Affairs (1971-1980); Department of Internal Affairs (1982-1984); Central Statistical Services (1983-1985); National Manpower Commission (1984); Van Rensburg (1977).

TABLE 2.13

BLACK UNIVERSITY ENROLMENTS

Year	Arts	Science	Engineering		Women	Total
			Men	Women		
1945 ¹						282
1946						317
1947						328
1948						318
1949						343
1950						382
1951						392
1952						399
1953						384
1954						369
1955						1 581
1956 ²	973	119	1		112	1 829
1957	1 707	594			134	2 035
1958	1 727	733	5		163	2 235
1959	1 807	954	4		163	1 871
1960	957	157	3		164	1 779
1961	942	60	3		157	1 825
1962	1 196	162	1		191	2 053
1963	1 148	209	1		219	2 079
1964	1 319	174			179	2 346
1965	1 454	252	1		305	2 636
1966	1 584	267	1		374	2 928
1967	1 813	291			432	3 306
1968	1 865	331	3		513	3 840
1969	2 062	358	4		532	3 916
1970	2 190	462	4		660	4 225
1971	2 761	608	3		823	5 183
1972	3 246	718	5		1 185	6 366
1973	3 483	842	3		1 374	7 071
1974	3 781	1 130	7		1 634	7 563
1975	3 922	1 133	7		2 002	9 076
1976	4 365	1 295	14	1	2 682	10 781
1977	4 490	1 243	22	1	2 902	10 848
1978	5 213	1 290	34	1	3 594	12 567
1979	5 924	1 392	65	2	4 678	15 390
1980	6 997	1 930	72	1	6 000	18 512
1981					8 151	20 385
1982					8 597	24 037
1983					11 014	29 692
1984					14 436	34 898
1985					19 025	42 872
1990						43 100
						(78 535) ³

¹ For the years 1945-1954 the numbers refer to the South African Native College/University College of Fort Hare only.

² The numbers for the arts and science enrolments for 1956 and 1960-1961 refer to black students at white universities only, including UNISA.

³ Author's projection.

Sources: Union Education Department (1948); Department of Education, Arts and Science (1952-1967); Department of Higher Education (1968-1970); Department of National Education (1971-1984); Department of Bantu Education (1965-1978); Department of Education and Training (1979-1984); Central Statistical Services (1984-1985); National Manpower Commission (1984); Hansard (Afrikaans), (1965); University College of Fort Hare (1961); University of Fort Hare (1984); Van Rensburg (1977).