

**TOWARDS MEANINGFUL TEACHING AND LEARNING
AT THE UNIVERSITY OF THE NORTH**

by

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"I declare that 'TOWARDS MEANINGFUL TEACHING AND LEARNING AT THE UNIVERSITY OF THE NORTH', is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".

C.W. White

Date

"GOD GRANT ME THE SERENITY TO ACCEPT
THE THINGS I CANNOT CHANGE, COURAGE
TO CHANGE THE THINGS I CAN, AND
WISDOM TO KNOW THE DIFFERENCE."

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SUMMARY

TOWARDS MEANINGFUL TEACHING AND LEARNING AT THE UNIVERSITY OF THE NORTH

by

C.W. White

Degree: Doctor of Education

Subject: Didactics

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In order to understand the dynamics of change taking place in universities in South Africa today and their impact on teaching and learning, specifically at the University of the North, an understanding of the changing nature of relationships in education is essential. Teaching and learning must not be seen in isolation, but in the context of a universal paradigm shift manifest in all walks of life. The relationship between teacher and learner too has fundamentally changed. In today's 'open-systems' paradigm, relationships have become temporary, horizontalized, other-directed and complex in nature. It is in the light of these realities that meaningful teaching and learning must take place.

In the context of today's rapidly changing environment, dominated by technocracy and characterised by alienation and misunderstanding, the need for knowledge and leadership, in and through the University of the North, is crucial. This, in turn, can only be achieved if the University becomes accessible and accountable to the community. The process of transforming anachronistic, closed and authoritarian structures on campus towards openness and accountability has been fraught with conflict and opportunism. The University of the North developed from a once universal contradiction, having been created as a political necessity, towards becoming an educational necessity. This process has witnessed attempts at reformation, open rebellion and the quest for total transformation. The search for meaningful alternatives, as mirrored by the broader struggle in society against the contradictions of apartheid policy, has

impacted on all walks of life at the University. Teaching and learning became highly politicised, characterised by open conflict and alienation, resulting in destruction of the culture of learning.

The present process of transformation on campus, involving all stakeholders, has led to many achievements in the search for new relationships and new meanings. It is essential that the University belong to the community. Standing on the edge of chaos, the University needs to set an example in leadership, in accessibility, relevance, and in the promotion of Africanisation as a didactic principle through dialogue, openness and the sharing of knowledge through practical action at the grass roots level.

KEY TERMS

University; Universal Change; Open- and Closed-Systems Paradigm; Chaos; Complexity; Order; Information Society; Alternative Education; Universal Contradiction; From Resistance to Rebellion; Transformation versus Reformation; Research; Teaching and Learning; Sharing; Democratisation; Africanisation; Affirmative Action; Empowerment; Strategic Planning; Process; Community; Relevance; Accountability.

TOWARDS MEANINGFUL TEACHING AND LEARNING AT THE UNIVERSITY OF THE NORTH

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

1.1.1 BACKGROUND TO THE STUDY

The University of the North was created as a political not an educational necessity. This contradiction was to be of profound consequence to the teaching and learning experience on campus, from the University's inception to the present day. It formed the basis for alienation, distrust and conflict in the teaching and learning situation. From its creation in 1960 up to the 1990's, the University of the North remained a highly politicised campus, having played an important role in the liberation struggle against apartheid both regionally and nationally. These trying times witnessed stay-aways, boycotts, police raids and intense oppression all of which had a devastating effect on the teaching and learning experience. The institution became the battleground between those bent on imposing the apartheid policy and those determined to see its destruction. In the midst of this turmoil, which even witnessed the permanent residence of the defence force on campus, teaching and learning took place amidst great sacrifice - especially on the part of students. This upheaval was not without consequence, for it resulted in the destruction of a culture of learning as well as alienation and distrust between teacher and learner.

On the 28th April, 1994, the chapter on apartheid rule finally closed, leaving South Africa racially and ethnically divided and

underdeveloped. The universities at her disposal, while politically conscious, as in the case of the University of the North, were largely irrelevant for meeting students' needs and expectations and for meeting the practical needs of the masses on the ground. It became evident that most universities, including Turfloop, were operating with no vision or mission statement. This resulted in a lack of purpose and direction which isolated the teaching and learning experience and placed control in the hands of individual academics who, in many instances, promoted their own hidden curricula and agendas. This situation further entrenched campus distrust and alienation.

At present, the University of the North campus, with its 13000 students, is fairly stable in comparison to its turbulent past. While most universities and institutions of higher-learning in the country are embroiled in open conflict over Africanisation, transformation and democratisation, the University of the North is undergoing a relatively peaceful and constructive transformation process. When seen in the light of past conflict, it is a great achievement to note that Turfloop was the first institution in the country to establish a Broad Transformation Committee (BTC) representative of all stakeholders. The BTC was responsible, for example, for the creation of a democratic Council in 1991 and subsequently, in 1994, it facilitated the bringing together of opposing sides on campus and the basis was laid for a strategic planning process that produced a common vision and mission statement. The University has witnessed a process of radical and painful change, fraught with distrust, opportunism and apathy. Despite many problems, however, much has been achieved by focusing on the University as an educational as opposed to a political necessity.

However, the teaching and learning process on campus, which could further act as a major catalyst in transforming the institution, is still largely isolated, authoritarian, closed, irrelevant and politicised. Distrust and alienation remain prevalent. The causes can be traced back to the ideas underlying the creation

of this institution.

It is important to realise that teaching and learning at the University of the North do not exist in isolation. Changes taking place in everyday life, such as the restructuring of information and knowledge, have a profound effect on teaching and learning in university education around the world (Capra 1982:455). Internationally, university education is engulfed in a crisis - and The University of the North is no exception. The reason for the very existence of universities is being questioned. During recent decades, university systems, universally, have been subjected to particularly intense appraisal, both from within and without. In South Africa, with its many universities and few technicons, the university is having to justify its existence, especially when seen in the light of the tremendous shortage of skilled manpower and the urgent need for practical applied vocational education and training currently experienced. The National Commission on Higher Education stresses this need:

... higher education will need to focus more on providing skills for the workforce of a growing economy. This implies an emphasis on numeracy and scientific and technical disciplines, and as importantly, on improving problem-solving, innovation and administrative capacities (NCHE April 1996:31).

The University of the North clearly has a role to play both in the Northern Province and Nationally. Her role in facilitating meaningful teaching and learning extends to the whole Southern African region. The many problems with which Turfloop has been grappling are not isolated, but are universally manifest. In terms of ideas and experience, Turfloop has much to offer towards reconciliation and transformation in tertiary education. The University itself needs to become more relevant, through meaningful teaching and learning so as to meet the needs and expectations of the immediate environment in which it finds itself. The University needs to become more practically involved through teaching and learning and this should not be limited to

the traditional classroom. Other key human resource development programmes in which the University of the North must play a leadership role, especially in the Northern Province, include:

- * capacity development for the planning and management of RDP projects and community issues;
- * a culture of learning in the schools;
- * tertiary education and especially the provision of instruction in science, engineering and technology;
- * upgrading of skills/technical training and managerial training for commerce and industry. This includes the National Public Works Programme; and
- * the vital area of industrial, technical and scientific training. The international trade union movement has, over the years, provided support for restructuring South Africa's national technical training system. Rapid economic growth is crucial, but can only occur if vocational, technical and scientific training is a priority (Human Resource Development in the RDP 1995:13).

This can be achieved only through open teaching and learning. i.e. teaching and learning which facilitates change, dialogue and the mutual sharing and creation of knowledge and information, be it in the lecture hall or through the computer. The University, in co-operation with other institutions of higher learning, by the sharing of knowledge between the various disciplines, and by facilitating increased mobility, must become the leader. With regard to an innovative and open approach towards teaching and learning in the light of today's 'globalisation' and 'liberalisation', it is the university which must carry the torch and lead the way.

The new division of labour is characterised by multi-skills and greater integration of enterprise functions. This calls for broad, generic and transferable skills enabling workers at all levels to deal flexibly with varied problems and tasks and new technologies, and to equip them for unpredictable career paths and changes in employment patterns. This is giving rise to new forms of organisation and more flexibility (NCHE April 1996:29).

For the University to fulfil its mission, it must first be a source of inspiration and empowerment within the Northern Province itself. The University could easily become a 'white

elephant', situated in the middle of impoverished masses and representing nothing more than a mere economic burden. Understanding the serious plight of the region in which the University is situated, will help reveal the urgency of the situation and the role the University should play in sharing knowledge. In his message on human resource development in the RDP, President Nelson Mandela stated:

...for none of the intentions to deliver basic needs are capable of attainment without skilled human resources. None of our objectives to ensure economic growth, international competitiveness and equity will be realised if we do not develop the requisite skills. It is for this reason that human resource development in the Reconstruction and Development Programme forms a central part of RDP implementation (Human Resource Development in the RDP 1995:V).

At present, closer relationships are being fostered between the University of the North and the various provincial ministries. The development of Edupark (see ADDENDUM H), as an extension of the University of the North, could facilitate linkages with other tertiary institutions, community based organisations, government and business. Such relationships could help bring higher and further education closer to the community in the sharing of knowledge and expertise through practical and applied teaching and learning both in the classroom and in the work place. Edupark would have to be accessible and affordable. There is an essential need for co-operative partnerships between the university and organisations in the private and public sectors (NCHE - Final Document 1996:66). It is imperative that the University become involved in the daunting task of tackling the many problems facing the community. This must be started at the grass roots level through practical and relevant teaching and learning. The University need not limit its activities to the campus itself. Likewise, in the context of globalisation, the University will have to become relevant and accountable from a regional perspective.

Ultimately, only Africa can help Africa. Relinking with Africa is as important as reconnecting with the wider global context

(NCHE April 1996:29). Merely relying on foreign aid will not lead to the ultimate goal of self-reliance as South Africa takes its rightful place as an integral part of the global village. It is through innovation in community involvement and outreach and through the sharing of knowledge and information in industry and in the work place that teaching and learning at the University will be transformed and become more accessible.

The legacy of apartheid remains and will remain for many years to come. As we slowly move towards further commitment, accountability and unity in the creation of a new nation from the ruins of conflict, the call goes out for creative teaching and learning which will transform the University of the North from a political necessity to an educational necessity. It will then become a catalyst for change and leadership in the region.

1.1.2 FORMULATION OF THE PROBLEM: THE MAIN AND THE COMPONENT QUESTIONS

1.1.2.1 CHANGE IN TEACHING AND LEARNING

An urgent need exists for an understanding of change and its effect on relationships in general and teaching and learning in tertiary education in particular. The University of the North does not exist in isolation from such changes. For it is within such paradigm shifts and universal tendencies that we have to plan, act and evaluate teaching and learning as an ongoing process.

The shifts in paradigm from closed- to open-systems and from order to chaos, have greatly impacted teaching and learning. No longer are teaching and learning fixed but are dynamic and of a complex nature. No longer are they bound to the classroom. Technology has impacted fundamentally on teaching and learning through, for example, the computer. No longer are relationships between teacher and learner seen as vertical. Teaching and learning have become horizontalised in the shift towards dialogue

and by the sharing of information and knowledge across previously fixed and closed boundaries.

Without an understanding of the complex nature of change, seen from a holistic perspective, the process of transforming and developing the region through meaningful teaching and learning will merely lead to further frustration and anachronism. This will require an understanding of change as it manifests itself universally, coupled with a collective vision. If we as teachers at the University of the North do not bear this in mind, we will embark on the creation of further contradictions in and through our teaching and learning, which this region, country and continent can ill-afford.

1.1.2.2 UNDERSTANDING THE PAST AND ITS IMPACT ON TEACHING AND LEARNING

In order to plan for meaningful teaching and learning, an understanding of the historical development of the University of the North, and an understanding of the present situation and its impact on teaching and learning, are essential. A need exists also to understand the idea underlying the University's creation and its historical development from its inception as a universal contradiction, through to a process of intense conflict and struggle in its search for meaning and identity. This was a conflict which greatly impacted on the teaching and learning process. The quest for alternatives to the authoritarian and closed ideas underlying the creation of the University formed the basis of the present transformation and strategic planning process. This is a process which has, as its underlying objective, the transformation of the University into an open and democratic University i.e. an institution of, and for, change in the classroom, committed to empowering the student and the impoverished masses through meaningful teaching and learning. The past experience of the institution is an invaluable source of knowledge and information for understanding the current dilemmas and achievements in the teaching and learning process.

1.1.2.3 NECESSITY TO PLAN FOR MEANINGFUL TEACHING AND LEARNING

Planning towards development requires that we start from where we are, not from where we would like others to think we are. It will not help to delude ourselves in order to impress others. The University itself needs to transform from the grass roots level. Mere reforming of the present teaching and learning on campus would only further promote contradictions. What is needed is a serious look at our current relationships and attitudes towards transformation in terms of a rapidly changing world. Our economy cannot afford the creation of further 'white elephants' in order to further the egos of individuals. The University must play a leadership role, but in order to do this, it will have to learn to follow. This implies practical commitment to the needs and expectations of the people. The institution must not ignore the underlying essence of the struggle against apartheid. The real struggle was against closed structures and anachronistic relationships, authoritarianism and control - factors not conducive to creative and innovative teaching and learning.

Unfortunately, the struggle against apartheid in many instances has resulted in the replacing of one closed structure with another, both on campus and nationally. Authoritarianism is still prevalent in Turfloop's classrooms and committee rooms. Dialogue, all too often, is there merely to ratify a decision taken in isolation. Various reasons are given for such behaviour, such as the need for efficiency. However, such actions lay the basis for future contradictions. Similarly, teaching and learning are still largely closed and vertical and the sharing of knowledge is stifled by limited practical application.

One cannot plan for relevant teaching and learning without understanding the situation in which one exists. Thus, it is imperative to understand the national situation and the immediate situation in the Northern Province, since the University of the North does not exist in isolation. Though it is a national

asset, it is imperative that it firstly be of relevance in the process of empowering the people of the Northern Province in which it exists. Through its teaching and learning, the University needs to become more committed to addressing grass roots needs and expectations. No meaningful planning can take place without a thorough needs analysis of the immediate situation in which the University finds itself and the status of its teaching and learning. There is a need for an understanding of the root causes of the dilemma in teaching and learning on campus and also of possible strategies for its improvement. This can only be achieved if physical planning takes place in terms of academic planning and if the administration serves teaching and learning at the University. It is important to see planning as a process and not as a fixed event in terms of the complex nature of change and relationships in today's open-systems paradigm.

1.1.2.4 VISION FOR CHANGE THROUGH THE TRANSFORMATION OF TEACHING AND LEARNING

At present the University of the North is struggling to focus on its vision and mission as it gradually transforms itself from a political to an educational necessity. Meaningful teaching and learning on campus form the basis of its vision and mission, essential towards generating a sense of purpose and fulfilment. It is thus important to have a thorough understanding of the present situation at the University and its effect on the teaching and learning process. This dissertation will attempt to integrate the struggle within the University with the struggle outside the University for they are both part of the same effort, namely, to lay the foundation for meaningful transformation and development in a rapidly changing society through the sharing and creation of knowledge.

A fundamental problem underlying this dissertation concerns the ideas of reformation and transformation, two seemingly complementary, yet contradictory, terms inherent in the

reconstruction and development of the teaching and learning process. These two ideas have been in conflict at the University since its inception. Radical change in the teaching and learning process is needed if the University is to meet the challenges facing the region. Change cannot take place in isolation. Likewise, the University of the North cannot play a meaningful role in giving leadership in change within the broader community without undergoing fundamental changes itself. It is thus important that all stakeholders make an input into the University of the North's strategic planning process.

Any plan for improved teaching and learning that is developed by experts in isolation for the purpose of foreign funding will remain on the drawing-board merely to be placed in some future archive. Planning for meaningful teaching and learning is a continuous process not an event. It is a gradual process which involves more democratic and less authoritarian participation by both teacher and learner. It involves dialogue and critical group discussion. It involves more community orientation and practical application through an understanding of change and relationships.

The University of the North is in the process of transformation as it seeks to develop meaningful relationships in the classroom and within society between teacher and learner. The transformation process which involves all stake-holders has suffered various setbacks. Nevertheless, it has already achieved great strides in moving an institution, once fraught with division, prejudice and distrust, towards a common vision and mission as the basis for meaningful teaching and learning.

1.1.2.5 STRATEGY FOR CHANGE THROUGH THE TRANSFORMATION OF TEACHING AND LEARNING

As the Southern African Region moves towards closer co-operation, after years of conflict and isolation, it is important that the University of the North learns from other institutions and the

broader community at the grass roots level. Such knowledge could offer inspiration towards transforming teaching and learning on campus. Meaningful relationships could help develop a common vision and closer institutional co-operation towards empowering the masses through innovative, open and accessible teaching and learning.

The University of the North is one of the few major development resources in the entire region. It has much to offer with its past and present commitment, vast experience and expertise. While at present it fights for its own transformation, grappling with outmoded methods of teaching and learning and closed relationships, precious time is running out for the impoverished masses, who call for meaningful and concrete change at the grass roots level. The University's future is linked to the future of the region and the country as a whole for no institution can exist in isolation. A need exists not only for constructive criticism and a clear definition of the role the University should play through teaching and learning in conjunction with local communities, other tertiary education institutions, industry, business and the Provincial and National governments, but also for ideas as to how these goals can be achieved within reasonable time-frames.

At present, the University of the North's involvement in the process of empowering the broader community through teaching and learning, research and community cooperation is relatively poor. This is especially so when seen in the light of what the University could and should be doing. Assisting in addressing basic needs is fundamental for contributing to the broader reconstruction and development programme. The sharing and generation of knowledge in the classroom, in the community, in industry, and in various other structures, through practical, relevant and democratic teaching and learning, offers invaluable insight into the needs and expectations of the student, as client, and of society as a whole.

University education ought to be characterised by inquiry, dialogue, the sharing of information, debate, contestation of issues, constructive criticism, and general interaction at various intellectual levels in the teaching and learning process - both on and off campus. The development and sharing of knowledge and inquiry through innovative teaching and learning should not be limited to traditional structures. The University should use all resources at its disposal for meaningful teaching and learning which are fundamental to the transformation of the University of the North.

1.2 PURPOSE OF THE RESEARCH

Seen in the context of the above orientation and problem-statement, the objectives of this study are to:

- a) offer insight into the researcher's quest for an understanding of change as it universally manifests itself and to attempt to understand the place of the University of the North in a changing world, at the same time offering insight into the environment in which teaching and learning take place today - an environment characterised by complexity for which there is no one answer, but only various alternatives (vide chapter 2);
- b) give an in-depth understanding of the history of the University of the North and the impact this has had on teaching and learning, portraying the struggle which took place on campus from its inception as an anachronistic tool of the apartheid system to its search for an identity (vide chapter 3);
- c) analyze the present situation on campus, such as its management, academic programmes, research, outreach activities, student clientele, graduates, staff, physical structures, financial resources, library and the attempts undertaken to transform the University through a strategic

planning process - stressing the effect of the above on the teaching and learning process (vide chapter 4);

- d) suggest strategies for social accountability and transformation through meaningful teaching and learning in an environment characterised by rapid change and complexity (vide chapter 5);
- e) conclude by suggesting recommendations, possible strategies and action plans towards meaningful teaching and learning at the University of the North (vide chapter 6).

1.3 RESEARCH METHODOLOGY

From the outset, it must be stated that it is very difficult for a white scholar, whether professed liberal, radical or conservative, to reflect on the experience of black people and their humiliation and struggle against oppression in South Africa or throughout the entire continent. White commentators have a duty to respect the fact that it is difficult to imagine what it was like to carry a pass book and to be insulted, dehumanised and humiliated due to one's colour. To show pity during those years was something many liberals would do and those whites who opposed the system had a duty to fight it - not as officers but as soldiers. One must remember that it was the black man's struggle and that he alone could overcome the colonisation of his own mind and soul - a struggle which the African is still experiencing today.

Expecting to be seen as a non-racist, as a progressive against so-called 'racist Boers' - as if the rest of us are innocent - merely blaming the apartheid regime, was mere hypocrisy. The same white liberals who called for democracy and freedom are now in the forefront opposing affirmative action and Africanisation, condemning these policies as racist and undemocratic. As bystanders, they are pointing fingers and accusing the present government of incompetence and corruption. The white man now has

a duty towards his country to bend low, to work hard, to put up with humiliations and accusations and to help create a better country - even if the immediate rewards are few and all too often, it would seem, our contribution goes unnoticed. Together we can build a great nation. However, one must bear in mind that at the end of the day it is the African and he/she alone who can save Africa.

The researcher uses the constructivist approach which Capra describes as follows:

... what we observe is not a world that exists objectively and is then represented but rather a world that is created in the process of knowing. As Maturana and Varela say: "The world is brought forth in the process of knowing (Capra 1992:123-124).

The research undertaken is of a qualitative nature. It is content-specific with the researcher's role being one of inclusion in the situation. Qualitative research designs and methods include both interactive and non-interactive strategies in an emergent design. This research is concerned with understanding the role, the process and the effect of teaching and learning as experienced in and through the University of the North in relation to the development of context-bound generalisations. It bases its credibility on McMillan and Schumacher's assumption that the meaningfulness of human actions depends on the contexts or situations in which these actions, feelings, and perceptions occur. This qualitative research attempts to study the way participants in a social scene, in this case teaching and learning at the University of the North, establish a shared sense of social reality. One must bear in mind that most qualitative research is discovery-orientated, enabling the researcher to understand the emerging logic in social situations from the participants' perspective (McMillan and Schumacher 1989:187-188). Reliability issues are handled by the researcher during all phases of the research to obtain consistency in the description of processes and events described.

In this case study, the researcher experienced and witnessed many of the changes and struggles which took place at the University and in the community towards meaningful teaching and learning. It must be reiterated, however, that no matter how committed he was to the struggle against oppression in the country, he did not experience the humiliation and anguish of racism himself, but merely observed the consequences. Nevertheless, this limitation in the design of the research undertaken did not impede the obtaining of the necessary information and perceptions of the various role-players. The research is based on the notion of context-sensitivity, the belief that the particular physical and social environment encompassing the institution has a great bearing on human behaviour (Wiersma 1991:14). The research emphasises a holistic interpretation by placing the University under discussion within the context of universal change and paradigm shifts.

This research also attempts to explain the phenomenon under study - that is teaching and learning at the University of the North and the variance which implies an analysis of change in and through teaching and learning - through description of a logical interpretation of what has been observed. The interpretation is based on a holistic concept of a complex situation. Teaching and learning are analysed within a global context, a specific historical context, the present situation and possible change through the transformation of teaching and learning. The analysis and collection of data required the organisation of data as well as information deduction. The emphasis is on a description of the phenomenon, teaching and learning at the University of the North, in its context and on an interpretation of the data. During the entire process, the researcher made decisions about what data to collect, whom to interview, and which comparisons should be made. The research relied heavily on observation, description, qualitative judgements and interpretations of teaching and learning at the University seen in the context of a rapidly changing world. The research took place within the University and in the surrounding community and

focused on processes in an attempt to obtain a holistic appreciation.

The research methodology involved personal interviews with past and present leaders of the University and interviews with community leaders. Interviews were also held with individual students and staff on campus. These interviews and observation inventories were not rigidly structured, which would have been the case had this research endeavour been of a quantitative nature. Statistical and other information on the University was obtained from the Computer Centre, the Research Committee, the Personnel Section, the various faculties, the University Library (Africana section), the University's archives, the Public Relations Office, the Finance section, the Student Counselling Centre, the Physical Planning section of the University, and from the various staff and student structures on campus. Documentation on change in its various facets was analysed, as was documentation on the changing nature of tertiary education and alternative forms of education. Documentation and press reports on the history of the University were also analysed in detail, so too various sources on statistics pertaining to the situation in the Northern Province. Finally, documentation was studied on community involvement by the University and other Historically Disadvantaged Universities (HDU's). As the research conducted was a process, the components of the research design were, to a large extent, activities. Considerable flexibility manifested itself in the decision-making process throughout the entire study and much of the analysis took place during and after the data collection. Being of a qualitative nature, the research design has extensive integration and overlapping of its various components.

The researcher's practical involvement in the transformation process on campus and in the broader community in various forms has been invaluable. He is presently part of the Secretariat to the Broad Transformation Committee which is fundamental to the strategic planning and transformation process on campus. He is

also Secretary to the University's Academic Planning Committee and in the past was General Secretary of the Union of Democratic University Staff Associations (UDUSA) during the turbulent years prior to the National Elections. The researcher was involved in various related activities on campus and off campus as expressed through the following examples - namely he has been Assistant Chief Electoral Officer and Chief Electoral Officer in running Student Representative Council (SRC) elections at Turfloop for the past seven years. This was a period during which the youth were highly politicised, militant and in the forefront of the struggle against the many contradictions prevailing on campus and in the broader community. The researcher, though politically committed, was seen by the various student organisations as strict and fair and enjoyed a degree of trust from the various student organisations on campus. This reflects an understanding and sensitivity with regard to the dynamics of student politics and the past struggle against apartheid. The researcher also assisted in organising and co-ordinating the various sub-regions, managing the statistical analysis, compiling various reports and fieldwork etc. for the ANC RELCOM NTvL during the National Elections. (The region in which the University of the North is situated). The researcher has been actively involved in the running of local community-based projects in the fields of music and adult literacy and numeracy for a number of years.

These experiences have offered the researcher invaluable knowledge and insight into the various perceptions, contradictions and struggles on and off campus and have helped to further develop an awareness of the needs and expectations of the broader community. These opportunities have also taught the researcher the importance of commitment as opposed to being in the public eye. Having been moulded by the perceptions of a biased community, the above 'opportunities' have taught the researcher the valuable lesson of listening. This research reflects, then, the researcher's own attempt to understand change and the place of the University of the North in a changing world - a process fraught with confusion and contradictions which this

thesis will reflect.

This thesis then, will reflect on the University of the North - an African experience, in a rapidly changing world. It will attempt to offer insight into the complexity of change and the challenge of leadership through the teaching and learning experience. There is no one answer to the many complex problems facing the University of the North, the immediate community it serves and the continent as a whole, but there is hope.

1.4 THE DEFINITION OF KEY CONCEPTS

1.4.1 THE UNIVERSITY

Historically a university was seen as an institute of the highest order of learning. It was perceived as an ivory tower that could be accessed only by the few. Today this is no longer the case, as universities around the world are experiencing an identity crisis and undergoing a process of radical change which is of fundamental importance to teaching and learning. The university needs to be accessible to and accountable to the broader community. It is for this reason that the researcher has decided to use the concept 'Community University' in stressing the accountable and collective nature of higher education in today's open society.

As the concepts of leadership and authority have radically changed from the vertical mode of the past closed-systems paradigm to a horizontalised mode, so too the university, globally, has become accountable to the masses through meaningful teaching and learning and is no longer the domain of the few. It nevertheless remains an elitist institution; if it were anything else, it could not function. But it is elitist only in the sense that it seeks to obtain the best minds and talents to work on the most difficult intellectual problems of mankind through innovative teaching, learning and research. It opens its doors to students and faculty who can participate in

the difficult task of inquiry. It welcomes the elite of demonstrated competence, skill, and achievement. It is not isolated from the community but an invaluable asset to it. This on the other hand does not exclude the university from the quest for the greater internationalisation of teaching and learning and the worldwide exchange of scholars (Kerr 1994:26). President Nelson Mandela, Chancellor of the University of the North, stated the following concerning the University:

The central problem facing all South Africa's universities is the challenge to transform themselves from institutions which were part of an apartheid education ethos. They must now become institutions which will provide the skill and expertise to deliver political, economic and social change for all South Africa. Universities clearly have a role to play. They are situated at the apex of the country's education and training system. They have to extend the frontiers of knowledge and train the high level of manpower needed for social and economic development.... The University is not a citadel on an island, but part of the community. The participation of this community is vitally important to the future growth and direction of the institution (Enterprise October 1993).

The University of the North has the responsibility of becoming a 'Community University' through relevant practical and innovative teaching and learning, offering leadership, knowledge and skills to the vast impoverished rural and urban communities for which it caters. As stated by the present Rector, Professor Ndebele:

Turfloop's past, as a 'bush college', can now become its strength if the university were to focus on problems related to its rural environment... making an impact on the development of the region (Enterprise October 1993).

The idea of a 'Community University' emphasises the need for a people-centred approach to teaching and learning and in the institution's relationship with the broader community as an accountable and accessible national asset.

1.4.2 CHANGE

Change is seen in its broadest sense, not as an event, but as part of a much broader experience. In a time perspective, change is seen in both its vertical as well as horizontal dimension. For no event or experience exists in isolation. Change is seen in the context of paradigm shifts i.e. from a closed-systems paradigm to an open-systems paradigm. Change is reflected in mankind's everyday life, the importance of which is often unappreciated. For not only do our perceptions of things change, but things themselves change. Failure to appreciate these changes often leads to fear. It is essential not to see change in isolation. As stated in The Turning Point - Science, Society and the Rising Culture:

To understand our multifaceted cultural crisis we need to adopt an extremely broad view and see our situation in the context of human cultural evolution. We have to shift our perspective from the end of the twentieth century to a time span encompassing thousands of years; from the notion of static social structures to the perception of dynamic patterns of change. Seen from this perspective, crisis appears as an aspect of transformation (Capra 1982:7).

The idea underlying the placing of the University of the North within the context of a rapidly changing world, is to offer insight into its development from a universal contradiction to an institution searching for alternatives, from a political necessity to an educational necessity and the impact this has had on campus teaching and learning. Reflection on the history of the University and the current transformation process, seen in the context of universal change, will help shed light on possible strategies for meaningful teaching and learning. It will also help in focusing on current contradictions and on the opportunities and challenges of transformation instead of merely focusing on the fears and dangers of change. For though crisis often represents danger, it also offers opportunity (Capra 1982:7).

1.4.3 TRANSFORMATION AND REFORMATION

The process of changing the University of the North from a political to an educational necessity and defining its role in the immense task of empowering impoverished grass roots communities through meaningful teaching and learning engulfs both the process of transformation and reformation. Merely reforming outmoded contradictions and outmoded relationships, vestiges of the closed-systems paradigm, will merely add to existing frustrations and create further conflict. Such contradictions need to be transformed so as to be in tune with today's open-systems paradigm, a process which has to take into account an environment characterised by complexity.

The more that the environment is turbulent and unpredictable the more that the organisation needs to be structured in a way that enables it to respond dynamically (Birchall and Lyonds 1995:86).

The teaching and learning process needs to become more dynamic and sensitive to change. The University itself is undergoing a process of transformation, in which structures, attitudes, procedures and relationships need to be radically changed and not merely reformed. Likewise the broader community is undergoing a process of transformation. The historical development of the University witnessed a conflicting battle between those who wanted to maintain the status quo, those who wanted to reform, and those who wanted to transform the institution. An understanding of this experience could help to shed light on the process forward as the University defines its role in a changing world through a collective vision and mission as the foundation for teaching and learning. Thorough and systematic planning and a clearly defined framework are essential for meaningful transformation and development, as stated by Bishop:

The essential difference between innovation and change lies in the fact that innovation is planned, the idea being that through planning one can increase the chances of bringing about any desired change. So for educational change to be effective it must be deliberately planned and rationally organised (Bishop 1986:X).

While many of the changes occurring in South African tertiary education since 1993 have been moving in a positive direction, there has been no framework for transformation (NCHE April 1996:26). Likewise, at the University of the North, failure to collectively define the University's Mission and Vision and to transform the teaching and learning process, at the very core of the University's existence, has greatly hindered the entire development process on campus and in the community. Fundamental to the concept transformation and development, on campus or in the community, are the concepts of facilitation, mobilisation and support. Transformation and development must take place at the grass roots level through the people *themselves*. Leadership within the concept of transformation or development does not imply controlling people. Fundamental to the process of transformation is the issue of ownership.

1.4.4 TEACHING AND LEARNING

The teaching and learning process should have liberatory significance. The approach to knowledge and the ways in which knowledge is acquired have to be reconsidered. Present approaches rely all too often on the uni-directional transmission of knowledge from a superior possessor of this knowledge (the teacher) to a relatively empty vessel (the learner), whereas the new approaches entail a negotiation of knowledge in a two-way horizontal approach in which both the teacher (with more experience) and the learner (with fresh approaches and capacities) participate. Teaching styles therefore have to become more democratic and less authoritarian. There should be more group activities and less emphasis on individual work. Learning should be more community-orientated, involving practical activity, rather than simply the absorption of passive or historical examples. It is important that our theory of knowledge and our teaching methods do not subvert or negate the values we intend to realise. This is crucial because, ultimately, education for liberation consists precisely in the discovery and entrenchment of these values.

Open learning is an approach which combines the principles of learner-centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experiences, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality control. The use of guided self-study, and the appropriate use of a variety of media, which have practical expression to open-learning principles are also important.

1.5 PROGRAMME OF RESEARCH

CHAPTER ONE: Introduction to the problem. In the introduction, factors initiating the study are outlined. The problem is formulated. The purpose of the research is given. The research methodology used is discussed. The various key concepts are defined. An outline of the programme of research is given, as presented here.

CHAPTER TWO: This chapter focuses on the researcher's attempt to understand change and the shift in paradigm from a closed-system paradigm to an open-system paradigm. It reflects an attempt to understand the relationship between order, chaos and complexity in understanding change. It analyses change as it universally manifests itself influencing our everyday lives - the changing world in which tertiary education in general and the University of the North in particular exist. This chapter shows the shift from a closed-systems paradigm of the past to an open-systems paradigm of the present and describes change from an age of continuity to an age of discontinuity, fundamental to an understanding of the changing nature of teaching and learning. This chapter further analyses the universal quest for alternative education in the face of technocratic dominance. It attempts to offer insight into the changing nature of tertiary education, the need for an end to the Ivory Tower mentality and the need for an understanding of the changing nature of authority and its impact

on teaching and learning. This analysis will reflect the science of complexity in an attempt to understand change. This chapter will also attempt to foster an awareness of the implications of international social change for South Africa and for the region in which the University of the North functions.

CHAPTER THREE: This chapter will attempt to offer an in-depth analysis of the history of the University of the North in order to place the institution in context. It will also reflect on the many contradictions prevailing in the historical development of the institution from its inception to the present time and the effect this has had on the teaching and learning process. This chapter will reflect on the various attempts to maintain the status quo, reform and transform the institution, so as to offer an understanding of the present situation and to reflect on possible strategies for transforming teaching and learning as fundamental to the transformation process on campus.

CHAPTER FOUR: This chapter analyses the present situation at the University of the North in order to place the institution in context. It reflects on the present management structure and relationships, academic programmes, research, outreach activities, student clientele, staff, physical structure and financial resources - stressing the impact of the above on teaching and learning at the University. This chapter also critically analyses the transformation process on campus, showing the weaknesses of and threats to the institution, its administrative and teaching capacity, corruption, its strengths and opportunities, the new mission statement, the vision and main priorities of the faculties and the approach taken to tackling the main priority areas. This chapter also offers a brief analysis of the strategic planning process and of efforts to consolidate the transformation process. Finally achievements and failures with regard to transforming teaching and learning on campus are briefly examined.

CHAPTER FIVE: This chapter describes the University of the North on the edge of chaos. It reflects the complex nature of the various challenges facing the institution. It offers an analysis of leadership for empowerment seen in the context of changing perceptions of authority and power. This chapter also offers an analysis of affirmative action and places the process within the universal context. Insight is offered into the needs and expectations of the University community and region for a closer working relationships between the various role-players. This chapter then attempts to offer insight into possible strategies for greater commitment at Turfloop in the building of a culture of teaching, learning, research and community outreach. An attempt will also be made to reflect on the shift from isolation towards holism through curriculum and instructional development; and finally the chapter will also give an appreciation of Africanisation as a didactic principal, stressing the need for quality assurance, relevance and accountability through inter-disciplinary and inter-institutional co-operation.

CHAPTER SIX: This chapter draws tentative conclusions and offers possible alternative strategies with regard to transforming teaching and learning at the University of the North. The transformation process is essential if the institution is to become a source of empowerment in the region. Likewise, transformation of the University is a part of a much broader transformation process - a process that can only be understood if seen within the context of universal change. This chapter also presents recommendations and strategies in an attempt to reflect on various solutions to complex problems, as the University charts its way forward through meaningful teaching and learning, from a political necessity towards becoming an educational necessity i.e. an accessible institution of academic excellence and a leader in the movement towards educational upliftment of the Southern African region.

CHAPTER TWO

UNDERSTANDING UNIVERSAL CHANGE AND ITS IMPACT ON TEACHING AND LEARNING IN UNIVERSITY EDUCATION

2.1 UNDERSTANDING CHANGE

Understanding change in general, as it manifests itself in all walks of life, be it in the sciences, arts or even religion, is important for subtle, and often radical, changes reflect the complex nature of relationships in the teaching and learning situation today. As teaching and learning do not take place in isolation, an appreciation of the dynamics of the universal nature of change, helps in coping with related changes throughout the teaching and learning process. Many of these changes are stressful and difficult to comprehend resulting in fear and conflict. The realisation of the vast impact of change on even the most insignificant aspects of human and social life helps in placing the University of the North and the teaching and learning process in context. It offers a basis for respect and understanding between teacher and learner and for building a meaningful relationship.

This chapter will attempt to offer a glimpse into the universal and dynamic nature of change within which teaching and learning take place, a process which does not exist in isolation. The researcher grappled with difficulty perceptions of change, with contradictions and with myths, in an attempt to make sense of what was or was not happening in the classroom. This chapter reflects an attempt to understand teaching and learning in a changing world as part of a universal and complex challenge. This chapter will attempt to portray the researcher's quest to understand change, the shift from a closed- to an open-systems paradigm, and the relationship between chaos, self-organisation, complexity and order, as a basis for a holistic appreciation of past, present and possible future change taking place in the University. This analysis will reflect the confusion often

prevailing in the researcher's mind as he sought for an understanding of relationships within the context of universal change.

In order to appreciate the historical development of the University of the North, the present situation and possible routes towards transformation through teaching and learning, as will be discussed in the following chapters, an appreciation of the complex nature of change as universally manifest is important. Such an appreciation will help in placing the University in context as seen from a holistic perspective.

2.1.1 A SHIFT IN PARADIGM

It is important to determine, define and state the concepts, principles and values of our present existential paradigm, without which meaningful teaching and learning are not possible. It must be borne in mind that the University of the North and the broader community it serves do not exist in isolation. As an institution placed in authority, the University should lead the community in the sharing and creation of knowledge for social upliftment. This responsible task can only be achieved through a common vision expressed through meaningful teaching and learning. It is thus imperative that the changing nature of the total environment in which teaching and learning take place be understood and appreciated by both teacher and learner.

In order to understand change, one has to look at both the sciences and the arts. Basically, this implies a sensitivity towards change in even the simplest facets of man's everyday existence. It requires that both teacher and learner understand the fundamental paradigm shifts taking place. Thomas Kuhn states:

Though the world does not change with a change of paradigm, the scientist works afterwards in a different world (Kuhn 1970:118).

Paradigm also stands for the total framework of concepts,

principles and values. A social paradigm is a constellation of concepts, values, perceptions, and practices shared by a community that forms a particular vision of reality that is the basis of the way the community organises itself. A single person can have a world-view, but a paradigm is shared by a community (Capra 1992:34). A radical and fundamental revolution takes place when one paradigm is replaced by another.

The philosopher, Thomas Kuhn, has argued that scientists build their conception of reality around certain specific "paradigms". A paradigm is not a theory as such, but a framework of thought - a conceptual scheme - around which the data of experiment and observation are organised. From time to time in the history of ideas, a shift occurs in the basic paradigm. When this happens, not only do scientific theories change, but the scientist's conception of the world changes as well. That is what is happening now (Davies and Gribbin 1991:1).

A totally new world emerges i.e. a new man, new matter, a new spirituality, new social, political and economic structures and systems and new human relationships. The total human, material and ideal reality changes. Capra states:

The new vision of reality... is based on an awareness of the essential interrelatedness and interdependence of all phenomena - physical, biological, psychological, social and cultural. It transcends current disciplinary and conceptual boundaries and will be pursued within new institutions. At present there is no well-established framework, either conceptual or institutional, that would accommodate the formulation of the new paradigm, but the outlines of such a framework are already shaped by many individuals, communities and networks that are developing new ways of thinking and organising themselves according to new principles (Capra 1982:285).

The concept "shift" is used here to describe change. Such changes are often accompanied with concepts such as reform, transformation and reconstruction. Radical change and cultural transformation are often characterised by change, uncertainty, alienation and social disruption (Capra 1982:7). Today, we are experiencing a radical shift of paradigm. The old closed-system paradigm is being replaced by a new open-system counterpart.

Attempts to understand this fundamental change and its impact on teaching and learning from a holistic approach imply grappling with perceptions of order on the one hand and of chaos on the other to achieve an appreciation of the complexity of changes taking place within the classroom, on campus and between the institution and the broader community.

2.1.1.1 FROM A CLOSED TO AN OPEN SOCIETY

2.1.1.1.1 THE CLOSED-SYSTEMS PARADIGM

In his introduction to I. Berlin's Against the Current, Roger Hausheer describes the closed-system as follows:

They sought all-embracing schemes, universal unifying frameworks, within which everything that exists could be shown to be systematically - i.e., logically or causally - interconnected, vast structures in which there should be no gaps left open for spontaneous, unattended developments, where everything that occurs should be, at least in principle, wholly explicable in terms of immutable general laws (Berlin 1979:XXVI).

Closed-systems are initiated and nourished by the metaphysical philosophy of fixed being and of so-called intrinsic, or hidden, truths which determine the constitution, nature and essence of the individual parts as well as of the whole. The pre-determined or pre-defined essence of a closed-system precedes its essence in real and living human conditions. Closed-systems tend to operate individualistically and deterministically, in isolation, like machines. A deterministic system is one in which future states are completely determined, through some dynamic law, by preceding states, such as Newton's deterministic machine or his clockwork universe. Newton's view of matter as inert substance, shaped and formed by external forces, became deeply ingrained in Western culture (Davies and Gribbin 1991:5-9).

Closed-systems need numerous bodies of laws and regulations for control purposes to ensure near-equilibrium conditions. Their internal programmes are very vulnerable to conditions that are

far from equilibrium. Closed-systems are inner-directed. Every part belongs to the inner constitution of the system. Programmes and activities are directed to the inside. Power and authority tend towards an inner centre, in isolation. Goals and aims are interiorised to such an extent that they become objectives on their own - for example, knowledge for the sake of knowledge. Organisation becomes an end in itself, without regard to anything external. Moreover, in closed-systems, the vertical or upward line dominates. Internal, hierarchical power and control structures are consequently created. Communication takes the form of instruction from above, defined by Toffler as, "the arrogant belief, that those in command know what others should know" (Toffler 1990:415). Information in a closed-system flows from the outside to the inside and tends to become secretive. For Toffler, overpowering bureaucracy is a restricting device, forcing knowledge into predefined departments or cubbyholes and restricting communication to "official channels", while delegitimising informal communication and organisation. Furthermore, the information is filtered and selected through the system's inherent values and truths. Toffler stated that machines of the 19th century (second wave machines) are for the most part operated without feedback. Plug in the power, and it runs irrespective of what is happening in the outside environment (Toffler 1990:413-422).

Closed-systems become so inner-directed and individualistic that they also become their own condition for self-realisation. Others and the outside world play no important role in the process of self-determination. Closed-systems rely on the principle of continuity. Processes are regarded as a continuous evolution - a world seen as strictly deterministic, in which all events are locked in a matrix of cause and effect (Davies 1992:29). Change is therefore manageable through mere modifications of existing structures and prototypes. Relationships could be established on a fairly permanent basis. Long-term plans and strategies could be determined linearly on a continuous stream of time. At the same time reversibility

applies in closed-systems. Processes are reversible. The system relies on initial conditions and tends towards the traditional. Real change is not regarded as possible and there is little room for creative thinking and innovation. As such, closed-systems tend to become run-down, the system is drained of energy and its ability to sustain organised structures is weakened. What has been said about closed-systems is applicable to political, economic, social, judicial, educational and other systems and structures - as will be shown in the following chapter through an analysis of the negative effects of closed-system relationships and structures on the teaching and learning experience at the University of the North and how such anachronisms led to alienation, distrust and conflict between teacher and learner. The consequences of the latter are still prevalent on campus today.

If, for instance, the existence of a university is defined in terms of a universally accepted definition, i.e. if its essence precedes its real living essence, then its very being is fixed and predetermined. It becomes a closed-system in isolation. It will operate like a machine and will create laws, rules, regulations and values to control its internal processes of centralisation and uniformity. Such a university will create a closed body of knowledge and information classified and stored in its library for the use of only a few intellectual elites. Likewise, the teacher will be seen as the source of knowledge and communication will be directed towards the learner as a neutral recipient, thus minimizing dialogue. It will make use of instructional models of an authoritarian and fixed nature. It will fail to realise NEW didactical objectives, content and form, for a NEW student in a changing environment characterised by complex relationships. This will thus stifle the essence of a university, namely creativity through teaching, learning, research and community-outreach.

2.1.1.1.2 THE OPEN-SYSTEMS PARADIGM

This paradigm contains those elements of reality that characterise today's accelerated economic, political and social change. As we approach the end of the twentieth century, science is throwing off the shackles of three centuries of thought in which a particular paradigm - called "mechanism" - has dominated the world-view of scientists. Concerning the current paradigm shift, Davies and Gribbin state:

The movement towards a "post-mechanistic" paradigm, a paradigm suitable for 21st century science is taking place across a broad front: in cosmology, in the chemistry of self-organising systems, in the new physics of chaos, in quantum mechanics and particle physics, in the information sciences and (more reluctantly) at the interface of biology and physics. In all these areas, scientists have found it fruitful, or even essential, to regard the portion of the universe they are studying in entirely new terms, terms that bear little relation to the old ideas of materialism and the cosmic machine. (Davies and Gribbin 1991:2).

This monumental paradigm shift is bringing with it a new perspective on human beings and their role in the great drama of nature. The basic concepts and principles took root in 1900, manifesting themselves in the middle of this century and becoming realities in this decade, forcefully replacing those of the old closed-systems paradigm (Engelbrecht 1981:71). To a large extent, this paradigm is the opposite of the previous closed-systems paradigm. The open-systems paradigm is characterised by openness and becoming (Matshabaphala 1991:4-5). The world and human existence are not fixed and determined. The new paradigm conflicts with Darwin's theory of evolution, in that dynamic possibilities will change as the environment changes:

In the language of complex dynamic systems, the space of morphological possibilities is thinly populated by attractors, those states towards dynamical systems eventually settle, ghost species that might be brought to life under the correct circumstances. This image is very different from the standard outlook of Darwinian evolution (Lewin 1993:72).

Man is free to create new values and systems. In this process, change and randomness also play a role. The open-system is characterised by horizontal, but non-linear processes (Davies 1992:182). New possibilities of associations have been created. Open-pluralism and organisational democratic systems could be structured on the principles of fluctuation and accountability. The open-systems paradigm is characterised by a new collectivism. Despite the rise of ethnic and cultural differences, the idea of closed-system isolation is no longer feasible. Multi- and cross-directedness characterise modern-day society. The other (whether a person, a group, institution or nation) is the pre-condition of self-realisation. Without the other, no successful activity, no matter in which field, is possible. The effect of change has been the disappearance of regional and parochial identities and the emergence of a global consciousness (Hardison 1989:2).

Diversity and pluralism are the key concepts in restructuring for the unity of ideals and values. The open-systems paradigm is characterised by discontinuity and far-from-equilibrium states and processes. As stated by Prigogine and Stengers:

A new type of order has appeared. We can speak of a new coherence, of a mechanism of "communication" among molecules. But this type of communication can arise only in far-from-equilibrium conditions (Prigogine and Stengers 1984:13).

Thus long-term strategies would be anachronistic - the system being in a continuous process of change. It is characterised by irreversibility - the future being more important than the past. This principle requires innovation and creates inner energy and vital elements of growth. It is characterised by inequilibrium, essential for self-organisation (Capra 1982:291). Open-systems contain within themselves principles for self-regulation and reorganisation. Determinism, which characterised the closed-system, was replaced by indeterminism (Davies 1992:30-31). For our present purposes, the central feature of the quantum theory is indeterminism. The old physics linked all events in a tight chain-mesh of cause and effect. But on the atomic scale the

linkage turns out to be loose and imprecise. Events occur without well-defined causes. Matter and motion become fuzzy and indistinct. Particles do not follow well-defined paths and forces do not produce dependable actions. The precise clockwork of classical Newtonian mechanics gives way to a ghostly melee of half-forms. It is out of this sub-microscopic ferment that the essential quantum uncertainty emerges. What happens from moment to moment cannot be predicted with definiteness - only the betting odds can be given. Spontaneous random fluctuations in the structure of matter, and even space-time, inevitably occur (Davies and Gribbin 1991:135-136).

Lastly, the open-system is characterised by the adaptation and communication of information. According to Toffler, creativity requires a kind of corporate glasnost - an openness to imagination, a tolerance of deviance, of individuality (Toffler 1990:152). There is a need for innovation with regard to information. As stressed by Capra:

The transition to the solar age is really under way now, not merely in terms of new technologies but, in a broader sense, as a profound transformation of our entire society and culture. The shift from the mechanistic to the ecological paradigm is not something that will happen some time in the future. It is happening right now in our sciences, in our individual and collective attitudes and values, and in our patterns of social organisation. The new paradigm is better understood by individuals and small communities than by large academic and social institutions, which often tend to be locked into Cartesian thinking. To facilitate the cultural transformation, it will therefore be necessary to restructure our system of information and education, so that the new knowledge can be presented and discussed appropriately (Capra 1982:454).

Closed information is out-moded. Fluctuations and various possible directions should be considered. Open information systems provide the system with inner vitality and direction. Sharing of information is essential.

It is only within the framework of today's open-system paradigm that we can constitute, construct, and structure political,

economic, societal, educational and other systems meaningfully. Retention of all or some of the philosophies, principles, values and concepts of the closed-system will render so-called "new" systems unworkable and irrelevant to our present human conditions and merely create further unnecessary tension and conflict. Consequently teaching and learning should reflect these changes towards openness and dialogue.

2.1.2 FROM AN AGE OF CONTINUITY TO AN AGE OF DISCONTINUITY

An understanding of the roots of our current age, which is characterised by discontinuity and rapid change, is essential as it impacts on the entire teaching and learning process. Such knowledge is essential to the process of formulating an holistic strategy for the transformation of teaching and learning on campus, from closed relationships to open relationships, and for the creation and sharing of knowledge between teacher and learner that will empower the broader community. One must bear in mind that the youths of today who fill our universities are radically different from the youths of yesterday. Those who rebel against out-moded structures of authority and out-moded perceptions of permanence in the classroom are products of a temporary society - they could be termed "the disposable generation". Universities in South Africa wanting to meaningfully assist in leading our emerging nation, through teaching and learning, will have to listen carefully to the voices of this "disposable generation". For it is in the hands of this generation that the leadership of tomorrow rests. To neglect the needs and expectations of this generation would be suicidal.

It was in the field of science that fundamental change first took place, which was to have a profound effect on our relationship with man, matter and God. The idea of continuity in the sciences, as characterised by the thinking of those such as Newton, Darwin and Marx during the previous century, was replaced by discontinuity (Capra 1982:48-62). So fundamental were the discoveries of Einstein and Plank that they changed the very

nature of scientific thought. As stated by Polkinghorne:

The physics of the twentieth century is divided from all that which came before by two great discoveries which have transformed our view of the natural world. One is Einstein's theory of special relativity, the other is quantum mechanics. There is no doubt in my mind that quantum mechanics is the more revolutionary of the two. Although Einstein profoundly changed our understanding of the nature of time and the meaning of simultaneity, there is a sense in which his work is the last great flowering of the classical tradition in physics. It preserved the clarity of description and the inexorable determinism which had been the hallmarks of mechanics since Newton. Quantum mechanics, on the other hand, abolished clear-cut trajectories and introduced a probabilistic fitfulness into nature. The resulting elusive quality bestowed on physical reality has been the subject of much confident assertion (Polkinghorne 1984:IX).

In their book Order out of Chaos, Prigogine and Stengers see Thermodynamics, Relativity and Quantum Mechanics as scientific innovations opening up new opportunities to the difficulties inherent in the Newtonian concept of a scientific theory. They state that the fifty years since the formulation of quantum mechanics, the study of non-equilibrium processes, have revealed that fluctuations and stochastic elements are important on the microscopic scale - time having penetrated not only biology, geology and the social sciences, but also the two levels from which it has traditionally been excluded - the microscopic and the cosmic. Not only life, but the universe as a whole, has a history. This has profound implications (Prigogine and Stengers 1984:6-20). An element of genuine unpredictability is thus an integral part of nature (Davies and Gribbin 1991:27). Murry Hope states:

Quantum leaps can occur in every area of life and experience from the interplay of minute particles to the evolution of consciousness (Hope 1991:43).

Thomas Kuhn says this has "at least analogical significance for social, economic or political realities" (in Prigogine and Stengers 1984:pxvii). This sentiment is further expressed by

Leopold Senghor, when he stated:

The discontinuous and the undetermined are revealed, after the most minute, most advanced and most exciting research, to be at the bottom of everything (Senghor 1964:69-70).

During the 1900's, changeability and temporality have increasingly manifested themselves not only in the natural sciences, but in the everyday life of man. For the tendencies underlying scientific thought are an integral part of the thought which characterises even the most insignificant aspects of everyday life. The science of complexity takes the search further in its search for order. For the Second Law of Thermodynamics, which says that systems tend towards disorder, is fine as far as it goes, but it turns out to be inadequate as a description of all systems: some systems tend towards order, not disorder, and that is one of the big discoveries of the science of complexity (Lewin 1993:183).

2.1.3 THE CHANGING NATURE OF AUTHORITY - FROM CLOSED TO OPEN RELATIONSHIPS - TOWARDS AN UNDERSTANDING OF CHAOS AND COMPLEXITY THEORY

Authority manifests itself in various forms of our human existence. A definite relationship exists between various manifestations of authority, in whatever form it presents itself, directly impacting on the teaching and learning situation, as will later be shown.

Discontinuity has manifested itself universally with regard to religious perceptions including God's authority and man's relationship with his fellow-man. In today's open society, man's relationship with God has become characterised by a horizontal relationship, a view expressed by Robinson where he states:

The old doctrine of transcendence is nothing more than an assertion of an out-moded view of the world.... God is by definition ultimate reality (Robinson 1963:29).

This change was expressed by the very structures of the churches themselves, in that the vertical line of the previous centuries was replaced by the horizontal line. The roofs of churches no longer pointed to a "GOD OUT THERE"; the structures became horizontal for "GOD IS HERE". God is no longer subjected to a deistic imprisonment. God is no longer vertically absent, but horizontally present. A shift occurred from emphasis on the crucifixion and the death of Christ to His life on earth and the anti-authoritarian stance he took (Capra 1992:64-65). Trusteeship is now accountable to the masses; it is no longer ordained from above and from without, for "GOD IS HERE". Man has become accountable to his fellow-man, and to the justification of the larger society, the masses. Issues of new scientific discoveries, of political abuses, of sexual equality, of religious pluralism have a strong impact on theology. Unless theology addresses these issues, it runs the risk of becoming irrelevant (Capra 1992:49). The individual still exists, but can no longer be seen from a separate / vertical perspective; instead he/she must be viewed from a collective / horizontal perspective. The basic idea of horizontality can be expressed as follows: we exist, we meet, we communicate, we live, we believe, we structure, we control, we manage, we teach - horizontally. Outer-and-other directedness and horizontality have made all forms of individualism and vertical systems based on authoritarianism obsolete. This also applies to the entire teaching and learning experience.

This century has seen the emergence of, for example, a new morality. Concerning this new morality, the Bishop of Woolwich in his book entitled Honest to God, discarded a rigid concept of sin - the Ten Commandments type of morality. The rule, and absolute commandment, he suggested, was the commandment to love. Pre-marital sex was not necessarily wrong. A sexual relationship entered into in good faith, and not selfishly for personal gratification, was hardly a sin. Essentially, he was saying that whatever we do, let us do it from love and not from hate. He maintained that morality had become a matter of individual

conscience - that when one had grown up enough to understand why one does things and what one's motives are, then one should be prepared to accept the terrible freedom with which God has endowed us (Robinson 1963:103-121).

In the marriage relationship, the traditional position of authority taken by the male partner has become a contradiction. The father is no longer distant (Capra 1992:112). Benjamin Spock's book Baby and Childcare (1951) portrayed a different relationship between mother and child. The relationship between father and son too has changed. The youth are no longer accountable to the parent. Popular Music has become an equalising medium. Sexual freedom, through the pill, has given woman a new authority. It becomes clear that Man's relationship with God, matter and his fellow-man, has radically changed. Habicht in his book Young London: Permissive Paradise, vividly portrays this very real change in the following passage:

Our young pop revolution started in the very quarry of British life, ethics, traditions and energy: in the working classes, the petite bourgeoisie and the industrial world. Remember skiffle? Remember Teddy Boys? Remember Tan-up boys? Remember Mods and Rockers? Remember that little band of slim, running, jumping Beetles? It started as a young fistful of vigour and sap, thrust through the socialist gloom of the kitchen - sink boys of the fifties, the angry young men and the Brechtomanes just off rations. So "roll over Beethoven, and don't step on my blue suede shoes" (Beetle's iconoclastic reference to the Rock of Elvis Ages)...." "I'll give you all I've got to give... tell one you want the kind of things that money just can't buy" (Beetles). In any case, the young revolution did not, as it rarely does, start in the universities. It came from the outside-in and was taken up by every walk of British society. It came from the young people, who have had "a hard day's night", who have been "working like dogs" - from young workers (Habicht 1969:vi-vii).

Permanent manifestations of authority are in themselves contradictions. Rebellions in Africa, China, Eastern Europe, the Middle East, and the once Soviet Union, for example, are by no means a justification for capitalism, whatever that may be, but are symbolic of a rebellion against permanence, against authoritarianism and as Toffler put it 'surplus order' (Toffler

1990:469). For clearly both communism and capitalism are out-moded. The world is on the brink of radical change.

Clearly a shift in paradigm has taken place. A shift so fundamental that an accountable teacher will realise that before any meaningful form of teaching and learning can take place, out-moded concepts of permanence which prevail in the teaching and learning experience, will have to be abandoned. Such contradictions all too often give rise to continual excuses by those not prepared to change. This lack of accountability is the root cause of much of the violence in our schools, colleges and universities today (White 1993:48). An institute for tertiary education such as the University of the North, does not exist in isolation. The very society of which it is an integral part has been profoundly characterised by a change in authority. To merely state that the teaching and learning situation is "chaotic" shows a lack of understanding of change as a universal manifestation.

In fact, chaos is only part of a massive revolution in the way that scientists now think about dynamic systems. It has been discovered that so-called "non-linear" effects can cause matter to behave in seemingly miraculous ways, such as becoming "self-organising" and developing patterns and structures spontaneously (Davies and Gribbin 1991:8).

Clarification needs to be drawn between management of change and management in change. Seen in the context of ecosystems in the real world in the context of complex adaptive systems, it is imperative that university management accepts change and listens to the voices of the broader environment instead of simply labelling change as destructive. For connectedness is required if the ecosystem is to work as a whole (Lewin 1993:81). There should be creative partnerships between teacher and learner, the academic and the administrator, the university and other institutions of higher learning and the university and the community.

Out of the wholeness or unity for which systems theory appears

to strive, chaos theory emerges on the one hand and sees order and turbulence as partners, and order as usually hidden within chaotic schemes. Complexity theory, on the other hand, is seen to arise out of chaotic theory in that it shares the latter's concern with wholes, with larger systems or environments and relationships among their constituent elements. While on its own, complexity theory concerns itself with flux, with the dynamic interactions among constituents and with the formation and dissolution of patterns. Hyles suggests that

... chaos theory is premised on two emphases, firstly, that chaos ought to be seen as order's precursor and partner, rather than its opposite, and secondly, that there is always a hidden order that exists within chaotic systems. In a sense there appears to be a very strong link between chaos and order (in Badenhorst 1995:13).

Badenhorst summarises this link in the following manner:

1. A chaotic system can be transformed into a higher form of order by means of a process of self-organisation (chaos-order). In a complex system this implies that what is chaotic is a source of higher order.
2. Some chaotic systems are not truly chaotic but are, in fact, complex orderly systems (chaos as complex order).
3. Some complex systems function on the boundary between order and chaos. Some parts of such a system may be chaotic while the rest is orderly (Badenhorst 1995:13).

The notion of emergence is the principal message of the science of Complexity and its role in illuminating patterns in nature. This is the emergence of self-organising dynamics, which, if true, will force a reformulation of Darwinian theory. This is the emergence of a creativity in the dynamics of complex systems in nature, which, if true, will force a reformulation of the way complexity arises. This is the emergence of control within ecosystems, which, if true, implies the existence of an "invisible hand" that brings stability from the lowest to the highest level in the ecological hierarchy, culminating in Gaia herself. Gaia implies the earth as a living system (Capra 1992:73). It reflects the emergence of an inexorable drive

toward ever greater complexity and ever greater information-processing in nature. Ultimately one would see the world as having more unity (Lewin 1993:191-192).

An appreciation of the science of Complexity is important for providing a meaningful reflection on the education process in general and towards the process of transformation of the University of the North in particular. The latter appears to be continuously caught up in a crisis or chaos complexity. All too often those who fear change define the situation as chaotic. On the other hand, the solutions to ever-changing relationships and situations and power-shifts on campuses make the situation far more complex than meets the eye. Complexity theory is thus rather about flux, about historical change, about the formation and dissolution of patterns or systems of behaviour and is valuable for an understanding of discontinuity and the call for openness. It is horizontality and openness which are prevalent in teaching and learning today.

This has profound implications. No longer is knowledge something owned by the teacher, no longer is the learner a passive recipient, no longer are teaching and learning limited to the classroom, no longer is authority the total domain of the teacher and no longer is the institution an ivory tower 'out there', for the privileged few. Teaching and learning have become open, characterised by dialogue and information sharing. Modern technology has greatly facilitated distance education and open-learning by providing more time for critical discussion and research. For we need to understand the dynamics of change in order to plan. We need to understand the new science of Complexity, the importance of emergence from dynamical systems, the counter intuitive notion of the crystallization of order from complex networks and the computational power at the edge of chaos (Lewin 1993:165). Failure to understand change by holding on to vertical, closed and authoritarian relationships in the teaching and learning experience will merely stifle dialogue and creativity and create conflict. This implies that freedom of

speech is essential for creativity in an open teaching and learning environment.

2.1.4 THE MAKING OF A COUNTER CULTURE AND ITS IMPACT ON TEACHING AND LEARNING

The pattern of continuous discontinuity can be traced across the whole spectrum of modern culture. It is a reflex of two of the driving forces of that culture: first, of technology, which exists to innovate, so that the breakthrough of one year becomes the anachronism of the next; and second, of the dependence of the industrial economy on the rapid obsolescence of everything it produces, from stockings to movies. In modern culture, for example, all art is temporary art and happenings replace ceremonies. That's how jobs are created. Again a newspaper can be seen to be an imitation of the conditions of its culture: it is instantly obsolete (Hardison 1989:179).

Under the guise of "progress", a new authority has emerged, namely that of science, in the justification of technological interests. This authority has had a profound effect on teaching and learning. The roots of the technocracy are deeply entrenched in our everyday lives and reach deep into our cultural past. They are ultimately entangled in the scientific world-view of modern tradition, currently characterised by discontinuity and rapid change. Nevertheless, for our purposes here, it will be enough to define technocracy as that society in which those who govern justify themselves by appealing to technical experts who, in turn, justify themselves by appealing to scientific forms of knowledge. And beyond the authority of science there is no appeal (Roszak 1970:7-8). Theodore Roszak, for example, used the word technocracy in his book entitled The Making of a Counter Culture - Reflections on the Technocratic Society and its Youthful Opposition to mean that social form in which an industrial society reaches the peak of its organisational integration. It is the ideal people usually have in mind when they speak of modernising, up-dating, rationalising, planning.

Roszak saw technocracy drawing upon such unquestionable imperatives as the demand for efficiency, for social security, for large-scale co-ordination of men and resources, for ever higher levels of affluence and ever more impressive manifestations of collective human power. He saw technocracy working to knit together the anachronistic gaps and fissures of the industrial society (Roszak 1970:5).

Counter culture, as symbolic of an identity crisis, greatly influences the lives of young people today. Modern culture has evidently reached a turning point - a kind of phase transition from one set of values to another (Hardison 1989:5). This statement by the youth of today reflects a search for new meanings, a new culture in an environment characterised by indeterminism and rapid change. Ecologists often have a tendency to neglect culture, because ecosystems don't have a culture. Culture is a human phenomenon. Societies, institutions, customs and traditions form what one could call the DNA of culture. Ecologists tend to neglect the cultural dimension of the Earth Household. It is this neglect which is so often reflected through the counter cultures of today. Capra states:

As far as the cultural situation is concerned, I can see two main new elements. One is the danger of destruction that is much greater than it ever was before. There is an actual possibility of annihilating ourselves, if we don't shift to the new paradigm. The paradigm shift is now really a question of survival of the human race. The other new aspect is a positive one. It is the feminist perspective. That simply was not there before (Capra 1992:80).

With regard to the whole ideological discrepancy between capitalism and communism regarding the issue of progress, Herbert Marcuse has stated:

The two antagonistic social systems... join in the general trend of technical progress. In both cases, we have the total mobilisation of the individual for the requirements of competitive total industrialisation. The infernal machine has its way with all ideologies (Marcuse 1958:259).

Concerning the whole discrepancy between Capitalism and Communism and the issue of technocracy, one always wondered, is it left-wing or right-wing? Is it liberal or reactionary? Is it a vice of capitalism? The answer is: it is none of these. The "experts" are those who have risen above ideology. They talk of facts and probabilities and practical solutions. Their politics is technocracy - the relentless quest for efficiency, for order and for ever more extensive rational control. Parties and governments may come and go, but the experts stay on for ever. Without them the system does not work. The machine stops. How do the traditional left-wing ideologies equip us to protect ourselves against such well-intentioned use of up-to-date technical expertise for the purpose of making our lives more comfortable and secure or, as in the case of tertiary education, for the purpose of more 'efficiency' in the teaching and learning experience? The answer is: they don't.

After all, locked into this Leviathan industrial apparatus as we are, where shall we turn to for solutions for our dilemmas if not to the experts? Or are we, at this stage of the game, to relinquish our trust in science, in reason and in the technical intelligence that built the system in the first place (Roszak 1970:21-22)?

Such is the reality of the influence of technology that values which prevailed for centuries are now torn asunder. People grope for identity, for direction, having forfeited their very sense of being, for the only "solution" to our many problems - the technocratic solution. The influence of today's technocratic society is reflected in all facets of human existence - from entertainment to 'fuzzy logic' characteristic of even our everyday domestic appliances, to the impact of the computer on teaching and learning. As change accelerates and complexities multiply, we can expect to see further curtailment of man's relationship with things and which in turn will inevitably effect his relationship with his fellow-man. Relationships become more and more temporary. It is in this age of discontinuity, changeability and temporality, so characteristic of the engulfing technocratic environment, that man has been, and will be, forced

to search for alternatives. These alternatives are often labelled "progress", and are regarded as forms of adaptation in all forms of human existence - from our means of communication to our leisure-time and to the storage and transmission of knowledge - to mention but a few aspects which impact on teaching and learning.

The transition that is occurring in modern culture involves movement into the unknown. The experience is sometimes frightening and often confusing, but it can also be exciting and challenging. The present transition in modern culture will be immensely creative as well as painful and will involve a great unfolding as well as a transformation of the human spirit (Hardison 1989:7).

The days of individualism and isolation are over in today's open society characterised by globalisation and there is no returning to the closed society of the past, be it in the home, at church, or in the lecture hall. Technology is there to complement and to facilitate the teaching and learning experience. This, however, can only be achieved if such knowledge is owned by both teacher and learner not as a fixed commodity, but as a dynamic source of inspiration, ever-changing.

2.1.5 THE UNIVERSAL QUEST FOR ALTERNATIVE TEACHING AND LEARNING IN THE FACE OF TECHNOCRATIC DOMINANCE

It is important that we understand the quest for alternative teaching and learning in the universal context, as it offers insight into possible strategies for alternative teaching and learning at such institutions as the University of the North, and as it gives perspective and insight into the universal nature of change as manifested in the teaching and learning experience - a universal challenge. It is within the context of the broader quest for alternatives, in an environment characterised by discontinuity, rapid change and complexity, that developments within the University of the North must be seen. As a university

it did not, and cannot, develop in isolation from the rest of the world. To merely blame one's plight (as some staff and students do), on the consequences of the oppressive policy of apartheid is short-sighted. As teacher and learner, one needs to grapple with the universal consequences of change and face today's problems with regard to teaching and learning from a holistic perspective.

A definite shift in paradigm has taken place with regard to authority in the teaching and learning experience, and many do not want to accept this reality, irrespective of their political affiliations. This gives rise to contradictions fraught with confusion and situations in which foolish statements are made by teachers placed in authoritative positions over rebellious students. Such teachers make statements such as: "There is no authority", "there are no standards" or "authority should be put in its rightful place!". People should bear in mind that a new authority doesn't imply no authority but the need to adapt to a rapidly changing world. Authority IS or it IS NOT. To say that there is no authority because authority is in the hands of the youth is simply naive - a form of escapism. As Sartre would say, 'bad faith'. The youth HAVE authority and they HAVE power, though they may lack knowledge and experience. Likewise, the youth must realise that without knowledge they will become leaders who are unable to empower their followers and thus will lay the basis for social decay, corruption and poverty.

People fear change. This fear often finds expression at the liberal institutions in the call for 'standards'. Unfortunately this is all too often used as a form of escapism. Kgaphala expresses this fear as follows:

A typical cry from those opposed to transformation, has been that transformation will lead to a decline in "standards". Implicit in this statement is the notion that the prevailing "standards" are ideal for the country. In reality, white South Africa has taken its own standards for granted, and elevated these to some religion.

To this extent, at best, the perception of change on the

part of white institutions only goes as far as "revealing" these standards to the otherwise ignorant black man. And who, in the natural order of things, is supposed to follow unquestioningly (Sowetan Friday 19 May 1995:10).

All too often the debates on transformation have predominantly focused on structural aspects of those institutions (Sowetan 1995:10). This overemphasis on power-related issues has placed the search for paths to meaningful teaching and learning at the end of the agenda. This will have dire consequences for tertiary education in South Africa.

As the call goes out for equality, for openness and for a 'People's University', one is faced with the criticism that in an egalitarian environment the influx of mediocre students combined with poor teaching and learning will relentlessly lower the general standards at colleges and universities to levels the weak ones can meet. William Henry has stated:

Even if college students do not learn all they should, the reader's counter argument would go, surely they learn something. Maybe it is. But at what price? One hundred fifty billion dollars is awfully high for deferring the day when the idle or ungifted take individual responsibility and face up to their fate. Ultimately it is the yearning to believe that anyone can be brought up to college level that has brought colleges down to everyone's level (in Time 29 August 1994:49).

The issue is one of mobilising and utilising existing structures or manifestations of authority for the betterment of society - be it in the form of knowledge or expertise in a specific field or mass authority in the form of a student movement. The authority students exercise is often mobilised for the vested interests of a few selfish individuals, often university administrators, vying for power. However, this still does not justify a failure to respect the changing nature of authority and power with regard to the youth of today and thus increase trust between teacher and learner. To try and resurrect out-moded and oppressive forms of authority, which characterise a closed-systems paradigm, will only create further contradictions. Valuable resources will only be wasted in fighting the past while

we leave our future to the exploitation of others, who may use any means, including technology, to foster their own vested interests.

With regard to the authority given to technology, which has resulted in a largely dehumanised and alienated society, a need exists to place authority in the hands of the teachers and learners. This can only be achieved through knowledge, created and shared through collective teaching and learning.

Today's teaching and learning environment is characterised by a search for alternatives, a need to discard out-moded and contradictory teaching and learning practices. The quest for alternative forms of education is a global phenomenon and is a manifestation of our time. To imagine that alternative education, as sought in South Africa, and at the University of the North as will later be shown, is something unique and the work merely of a group of radicals, seen in isolation from universal change, suggests the highest degree of naivete. Two alternative forms of education which briefly follow, with special reference to those with a more anti-technocratic stance, will help to reflect the approach taken by this analysis with regard to authority in transforming the university, especially with regard to the adult teaching and learning experience. This analysis also emphasises the need for a closer relationship between teacher and learner and between the university and the community as a basis for openness and accountability.

2.1.5.1 A MARXIST ALTERNATIVE

For radical Marxists it was a question of 'reform or revolution' in the teaching and learning situation. What was at issue was whether the social changes which they sought could be achieved through existing political structures and established institutions, or whether these would have to be swept away if radical changes were to be made. It was not only revolutionary socialists who eschewed 'reformism'; many anarchists did too -

as well as the non-marxist left which declared itself 'for non-violent revolution' (Wright 1989:150).

Marxist perceptions on technocracy and the effect on teaching and learning have changed over time. It was traditionally assumed by most Marxists that the development of productive forces was something positive. They held the view that capitalism, as it matured, was producing a material base which could be taken over by a socialist society and upon which socialism could be built. However, it was felt that any attempt to change the relationships of production would be doomed unless a radical change was made in the very nature of the productive forces. The idea of the sciences being value-free, as will later be shown, was a fallacy, whether seen from a capitalistic or marxist perspective. Teaching and learning, in whatever discipline, can never be value-free.

The so-called concern about science and technology per-se - the belief that they may be value-free and politically neutral, and that their "advancement" is a good and desirable thing because knowledge can always be put to good use even if it is not presumably - is nothing but an ideology of self-justification which tries to hide the subservience of science and technology - in their priorities their language and their utilisation - to the demand of capitalist institutions and domination (Young and Whitty 1977:35).

In the educational field, "the struggle", according to socialist revolutionaries, must not be seen as isolated or as a separate phase. As stated by Young and Whitty:

... any realistic strategy for radical educational change would involve linking "the politics of the class-room" to "the politics of the class struggle" (Young and Whitty 1977:269).

The following offers a brief look at another proponent of an alternative education - namely Ivan Illich, a man conscious of the evils of the modern technocratic society, offering alternatives especially with regard to collective authority in

teaching and learning and community involvement (Brookfield 1983:4):

2.1.5.2 THE DE-SCHOOLING OF SOCIETY

One of the most renowned critics of "conventional education", has been Ivan Illich. He has written many works, accompanied by years of practical teaching and learning experience both at school and in the community. He has attacked taken-for-granted assumptions about education, the professions and the general direction of change in the West, and in developing countries, of significance to Africa. His ideas are only one set of criticisms of schooling, but are considered worthy of a separate discussion. Illich states:

As attention focuses on the school, however, we can be easily distracted from a much deeper concern: the manner in which learning is to be viewed. Will people continue to treat learning as a commodity - a commodity that could be more efficiently produced and consumed by greater numbers of people if new institutional arrangements were established? Or shall we set up only those institutional arrangements that protect the autonomy of the learner - his private initiative to decide what he will learn and his inalienable right to learn what he likes rather than what is useful to somebody else? We must choose between more efficient education of people fit for an increasingly efficient society and a new society in which education ceases to be the task of some special agency (Illich 1974:3).

Illich's answer, in a nutshell, is to de-institutionalise society or, with regard to education, to 'de-school'. Making a distinction between true and false education, Illich argues that man needs to free himself from the notion that all learning must be certified or guaranteed by qualifications in favour of direct learning between individuals. Illich argues that examinations have become an end in themselves. To Ivan Illich, 'de-schooling' lay at the root of any movement for human liberation:

A liberation movement which starts at school, and yet is grounded in the awareness of teachers and pupils as

simultaneously exploiters and exploited, could foreshadow the revolutionary strategies of the future; for a radical programme of de-schooling could train youths in the new style of revolution needed to challenge a social system (Illich 1970:53).

Concerning authority in teaching and learning, Illich states:

In the future we must end the use of coercive power and authority: the ability to demand action on the basis of one's hierarchical position. The call is to live the future. Let us join together joyfully to celebrate our awareness that we can make our life today the shape of tomorrow's future (in Walters 1989:77).

Ivan Illich helped foster an awareness of technocracy, alienation and authoritarianism in and through the teaching and learning experience. This awareness was imperative to what Marcuse called 'the endless revolution', in which he, in turn, emphasised the importance of eliminating economic and political obstacles in order to further the development of automation - and the unfolding of the liberating potential of technology (Marcuse 1964:217-224). Schumacher, calls for however, technology with a human face, because technology has become so oppressive (in Capra 1992:75).

An awareness of the need for openness and dialogue in the teaching and learning situation is important. For the process of teaching and learning is clearly as important as the content.

2.2 THE CHANGING NATURE OF TERTIARY EDUCATION (THE END OF THE "IVORY TOWER" MENTALITY).

The university can only be understood in the context of a changing world. Up to the 1940's, a simplified and idealised concept of university education prevailed. The university was held to be an institution which led its own existence in tranquil isolation from the dynamics of life - an Ivory Tower mentality prevailed in the teaching and learning experience and between the university and the community. However, in the period of rapid

industrialisation after the second world war, which was also a period in which political rights in various countries were extended to the broader strata of the population and in which many governments were faced with unprecedented economic and social problems, this traditional view of the university came to be increasingly questioned. J.K Galbraith, in his book The Age of Uncertainty, described this change in his own university as follows:

Undergraduates in my day were not politically very concerned; as elsewhere and over the centuries the principal symbols of student achievement were sex, alcohol and idleness, along with a more modern commitment to inter-college athletics. But in the sixties, Lyndon Johnson, the Vietnam war and the hot breath of the local draft board succeeded where books and professors had failed.... A massive questioning of the wisdom of accepted authority, many called it a revolt, spread to universities around the world. The role of democracy in education was being asked (Galbraith 1977:337).

Proponents of the idealised concept of a university had to concede that during this period the professional and occupationally-related fields of study were enjoying increasing support from the student community. Technology has increasingly become an integrated part of the entire teaching and learning process in many tertiary institutes around the world. This clash between the traditional view of the university and the realities of the post-war era, seen in the light of today's open-systems paradigm, gave rise to many efforts to reformulate the university's aim. A need existed to create "open" universities for an "open" society.

University systems have increasingly found themselves in a tug-of-war situation between the demands of a vociferous market which asserts that universities are supplying people for whom there is no current or likely future demand, and the traditional claims of the liberal educationist for whom the notion of educating a person to live in some particular environment is foreign. This conflict has, in many cases, led to universities suffering from

some form of identity crisis and becoming blurred as to their intended mission in society. No doubt this identity crisis has been aggravated by the inability of universities to compete satisfactorily with the professional market in attracting and retaining high-level manpower. Universities have to compete against the large corporations all with their own universal and internal training programmes. Bear in mind that the large corporations' most noticeable achievement is the diminishment of national traits and the making of all industrialized countries look alike. This is a powerful tendency of the corporation whatever its national origin. (For large tasks, the socialist and capitalist countries have used the corporation - an inevitable convergence). Concerning the large corporation and its approach towards education, JK Galbraith writes:

The technostructure of the corporation is a design for drawing on the specialized knowledge of different disciplines. In keeping with this, engineers work here with accountants, economists and with marketing men. All, and more, make up what, needless to say, is called a team. From this comes experience from a group effort. The word effort deserves emphasis.... Learning is problem-solving. (Galbraith 1977:271-273).

What has become clearly evident is that universities are an integral part of a rapidly changing society. The days of the isolated ivory tower concept of universities is over. Internationalism, collectivism, and integration are a reality. Universities are an integral part of the changing nature of reality. The transformation of the university and the community clearly involves commitment and participation from all stakeholders. It is important to note that a transformation process merely tied to the needs of industrial productivity deprives teacher and learner of their natural tendency to invest their own time in the creation of current values. The priority of universities should not be dominated by technological interests. Everyone, whatever his or her age, has the right to decide what he or she would like to learn, how, where and when - this applies to tertiary institutes as well. And the adult learner has the right to decide what to do with knowledge. Verne

states:

... it is probably more urgent to make existing knowledge available to all than to carry on developing fresh knowledge for the exclusive use of a handful of specialists. The latter should be compelled to share their knowledge and give up their professional monopoly of knowledge. No institution can claim a monopoly over knowledge, nor has it the right to control its spread. Learning, living and working are all one, for we learn by living. Learning is a function of life, and man is constantly learning new things, throughout his lifetime. No form of knowledge is superior to another, it is merely different. And all human groups are capable of creating convivial centres; under the control of their users, and for the benefit of their users. In these centres, learning will become synonymous with doing and living (in Bataille 1976:227-228).

Tertiary institutes seriously need to consider promoting skills which graduates, as future leaders and sources of authority in their communities, are going to need in their everyday lives. The theoretical aspect of teaching and learning should be linked to the practical. This could be promoted through increased community involvement. Information literacy is one such skill which is essential for virtually all careers today. Clearly, if tertiary institutes globally, and in South Africa in particular, fail to take the needs of society into account, and become more relevant, they will forfeit the little authority they still retain. It is therefore imperative that policy-makers refrain from the closed-systems thinking of the past, lest, in our quest for alternative and more meaningful teaching and learning, we merely replace one contradiction with another.

The equalizing access to universities during the post-war years has resulted in a growing demand that universities should account for themselves and to the public at large. The life-world of today is built on old realities (that were and still are changing), as well as new realities that have emerged during the second half of this century. Because of the failure to understand change, much uncertainty exists concerning teaching and learning in higher education.

The dilemma of meritocracy versus democracy is a global conflict inherent in all universities. The problem can be described by stating a series of antitheses: i) On the one hand, the trend toward cognitive competence becoming the "power basis", and on the other hand the quest for greater equality of life chances, coping power and participation. ii) On the one hand, the classical liberal conception of equality, which entails a belief in careers being open to talent on the basis of fair competition, and on the other hand, the radical democratic conception according to which the distribution of abilities is an arbitrary outcome of the "natural lottery". iii) On the one hand, the strongly felt need to improve educational opportunities for those classes which have until now been underprivileged, and on the other hand the immediate demands for highly trained technological and managerial manpower. iv) On the one hand, a strong popular demand for an "open door" policy in higher education, and, on the other hand, an often dominant element of competitiveness. v) On the one hand the "corrective" type of egalitarianism, according to which society should confine itself to correcting certain differences in starting chances, (eg. putting all the competitors on scratch and then leaving it to individual initiative to take advantage of the equal opportunity provided), and on the other hand, the "redemptive" egalitarianism which emphasizes equality of results and is ready to distribute opportunities in a compensatory way. Evidently, the resolution of this dilemma is a matter of value-priorities (Torsten 1974:143).

What ultimately prevails is the extent to which education not only benefits the individual learner but the larger society, the collective, of which the graduate is an integral part. Proponents of the idealized concept of a university have had to concede that in today's rapidly changing society, the professional and occupationally related fields of study are enjoying increasing support from the student community. This clash between the traditional view of the university and the realities of the post-war era have given rise to many efforts to

reformulate the university's aim. (Universities have always been in part vocationally oriented. The ivory tower idea does somewhat distort the truth). Conflict within university education can only be properly understood when it is recognized as a specialized example of a much larger revolutionary process. In an even more fundamental way, changes have been, and still are, occurring. These have had, and still have, a direct influence on the very basis of knowledge and university education.

The very function and existence of universities, as such, is being questioned. Rationalisation and jobless professors are not a phenomenon peculiar only to the South African situation. Universally, universities are fighting for survival. As we know them, they are on their way out. Only those institutions which adapt to societal needs and demands in their teaching and learning programmes, taking cognisance of the changing nature of reality, in their physical, administrative and academic planning, can hope to survive and play a constructive and meaningful role in offering leadership through teaching, learning, research and community outreach in a society characterised by alienation, rapid change and power shifts.

2.2.1 THE CHANGING NATURE OF AUTHORITY IN TERTIARY EDUCATION AND THE CONSEQUENCES FOR TEACHING AND LEARNING.

The burden of accountability, however, is to be borne at the bottom, because the principles of scientific management and technocratic efficiency emphasise hierarchically structured "top down" models of accountability. Capra states:

In the old paradigm, power is static. You have a rigid hierarchy, dominated by the top level of all the other levels underneath. But if you see power as a constant flow outward to empower others and to strengthen their authority, that's a dynamic process (Capra 1992:198-199).

The closed-system paradigm calls for those at the bottom to be held accountable by those at the top - power resides with the

accountants and administrators and not with the adult learner or teacher. Administrators and politicians seek to use an "objective" knowledge-base about adult learner competencies in order to hold adult learners and their educators directly accountable.

The reign of managers and practical experts, together with management by objectives of human material, seek to empower some few by depriving many. This represents a resurgence of dogmatic authority in governance in education and is clearly anachronistic when seen in the light of today's open-systems paradigm which calls for accountability through dialogue and openness. The shift is from domination and control to dialogue (Capra 1992:139). Scientific management and hierarchical accountability tend to distort and even destroy dialogue. Critical exchange and collaboration yield to orders and conformity. As the crisis in adult education is "talked up", adult learners are "talked down" (Diamond 1991:7). In The Struggle for Democracy, we find:

In a democratic organisation, all members are workers and managers. Everyone has a say in planning, organising and controlling what happens. All share in the thinking and the doing.... Information is shared by all members as much as possible. Only with all the information can people make the right decisions (Matiwana and Walters 1986:60).

There is need for legitimate structures of governance in which students and junior staff also have a say and which are accountable to the entire university community. Without this, no meaningful decision-making process can take place and conflict and alienation are further entrenched. All too often, those in authority, bent on maintaining closed structures, use the excuse of maintaining a small elite management body, by saying that it is 'efficient' and that broader democratic representation is cumbersome and time-consuming. This could be no further from the truth, in that democratic participation implies accountability, which implies that the entire institution commits itself to the decision-making process. Efficient decision-making, with no broad commitment, is fruitless and creates conflict. Power

struggles often occur between management and those 'manipulating' representative structures for their own vested interests. Management in the new paradigm is faced with an unprecedented challenge and opportunity. As stated by Lewin:

...the edge of chaos is where information gets its foot in the door of the physical world, where it gets the upper hand over energy. Being at the transition point between order and chaos not only buys you control - small input / big change - but it also buys you the possibility that information processing can become an important part of the dynamics of the system (Lewin 1993:51).

It is imperative that management in the new paradigm acquire information on the institution itself, the teachers, the learners and the broader ecosystem. If it fails to do so, it will embark on a transformation process insensitive to the needs and expectations of the broader community and by so-doing create further anachronisms and contradictions instead of exploiting the creative dynamics of a complex system (Lewin 1993:54). Collective management will require a sensitivity in the processing and interpretation of such information, and also a holistic approach, as it pilots the institution to maximum creativity.

Closed, undemocratic and authoritarian structures are anachronistic in terms of today's open-systems paradigm. In The Struggle for Academic Democracy Edel states:

... democratic governance offers the prospect for increased learning and refinement of the pattern of decision to the needs of different contexts, each of which will make the best use of the state of knowledge, the resources of the university, and the goals of higher education (Edel 1990:230-231).

In trying to create a meaningful teaching and learning experience, it is important that we go back to fundamental matters. No curriculum and instructional development programme will succeed if the realities of students are not taken into account. And no meaningful governance can exist without the

democratic participation of all stake-holders. Without an understanding of the rapidly changing environment in which one teaches, a sensitivity towards the 'New Adult' and the needs and expectations of the learner and society, the lecturer at a university will fail to implant or share his/her authority in the form of knowledge in the minds of his/her students. University management too will fail in its task if it does not learn to listen. The teaching and learning process has radically changed from the teacher as authority towards the importance of learning and towards problem-solving. As stated by Letseka:

An education system ought to be characterized by a dual flow of information, where the learner openly expresses his/her curiosity through questions and queries, and the teacher directs these questions/queries either by re-posing the questions to enable the learner to see his/her problems in a different light and therefore reflect on them from a more informed position - a clear shift from viewing education as a system in which one teacher provides information to many students, toward a system in which there are many information resources available for one student, only one of which is the teacher. This is a shift that emphasises a move from instruction to learning (Letseka 1996:10).

Clearly a radical change has taken place with regard to the teacher as the source of knowledge and authority towards sharing, access and information flow and the creation of knowledge. Relationships in today's open-systems paradigm having become horizontalised - so too teaching and learning can no longer accommodate vertical and authoritarian relationships without fermenting conflict and stifling creativity. The science of Complexity makes one view the world as creative.

2.3 UNDERSTANDING THE COMPLEX NATURE OF CHANGE, ITS IMPACT ON TEACHING AND LEARNING AND THE IMPLICATIONS FOR SOUTH AFRICA AND THE REGION

Universal change has a direct bearing on teaching and learning in tertiary education. As the above analysis briefly reflects, there is no escaping the impact of paradigm shifts on all facets of our lives including the teaching and learning experience.

Likewise South Africa and the region are influenced by universal tendencies. The open-systems paradigm has resulted in a shift towards internationalisation and globalisation. An important debate between these alternatives has been the rapid internationalisation of production and financial activities during the past two decades. This has led to enormous pressure on all governments to pursue economic growth on the basis of a more open economy (NCHE April 1996:28). In order to tackle this challenge through higher education, it is important to highlight the misconception that there are no boundaries that would shield us from acquiring intellectual knowledge. The first is that research is being pursued within the context of a larger paradigm that contains a set of values. The second is not an intellectual boundary but an economic or financial boundary. If you don't get the funds you cannot do research. In order to get the funds you write grant proposals, and you formulate these grant proposals in the language of the dominant paradigm. Only recently is the sign becoming apparent that new paradigm thinking favours interdisciplinary work (Capra 1992:42-43). The impact of globalisation on higher education has been fundamental in its call for more flexibility and in the facilitation of new knowledge. Concerning the importance of new knowledge, Castells states:

... if knowledge is the electricity of the new informational international economy, then institutions of higher education are the power sources on which a new development process must rely (in NCHE April 1996:30).

Modern computer technologies have made information more accessible. In the changed world economy, the sources of higher productivity are increasingly dependent on knowledge and information applied to productivity - and this knowledge is increasingly science-based (NCHE April 1996:30). It is important that teaching and learning harness modern technology. Toffler states:

... access to the media system, including computers, faxes, and advanced telecommunications, must be as free and as

easy to access as today's transport system. A key objective of those who want an advanced economy, therefore, should be to accelerate the workings of the law of ubiquity - that is, to make sure that all citizens, rich and poor alike, are guaranteed access to the widest possible range of media (Toffler 1990:369).

South Africa's National Commission on Higher Education goes further to stress that higher education will need to focus more on providing skills appropriate for the workforce of a growing economy. This implies an emphasis on numeracy and scientific and technical disciplines, and, just as importantly, on improving problem-solving, innovation and administrative capacities (NCHE April 1996:31). Science alone will not solve the problems of our growing economy. What is needed is a holistic approach involving all disciplines of higher education in leading the transformation process of our society.

Problem-solving, whether in the field of education or even in the scientific and technical disciplines in the work place, will have to take cognisance of the complexity of change. The very chaos with seems to prevail in the teaching and learning situation on campuses as both teacher and learner grapple with change, is no different from the conflict between manager and worker in industry. The problem of change must be seen from a holistic perspective. Change is dynamic and the problems of change must be regarded as a challenge. Fundamental to all these problems is a failure to adapt to change, especially in an environment where change itself has changed (Postman and Weingartner 1969:23).

The University of the North has a definite role to play in offering leadership in the region. For it is within the seeming chaos in the teaching and learning situation and in the community structures themselves that we need to appreciate the simple and seemingly insignificant changes in relationships. Capra states:

The stability of self-organising systems is utterly dynamic and must not be confused with equilibrium (Capra 1982:292).

Transformation from a political necessity towards a community-oriented educational necessity similarly reflects the need within the community to transform. Letseka stresses that maybe through transformation, premised on a process of self-organisation, higher education could be on its way to a higher form of creativity (Letseka 1996:15). It is in an appreciation of change that the university needs to share with the community by offering ways to plan so as to cope with the complex nature of change.

This will only be possible if the relationship between the university and the community becomes horizontalised and accessible. Likewise higher education in the entire region needs to become connected and accessible through its teaching and learning, lest it become meaningless in the face of vested international interests, which will then lead to further isolation. In order to access the world's resources and networks of information we must be able to understand each other and communicate. The answer lies in appreciating the simple everyday changes happening around us in the classroom, in the Senate Chamber of the institution and in our very homes.

The University of the North, as will be discussed in the following chapter, moved through a period of conflict and chaos in the struggle against closed perceptions of teaching and learning as determined by apartheid policy. Today however, the institution struggles to transform itself from a political necessity into an educational necessity, a process which sees the institution striving towards openness and accountability. It is a process in which constant shifts take place, in which the way forward seems, one minute to be clear and the next minute totally confusing, and in which there is no single answer to problems which are of a complex nature. This struggle cannot take place in isolation from the broader community. The debate on problems within the institution, between institutions and between the institution and the community itself needs to take place on a continuing basis. The need for genuine participation in transformation is expressed by Freire as follows:

Nothing threatened the correct development of popular emergence more than an educational practice which failed to offer opportunities for the analysis and debate of problems, or for genuine participation; one which not only did not identify with the trend toward democratisation but reinforced our lack of democratic experience (Freire 1973:36).

As the process of understanding transformation and conflict within the university requires an appreciation of the impact of the open-systems paradigm, and the chaos and complexity theory, so likewise do these changes impact on relationships within the region. Gulfs between the university and the community and between tertiary institutions will have to go. Institutions of higher learning in the region will have to share resources and information for the empowerment of the region and its people if we are to compete in a globalised economy.

2.4 CONCLUSION

Meaningful teaching and learning can only take place within the context of today's open-systems paradigm which is characterised by dialogue, openness, accountability and horizontal and temporary relationships. Discontinuity and rapid change are the order of the day. Tertiary education cannot escape the fundamental changes taking place today. The days of the ivory tower mentality are over and universities need to be accountable to the broader society.

Meaningful teaching and learning can only take place if change is understood and respected and out-moded perceptions of authority are discarded. New relationships between teacher and learner are emerging. This offers scope for innovation, but at the same time generates fear and reaction. The time of transition involves a rapid movement in search of new themes and tasks. In such a phase both teacher and learner need more than ever to be integrated with their reality. If they lack the capacity to perceive the "mystery" of the changes, they will be a mere pawn at their mercy (Freire 1973:10).

We are living in an environment in which technocracy prevails and from which there is no escape. Seen in the context of today's information revolution and alienation in today's technocratic society, it is the duty of the university to empower the community through teaching and learning and through the creation and sharing of knowledge - knowledge being the source of power.

The quest for alternatives in teaching and learning is a universal phenomenon. The search for alternatives in South Africa over the past years, and at the University of the North since its inception, must not only be seen in the context of the struggle against apartheid. The struggle was also against anachronistic and out-moded perceptions and structures characteristic of the closed systems paradigm - a universal struggle. Such contradictions are still manifest today. The university has a responsible role to play in empowering today's 'learning society' (NCHE - Final Report 1996:66).

The search for meaningful teaching and learning in university education must be seen in the context of universal changes taking place in all walks of life - fundamental changes, the importance of which are often not understood and are underestimated. It is within the context of a search for alternatives in teaching and learning as we grapple with issues of chaos and complexity, closed and open relationships, as universally manifested, that the University of the North, together with the community, must transform itself, becoming a 'Community University' - a National resource. The University needs to progress, as Capra put it, "from alienation to community", emphasising the need for social responsibility and belonging (Capra 1992:171-172). This will require an understanding of the context of the University seen from an historical perspective and an understanding of present realities not seen in isolation. The need to reflect on the past offers a mirror for current contradictions.

CHAPTER THREE

THE HISTORICAL DEVELOPMENT OF THE UNIVERSITY OF THE NORTH AND ITS IMPACT ON THE TEACHING AND LEARNING PROCESS - FROM A POLITICAL NECESSITY TOWARDS BECOMING AN EDUCATIONAL NECESSITY

3.1 CREATION OF THE UNIVERSITY OF THE NORTH

It is important that one understands the history of the University of the North, the various ideas and contradictions underlying its creation and development, and how these impacted on the teaching and learning process. Understanding the past helps to place the changing nature of teaching and learning on campus, in context. It also offers valuable insight into the roots of current problems prevailing in the teaching and learning situation on campus and possible alternatives as will be discussed in later chapters.

This brief historical analysis will attempt to shed light on the struggle to transform oppressive closed-systems and relationships towards new meanings, openness and dialogue in teaching and learning seen in the context of today's open-systems paradigm. The many contradictions that will be high-lighted in this chapter aim to foster an historical perspective and an awareness of the many hurdles that will have to be crossed towards meaningful teaching and learning, in and through the University of the North. Let the history of Turfloop serve as a mirror to both the present and future planning processes of this institution and other tertiary institutions in South Africa. It should serve as a warning to anyone contemplating quick-fix solutions to the many challenges prevailing. It should also hinder those in authority who may attempt to reintroduce closed-systems structures and relationships.

This historical analysis will thus attempt to portray the impact that contradictions and conflict have had on the teaching and learning process from the inception of the University of the

North to the 1990's. It is only through meaningful teaching and learning that this University will ultimately be transformed into a powerhouse of knowledge and leadership and a source of inspiration for today's 'learning society'.

3.1.1 THE TEACHING AND LEARNING ENVIRONMENT WITHIN WHICH THE UNIVERSITY OF THE NORTH WAS CREATED

The University College of the North was established as an alien structure. It did not develop from a schooling environment with an entrenched culture of formal teaching and learning. Prior to the establishment of the University College of the North, education for the black population in the region was limited. Most schools were missionary-founded primary schools and these were in a very poor condition. In the Transvaal, the Department of Education financed black education for the first time in 1907 and initially only limited assistance was given. (Rose and Turner 1975:218-225). The only high school in the vicinity prior to Turfloop's establishment was a secondary school under Chief Dikgale. The area surrounding Turfloop was fairly densely populated by rural communities, in comparison to the sparsely populated, exclusively white urban areas of the Northern Transvaal namely, Pietersburg, Tzaneen, Dendron, Louis Trichardt, Potgietersrus, Warmbad and Groblersdal. In 1960, Pietersburg, for example, the largest of the surrounding white towns, had six well-established high schools for whites only. In 1954 there were five teacher-training colleges for blacks in Lebowa. The total number of such institutions in the whole of the Transvaal, until the introduction of Bantu Education in 1954, was only twelve.

A brief background to teaching and learning through missionary schools in the region will suffice. Almost all early 'Western-orientated' education for Africans in South Africa in general was provided by mission schools. Education, as such, was not brought into Africa by Europeans. They simply brought their own kind of education. No teaching and learning is value-free. The initial

importance of European education lies in its relationship to a new form of social stratification, namely colonialism. In pre-colonial Africa, education was an integral part of daily life. Mission education had, as one of its aims, the spread of the 'Western' way of life among the so-called 'heathen' Africans. Certain 'work values' were taught. Missionaries came to South Africa to spread the gospel and to teach about Christianity. They also had certain definite ideas about 'civilised' people's way of life. Their Christian doctrine was wrapped up in a whole set of Western attitudes and values which impacted on the entire teaching and learning process. These were often similar to the ideas of merchants, manufacturers and the colonial government. Missionaries emphasised again and again that Africans had to be taught to work. 'Work' to them meant producing goods to sell or earning wages in exchange for labour of a fixed number of hours a day (Christie 1986:62-64). One early missionary said:

It is something to have changed the old kraal into a decent village - the old cares into substantial clothing - idleness into industry, benevolence and heathenism into Christianity (in Christie 1986:64).

Such conversion to Christianity and Western ways of schooling took place very slowly. The reason for this was simple. The new way of life caused doubts and not all people accepted it without hesitation. It appears naive, therefore, to say the least, to assume that the teaching and learning process in mission schools was enhanced by evangelization:

The ministers of religion are apt to regard education from a narrow and exclusively religious point of view, so that the training of children for the occupations of practical life is made in many cases subordinate to instruction in the catechism and other tenets and services of religious bodies, which is likely to influence them in after-life and keep them within the poles of their church (Rose and Turner 1975 207:208).

Some saw the missionaries as noble altruists, who brought useful new skills, enlightenment, superior health care and universal values through teaching and learning to primitive and ignorant

peoples. (This is certainly how many missionaries thought of themselves). However, there are those who are of a different opinion, arguing that missionaries were, consciously or unconsciously, the agents of an oppressive and exploitative foreign presence. They alienated Africans from their traditional culture and beliefs by imposing inappropriate values, school curricula, ambitions and expectations on unwilling and powerless colonial subjects. The products of mission schools had to master an external world, determined by either the white missionary or white employer to whom they were always going to be accountable; whose language they had to master and for whom their ability to read and write meant to serve the interests of an alien authority:

It would appear that the missionaries on the whole were not prepared to equip the blacks with the tools for free enquiry and uncircumscribed reasons which characterised the period of the enlightenment in Europe. They never thought it their mission to educate with any aim that went beyond the Christianising process and the preparation for earning a living. The end result was that they created a dichotomy between life in the future kingdom and life determined by political and social forces (Mphahlele 1978:845).

The negative situation in black education at the time of Turfloop's establishment, therefore, had its roots in an alien and imposed teaching and learning environment, entrenched by the white settlers through their own value systems. Apartheid policy merely entrenched the principles of oppression and exploitation laid down by various colonial agents, thus further entrenching an already alienating teaching and learning experience. African education, until far into the twentieth century, remained a matter for private initiative, to which the State lent its aid financially. Even after the Bantu Education Act of 1953, funds for Bantu Education were generally limited to moneys provided from African levy and taxation. Motives, needs, suspicions and irritations have tended to repeat themselves over the years. 'Money is a means'. The problem running through South African education, and nowhere expressed more poignantly than in Bantu Education, is: 'a means to what?'. The fundamental question to

be asked is, what values underlie the teaching and learning process?

The University College of the North did not grow out of a schooling community, but emerged as an alien, although much-needed, establishment for blacks. Alien, in the sense that the need for better-equipped and properly staffed high schools and the need for more relevant and meaningful teaching and learning at primary and high school levels were in far greater demand than a university - specifically a university whose hidden agenda was the promotion of political agendas through its teaching and learning programmes. It was into a very negative schooling situation that the University College of the North was born. The English press saw the emergence of the University College of the North as follows:

Turfloop - a new feature in changing Africa: About 18 miles east of Pietersburg, on the wind-blown highveld, a cluster of pastel-grey buildings stands incongruously against the bleak plateau with its knotted Naboom-decked hillocks. This is Turfloop. The University College of the North, officially opened on March 2, 1960 (Pretoria News 3 March 1960).

With the exception of the University of Fort Hare, which opened its doors to black education in 1915 as the South African College (Wandira 1978:9), the University College of the North was the largest black university in South Africa.

3.1.2 THE ANACHRONISTIC IDEA UNDERLYING THE CREATION OF THE UNIVERSITY OF THE NORTH AND ITS IMPACT ON TEACHING AND LEARNING

The idea underlying the creation of the University of the North was to greatly impact on the teaching and learning process from its inception to the present day.

The University of the North was established as a separate ethnic University in the service of the apartheid policy. Concerning the aim of the Policy of Bantu Education with the establishment

of 'Separate Universities', Dr Verwoerd (then Minister of Education) stated:

We do not want black students in the same universities as the young white students of today, who will be the leaders of tomorrow. We do not want the whites to become accustomed to the natives, that they feel that there is no difference between them and the natives (Main Report of the Commission of Enquiry on the Separate University Education Bill 1958:14).

In 1958 a Commission was established to report on the Separate Education Bill. The Commission in its report recommended that universities for particular ethnic groups be established. The report stated the following:

The Commission envisages the aims and functions of the proposed University Colleges briefly as follows:

Each should serve an ethnic group, enriching it both spiritually and materially, as well as promoting the broader interests of South Africa. Each should be entrusted with the task of developing all aspects of the culture, technological development and the promotion of the general progress and welfare of the ethnic group concerned. Each should guide the ethnic group towards greater responsibility, knowledge, self-sufficiency and self-development. Each should develop the individual to the fullest extent imbuing him with pride, self-respect and the ideal of service to the community. Each should encourage its students to play an active part and train them in all facets of the life of their group. The students should be the pioneers in the whole process of civilising the ethnic group concerned. They should train their students to realise their duties towards a greater South Africa and humanity as a whole and to maintain a balanced outlook (Main Report of The Commission of Enquiry on the Separate University Education Bill 1958:14-15).

The basic idea behind these recommendations was to make provision for higher education in terms of cultural and racial differences, which was to have a profound effect on the teaching and learning process. What manifests itself through the South African Government's envisaged aim to establish 'Separate Universities' was an attempt to bring back the past, disregarding universal change and the realities of the time. The government was being clearly anachronistic in terms of today's open-systems paradigm.

The South African government persisted in perpetuating separateness, nationalism, racism and inequality in and through its educational policy, for use as a tool of control. The University College of the North, a child of this policy, was to become a symbol of this contradiction. It was a contradiction that was to impact on the entire teaching and learning process, a process which was to become dominated by conflict and alienation. The following statement from Dr H.F Verwoerd puts the bias and paternalistic attitudes of the authorities at the time in a nutshell:

... if the Native in South Africa in any kind of school in existence, is being taught to expect that he will lead his adult life under a policy of equal rights, he is making a big mistake (The Pretoria News, March 3, 1960).

In 1960, the University College of the North was founded as one of the University Colleges for blacks. In terms of the apartheid policy, this state-controlled University which was situated within the homeland of Lebowa was intended to serve as an instrument for the entrenchment of the homeland system:

One of the major tasks which is being undertaken today, is the development of the Bantu areas.... It has already been proved that development is accompanied by a growing demand for trained and professionally-equipped Bantu. Without their own University Colleges, the development of the Bantu areas... would be impossible (Wolfson 1975:153).

"Sovenga" became the unofficial title given to the University College of the North, a name originally given to the University's post office, coined from the language of the ethnic groups this institution was intended to serve: **SO**tho, **VE**nda and **tsONGA** - **SOVENGA**. It was a symbol of the 'ethnic' nature of the University College of the North. (The three homelands encompassing these ethnic groups were Lebowa, Venda and Gazankulu). The University College of the North was situated on the original farm known to the local inhabitants as "Turfloop". It is by this name that the University has become commonly known.

The University's Coat of Arms, which was officially registered

on 16 April 1963 (Muller 1980:144), is a visible expression of the idea underlying the creation of this University. The Coat of Arms which still exists today, symbolised the following:

- * The shield, an indigenous Sotho or Sipeledi shield represents the peoples this University serves;
- * The wavy line represents the hills of the surrounding area;
- * The capital (or alternatively a small temple) with the three pillars represents the Xitsonga, Venda and Sotho tribes;
- * The silver wreath of two laurel branches replaced the initial idea of a broken-shafted battle-axe which symbolised the end of an era of violence and strife. The wreath symbolises peaceful progress and the development of scientific knowledge - the atomic symbol;
- * The baobab tree, an indigenous tree, represents growth;
- * The open book symbolises academic study, knowledge and the 'winged words' of great literature and
- * The motto in Latin i.e. 'FIDE ET OPERA' means 'BY FAITH AND WORK'.

BY FAITH AND WORK is a noble motto. However, the black learner or teacher, as will be shown, had little or no say in the very process or purpose of teaching and learning on campus, let alone on the environment within which teaching and learning was to take place.

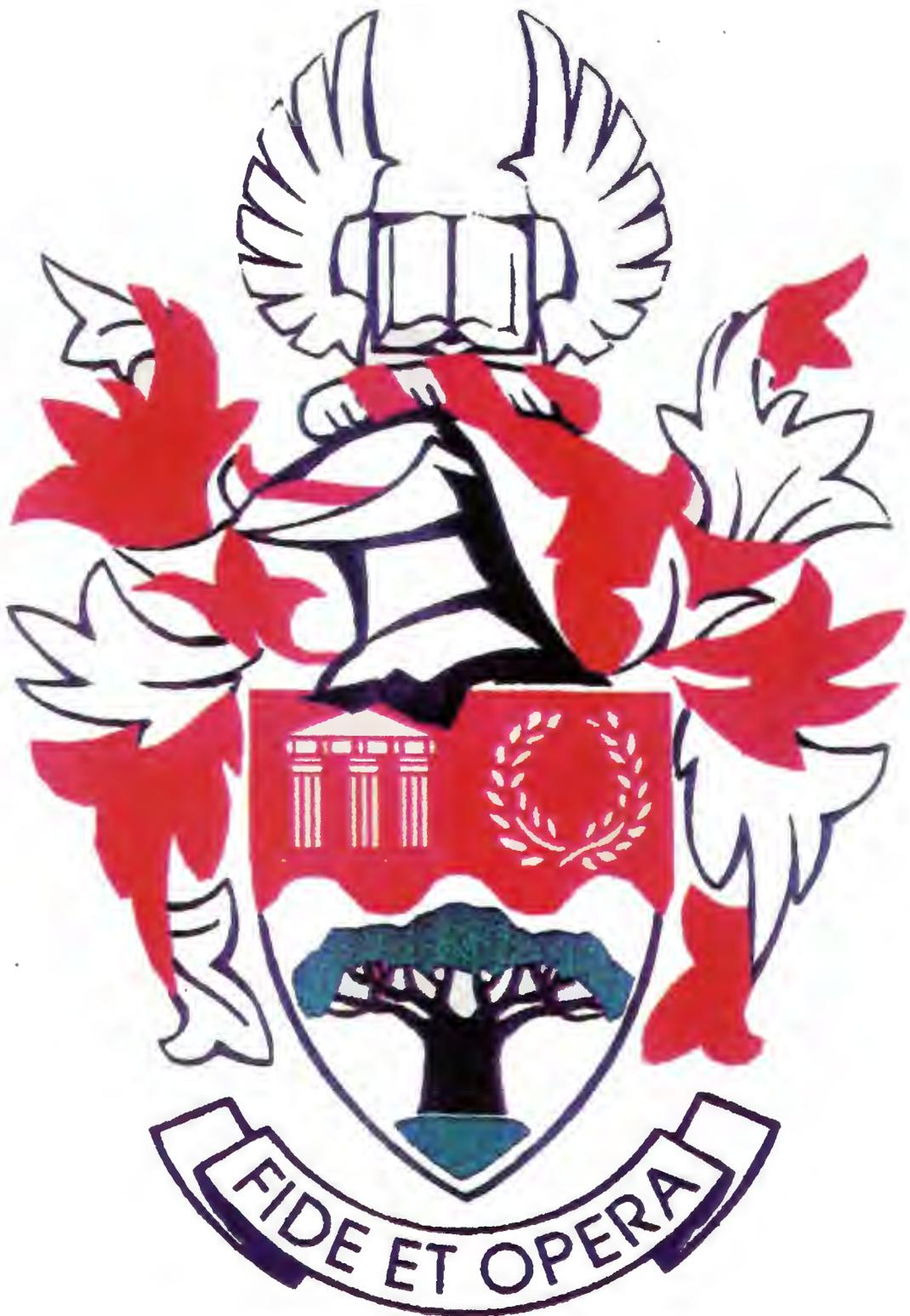
Turfloop was faced with a dilemma - that of having to solve a negative situation with a negative idea, an idea which was contrary to the very nature of the time - the idea of apartheid, an idea in direct conflict with today's open-systems paradigm, an idea not conducive to meaningful teaching and learning in a rapidly changing world. What becomes clear is that the creation of the University College of the North was largely seen as a political necessity by the authorities of the time and not so much as an educational necessity. Turfloop thus lacked legitimacy amongst the masses it was meant to serve. This lack

of legitimacy was to have a negative influence on the entire teaching and learning process, fostering distrust and alienation between teacher and learner and between black and white. Fundamental to an understanding of the idea underlying the creation and development of the University is an appreciation of its initial basic structures and their impact on the teaching and learning process. The "idea" comes before the material reality created by man. In the case of Turfloop, as mentioned, it was the idea of culture, of tribalism, of division and of control which manifested itself in the very structures of Turfloop.

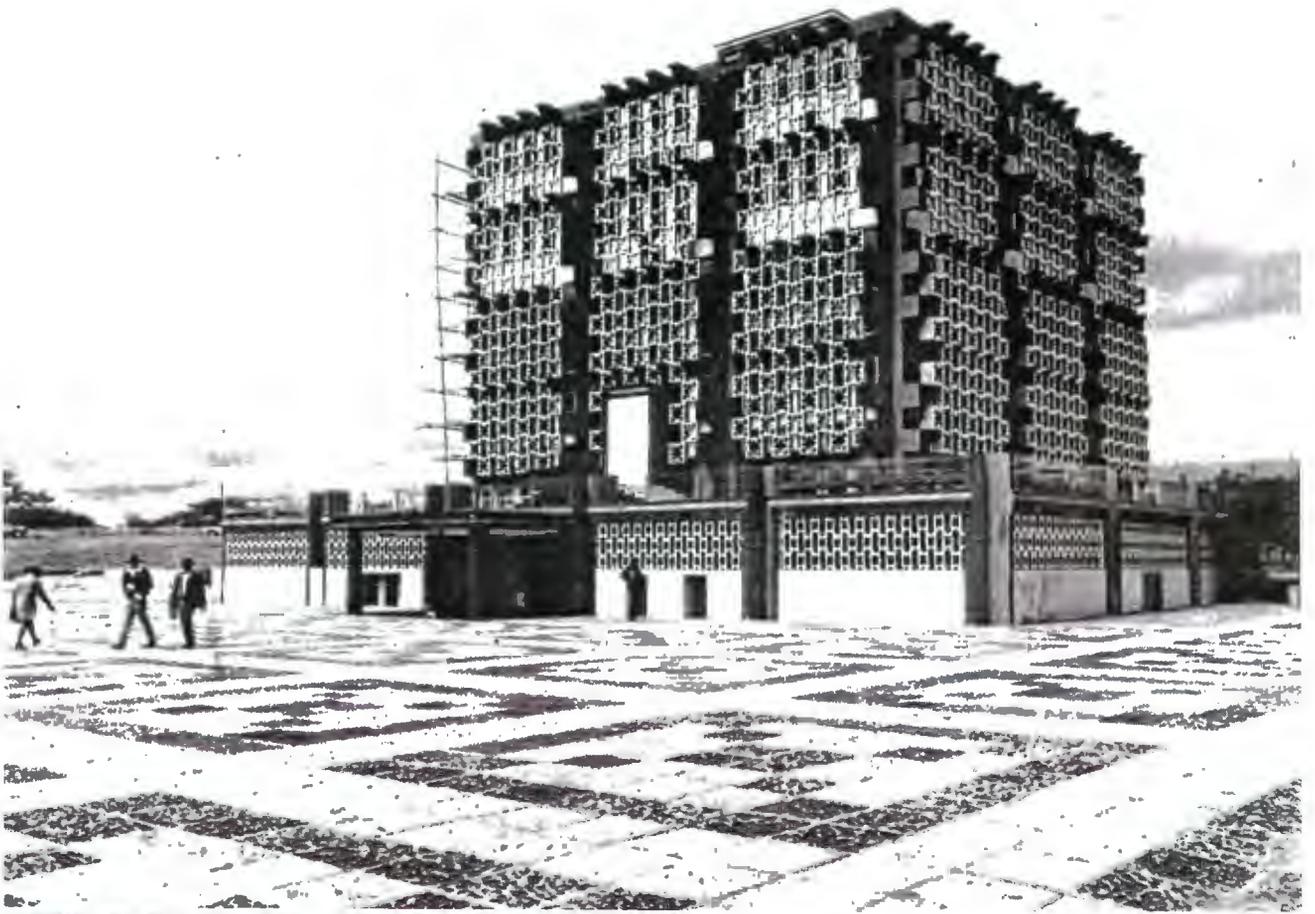
3.1.2.1 THE INITIAL PHYSICAL STRUCTURE AND ITS IMPACT ON TEACHING AND LEARNING

The physical structures greatly impacted on the teaching and learning process on campus, in a symbolic sense and in a practical sense. The government's aim of promoting 'cultural identity' through, and within, the 'Separate University Colleges' clearly manifested itself in the very nature of the buildings at Turfloop. An analysis of the physical structures reveal distinct ethnic and cultural characteristics.

The initial student residential quarters and the lecture halls reveal different ethnic and tribal patterns, built into, and painted onto, the very structures themselves. The students' residential quarters had round structures at each end. This circular structure or 'lapa', as it is traditionally called, is a structure within which members of a tribe would collectively gather i.e. a lekgotla, a place to discuss matters of mutual concern, an expression of traditional communalism. These structural expressions were in direct contrast to the classroom structures. The latter were designed in accordance with an authoritarian form of teaching and learning. These structures did not facilitate dialogue between students or between student and teacher. On the contrary, they were in direct contrast to traditional African collectivism and in direct contrast to horizontalisation and dialogue as fundamental to today's open-



THE UNIVERSITY OF THE NORTH'S COAT OF ARMS (SYMBOLIC OF THE POLICY OF SEPARATE DEVELOPMENT)



THE INITIAL LIBRARY



THE EARLY STUDENT RESIDENTIAL QUARTERS

systems paradigm.

Virtually all the structures, and even the paving, were decorated with some or other form of ethnic pattern. Even some of the roofs were kraal-shaped. One must bear in mind that free ethnic and cultural expression in itself is beautiful and enriching from a aesthetic point of view and also from the view of creativity in the teaching and learning process itself; but forced ethnic indoctrination is in itself oppressive - especially so when dictated by outsiders. Total cultural indoctrination took place at all levels of university life. The hidden curriculum and goal of the government at the time was the imprinting on the minds of students and staff that they belonged to separate national and ethnic groupings and that this was 'their' university. This relationship was intended to separate black and white as well as the various ethnic groupings and was detrimental to a holistic approach towards teaching and learning in today's global village.

The student body was also divided according to sex. Residences labelled 'M' stood for (Mans mense) meaning 'men' and those labelled 'V' stood for (vrou mense) meaning women. This division was not necessarily detrimental to teaching and learning as such. However, it represented gender division and control, which was contrary to the open-systems paradigm of the time.

The library, designed by P. van den Berg (who designed much of early Turfloop) was completed in 1965. This structure became the architectural symbol of Turfloop. It too was constructed with the idea of promoting cultural identity. In its report after inspecting the library, the Department of Education and Training stated:

The University College of the North has an impressive new library building. With its magnificent architectural beauty, it is a source of great drawing power to visitors in the area. Although its external beauty is a success, the building could have been planned with more space.... The architect succeeded in his goal which was to do justice to the traditional Bantu outlook of artistic handiwork and use of colour (Report of an inspection of the library of

the University College of the North Turfloop. Council Documents, 18 June 1965:1802-1893)

In the Rector's Annual Report, the library was claimed to be sufficient for the next twenty years (Council Documents 1963:1028). However, it was out-moded within ten. Clearly planning was done in terms of a political necessity as opposed to an educational necessity. It was the 'image' that counted most of all and not practical relevance to meaningful teaching and learning in an expanding institution whose very purpose was to empower a vast population. Growth was taking place without a collective vision, mission, or commitment from all stakeholders. This meant that physical planning took place in a vacuum, often in direct conflict with the practical and physical needs essential for meaningful teaching and learning.

3.1.2.2 THE INITIAL ACADEMIC STRUCTURE AND ITS IMPACT ON TEACHING AND LEARNING

3.1.2.2.1 ACADEMIC STAFF

The initial total of personnel (academic and administrative) at the University College amounted to 22 White and 7 Black members. The majority of white academic staff were Afrikaans-speaking males from Afrikaans-speaking universities. The majority were Nationalist supporters and most senior members belonged to the Broederbond, who assigned themselves the task of promoting apartheid and separate development through the teaching and learning process. They did not sufficiently understand the aspirations of the black man or woman, and generally behaved and expressed themselves in a manner which while seldom hostile, was usually patronising (Nkondo 1975:15). Many of the white staff members were sincere in terms of what they believed. Then there were the "Liberals", though extremely rare, and never occupying any senior position (judging from early publications of the University). They endeavoured to promote and entrench their own way of life and system, through a liberalised type of education. The white academic played a fundamental role in the development of the University, and the creation of a university is no mean

achievement. Unfortunately, many of the white academics and administrators failed to consult their students and fellow black colleagues and subsequently entrenched their own hidden curricula. This closed approach sowed further distrust and alienation between white and black and between teacher and learner, and it was therefore not conducive to meaningful teaching and learning.

Black staff appointments were strictly controlled and had to meet the approval of the white-controlled Council and the Department of Bantu Education. Racial inequality, as characterized by the apartheid policy, reflected itself in white/black staff remuneration and appointment opportunities (Nkondo 1975:19). Initially black academics were very much in the minority and were paid less than their fellow white academics. Many black academics were seen as having been co-opted by the Nationalist Government and thus were also members of specific church affiliations, preferably of a Protestant nature. This further aggravated the dilemma of black academics and their relationship towards the institution. Opinion concerning black academics and students at Turfloop was divided:

... some Natives outside the College regard the students (and lecturers) as "sell-outs", but others, who are better informed are hesitant to criticise because they realize that they (blacks) have no alternative (The Star 27 January 1962).

One matter needs definite clarification. It concerns the dilemma of the black academic (or even the sincere white academic who wanted to reform in terms of obvious and legitimate shortcomings and grievances). Due to the Government's policy, black students and academics had nowhere else to go - their freedom of choice having been limited by the colour of their skin and ethnic origin. Black academics were faced with the dilemma of promoting the education of their people without promoting the principles of apartheid and exploitive capitalism, which they saw their educational institutions representing. At the end of the day, it was the interests of the youth and the communities of which

they were a part that really mattered.

All too often this internal agony and frustration of the black academic at these institutions was misunderstood and all too often hypocritically judged by the white liberals of the so-called 'Open-Universities'. In a biography of Nelson Mandela, who was once a student at one of the 'Open Universities', it is stated:

The months preceding Sharpeville saw a deepening of apartheid and the prospects of it becoming all the more difficult. The new law ironically named The Extension of University Education Act (1959) excluded Blacks from 'White' universities and proposed special tribal and racial colleges. It was an extension of Bantu Education into the universities. 'What would be the tenor of the future youth?', Nelson wondered. There was racial discrimination at Wits, - his university. Non-Europeans could not swim in that beautiful pool opposite the library; they could not attend any socials, or take part in any sport; there was very limited segregated hostel accommodation for Africans; but in the lecture rooms and the library there was integration and he considered this more important (Meer 1988:119).

A negative and distrustful attitude towards the so-called 'Open-Universities' has always prevailed on black campuses such as Turfloop. This distrust of the white liberal further alienated academics on the black campuses and hindered the sharing and creation of knowledge between institutions which is essential to teaching and learning.

A comparison between the years 1963 and 1968 reveals the discriminatory ratio between white and black academic staff on the Turfloop campus, an imbalance which clearly did not help towards the development of cultural dialogue and enrichment essential in a multi-cultural teaching and learning environment. Neither did it help in fostering a sense of belonging and ownership in the teaching and learning experience.

ACADEMIC STAFF

1963

| Title | White | Black |
|---------------------------|-------|----------|
| Professor | 10 | 1 |
| Senior lecturer | 8 | 2 |
| Lecturer | 15 | 2 |
| Junior lecturer | 3 | 1 |
| Sen. professional assist. | 1 | |
| Professional assistant | 1 | 1 |
| Language assistant | | 1 |
| Technical assistant | 1 | 1 |
| Librarian | 1 | |
| Assistant Librarian | — | <u>1</u> |
| | 41 | 10 |

1968

Lecturing personnel:

| | | |
|------------------|----|----------|
| Professor | 17 | 2 |
| Senior lecturers | 18 | 3 |
| Lecturers | 28 | 7 |
| Junior lecturers | — | <u>6</u> |
| | 63 | 18 |

(Rector's Annual Reports as found in Council Documents 1963:1021 and 1968:299-300).

This racial imbalance and discrimination sowed further distrust. It laid the basis for later conflicts over Africanisation as an organisational principal. These conflicts greatly impacted on the teaching and learning process in that they resulted in organisational issues taking preference over didactic issues. Issues concerning racial, political, ethnic division and control were to impact on the institution up to the present day. Racial

prejudice also portrayed the image of blacks being incapable of teaching and of being taught. In addition, it was thought that their experience had little to offer the teaching and learning process. This negative attitude and lack of respect did not help in promoting the self-confidence of black academics and their students. Male dominance, on the other hand, further limited the mobility of female teachers and learners, a trend which has prevailed to the present day. Male chauvinism greatly affected the teaching and learning process as will later be shown.

The use of a foreign language, English, by both white and black teachers and learners on campus also affected the teaching and learning environment. The language problem greatly influenced the development of 'parrot fashion' learning on campus by both teacher and learner. There were very few academics whose first language was English and this contributed to a lack of confidence. Lecturers often did not understand the practical application of their subject. Collective enquiry and debate encourages analytical and critical thinking, but the teaching and learning situation on campus did not promote collective enquiry and critical debate. Alienation in the teaching and learning experience frustrated both teacher and learner, thus further encouraging other interests, often not conducive to learning. This negative environment was to lead to frustration, discouragement and further entrenchment of political interests to the detriment of the entire teaching and learning experience.

3.1.2.2.2 STUDENTS

The University College had an initial enrolment of eighty-seven students. As far as students are concerned, two main groups appear to have existed:

- i) There were those who felt that they could use the education offered, albeit 'second best', to better themselves.
- ii) There were those who saw in the education offered an education promoting inferior and 'apartheid' education.

This was repugnant and unacceptable to them.

An interesting phenomenon of the early student intake, was the ratio between males and females, as the following few examples reveal:

- In 1963, there were 201 male students as opposed to 41 female students.
- In 1966, there were 365 male students as opposed to 95 female students.
- In 1967, there were 424 male students as opposed to 114 female students.
- In 1968, there were 480 male students as opposed to 131 female students

(Rector's Annual Reports as found in Council Documents 1963, 1966, 1967 and 1968).

This clearly reflects a value connotation. Priority was attached to male students. Females were regarded as inferior and tools for domestic use - not capable of learning certain subjects (a tendency which was also manifest in white tertiary institutions). Such expressions of sexual inequality, however, were contrary to universal tendencies and not conducive to open teaching and learning. The roots of sexual inequality were found long before apartheid policy manifested itself (Christie 1986:75-77).

Manifestations of sexual inequality and open chauvinism, as expressed through early university policy, were clearly not conducive to meaningful teaching and learning. For example, students who became pregnant were debarred from returning during that particular year (Council Documents 1968:210). Female students and black female staff suffered dual oppression in terms of their sex and in terms of their race. Sexual discrimination and negative attitudes were to have an impact on the teaching and learning process itself and on the study directions most female students would take i.e. negative attitudes resulted in limited mobility, as will later be shown. It laid the basis for sexual

harassment, intimidation and periodic accusations of 'one blanket - one course'.

An interesting phenomenon of the early student intake was its distinct 'ethnic' character, which the following two examples reveal:

- In 1966 and 1968, the ethnic grouping of students was as follows:

| | 1966 | 1968 |
|----------------|----------|----------|
| Northern Sotho | 158 | 235 |
| Southern Sotho | 62 | 81 |
| Tsonga | 38 | 48 |
| Tswana | 150 | 175 |
| Venda | 29 | 37 |
| Other | 16 | 13 |
| Zulu | 5 | 15 |
| Afrikaans | - | 2 |
| Xhosa | <u>2</u> | <u>5</u> |
| | 460 | 611 |

Emphasis on ethnicity was to lay the basis for ethnic conflict in the teaching and learning situation in particular and on campus in general. This resulted in accusations of favouritism, tribalism and nepotism.

Another characteristic of the early student intake was the ratio of urban and rural students:

| | Rural | Urban |
|------|-------|-------|
| 1966 | 233 | 227 |
| 1968 | 245 | 336 |

Later analysis reveals a constant increase of students from urban areas (See chapter four). Initially there was a balance between the number of rural and urban students. However, this was later

to radically change as the University became dominated by urban students in a rural environment (one of the reasons for the term 'bush college'). This alienation between students was to impact negatively on the teaching and learning environment and on community involvement which is fundamental to the teaching and learning process. Without practical application in the community, the teaching and learning experience remained an alien and imposed experience.

Another interesting phenomenon was the relatively advanced age of early students:

| | | | | | | | | | | |
|------------------|----|----|----|----|----|----|----|----|-----|-----------|
| 1966 Age: | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | and older |
| Number: | 2 | 4 | 26 | 67 | 57 | 62 | 75 | 31 | 136 | |

| | | | | | | | | | | |
|------------------|----|----|----|----|-----|-----|----|----|-----|-----------|
| 1968 Age: | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | and older |
| Number: | - | 7 | 49 | 63 | 108 | 108 | 75 | 58 | 145 | |

(Rector's Annual Reports as found in Council Documents 1966 and 1968).

(Further analysis reveals a gradual decrease in the average age of students). The older students were mainly products of missionary education, whereas the growing younger generation were products of Bantu Education. This further entrenched the hidden curricula and closed teaching and learning content and methods of Christian National Education (CNE) policy.

3.1.2.2.3 TEACHING AND LEARNING

Initially, Turfloop consisted of three faculties. These were the Faculty of Arts, the Faculty of Mathematics and Science and the Faculty of Education. The Faculty of Arts was the largest Faculty. One must bear in mind that the University College of the North was intended to develop primarily as an institution to serve the interests of the homelands, which implied, for example, teacher-training, training in administration and training in the arts. This close relationship between Turfloop and the black

schooling system meant that the faculties' output and internal composition would reflect, and to a large extent coincide with, the government's broader CNE policy and policy of 'Separate Development'. By supplying the 'needs', or rather 'state-determined' needs, of the vast impoverished black schooling system of the various Homelands, in the form of teachers, a cycle was to develop, making Turfloop firmly fixed as supplier, receiver and tool for the perpetual entrenchment of 'Bantu Education'. Most students of Turfloop would be inclined to register for subjects of which they had a reasonable amount of knowledge and for which they could get a teaching post. The main teaching subjects were: The mother-tongue, English, Afrikaans, History, Geography and Biblical studies, the content of which was controlled both at school level and in the lecture halls. Control also manifested itself through economic reality in the form of state subsidy for the University and in the form of jobs for prospective teachers (Kallaway 1984:147-159). The reality of the relationship between Bantu Education Policy (CNE ideology), the homeland system, and Turfloop was to manifest itself in the phenomenal growth of the main school-teaching subjects at Turfloop and the resulting crisis in education with regard to meeting actual social needs and expectations through teaching and learning and the issue of relevance in the teaching and learning process at Turfloop.

The University College of the North was a State-controlled institution, the final examiner being the University of South Africa (UNISA). UNISA was not then called the external division, but the old University of South Africa which consisted of all the Universities in the country. For the first ten years, teaching and learning at Turfloop fell under the direct control of the University of South Africa. (Only when Turfloop became an independent University, in 1969, did this relationship officially end). UNISA, as foster parent, was to leave a clear imprint on the content, objectives and methods of teaching and learning at Turfloop. This was clearly visible in the Faculty of Education.

A few statistics reflect on the growth of the early faculties during 1966 and 1968:

| Faculties: | 1966 | 1968 |
|----------------------------|-------------|-------------|
| Economics & Administration | 21 | 32 |
| Arts | 239 | 332 |
| Education | 117 | 137 |
| Maths & Natural Science | 83 | 109 |
| Theology | — | <u>1</u> |
| Total: | 460 | 611 |

(Rector's Annual Reports as found in Council Documents 1966 and 1968).

3.1.2.3 THE INITIAL ADMINISTRATIVE STRUCTURE AND ITS IMPACT ON TEACHING AND LEARNING

3.1.2.3.1 CONTROL OF THE UNIVERSITY

The significance of the first Rector, Professor E.F. Potgieter, lay in the fundamental idea he represented. Professor Potgieter was an anthropologist, and the apartheid policy-makers, thought that anthropology held the key to Africa and her cultures. (Dr Eiselen was the man who compiled 'The report on Native Education in South Africa', 1951, which became the blueprint for the Government's policy of 'Bantu Education'. He was a professor of Social Anthropology at Pretoria University before being appointed to chair the Commission). Professor Potgieter also had knowledge of the vernacular peculiar to the Turfloop area. This was important, considering the government's ethnic intentions i.e. to divide and control through teaching and learning.

Professor Potgieter was prepared to help establish a university for blacks in order to 'uplift and educate' them from a so-called third world to a so-called first world standard. He hoped to develop blacks from what he termed the 'African emotional' approach towards life to what he termed the 'first-world thinking' approach (Personal interview with Professor Potgieter,

Warmbaths 1988). Professor Potgieter stated:

Our first task is to build a tradition of our own and function as one organism (Pretoria News March 1960).

Professor Potgieter said that he differed fundamentally from Dr Hendrik Verwoerd in that he saw blacks 'gradually becoming' so-called 'first-world' individuals and that 'the task of the white was not, as Verwoerd had envisaged, to guide the black back into the 'third-world'. This view the Rector expressed materially by demolishing the manure paving in the areas of 'Lekgotla' and replacing it with cement (Personal interview with Professor Potgieter on his farm near Warmbaths November 1988).

The apartheid policy-makers did not regard blacks as sufficiently capable of managing their own affairs. But blacks at Turfloop found government control of 'their' university as authoritarian and undemocratic:

The Nationalist government, was inflexible in its conviction that the non-whites were too young and immature to manage their own affairs, let alone be involved with their white compatriots in the all-too-difficult machinery of responsible government (Nkondo 1975:3).

This attitude on the part of the government was a clear indication of distrust and paternalism and of its intention to control the non-White in and through 'Separate Universities'. This was an attitude which was to have a detrimental effect on the students' and black staff's relationship with the institution and with the entire teaching and learning process. The dominant attitude of the government clearly manifested itself in the composition of the administrative and governing councils of the various 'ethnic colleges'. The Act stated the following:

6. Corporate status of Council : The council of a University College shall be a body corporate with perpetual successions, capable of suing and being sued in its own name and of performing all such acts as are necessary for, or incidental to, the carrying out, or the performance of, the powers, duties, and functions conferred upon or entrusted to it under this Act or

which may in terms of this Act, from time to time be delegated to it by the Minister.

7. Advisory Council: The advisory council of a university college shall consist of not less than eight members to be appointed by the Governor General (sub-sections six and seven of the Extension of the University Act No 45 of 1959).

(This division strictly applied to the Senate which was constituted in September, 1960 and which met for the first time on the 15th October of the same year).

The opening and closing prayer of the first Council meeting which met on the 1st August 1959, a prayer which was officially accepted by Council, reveals the intentions and attitude of the white governing body. (Bear in mind that these official prayers were prayed, and defined by, an external and totally white exclusivist body for a 'black' university. The University's doors at the time had not yet even opened. The prayers went as follows:

Opening prayer:

Almighty God who has committed unto us the control of this University, we humbly beseech Thee to grant us, now that we are here assembled in the fulfilment of our duties, the light and wisdom of which we stand in need. Let Thy Spirit so direct us in our deliberations and resolutions that all we do may further the interests of the University and glorify Thee. We ask this for Thy Name's sake, Amen.

Closing prayer:

Accept, most merciful Lord, our thanks for the help which Thou has granted us at this time. We pray Thee to bless whatever we have accomplished in accordance with Thy Will; and we commend again unto Thee our University, beseeching Thee further to enable us to carry out the great work which it has pleased Thee to entrust to us. We ask this for Thy Name's sake, Amen (Council Document 1959:2).

Such fundamental expressions of 'bad faith' underlay the very basis of Christian National Education. Man has a choice and for that he is responsible and not God! The responsibility for using the Christian faith, in whatever form, as a means of justifying

division and control, rests in the hands of the policy-makers themselves and not God. It was as if God had decided the fate of the black man, who had no right to question the teaching and learning process or its purpose.

At the opening ceremony in March 1960, the Minister of Bantu Administration and Development said:

Turfloop will become a powerful force in the life of the Bantu, if you (referring to the Black Advisory Council), take up the challenge and 'prove' yourselves, then we can willingly hand Turfloop over to you, knowing it will be in good hands (Pretoria News March 3 1960).

In his reply, the Chairman of the Advisory Council M J Madiba, stated:

The Advisory Council will do its best provided we are consulted when decisions are made (Pretoria News March 3 1960).

In practice, control of the University College of the North was strictly maintained under authoritarian principles by the Rector, who ruled 'with an iron hand', and who internally had the final decision. Bear in mind that the first Rector was a senior member of the 'Broederbond' (Wilkins and Strydom 1979:267), which, together with the Nationalist Party, was obsessed with 'control' and 'separation'. Initially Council at Turfloop consisted entirely of white members, appointed by the Minister of Bantu Education. This situation was to take a number of years to change. (Note also that in disciplinary matters, the Minister had the power to over-rule the Council's decision). The Advisory Council, appointed in January 1960, consisted entirely of non-white members, likewise appointed by the Minister. In effect, this meant that a university college created for 'blacks-only' was being controlled by whites as a tool for the entrenchment and maintenance of the apartheid policy. The University was dictated to from 'with-out' and operated from its inception and for much of its existence with no policy or mission statement. A free hand was given to all parties with vested interests to foreward

their own hidden agendas through the teaching and learning process. There was no external or internal evaluation.

The unbalanced ratio between white and black administrative personnel is revealed through an analysis of the formative years. For example, the year 1963, reveals a discriminatory ratio between white and black staff comprising the administration as was characteristic of the early administrative structure.

| Administrative Personnel | | 1963 | |
|---------------------------------|--------------|--------------|--|
| Title | White | Black | |
| Rector | 1 | | |
| Assistant Registrar | 1 | | |
| Accountant | 1 | | |
| Inventory Control officer | 1 | | |
| Senior clerk | 1 | | |
| Typist/secretary | 1 | | |
| Clerk | 1 | | |
| Clerical assistant Gr i | | 1 | |
| Clerical assistant Gr ii | — | <u>4</u> | |
| | 7 | 5 | |

(Rector's Annual Reports as found in Council Documents 1963:1021).

These imbalances laid the foundation for racial conflict over control and the subsequent development of a culture seeking power within the administration. This placed administration interests above academic interests.

3.1.2.3.2 STUDENT AND HOSTEL ADMINISTRATION

Authoritarianism was expressed through control of students, whose activities were carefully and strictly controlled. Self-discipline is a positive attribute and discipline itself can only enhance teaching and learning. However, total control did not help foster creativity or constructive criticism in the teaching

and learning process either during discussions or after class. Most academic debates and enquiry take place 'outside' the classroom, for teaching and learning are not limited to the classroom alone. But Turfloop students were surrounded by suspicion, fear and distrust. Professor Potgieter explicitly stated that:

Academic freedom does not mean ganging up for non-academic intentions, Amen (A personal interview with Professor Potgieter November 1988)!

This was an ironic statement in view of the fact that the University itself had been created as a political necessity. Students and their parents were compelled to accept all rules and regulations of the University before registration. No student organization could be established or organized; no outside work undertaken; no meetings could be held and no magazine or pamphlet (etc) for which students were responsible could be circulated without the prior approval of the Rector. Freedom of movement was also restricted. No visitors were allowed in the hostels and students could not spend the night outside their hostels without permission. Stress was laid on standards of dress and behaviour on campus. (It must be noted, however, that many of these restrictions were common to the white universities as well). A further measure of control was the appointment, in 1961, of the *Premarius* (paid monitor). *Premarii* were initially paid R50 per year, an amount later increased (Council Document 1973:143). This student monitor, initially a black lecturer, and later an appointed student, was employed to see that rules and regulations were obeyed (Muller 1980:24). The concept '*Premarius*' was initially derived from the ancient Roman military academy where agents of conquest were trained. This concept was later used in the private and government schools of England, as '*Prefects*', where agents of colonization were trained. At Turfloop, *primarii* were to be agents for the maintenance of the apartheid policy. Their duties were as follows:

One of the *Primarius*' duties is to see that he acquaints himself with any visitor. He must also inspect bathrooms

and lavatories and see that they are neatly kept. The primarius is entitled to sit at the main table and may deliver a prayer before meals (Sunday Times 7 August 1960).

However, such became the pressure exerted on Primarii by students and the community that they inevitably ended up in direct confrontation with the authorities of the University and the State. Primarii were later replaced by student committees, which became agents of 'popular power' during the 1980's as the teaching and learning process became more and more politicised and the institution was characterised by crisis management.

The creation of 'separate institutions' was forced on black people as an essential aspect of the policy of separate development. The strict control of students was originally considered necessary in order to ensure conformity to the government's 'standards' and to discourage 'divergent thinking'. Thus 'recalcitrant' students could easily be controlled or expelled and education at the institutions would, it was hoped, eventually lead to the acceptance of the apartheid policy.

This hope is expressed in one of the early reports to the Senate by the superintendent of the men's hostel:

Chattering sparrows travel in flocks. The eagle soars alone above the clouds and craggy peaks, it braves the storms and screams defiance at the jagged lightning. This is the story of the first and last line of defence of the University College of the North - the men's residences. Following the stream back to its foundation head, March 1960, it may be observed that the men's residence had only 92 inmates who, together with the many chattering sparrows of the world, had not a single good word for the College. They poured scorn and sowed dissension everywhere and submitted that the College was born with the seeds of decay. The eagle stood alone at the control above, screaming defiance at the jagged lightning. The chattering sparrows are gradually but surely dispersing. The young eaglets of the men's residence are now taking to wing and now scaling the dizzy academic peaks beyond the clouds, and themselves screaming learned defiance at their erstwhile fellow sparrows below the clouds. This is the measure of our success. Our most vulnerable point - the men's residence - is fast becoming a first and last line of defence. We march forward in hope and strength. May those

at the helm continue to lead us forward with that vigour, resolution, vision and decisiveness born of experience (Council Document 1963:1084).

The superintendent at the time was Professor Ntsanwisi who played an important role in the establishment of Turfloop, in close co-operation with the Rector, Professor Potgieter, who resigned in 1969, to become the Commissioner General of Gazankulu. Professor Ntsanwisi resigned soon afterwards, in 1970, to become Chief Minister of Gazankulu Homeland and who then influenced teaching and learning in that Homeland.

The administration of Turfloop was structured so as to promote the apartheid policy. Its leadership was authoritarian and paternalistic in its attitude. The administration's system of racial segregation, hierarchy and absolute control stood in vivid contrast to the universally manifested open-systems paradigm of the time. Seen in the light of the growing awareness of the 'colonised', such forms of administration and control were to result in inevitable confrontation, polarisation and politicisation detrimental to the teaching and learning process.

3.1.2.4 THE INITIAL SOCIAL STRUCTURE AND ITS IMPACT ON TEACHING AND LEARNING

Social relationships on campus, and between students on campus and the outside community, were controlled through the hidden curricula of apartheid policy leadership on campus. This control was to further entrench suspicion and distrust and was expressed through, for example, the control of church activities on campus. One must bear in mind that CNE Policy, which was largely influenced by the dominant Afrikaans Protestant churches, applied to universities as well as to schools, though often in a more subtle way:

At the new 'College', the following conscience clause was laid down:

...the responsibility for upholding religious freedom and living up to our religious national character rests with a minister of state, who is always responsible to the government.

No legal safeguards protected religious freedom, or the Minister's subjective opinion. The Report refers to the colleges as being:

...imbued with a positive religious spirit and having a religious character (Wolfson 1975:156).

Virtually the entire white staff and leadership on campus were members of churches whose doctrines were fundamentally Calvinist. Religious control manifested itself on campus, though sometimes in a seemingly unbiased form. The following example illustrates this:

A chaplain of the Catholic Church asked permission to use one or two lecture halls for the 'Catholic Society' of the students at Turfloop. The following requests were made by him to the University authorities:

1. Two or three church services a year, i.e. for the opening of the academic year, for the invocation of the Holy Spirit before the examination period, and for a special occasion which might occur during the same year.
2. Fortnightly talks or discussions about religious, scriptural or moral questions (Council Document 1966:390).

A guarantee was to be given by the Chaplain that no damage would be inflicted on University property.

Council's decision was that visits could only be made to church 'members' in the hostels. This, it was decided, was applicable to all churches (Council Document 1966:388). This was a seemingly unbiased attempt to gain control over churches operating on campus which were not Calvinist, for the State already largely controlled the Calvinist churches.

Even informal relationships such as tea time were characterized by apartheid. Even at formal gatherings, such as the opening ceremony of Turfloop, apartheid was strictly applied:

White guests sit facing Africans. The speeches, are made from a stage between the two groups (The World 12 March 1960).

Cultural and ethnic traditions were practised and enforced on a formal and informal basis. For example, greetings on campus were characterized by the traditional 'thobela', introduced by and insisted on by Minister De Wet Nel, who himself was an anthropologist.

Apartheid was applied to informal activities such as sport. For example, whites had their own swimming pool and tennis courts. Even toilet facilities were characterized by segregation and inequality i.e.

- i) Toilets for blacks were given the titles 'Basadi', meaning woman and 'Banna' meaning men.
- ii) Toilets for whites were given the titles 'gentlemen' and 'ladies'.

This was clearly a blatant expression of white chauvinism and superiority. Such attitudes further fostered resentment among black staff and students and were clearly not conducive to teaching and learning.

As previously mentioned, male and female quarters were separated, further emphasizing sexual differentiation. The concept of apartheid was also strictly applied to staff residential quarters. The 'whites only' area was appropriately named 'Stellenbosch' after the traditional National Afrikaner haven in the Cape Province. Housing for black staff was of a poorer standard than that for their white colleagues and had less facilities (Nkondo 1975:19).

These blatant expressions of disrespect and insensitivity towards the black academic lead one to ask, what of the black student? Such arrogant attitudes expressed by the authorities laid the foundation for contempt and arrogance which was to inevitably manifest itself in the teaching and learning process as well. The didactic contradiction of teaching, while believing those you teach are not capable of being taught, was to lead to much anguish and destruction during the 1980's as will later be shown.

The failure to respect the basic human dignity of one's fellow man through blatant discrimination on campus also found expression off campus (Nkondo 1975:9). Many of the black staff who were present in the early days of Turfloop still comment on the fact that white academics in town would go out of their way not to meet or greet a fellow black colleague. They didn't want other whites in town to associate them with the black man and Turfloop. Neither the white nor the black staff and students ultimately accepted the nature of the institution owing to the fundamental contradiction underlying its purpose. This impacted negatively on the entire teaching and learning process.

3.1.3 INITIAL REACTION TO THE CREATION OF TURFLOOP AND THEIR IMPACT ON TEACHING AND LEARNING

Public opinion and initial reaction to the contradictory nature of Turfloop as a 'Separate University' were divided. One group saw in it a solution to the political problems of this country. Minister De Wet Nel, Minister of Bantu Administration, stated at the opening ceremony:

Hulle moet egter besef, dat enige bobbejaan geleentheid kan verwerf, maar dat dit 'n geheel en ander taak is om 'n opgevoede mens met 'n sin en gees van verantwoordelikheid te word (Morester March 1960).

Concerning the creation of Turfloop, one white academic stated:

The fact is that the few members of staff at that time, black and white, were plunged into a fight to defend their

firm belief in the necessity for adapted higher education for the black people. I think very few believed in segregated universities for the sake of segregation, but saw them merely as a means to bring knowledge, academic achievements and professionalism to the under-privileged at a reasonable cost and in a familiar environment. Because of this way of thinking, ironically enough, the University was under cross-fire from all sides. The integrationists created the terminology 'tribal college', 'school in the bush'. The Marxists wanted to burn the place because everybody must remain equally ignorant and illiterate to serve their narrow end, while the Right-wingers tried to tighten the grip, not of the rule of law, but of rule by law. The extremists felt more inclined to burn the place than to accept it (Muller 1980:22).

The initial reaction of the Afrikaans universities was very supportive. The first Chairperson of Turfloop's Council was Professor Rautenbach, Principal of the University of Pretoria, and with a few exceptions all the Council members were willing supporters from the Afrikaans universities.

Not only did the Afrikaner and the Nationalist Party and its supporters such as the Broederbond have vested interests in the 'Separate Universities', so too did the white liberal businessmen who were quick to flock to a new arena in their pursuit of financial gain. I quote one such early example:

Country's first Bantu Trade Fair for Pietersburg - the first large-scale trade Fair for Bantu will be held at Turfloop on April 1963, when commercial and industrial undertakings from all parts of the world and South Africa will exhibit their goods at the Bantu market. This will be the first of what is intended to be an annual event ... and at the same time, make an added impact on the expanding Bantu market (Pietersburg Review 2 May 1962).

As Turfloop expanded, the vested interests of white as well as emerging black capitalists were to grow. Turfloop was to play a major role in changing the nature of its surroundings as well as those of Pietersburg and the other neighbouring towns.

Another group regarded the University College of the North as a 'Bush College' in the service of apartheid and exploitation. Some saw the University College as 'A Glorified High School' (The

World 12 March 1960), while others called it 'a still-born baby'. Some saw it as a 'reform school' (Sunday Times 7 August 1960) and others an 'Ideological White Elephant' (Star 28 February 1961). A good deal of African reaction was characterized by mistrust of the government's intentions. Verwoerd's speeches suggesting that 'Bantu Education' might retard African progress were recalled with some dismay and a body of opinion believed that the extensions of the principles of Bantu Education to higher education were intended:

...to relegate the African to a position of perpetual servitude (Mandela 1965:49).

The disapproval of the African National Congress was clearly stated. The leadership believed that the College would:

... be used by the government to enforce its political ideology at university level...and to indoctrinate the people (Mandela 1965:50).

It was feared that the state-controlled colleges would limit free enquiry by their ideological considerations:

The English-language universities regarded the creation of 'separate universities' as an infringement of academic freedom and autonomy. They contended that universities should not be subjected to the flux of party-politics: for the universities continued, whilst governing parties changed (Nkondo 1975:4).

The reaction of the blacks on campus was twofold:

On the one hand, they condemned the 'Separate Universities' Act as a rape of academic freedom and autonomy. On the other hand, they resented the paternalistic attitude of the white government as reflected in the composition of the University Councils. They protested against the inferior status of second-class citizens in the country of their own birth (Nkondo 1975:4).

The black student at the University College of the North rejected the University which he saw as a product of separate development. He was dissatisfied because he was compelled to attend the

University established for his population group as part of the government's strategy of "divide and rule". He also rejected ethnic grouping as seen and enforced by whites. The black student did not reject his language or traditions. He did not see himself as part of a separate nation, but as belonging to a 'family' in a wider context (Nkondo 1975:9).

Another interesting and ironical phenomenon was the rejection of the Afrikaner academics at Turfloop by their fellow Nationalist Pietersburgers who called them 'kaffir onderwysers' and who stated: 'Jy moenie die kaffirs leer nie, jy moet hulle skiet'. (This rejection of white by white persisted. Bear in mind that during the early sixties 'The City of the North' i.e. Pietersburg, did not have one public toilet for blacks.)

There were also those who saw 'Separate Universities' as a financial loss, preferring the extension of the current universities of the time. Mr L P Wood, a liberal MP of the United Party, stated the following in the House of Assembly, concerning 'Separate Universities':

They are an unnecessary expense, not only because they absorb money that could be spent on 'Open Universities', but also because they absorb money that could be spent on paying African teachers better salaries, thereby raising the proficiency level of the teacher in Bantu Education Schools (Sunday Times May 1965).

What has become evident is that the anachronistic ideas underlying the apartheid policy found expression in the total nature of Turfloop - in its academic, administrative and physical structures. However, the contradictory nature of Turfloop was to give rise to severe conflict throughout the entire institution, which was not conducive to an atmosphere suitable for meaningful teaching and learning.

Clearly, the University suffered an identity crisis from its very inception. Neither whites nor blacks, neither teachers nor learners, saw Turfloop as 'their' University. This lack of

purpose and belonging was to have a fundamental impact on teaching and learning at Turfloop, because the morale of the whole institution was affected.

3.2 TURFLOOP DURING THE 1960'S AND 1970'S.

During the 1960's and 1970's, opposition to the very contradictory ideas which the creation of Turfloop represented manifested itself around the world and in Africa in particular. Closed-systems relationships were no longer acceptable and teaching and learning at Turfloop could not escape this rebellion. In 1960, on the very hillocks of Turfloop (and later again in Cape Town), the Prime Minister of Great Britain, Sir Harold Macmillan, gave his famous Winds of Change speech, in which he stated:

We have seen the awakening of National consciousness in people who have for centuries lived in dependence upon some other power. Fifteen years ago this movement spread through Asia. Many countries there of different races and civilisations pressed their claim to an independent national life. Today the same thinking is happening in Africa and the most striking of all the impressions I have formed since I have left London a month ago, is the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere. The wind of change is blowing through this continent and, whether we like it or not, this growth of national consciousness is a political fact and our national politics must take account of it (in Van Den Berg 1970:180).

These words of the British Prime Minister were no idle words. For in the very same year seventeen African States in total received their independence. The call for 'Uhuru' engulfed the entire African continent. An appreciation of the liberation struggle in Africa in its broadest context is essential to an understanding of the historical development of Turfloop. It was precisely when the rest of Africa was gaining independence that South Africa adopted its contradictory policy of apartheid which was to leave in its wake social, economic and political turmoil and conflict as well as destruction in the teaching and learning

arena. South Africa could not be isolated from the various liberation movements in Africa. Many of the oppressed peoples in South Africa, including the entire student body at the University of the North, closely affiliated themselves with Africa's quest for alternatives to colonial oppression and exploitation. This was also clearly manifested in the teaching and learning arena. Many students from this University ended up joining one or other of the various liberation armies active in Southern Africa. The University of the North, the largest black campus in the country, was to become a mirror of this whole scenario, from its inception until the 1990's.

An understanding of the turmoil in education in the country as a whole, and its impact on teaching and learning at Turfloop in particular, is also essential to an understanding of the historical development of Turfloop because the University has not existed in isolation.

Teaching and learning at Turfloop must be understood in the light of the black experience and the quest for political, economic and mental liberation. It was an experience which only a black South African can really understand. The following section will attempt to highlight a few aspects reflecting internal reactions and conflict expressed at Turfloop due to its anachronistic nature, during its early development. It will reveal reactions, distrust and conflict which were to greatly impact on teaching and learning as the institution became more and more politicised and volatile.

3.2.1 THE GROWING POLITICISATION OF STUDENTS AND ITS EFFECT ON TEACHING AND LEARNING

3.2.1.1 THE DEVELOPMENT OF STUDENT ORGANIZATIONS AT THE UNIVERSITY OF THE NORTH DURING THE 1960'S AND 1970'S

The University College of the North opened under the haunting cloud of Sharpeville with many of Turfloop's students and staff

having come from, and grown up in, the strife-stricken townships of the Transvaal and neighbouring provinces. All had experienced the brunt of the apartheid policy. Boycotts, riots and signs of resistance were not an unknown phenomenon to students at Turfloop. Most had come from a primary and secondary education in which the teaching and learning experience was characterised by severe control, alienation and conflict. Resistance to the contradictory nature of the apartheid policy, resistance to the oppression of black persons in South Africa and to the fact that they were not even recognized as citizens in the country of their birth - all this discontent manifested itself at Turfloop from its very inception and was to form the basis for distrust, conflict and the systematic destruction of a culture of teaching and learning.

From the very beginning, many students refused to be identified with 'Separate Universities' and were rebellious in that they had been forced to leave the 'Open Universities' at which they were studying. As the following comment from the press on the opening ceremony puts it:

So they hide their faces: Meanwhile some of the students who have enrolled at Turfloop do not share the views of the Rector and his staff. They hoped to study at Open-Universities, thus contacting other race groups, but had no choice other than to go to the new Bantu University. And they don't like it (The World 12 March 1960).

As early as 1960/61 reactions were visible on campus. For example, in 1961, the slogan, 'Down with the Anti-Sabotage Act' (Anti-Terrorism Act 1960) was painted on the walls of the administrative building (and erased by the authorities as soon as it became evident to them). At the end of 1960, the first students, namely J Molepo and B Marengwa, were expelled for political reasons. Concerning this incident, the Rector stated:

Students who exceed a specific number of wrongs will be expelled and students must remember that they will always be 'watched' to see what wrong they do (The World 12 March 1960).

'Watchdogs', better known as 'informers', became a phenomenon on campus, sowing further distrust. Free expression was severely curtailed which was a contradiction in today's open-systems paradigm and was detrimental to meaningful teaching and learning.

In the early days of Turfloop, most newspaper articles on Turfloop were to be found in the Afrikaans newspapers. Afrikaners obviously had a vested interest in the 'Separate Universities' and their development. The English press, however, all too often only commented on Turfloop when it suited them and their own interests. The "Bush Colleges", were a handy weapon against the Nationalist government, used by the various predominantly English liberal parties. The Afrikaner Nationalist was an easy scapegoat for their own selfish interests. The actual plight of the black man himself was not really a reason for the liberals' opposition to the 'Bush Colleges'. Blacks at Turfloop detested what they called the patronizing attitude of the liberal universities towards blacks.

The Turfloop Testimony had the following to say about press reporting and radio comments on matters relating to Turfloop:

It is seldom possible to get the Popular Press to give a balanced view of a university. The complexity of its academic facets is considered to be too esoteric for popular readership. There is therefore a universal tendency to emphasize the sensational and the spectacular and to find drama in ordinary situations. In addition thereto, as far as the point of view of the black community is concerned, it must be remembered that this community does not control any sector of the press. It is therefore unable to project properly its aspirations on a dignified and responsible level, and it is certainly not happy with the over-simplified and sensational image which is sometimes given to the affairs of the University in the National Press (Nkondo 1975:41).

Student bodies at Turfloop operated under stringent control and restrictions. Turfloop elected its first Students' Representative Council (SRC) in 1961. Centres of organized student activities such as the SRC's were to be periodically forced to dissolve and their members were often faced with

imprisonment. This fostered a negative attitude towards SRC elections among students - largely due to fear.

In the early 1960's there were abortive attempts to found "non-white" student organizations. In 1961 and 1962, the African Students' Association (ASA) and The African Students' Union of South Africa (ASUSA) were established. In an attempt to establish a branch of The South African Students Union at Turfloop, the National Secretary of ASUSA at the time, GCD Mushwana, in a letter to the Rector, spelt out the primary aims of ASUSA as:

...the bringing together of African students from the different institutions of learning in the Republic. The need for such an institution has long been felt amongst students who up to now have never come to know each other intimately and, as a result, have not been able to build up what one can rightly call an African Students' Tradition (Council Document April 1962:667).

In its constitution the following aims and objectives were defined:

- (a) To co-ordinate student activity embracing all African Studenthood.
- (b) To promote the educational and cultural advancement of the African student.
- (c) To strive collectively for student rights.
- (d) To develop in students an awareness of their responsibility to society (Council Document April 1962:668).

The Durban Students' Organization was initially fanatically opposed to the National Union of South African Students (NUSAS). ASA and ASUSA were divided by ideological loyalties connected with the African National Congress (ANC) and the Pan Africanist Congress (PAC). None of these student organizations survived.

NUSAS was by no means a spent force on black campuses, but the fact that its own power-base was on white campuses (Wits, Rhodes, UCT and Natal) meant that it was virtually impossible for black students to attain leadership positions within these organisations. NUSAS was in no position to speak for 'non-white'

campuses, though it often assumed that role. The English press, the 'Open-Universities', and the liberals (mainly English) used Turfloop in the NUSAS struggle against the 'Afrikaanse Studente Bond' (ASB). The actual plight of the black was low on the agenda, except where it suited their own vested interests. Black students became aware of this hypocrisy and wanted their own organization which would have the interests of the black student at heart. The struggle on black campuses was moving away from specific didactic issues towards both racial conflicts and the political struggle against apartheid control. The teaching and learning situation could not escape this conflict. The following quotation from the student magazine 'Turflux', expresses this dilemma:

One of the most talked-about topics was the position of the Black student in the 'Open' organizations like NUSAS and the University Christian Movement (UCM). Concern was expressed that these were White-dominated and paid very little attention to problems peculiar to the black community. In fact, some people began to question the very competence of pluralistic groups to examine, without bias, problems affecting one group, especially if the affected group is from the oppressor camp. It was felt that a time had come when Blacks had to formulate their own thinking, unpolluted by ideas emanating from a group with lots at stake in the status quo (Turflux December 1981:25-26).

Many students disliked the patronizing attitude of liberal organization such as NUSAS. For when asked why blacks were not given more representation, the answer from NUSAS was that it was multi-racial before apartheid was institutionalized.

Nevertheless, in a letter written to the Rector in August 1968, the SRC at an emergency meeting expressed a willingness to join NUSAS:

This Student Body resolves: Resolution 7/68

- i That it affiliates to NUSAS.
- ii That contact be established between it, ASB, Afrikaans Universities and University Colleges.
- iii That in the event of such contact being possible this Student Body should, where it deems fitting, have access to the press of its own choice after every

meeting between it, ASB, Afrikaans Universities and University Colleges.

- iv That affiliation to, or revival of ASUSA, be shelved until conditions or/and circumstances favour such (Council Documents 1968:372).

Since 1967, the non-racial University Christian Movement (UCM) had enjoyed considerable black support, partly because it offered an opportunity for the expression of radical views and also because it was still allowed to operate on black campuses, which NUSAS was not freely allowed to do. From meetings of blacks, held under UCM auspices, a conference was held at Stutterheim in July 1968. The University of Natal black group (which included Steve Biko and other Black Conscious leaders) was asked to continue investigations. The South African Students' Organization (SASO) was formed in December 1968. The acting Rector of Turfloop at the time, Professor FJ Engelbrecht, advised the students to form an African Students' Organization (Rand Daily Mail 15 May 1969).

The Black Consciousness Movement gained its initial impetus from leaders like Steve Biko and Barney Pityana, who had been members of the University Christian Movement (until it was banned on black campuses). In July 1969, the South African Students' Organization was officially inaugurated at Turfloop during which Steve Biko was elected President. (He was to die a few years afterwards in prison due to injuries inflicted during interrogation). SASO policy can be briefly defined as follows:

1. SASO is a black student organization working for the liberation of the black man, firstly from psychological oppression by themselves through inferiority complex, and secondly, from the physical one accruing out of living in a white racist society.
2. We define 'black people' as those who are by law or tradition, politically, economically and socially discriminated (against) as a group in the South African society... (SASO Policy Manifesto drawn up at the University of the North in July 1969).

The University Christian Movement helped to shape an essential part of the programme of SASO, as the Christian view continued

to be an important influence in SASO and associated organizations. While SASO was predominantly a student organization, it also claimed to be an instrument for changing society and sought allies off-campus. The educational arena was becoming more and more political and characterised by polarization.

At first, the emergence of SASO was seen as a sign by the authorities that separatist policies were finding favour with black people and SASO was enthusiastically received by some whites as a logical and desirable development. The conservative 'Afrikaanse Studente Bond' welcomed the new body and stated:

The ASB recognises the right of non-White students in South Africa to further their aims in an independent student organization (The Star 16 May 1971).

However, SASO's unequivocal opposition to apartheid was soon to become clear. SASO rejected segregated education unequivocally:

- A. We black students are:
 - 1. An integral part of the black oppressed community... and are studying under the oppressive restrictions of a racial education.
- B. We therefore reject the whole sphere of racist education and commit ourselves to:
 - 2. The definition, that education in South Africa is unashamedly political....
- C. We hereby commit ourselves to:
 - 2. The belief that black students should maintain a spirit of fraternity amongst themselves, free from the prejudice of White fallacies, by virtue of their common oppression.
 - 3. Attempting to break away from the traditional order or subordination to whites in education and to refuse to be educated by them.... (SASO Newsletter Vol 2. No. 4 September/October 1972).

Not only did SASO reject segregated education , but also the tribal or ethnic sectionalism that was essential for the policy

of Separate Development. Liberals saw the development of SASO as follows:

Black varsity is anti-White, Turfloop is turning out rabid black nationalists.... Most students are inclining towards the PAC idea of 'Africa for the Africans....' The government has banned students at black university colleges from joining NUSAS, the largest student body in South Africa, but many at Turfloop are opposed to any multi-racial student body. They are eager to form an all-African Student Union. And seek national and international recognition for it (Sunday Times 3 January 1973).

Despite various objections to its existence, within a remarkably short period SASO was to become the most politically significant black student organization in the country during the 1970's.

3.2.1.2 THE TIRO INCIDENT

The Black Consciousness SASO movement produced strong and dedicated leadership from among the ranks of Turfloop students, e.g. Tiro, Sono Moshidi, Nenkwekulu, Nefolofodwe and Mohapi. SASO's particular political outlook was largely contained within its race-consciousness philosophy:

Black consciousness was not a product or an invention of a genius as the white liberal press and literature would like us to believe. It was logical and an inevitable fruition of an historical and economic exploitation of the colonial and capitalist system. This has been apparent in the history of the black liberation struggle in Azania (Turflux December 1981:29).

A series of events combined to swell the anger which resided deep down in many black students. They were sparked by the historic speech of a leading SASO member and President of the SRC, Abraham Tiro, who attacked Bantu Education and the administration of Turfloop at a graduation ceremony in April 1972. The speech was a clear reaction against the apartheid contradiction, focusing on the paradoxical nature of Turfloop. The speech, which led to Tiro's expulsion and finally his death by a letter bomb in Botswana in 1974, expressed the inherent contradictions in apartheid policy (Nkondo 1975:91-93). (See ADDENDUM A). An

analysis of Tiro's speech reveals a student body that perceived the teaching and learning experience as an alien and imposed experience. The black student was merely an object and his/her parent another object. The black man and woman had little say in his/her own education.

Tiro's expulsion was followed by mass protests on campus against the violation of freedom of speech. This was an expression of black solidarity. Police arrived, resulting in the mass expulsion of the entire student body. Later, all but the SRC members were allowed to re-register. (Such was the effect of the 'Tiro incident', that the student square was named after Abraham Tiro). The Tiro incident highlighted the distrust and alienation existing on campus.

On the 15th May 1972, the Council of the University of the North decided that a Committee of enquiry be appointed to investigate the fundamental causes of student unrest at the University of the North. The Commission's findings in The Wright Report determined that:

The fundamental cause of student unrest is of a political nature (The Wright Report 1972:69).

In the same investigation it discovered that, in terms of black awareness, everything must have relevance to the black community. It recommended that note had to be taken of this movement of black awareness which desperately needed leadership. It recommended that this black awareness would increase and, if understood, could be guided into channels for the advantage of everyone in South Africa (The Wright Report 1972:33). It was also stated that no advantage would be gained through the banning of SASO (The Wright Report 1972:69).

Clearly the nature of Turfloop, as seen in relation to developing black awareness, posed a dilemma aptly described in the Turfloop Testimony where it states:

To emphasize, on the one hand, that the black student must be taught to accept the Homelands, which are based on ethnicity, and to recommend, on the other hand, the promotion of Black Consciousness because of its pervasive influence and its tremendous potential for good, is to suggest, albeit unwittingly, an underlying paradox and to expose the dilemma of a black university in South Africa (Nkondo 1975:7).

However, the basic didactic issues in respect of teaching and learning which might have been a cause of unrest were only vaguely addressed in the Report. For example

... black awareness must of necessity find outlets when history is taught. The Department of History can assist to remove a great deal of the irritation and frustration in the way that history is interpreted. Urgent attention must be given to this matter (The Wright Report 1972:10).

(At present much still needs to be done concerning this important matter).

These developments emphasise that more attention might have been given to the question of relevance and to the situation of the University in the context of Africa. This is clearly an indication that a mission statement for the University was lacking, apart from it being a 'Separate University' and anachronistic in nature. (Though one must bear in mind that mission statements as presently understood, are quite a recent phenomenon globally. It was always assumed that every one knew what universities were trying to do).

The Tiro incident sparked off sympathy protests at all the black South African universities. (SASO was behind them with the purpose of fighting for the re-admission of all the expelled students. SASO leaders were henceforth periodically banned).

At the Moral Rearmament Assembly in Geneva, the spotlight focused on South Africa, specifically on student unrest in 1972. At the conference, Professor M.E.R Mathivha (later to become Vice-Rector of Turfloop), stated:

We are busy trying to solve man's resistance against change.... Don't discard Africa. If you discard Africa, you are discarding your own grandchildren (Natal Daily News 7 July 1974).

At the same meeting, Professor Mathivha said he liked the militancy of his students because it revealed the shortcomings of his own way of thinking:

Without this militancy of the younger generation, how will we create a new world (Natal Daily News 7 July 1974).

Tension was also developing within the Black Academic Staff Association (BASA). One of its members, Professor Kgwane, later to become the first black Rector of Turfloop, resigned. Professor Nkondo, Chairman of BASA, attacked what he called, the organisation's 'back door' policy. It was during this period that BASA proposed the expulsion of Professor Steenkamp, the Academic Registrar, from the University, due to alleged racism and mismanagement. A further sign of racial distrust.

3.2.1.3 THE PRO-FRELIMO RALLY

The Pro-Frelimo Rally emphasised that the teaching and learning experience at Turfloop could not be divorced or isolated from the broader struggle against racial domination and oppression nationally or regionally. Conflict in the Southern African region was to impact negatively on the teaching and learning situation in general.

On the 25 September 1974, Mozambique gained its independence under Frelimo. In order to commemorate this occasion a pro-Frelimo rally was staged on campus. This was followed by police action. As a result many students were subsequently detained or expelled and the University closed. Clearly Turfloop was not isolated from the changes and dilemmas of the broader community:

The students saw in the Frelimo triumph, the affirmation, in political terms of Black Consciousness and the

confirmation of black identity in the continent of their birth (Nkondo 1975:7).

(Even the 'whites only' residential area on campus was not exempt from incidents on campus. During the 'pro-Frelimo' rally a white 'home-guard' (Sunday Times 20 October 1974), patrolled this area, which contained 50 families and a total of 250 White men, women and children). The whites were clearly alienated from their black colleagues and students, thus fuelling growing distrust between teacher and learner.

Concerning the Frelimo Rally incident, Prof H Ntsanwisi, then Chief Minister of Gazankulu, stated:

Time and again we read about demonstrations similar to the recent one at Turfloop at 'White Universities', but we never hear that they were closed, not even for a day (Rand Daily mail 9 October 1974).

Frank Chikane was quoted as having said the following at the 'Viva Frelimo' rallies, concerning Christianity:

Christianity was regarded by many blacks as a negative force in South Africa, because of its association with the country's oppression apparatus, so the SASO terror trial was told yesterday. Mr Frank Chikane, an executive member of the black Students Christian Movement and student of UNIN, at the time of the "Viva Frelimo" rallies in September 1974, said Black Theology answered the "oppressive weakness", of Christianity. It stressed the humanity of blacks as opposed to standard Christianity in South Africa which 'did not practise Christianity as it is written in the Scriptures.... Black theology made blacks aware they were created in the image of God.... (Natal Daily News 17 August 1976).

This statement embodies black reaction against the use of Christianity as a means of justifying the apartheid contradiction as expressed on campus and on a National basis. Letters were written by the SRC to the University authorities and police of the time (Students Representative Council 16 and 17 October 1974), vividly portraying black reaction to the contradictory nature of apartheid. (The message in these letters symbolizes a situation which prevailed through much of the history of the

institution).

The Turfloop Testimony reflected on the incidents which took place on the 25th September as follows:

It would be a serious mistake to isolate the events of the 25th September, 1974 and attempt to examine the causes which gave rise to these events, divorced from the wider background of student dissatisfaction...student dissatisfaction at the university arising from discriminatory attitudes towards black people, has more specifically found expression on the university campus itself.... What happened on the 25th September, 1974 was only a symptomatic expression of a far deeper underlying dissatisfaction (Nkondo 1975:88).

On the 28th October 1974, the State President appointed a one-man judicial commission of enquiry known as the Snyman Commission to enquire into and report on events of the 25th September 1974 and to make recommendations (Council Documents 1974:421). Although the legitimacy of this one-man commission was questioned by BASA, its memorandum was presented to the Commission through its Counsel, comprising Advocate I Mahomed, SC and Mr ME Mabiletsa, instructed by Mr GE Maluleka.

The Snyman Commission found that the Pro-Frelimo Rally was just a symptom of a vast and complex malady and that the University was:

... ensnared in a much broader and deeper problem than just a University situation, namely the situation between white and black outside the University (Snyman Report June 1975:171).

An important finding of this enquiry was the establishment of SASO as a sign from the student body of resistance - not only against the educational but primarily against the political system of the country.

In the Snyman Commission, as far as can be ascertained, attention was paid to political matters, namely the need to amend the Act of the University. The basic didactic issues, in respect of the



Part of the 400 University College of the North students who marched on to the administration block yesterday to protest against the denial by the authorities of permission for them to affiliate with Nusas.

The two placards appearing in the picture read "We demand answers to our resolutions" and "Uhuru of the mind — yes".

I DON'T
KNOW
WHY—
RECTOR

Staff Reporter

THE ACTING rector of the University College of the North, Professor F. G. Engelbrecht, said last night in his opinion there was no reason for yesterday's demonstration at the college.

"I do not know of any event which could have given rise to discontent among students.

I have been acting rector since the beginning of this year only, so that it is difficult for me to know the history of student grievances.

"In view of the critical attitude of students and the fact that I, as acting rector am not responsible for their discontent, I felt it would be wiser not to comment further at this stage."

NUSAS

The president of Nusas, Mr. Duncan Innes, said last night the student demonstration at Turfloop had made a "glaring mockery" of the South African Government's claims that students at the tribal colleges

400 Turfloop students in protest march

STAFF REPORTER

ABOUT 400 students of the University College of the North (Turfloop) marched on the rector's office yesterday in protest against the refusal to allow them to affiliate with the National Union of South African Students, Nusas.

The students, many of them carried posters, handed a petition listing their grievances to the acting rector of the college, Professor F. G. Engelbrecht.

While he was reading the petition which was signed by 354 of the 641 students, those protesting, marched past the administration block.

Prior to that, they had stood in silence for five minutes.

The march was a sequel to a mass meeting held on Tuesday night.

During the meeting students condemned the way they were being treated at the college and expressed anger at the suspension of two students.

FORBIDDEN

The students claimed they were being treated like children and that the college was considering the students representative council as an "opposition party."

In yesterday's petition, the students said they were unhappy because the college had refused to allow them to be affiliated to Nusas.

They said delegates from Turfloop who had attended the last congress of Nusas had been forbidden to read their reports to the students.

The petition also mentioned the fact that the senate of Turfloop had refused them per-

ter co-operation with the SRC and the... They requested the senate to let two executive members of the SRC sit in on the discussions of matters involving student's interests.

Terror trial charges

At a Court Reporter
INDIANS, seven
 Blacks and a Coloured
 all men — appeared
 at the Pretoria Supreme
 Court today on charges
 under the Terrorism Act.
 The charges allege a conspi-
 racy for a violent revo-
 lution, the creation of
 racial hatred and the dis-
 crimination of foreign in-
 vestment in South Africa.
 They are: Mr Sathisa-
 an Cooper, Mr Srinivasa
 Mooli Moodley, Mr Sate-
 Variava, Mr Sulayman
 and Ismail, Mr Sili-
 ngam Moodley (the
 Indians).
 Justice Edmund Lin-
 Myeza, Mr Mosioua
 and Patric Lekota, Mr
 Ntsho Ntsho, Mr Aubrey
 Mosepe, Mr Nkwenke
 Vincent Nkomo, Mr Pan-
 Jeremiah Nefelov-
 Mr Gilbert Kabor-

ane Sedibe and Mr Absol-
 om Zitulele Cindi.
 (Blacks); and Mr Rubin
 Hare, the coloured man.
 The main count alleges
 that all were members
 and/or supporters of
 either the South African
 Students' Organisation
 (SASO), Black Peoples'
 Convention (BPC), Peo-
 Experimental
 Theatre (PET), Theatre
 Council of Natal
 (TECON) or the Students'
 Representative Council of
 the University of the
 North (Turloop SAC)
 from December 1 1968
 to October 31 1974.
 As members or active
 supporters, it is alleged
 they conspired with one
 another or the organisa-
 tions to commit one or
 more of the following of-
 fences:
 ● To transform the

State by unconstitutional,
 revolutionary or violent
 means:
 ● To condition the
 Bantu, Indian and Coloured
 population groups for
 violent revolution:
 ● To create racial hat-
 red, hostility and anti-
 pathy among Blacks to-
 wards Whites:
 ● To denigrate Whites
 and represent them as in-
 human oppressors of the
 Black population, and also
 to pressurise Blacks to
 reject the White popula-
 tion, its way of life and
 to defy Whites:
 ● To eulogise and en-
 courage emulation of
 people convicted of ter-
 rorism, subversion, sabo-
 tage and offenses under
 the Suppression of Com-
 munist Act.
 ● To portray historical
 events in such a way as to
 create hostility, resent-

ment or hatred by the
 Black towards the White
 population.
 ● To publish or distri-
 bute subversive and anti-
 White utterances, writ-
 ings, poems, plays and
 dramas:
 ● To organise and hold
 subversive and anti-White
 rallies or gatherings:
 ● To discourage, hamper,
 deter or prevent foreign
 investment in South Afri-
 ca:
 ● To urge foreign in-
 vestors to disengage them-
 selves from South Africa's
 economy; and
 ● To discourage, hamper
 or deter recognition of
 and co-operation with
 South Africa by foreign
 organisations or govern-
 ments.
 The alternative count
 against Mr Cooper,

Indian, are that he was
 involved with the prepa-
 ration of a document en-
 titled "Black Peoples' Con-
 vention — Information
 Brochure" and another
 entitled "Black Peoples'
 Convention — Brothers
 and Sisters of Chats-
 worth." Another is that
 he was involved with a
 play "Requiem for
 Brother X."
 The alternative count
 against Mr Myeza, a Black,
 is that he was involved
 in the preparation of a
 document called "Resolu-
 tion No 46/74."
 The alternative charges
 against Mr Hare, a Col-
 oured, are that he was
 involved with an article
 called "Unity and Dedi-
 cation" and a document
 called "Requiem for Bro-
 ther X."

The alternatives a
 Mr Srinivasa Mooli
 that he was involved
 an article called "I
 What I Like," ar
 called "Focus," the
 "Requiem for Broth-
 and a drama called
 "Images."
 The alternatives a
 Mr Variava, Mr Cind
 Mr Ismail connects
 with the poem
 "Nana Avenge! Arise!
 a play called "Sb
 They are also con-
 with a publication
 "P.E.T. Newsletter",
 No 1 Sept-Oct," an
 Variava and Mr
 are alleged also to
 had part in the prod
 "Requiem for Broth-
 The alternative a
 Mr Sivalingam M
 called "Requiem for
 Brother X."



The night they greeted the 13 accused at the terrorism trial as they emerged from the police truck at the Palace of Justice in Pretoria today.

Accused singing and dancing on way to court

By a Staff Reporter
"GITAGOOM! Gitagoom!" — There was a loud rhythmic pounding from the back of the police truck that brought the 13 accused in the terrorism trial to the Pretoria Supreme Court early today. It sounded like a con-
 hide drum.

To cries of "Power" from their friends, the accused emerged from the back of the truck, singing, dancing and shouting Afro songs lustily.

Black women in Afro robes leaned over the balcony above them, shouting to them in glad recognition, crying "Power" and singing along with them.

There were only four of five uniformed police present but a strong contingent of hefty males in slick suits later admitted they were security policemen.

The 13 were Africans and Indians and one Coloured. Most were in their early 20s, all were men. They were in high spirits and looked well. Twelve of them were dressed in black, two wore black berets and two had beards.

The Indians joined in the singing and dancing with gusto. The accused were allowed to sing and dance for half a minute before being politely ushered into the Supreme Court cells.

Later, as they came into the court, they sang "Unzima lo Mthwelo" (This burden is heavy). Nine-tenths of the 200-odd spectators packing the court were Black. Most rose, raised their fists and a good half sang along.

"Accused number five," Nkwenke Vincent Nkomo, led the singing. When it died down Rubin Hare made a five word speech in Zulu.

A policeman trying to get the accused into the correct order from left to right asked one his name. "Please call me a doctor," said the accused. The 13 and many of the Blacks in court laughed uproariously at the policeman's faltering attempts

Saso pushed to Reds, inquiry told

Staff Reporter

SASO and other Black organisations were being manipulated in the direction of communism and towards confrontation with the State, the Turfloop Commission of Inquiry was told in Pretoria yesterday.

Mr P. Krijnauw, counsel for the South African Police, said yesterday that Saso (South African Students Organisation), the Black Peoples Convention, and the Black Academic Staff Association, were playing roles which should not be allowed.

They should be put "under a magnifying glass", he said.

The roles played by Saso, Basa and BPC were seriously

affecting race relations in South Africa.

Mr Krijnauw said that Basa openly advocated the aims of Saso before the pro-Frelimo rally in September last year in which police were called to restore order at the University, and had influenced the student body at Turfloop.

The contact between Saso and Basa was "an unholy alliance" and the Basa ideology was "just an extension of the Saso ideology".

On Monday Mr Krijnauw said there was "abundant proof" that Saso aimed at the overthrow of the State by revolution.

He said yesterday that it was clear that Basa subscribed to the principles of the

student organisation. Some months before the rally, Basa and the Saso-controlled Turfloop Students Representative Council had agreed to hold joint meetings.

There was nothing wrong with close contact between student and academic staff organisations, but when this contact was on a political level, then the matter was one of "another colour".

Mr J. A. Erasmus, counsel for the Turfloop University Council, told the commission that the council had called for the commission of inquiry because it felt that the strained Black-White and student university administration relations as a result of the pro-Frelimo rally, and events leading to and resulting from it, might be improved by the commission.

He said Saso played an important role on the Turfloop campus and that the minutes had got on to the campus "they infiltrated everywhere".

Basa had influenced the students of Turfloop to further their aims of Africanisation of the university through their association with Saso.

teaching and learning process on campus, received only scant attention.

The Turfloop Testimony, an extension of the BASA memorandum, was submitted to the Snyman Commission. An important testimony in understanding much of the dilemmas facing the University of the North at the time. (It was edited by Professor Gessler Nkondo, Chairman of BASA, and was published in August 1976). In the Turfloop Testimony, BASA expressed the following concerning the conclusion of the Snyman Commission:

The finding of the Commission that the problems of the University of the North cannot be isolated from the general discrimination and humiliation suffered by black people outside the University is, in the opinion of the Black Academic Staff Association, a profound truth which can only be ignored by our country at its own peril Nkondo 1975:10).

With regard to the issue of Africanisation, The Turfloop Testimony was largely an expression of Africanisation as an 'organisational principle'. It expressed opposition to the paternalistic attitude of many white academics on campus and highlighted the many contradictions and injustices on campus. From a didactic point of view, it vividly expressed the fundamental distrust existing between black and white, between teacher and learner, and between academic and administrator on campus - a phenomenon contrary to constructive teaching and learning in any educational institution. A distrust implying a lack of dialogue, a lack of unity and lack of a common purpose and goal. The teaching and learning experience took place without clearly defined principles and objectives. Many whites on campus opposed the Turfloop Testimony, the white-controlled UNIN News, calling it

... a misleading and incorrect reflection of the true state of affairs (The Star 30 November 1976).

Despite such criticism, the Turfloop Testimony remains a milestone in the history of Turfloop, giving a vivid expression of the inner feelings of black academics at the time. It

portrays a deep-seated distrust not conducive to meaningful teaching and learning.

3.2.2 GROWING DISTRUST AMONG STAFF AND ITS EFFECT ON TEACHING AND LEARNING

3.2.2.1 THE CREATION OF A SEPARATE BLACK STAFF ASSOCIATION

In May 1960, a constitution was drafted for a combined staff association. However, after 1961 it was divided, as expressed through a letter from the black staff to Council:

Since the 3rd May, 1961, we have existed as a "Group" known to the University authorities as a "Bantu Interest Group". We are not happy with the word "Group" and wish to be known and referred to as "Black Academic Staff Association". In our opinion the change of name should infer a change of status.

De facto we have existed as an Association since 1961; the General Academic Staff Association (Dosente-vereniging) invariably met only once a year to do two things:

- a) Take leave of some members;
- b) Elect the Executive.

All such things as conditions of service, salaries, housing problems, recreational facilities and social functions, the respective "Groups" tackled them separately and independently of each other. Sincerely speaking, it would be very difficult and perhaps embarrassing to discuss a delicate issue like the "narrowing of the gap" or "equal pay for equal work" in a joint session. Above all, it is state policy to keep the different racial groups separate, especially since most of our functions are of a social nature.

The idea of separate associations is moreover not something novel in non-White universities (Council Document 1973:108).

It was specifically during the mid 1960's that the white staff's paternalistic and domineering attitude led to a confrontation with black staff and a split took place. This growing alienation was to impact negatively on the teaching and learning situation.

It was at about this time that the Black Consciousness Movement began to make its impact felt on students, teachers and parents.

Turfloop was developing a new calibre of black personnel, many of whom were Turfloop graduates. In 1971 there was a growing feeling amongst the black staff that because of the differential treatment of black and white staff at the University, they could bargain more effectively as a separate staff association. This did not imply that black staff were not in favour of a single staff association regardless of race. Their main grievance however, was due to the lack of concern by white staff concerning the plight of black staff. Black staff detested the white staff's attitude of indifference to the conditions of their fellow black colleagues in that they did practically nothing to show their objection to an oppressive system. For example, in 1964, a letter from the Chairman of the Staff Association to the Rector, asking for finance for the children of white lecturers at Turfloop to study at the Afrikaans universities, concluded with the following words:

... sodat ons kan ervaar dat ons nie 'n klomp vergete mense in die woestyn is nie (Council Document 1964:1329-1330).

One must bear in mind that white staff obtained a special 'inconvenience' allowance - a sum of money made payable to them every month for, as the Turfloop Testimony put it, "having to work away from their ordinary milieu" (Nkondo 1975:31). However, not a word was mentioned about their black colleagues and 'their' children in the so-called 'desert'. It was as if the whites saw themselves as being the oppressed.

This indifference of the white staff was expressed in the Turfloop Testimony:

The white academic staff, as has been pointed out previously, enjoyed better salaries, better amenities, better conditions of employment and a generally more comfortable and dignified existence than their black colleagues. The white staff was not primarily concerned with eliminating these differences, but with the elimination of differences between their conditions and the conditions of other white lecturers at the older white universities. Physically, they remained quite segregated in their separate suburbs and socially they encouraged no

communication at all. Politically, their sympathy as a group predominated by Afrikaans-speaking persons, lay with the political and cultural aspirations of Afrikaner nationalism, and they became largely identified with the political views of the political party in power in South Africa (Nkondo 1975:36-37)

Black staff saw the unity of a common staff association as a mere legal or constitutional fiction, and knew that in every other meaningful sense there were two distinct groups. The solution they saw was the formation of separate staff associations, so as to give constitutional expression to what they saw as a 'de facto' state of affairs. These growing racial divisions were to shift the focus further away from the true reason or purpose for a University, namely teaching and learning, towards a struggle for control. (A struggle, which in various forms has manifest itself down to the present day).

In 1972 the feelings of black academic staff on campus crystallised into the conviction that separation was a must, and consequently they applied for the recognition by Council of what came to be known as the Black Academic Staff Association (BASA). Formal recognition of the association was recommended by Council early in 1973.

BASA's aims as outlined in its constitution were as follows:

- (a) To promote a collegial spirit among members.
- (b) To organize academic, cultural and social activities in the interest of members when occasion for such arises.
- (c) To keep watch over the individual and collective interests of members insofar as their service at the University is concerned (Council Documents 1973:109).

BASA was not a racist organization and must be seen simply as a reaction against white domination and control, paternalism and selfishness.

The mid-70's was also a period in which the white academic and administrative staff decided to reform in order to gain acceptance by a growing element on campus i.e. the black academic

staff. Many blacks asked themselves: Why this sudden change from an attitude close to indifference to one of sudden so-called acceptance? Many of them asked themselves whether it was genuine or whether it was the typical liberal reformist attitude of swopping sides for self-interest.

This sudden change of attitude manifested itself when the Black Academic Staff Association applied for official recognition. In its reply to Council, the White Staff Association indicated that it had always been opposed to more than one association and that it was willing to negotiate ways of amalgamation.

However, the Black Academic Staff Association (academic and administrative) stated that they did not wish to amalgamate with the White Staff Association, but that they were willing to form one Black Staff Association. The Black Academic Staff Association stated that the reasons for its request to become a separate association were still valid and that 'nothing had happened to change their attitude' (Council Documents 1974:38). This division between staff was to further alienate whites and blacks on campus and teacher and learner.

3.2.2.2 AFRICANISATION AS AN ORGANIZATIONAL PRINCIPLE - THE QUEST FOR BLACK CONTROL ON CAMPUS

The issue of Africanisation as an organisational principle overshadowed Africanisation as a didactic principle. Issues of control and power were to take precedence over important issues relating to teaching and learning, laying the foundation for an institution to be dominated henceforth by the interests of the administration. The seeds for future ethnic conflict were being sown. Unfortunately, later attempts to transform the University's teaching and learning in the 1990's also became dominated by the same issues of race, power and a situation in which administrative concerns and interests took precedence over academic needs.

The hidden agenda underlying the government's policy of Africanisation was the entrenchment of the 'Homeland System', of which the Separate Universities were to become an integral part. Professor CWH Boshoff (Chairperson of the South African Bureau of Race Relations, Dr Verwoerd's son-in-law and senior member of the Broederbond) meant that black universities should be of an ethnic nature when he stated that the people of each homeland should, in time, form the Council of their 'own' university. In a memorandum on the control of the University of the North, the Rector at the time (also a member of the Broederbond), Professor JL Boshoff stated:

The University of the North is now in its thirteenth year of existence, although the students still do not accept the university mainly because of the political philosophy which gave birth to the universities for blacks. This, very fortunately, cannot be said of all the parents. There is ample evidence that the university is accepted by the majority of the parents. In these years the university became academically an autonomous institution, but, as far as the promised greater share of the Bantu in the running of the university is concerned, no progress can be reported (The University of the North Memorandum: The Control of the University 1973:2).

One must remember that definite undertakings had been given to blacks by the State, in regard to Africanisation and eventual control of the University, even prior to the establishment of Turfloop.

A major obstacle to black control was the position of the white staff who had vested interests in maintaining control and who feared for their positions through possible black advancement. Many were of the opinion that blacks could not control a university. One must bear in mind that though Turfloop was established for 'blacks' this did not mean that the white academics and administrators wanted, or really intended, to hand over authority, or even to share it, with their black colleagues. It was the crisis of 1960 and its repercussions which persuaded the National Party Government to take seriously, for the first time, its own theoretical or ideological policy of apartheid and

to put it into practice. The predominant feature of National Party governments from 1948 had been "baasskap". This continued to be the practice from 1960 onwards, but it was overlaid with specific steps in the implementation of 'separate development'. As late as 1959, Verwoerd was lukewarm towards a policy which was supposed to be largely his creation, as one can see from his own words:

The Bantu will be able to develop into separate States. This is not what we would have liked to have seen. It is a form of fragmentation that we would have liked, if possible, to avoid. In the light of the pressure being exerted on South Africa, there is, however no doubt that eventually this will have to be done, thereby buying for the white man his freedom and the right to retain his domination in what is his country (in Oliver and Atmore 1981:301-302).

Professor Boshoff realized that, in terms of State policy, black control of Turfloop was inevitable, when he stated:

It seems to me that somehow Africanisation and the take-over by blacks must be removed as issues from these universities. How it is to be done must be considered. It cannot and may not be done by way of going back on our word. I wish to plead that we should now cease to think in terms of blacks being ripe for this and not ripe for that. What are the norms to be applied in determining when people are to be regarded as ripe to control their own affairs? Who is to determine what these norms are to be? To me the matter is perfectly simple: They will never be ripe to control our affairs, but they have always been, and will always be, ripe to control theirs. We must, therefore, move in the direction of handing over control, and everybody at the University must realize that we are doing exactly what we have said we would do. If this is not done, the position of the whites is going to become increasingly more unpleasant, and this University, for which we are responsible, will suffer irreparable harm to the detriment of government policy in general (The University of the North Memorandum: The Control of the University 1973:8-9).

Concerning the 'ethnic' nature of the University, on the 3rd November 1973, Council decided the following:

Council was in agreement that as far as the Bantu universities were concerned, the ethnic restriction be

relaxed at undergraduate as well as postgraduate level.

As the first obligation would still be to those ethnic groups which each university serves, the limiting factor would be accommodation and there would therefore be very little change in the present position (Council Documents 1973:39).

Many black staff on campus felt that the most effective solution to the estrangement between black and white on the campus lay in the elimination of all measures of discrimination and in ensuring that the control of a black university was fundamentally in black hands. This they considered to be crucial:

The black man at the University of the North cannot feel completely secure at, and uncompromisingly proud of, the university unless, and until, the University can be regarded as one whose destiny he controls (Nkondo 1975:34).

It was even felt by many blacks, as expressed through the Turfloop Testimony, that black control would pave the way for a united association of lecturers regardless of colour, which they felt would be able to play a meaningful role in the advancement of common and not conflicting goals (Nkondo 1975:38).

However, the white academics still wanted Africanisation to take place 'on their own terms', as the following recommendation by white academics from the Personnel Committee to Council reads:

Note must be taken of the policy that black academicians be appointed in every department where adequately qualified blacks are available for appointment and that the University be Africanized from the lowest posts (Council Documents 1973:163).

The black academics objected to this. The Advisory Council recommended that the sentence in the above recommendation should end after the word 'appointed' and that the rest, "that this University be Africanized from the lowest post", be deleted. The black academics further recommended that:

Suitably qualified black academicians should be considered for appointment to senior posts, such as that of head of

department, even if this should mean that some of his assistants are White (Council Documents 1973:163).

By the mid-1970's, Turfloop was still under total white control. On the one hand the State wanted to promote a black university as part of apartheid policy, yet whites were reluctant to leave the reins of control. On the other hand, blacks wanted a say - not so much in their affairs, in the 'separate sense' - but as citizens of Africa, to which status they were afforded little more than a pass-book. In January 1974, a Committee of the University Council was appointed with instructions to consider all aspects of the demand for Africanisation of the University and to recommend action that might be taken in furtherance of this objective.

In April 1975, the Jackson Report was submitted to Council (Council Documents 1975:159). This Report was concerned with Africanisation as an 'organizational principle' i.e. the appointment of black members into senior managerial and instructional posts. The Jackson Report gave the following reason for the black academics' demand for Africanisation:

... the main thrust of the demand for Africanisation probably derives its vigour from the desire of an emerging class of African intellectuals to express their determined opposition to 'Apartheid' (Jackson 1975:44).

From a didactic point of view, the Committee, although it may have been done so intuitively, made at least a few recommendations to improve the instruction, that is, the teaching and learning programme:

That steps be taken to improve the quality of the teaching services by paying special attention to the linguistic proficiency of all professors and lecturers, and to ensure, when making new appointments, that all new staff are proficient in the language of instruction. The Committee recommended further that attempts be made to improve the environment of learning in all departments, that new lecturers undergo a course of training, and that a tutorial system be set up in the University.... That all lecturers should undergo a course of training in University teaching before they become eligible for permanent appointments on

the staff (Jackson 1975:80-82).

As far as can be ascertained, none of these recommendations has yet been implemented. It becomes clear that the creation of the University of the North, as a political necessity as opposed to an educational necessity, did fundamental damage to the very nature of the institution. Teaching and learning were to become the burden of the University instead of the very core of its existence.

Through the black academics' quest for the Africanisation of Turfloop, it would seem as though they were playing into the hands of apartheid policy-makers. But such an accusation would be tantamount to hypocrisy in the highest degree. For only after an analysis of the circumstances of blacks at Turfloop (as expressed in the Turfloop Testimony) and only after analysing the black person's position in the broader academic community together with the academic boycott they were experiencing within the country, could one hope to grasp the prevailing despair, often incorrectly seen as some form of pro-apartheid expression or black racism. Professor Nkondo, Chairman of BASA, in his call for a black take-over of the University said:

We are not chasing the whites away from black universities. We want positions of control left to the blacks, since blacks understand blacks better (Jackson Report 1975:82).

Not only did white conservatives at Turfloop feel threatened, but also the liberals at the Open Universities, who saw Africanisation resulting in a possible loss of white liberal control over their own vested interests. Many conservatives and liberals opposed Africanisation wanting their bread buttered on both sides. They wanted to preserve white influence and begin the gradual approach of black control on their terms. For blacks, a black take-over of the University meant a say in and a measure of control over their own affairs rather than to be subjected to conservative or liberal white control on campus. Dr Allan Paton had this to say concerning the Africanisation of universities:

Black control of black universities would make separate development more separate and would in certain aspects be totally impotent (Rand Daily Mail 15 July 1974).

The only answer, Dr Paton said, was to:

Let the university belong to all (Reality 1974 (Liberal Journal) article by Dr Allan Paton).

This statement is in keeping with the non-racialist society envisaged by Dr Paton. However, at this time black academics and students had very little say, if any, in the control of affairs at the Open Universities. It was a state of hypocrisy which further fuelled black distrust of white liberalism and further alienated the sharing of knowledge and expertise between academics and between campuses, which was vital for instructional and curriculum development in higher education.

As used by African leaders and educationists, Africanisation represented a reaction against the impact of the colonial experience. In the field of education, in particular, the concept owes its origin to the Conference of African States on 'The development of education in Africa', held in Addis Ababa in 1961. The need for a new meaning of 'Africanisation' was not only evident in the major decisions and concerns of the Addis Ababa conference, but many African leaders had expressed the same sentiment in their writings and public utterances. Mazrui spelt it out aptly as follows:

Behind Mobuto's preoccupation with authentic names and dress, behind Kenyatta's defence of the circumcision rites of the Kikuyu and their ceremonies of oath-taking, even after independence, behind Senghor's philosophy and poetry and his patronage of Negro-African arts, as well as behind Nyerere's insistence on residual ideological authenticity, lies the historic, if still incoherent, urge of black Africa to move from the political sovereignty of the flag to the cultural sovereignty of the soul (in Wandira 1978:35)

As used by blacks in South Africa, Africanisation seems to express a desire for autonomy and self-determination. This

certainly seems to be the sense in which the black staff and students of the University of the North, used this concept. Much of the struggle for transformation taking place in universities around the country during the 1990's was to take the form of Africanisation as an organisational principle. It was an understandable situation considering the racial imbalances in most of the historically white universities. There was a dire need for black leadership and empowerment. Unfortunately, transformation of teaching and learning was to be of secondary importance to issues of power and control - an inheritance of the past conflicts.

3.2.2.3 THE WHITE EXODUS

The period immediately preceding the appointment of a black Rector as part of the Africanisation process at Turfloop was disrupted by the 1976 riots. Teaching and learning were disrupted on a national scale. During this period of intense conflict, the white home guard on campus intensified. Nevertheless, many whites were opposed to leaving campus. However, in January 1977, whites were no longer allowed to reside on campus in terms of the Separate Areas Act and also due to the efforts of the Rector of the time, Professor Boshoff. The exodus of whites which followed led to further isolation and alienation between whites and blacks on campus. This state of alienation was not conducive to meaningful teaching and learning.

3.2.3 UNIVERSITY AUTONOMY AND ITS IMPACT ON TEACHING AND LEARNING

In 1969, the Parliament of the Republic of South Africa made provision for academic independence through the University of the North Act (Act No 47 of 1969). Thus on the 1st of January, 1970 the relationship between the University College of the North and the University of South Africa, which had lasted for a decade, was dissolved and the University of the North came into being. The initial pattern of power relationships between white and

black in the control of affairs, however, remained unaltered. It remained a white-controlled black university and an ethnic University, integrated into the overall national framework of Separate Development. Subsection 2(3) of the University of the North Act (No 47 of 1969) contains this stipulation:

3. The University shall serve the North-Sotho, South-Sotho, Tswana, Tsonga and Venda national units referred to in Section 2(1) of the Promotion of Bantu Self-Government Act, 1959, (Act No 46 of 1959)

It also stipulated that:

Niemand wat kragtens die Bevolkingsregistrasiewet, 1950 (Wet No 30 van 1950) as 'n blanke geklassifiseer is, mag hom by die universiteit as student laat inskryf of dit as student bywoon nie (Act of the University of the North No 47 of 1969).

The effect of these prohibitions was not only to exclude non-Africans from admission, but also to exclude Africans belonging to certain ethnic groups not referred to in the previous subsection. This was considered by many to be an unnecessary in-road into the freedom of the University.

Section 3(2A) of Act 43 of 1969 stipulated that the University of the North required ministerial approval to borrow any money or to receive any money, or property by way of donation, or bequest (Council Documents 1965: 1484-1485 and 1967:8), or to acquire certain stores and equipment. This was not something new for financial control had been strictly applied in the past (Act of the University of the North No 47 of 1969). However, it was contrary to the freedom granted to many of the other universities. One should bear in mind that in 1930 the University of Pretoria had already been granted corporate status (Nkondo 1975:65). Such forms of control inhibit the freedom of expression and creativity necessary for developing new curricula and learning experiences essential to meaningful teaching and learning.

The University of the North Act provided for control of Senate

by Council which was under the control of whites. The University of the North Act also had other far-reaching powers which were vested in the Minister of Bantu Education and which did not appear in the statutes governing the White universities. Thus section 10(2)(e), which gave power to the Council to appoint members of the Senate, made this power subject to the Minister's approval, and, further, vested power in the Minister to determine the number of persons who would constitute the Senate (Nkondo 1975:68-69).

Section 14 provided for Ministerial approval of Council appointments. The Minister was also given various other powers over Council. All this control in the hands of the Minister was alien to the autonomous powers of a free university and contrasted sharply with the corresponding provisions in the statutes dealing with the powers of the white universities (Nkondo 1975:69).

There were those who opposed the granting of autonomy to Turfloop. The SRC, in its refusal to accept the University Independence Declaration, resolved the following in a letter to the Rector, Professor Boshoff:

That independence from the University of South Africa at this stage is premature and can be seen in no other different light except as another calculated move by the government to drive the non-White students into a life of isolation, despair and perpetual frustration.

Resolves further -

1. That if independence has to be true to its meaning such independence should relate not only to academic independence, but should also relate to political independence of this College from Government control, because we hold the following to be true:

- a. That a university should not be bound to certain religious, political and social creeds, for this demands an adherence that excludes other religious, policies or creeds'.
- b. University autonomy means and implies 'the right of a university to decide for itself, on academic grounds,

who shall teach, and what shall be taught, and who shall be admitted to study'.

And these conditions can certainly not hold in terms of Act 47 of 1969 (Council Documents 1970:244).

Clearly, the University of the North was becoming more and more anachronistic in nature and more and more a universal contradiction, thus further alienating teaching and learning from universal trends and debates. Nevertheless, progress towards black control over a black university did help foster a sense of ownership despite fundamental contradictions imposed on the institution and society through apartheid policy.

It was only twenty years later, on the 19th May 1989, that the Rector at the time, Professor PC Mokgokong, officially received the Title Deeds of the University grounds from the Department of Development Aid. It was an historical happening in Turfloop's almost thirty years of existence. This issue of title deeds was a goal towards which the University authorities had been striving for a long time. Previously, failure to have the title deeds meant a severe form of external control. The University title deeds included the land on which the University was built and land once belonging to the Commissioner General, which had been granted to the Lebowa Government and, in turn, to the University by the State. This was the conclusion of a lengthy process. However, some saw this as a further entrenchment of the homeland system.

The quest for University autonomy reflected the need for black control, while at the same time reflecting the hidden agenda of apartheid policy. The quest for autonomy left teaching and learning in a vacuum. The University remained alienated from the community. UNISA study guides were to impact on teaching and learning in many departments and even faculties and so it has remained to this day. As the quest for autonomy took the form of a political necessity, relevance and commitment to the teaching and learning experience, which is an educational necessity, tended to take a back seat. Teaching and learning all

too often served political agendas, leaving many Turfloop graduates alienated in the workplace without the necessary skills and knowledge.

3.2.4 THE FIRST BLACK RECTOR OF A SOUTH AFRICAN UNIVERSITY AND REACTIONS TO HIS VISION OF TEACHING AND LEARNING

Despite the gradual development of black control over the University, the University could not be isolated from the broader struggle against apartheid taking place nationally. The vast number of students coming from the strife-torn townships of the Witwatersrand were calling for more and more action against apartheid rule and white domination. The first black Rector to step into the seat of power faced growing polarisation on campus.

Student militancy heightened after the Soweto 1976 uprising. Even an Africanisation policy adopted by the University Council at the same time and the appointment of the country's first black Rector, could not quell the rising tide of militancy (Enterprise 19 October 1993:68).

The first black Rector of the University of the North and of any university in South Africa, Professor W.M Kgwane, was appointed on the 1st January, 1977. This took place during a period of intense conflict following the Soweto riots of the previous year. (However, one must note that the first 'non-white' Rector to be appointed at one of the separate universities, was at the University of the Western Cape).

In 1971, in his paper entitled 'In Search of an Educational System', the new Rector stated the following:

...the practice of education in any school system depends upon the philosophy of life by the educators and by the people who support the system. The guiding principle in American life is the preservation of the democratic way of life - as America understands it. Guided by that principle, American educationalists like Dewey and Horne have written educational treatises in which they attempt to show how the American child and youth should be prepared for life in a democratic state. In present-day Russia the aim of all education is to advance and perpetuate the Communist philosophy, and to raise up successive generations of inspired defenders of the Communist way of

Blind student capped

TURFLOOP — A blind student was among 278 graduates who were capped at a graduation ceremony at the University of the North on Saturday.

He is Mr. Joe Malathi (24), the first blind student to graduate at the University, and probably the first blind African to graduate from a South African university.

Mr. Malathi's success in he obtained the B. Juris degree — came through the help of Father Augustine van den Broeke of the Blind School.

Father Augustine was his tutor and friend had helped him through primary and high school, then university.

Mr. Malathi was born to poor parents in the Pietersburg township. They agreed readily to Father Augustine's offer to help their son.

Last year the Society named Mr. Malathi the most outstanding law student in the Transvaal.

University of the North to get SRC

THE University of the North will this year have its first Students' Representative Council since 1974, said Professor W M Kgware, new rector of the university, in an interview this week.

The university has not had an SRC since the 1974 pro-Frelimo rallies, when many leaders of the Black consciousness movement were arrested or fled the country.

Among those arrested, and now serving a five-year jail sentence for alleged terrorism, was the last president of the SRC, Kaborane Sedibe.

Prof Kgware told **THE WORLD**: "When trouble started here on a Friday in June last year, we had planned a meeting for the following Monday. At this meeting, members of the staff and students would have drawn up the constitution for an SRC.

"When the students returned to the university after the unrest, we had lost time and the ques-

By Joe Thloloe

"On my desk right now is a file on the SRC. I have asked our students' affairs committee to get the SRC working this year."

Last year, the students asked the then rector,

Prof J L Boshoff, to let them elect an SRC.

"But when he insisted that members of the staff should be the returning officers, we refused to elect the SRC," a student said.



Prof W M Kgware.

life. In our own country, we have the example of the Afrikaner people who uphold the Calvinist philosophy of life and whose education accords with its outlook on life and on the world. Until now, Bantu Africa has been content to accept uncritically ideals of life and of education which evolved elsewhere and under conditions often very dissimilar to those that obtain here. The teeming, timorous millions of Africa have now struck their tents and are in search of a new spiritual home. Whither the search will lead, it is difficult to foretell but one thing is certain: Bantu Africa alone can win or lose the battle for its soul. In that sacred quest for the soul of a people it serves, this University College has an important part to play (Kgware 1971:22).

Despite Professor Kgware's noble ideas on the empowerment of the African through teaching and learning, his institution was to become embroiled in the conflict against apartheid. It was a conflict that was to impact on the teaching and learning process in its entirety and that was to leave the country's education in tatters. Professor WM Kgware, was opposed to so-called radicalism, as he made clear in the following statement:

There is no way that I am going to become a so-called radical.... I have been constant in public life for 40 years and I will not change now (Rand Daily Mail 17 August 1976).

Many blacks saw Professor Kgware as a sell-out, a stooge of the white-man's Apartheid Institution. For this reason, he became unpopular amongst the more progressive staff and students. Es'kia Mphahlele emphatically described the situation as follows:

Here is an institution that purports to be for Africans, and yet does not reflect the African character; has a Rector who is a mere signature, a megaphone for orders that are issued by whites who are above him. The government imposes its own system of university administration. There is hardly any meaningful control between the University and the African communities in the same district. The people regard it as distinct, inaccessible and alien to their culture and aspirations (Mphahlele 1984:182).

A clear example of the hidden curricula and vested interests of the University administration and the deep-seated mistrust and undercurrent moves on campus, despite a black Rector, found

emotional expression in Dr Es'kia Mphahlele's description of his unsuccessful attempt in 1977 to obtain the post of Head of the Department of English at Turfloop. The University administration, Rector and all, let it be known that the reason for his not being appointed, despite their so-called 'unanimous' approval, was due to the disapproval of the then Minister of Education and Training. In his description of the interview, Mphahlele reflects on the alien nature of Turfloop and the need for teaching and learning to reflect the existential situation of the African student:

It is only after I had left the Senate room that it occurred to me that I had repeatedly talked about the 'independent states' north of the Limpopo river in order to distinguish them from South Africa. Academic freedom and university autonomy? A university should be accorded the universal right to develop its own curricula in a way that reflects the culture in which it is operating, and in turn feed something into that culture so that it does not stagnate. An African university must express African culture even if white expatriates still teach in it. I should like to think also that a South African university will feel constrained to work towards a future that will make the concept of 'separate development' irrelevant; that curricula and syllabuses can express a culture striving towards a synthesis that will be truly African (Mphahlele 1984:3-6).

The first black Rector was not only faced with such emotional hostility and distrust as that expressed by Professor Mphahlele but, Professors Kgwere's dilemma was even more emphasised by the fact that his wife was the first woman president of the Black People's Convention, while his children made no bones about their SASO affiliation (Drum August 1976). Nevertheless, Professor Kgwere remained persistent in his attitude and true to his convictions.

The quest for black representation on Council was seen as essential for black control over the affairs of the institution. Already in 1974 Council had decided that the Advisory Council be abolished. However, the Department of Bantu Education decided to appoint an Advisory Council for another four years (Council Documents 1974:242-243). The development of the University was

taken further by reconstituting the Council of the University on 1st January, 1978, with a view to granting more responsibility to the people whom the University serves, and to invest the Council with more power. The Advisory Council was abolished and provision was made for a Vice-Rector and a Convocation (Act No 57 of 1977). The granting of responsibility implied that the whites knew what was good for the black community. This attitude was reflected nowhere so blatantly as through the hidden curricula of whites in the teaching and learning process. Black academics, students and the broader community had little say, if any, in defining the principles, objectives, content and methods of teaching and learning on campus.

Professor Kgwere remained in the seat of power till his death in 1980. His leadership was marked by the suppression of BASA and the subsequent suspension of people such as Professor Maja and Professor Nkondo. Black leadership did not eliminate the contradictory nature of Turfloop, apartheid education and oppression in the broader society. For this reason, Professor Kgwere's reign was marked by boycotts, demonstrations and rebellion. (These also characterised the rule of the following Rector, Professor P C Mokgokong, who was appointed in 1980). It was a situation clearly not conducive to either teaching and learning or effective leadership.

3.2.5 BRICKS BEFORE BOOKS - REFORMING TEACHING AND LEARNING?

What manifested itself from the mid-1970's was the beginning of intensive building operations on campus and a further development of the University's contradictory nature. These projects ranged from modern sports complexes to student residential quarters (of which a whole block is simply missing!) to a modern staff restaurant complex. It was more the image of Turfloop that the authorities were concerned about than addressing the important issues relating to teaching and learning. They also needed to address the practicality of the very structures themselves. Van Trotsenberg, in his Report on the University of the North, termed

this contradictory phenomenon as the placing of 'Bricks before Books' (Van Trotsenberg Report 1981:13-14). Little attention was given to the universal manifestations of change but rather to the creation of impressive, yet all too often meaningless, physical structures. (Even the beautiful gardens which added to the initial appearance of Turfloop cost a small fortune to maintain).

Physical structures had been given priority over academic structures. The restaurant, completed in 1975, witnessed another one of the many shifts in attitude on campus, for whites, who once wanted little to do with blacks, as expressed from the tearoom to Council (Council Documents 1974:38), now, through a 'combined' staff restaurant, tried to promote a reformist image. Prior to this, unlike the white lecturers, black lecturers had no cafeteria, no clubhouse, no swimming pool, no floodlit tennis courts, no tarred roads in the area where they resided, no pub and inferior housing (Star 5 October 1974:4). The failure of the underlying idea behind the new restaurant can be seen even now by a mere glimpse into the restaurant during lunchtime. Buildings don't change attitudes.

Such hypocritical reform did not fool anybody, for whites and blacks still adhered to their 'groupings' and 'cliques' or 'cabals' while dining - symbolic of the inherent distrust on campus and of personal and political interests. It was an expression of its contradictory nature. One must bear in mind that in institutions of higher learning much of the teaching and learning experience between teachers, between learners, and between teachers and learners, takes place outside the classroom. It is therefore essential that academics and students exchange ideas even over a meal. The alienation prevailing at the time, and to the present day, is not conducive to meaningful teaching and learning.

3.3 TURFLOOP DURING THE 1980'S (TRANSFORMATION VERSUS REFORMATION AND ITS IMPACT ON TEACHING AND LEARNING)

3.3.1 DEVELOPMENT OF AFRICANISATION AS AN ORGANIZATIONAL PRINCIPLE ON CAMPUS AND EXPRESSIONS OF THE NEED FOR AFRICANISATION AS A DIDACTIC PRINCIPLE

The 1980's reflected further struggle for Africanisation as an organisational principle. However, this did not necessarily lead to more relevant or meaningful teaching and learning. On the contrary, in many instances, it merely entrenched an already alienated teaching and learning experience. One must also remember that many campus teachers and administrators were themselves products of Bantu Education, and had their own vested interests. In their ' Memorandum for the Appointment of the Rector of the University of the North ', the Black Academic Staff Association expressed itself as follows:

The principle of appointing a black Chief Executive for the University is based on the universally accepted, and inalienable right of people to run their own affairs. This being a black university, intended to serve a black community, we feel that a black head, acceptable to the black community, will be best suited to this office. Such a black man would fully understand the feelings, aspirations, and legitimate grievances of his charges. He shares in common with them the black disabilities and experiences and, as such, should have a deeper understanding of the problems that confront an institution such as ours. The acceptable black man as chief executive will only succeed in giving effective leadership at this institution if he works in the context of an administrative machinery, which is attuned and sympathetic to the thought-currents in the black community. An administration, which is not attuned and sympathetic to the thought-currents in the black community, an administration, which is not attuned to the thinking of the Chief Executive on the one hand and that of the black community on the other, will only ham-string such a chief functionary. The appointment of such a black man will be mere tokenism or window-dressing. We make bold to say that only black functionaries can give the necessary support and loyalty to such a black head. The two registrars and the middle-level administrative personnel should, of necessity, be black if the man is to succeed (BASA Memorandum on the Appointment of the Rector for the University of the North 1980:1-2).

The same concern for autonomy and self-determination is captured in BASA's views on black education at the time. The Association expressed itself as follows:

The most important aspect of any educational system seems to be control, because, once control is in the hands of the people themselves, such other factors as aim, finance, content, organization, means and methods of instruction, medium, examinations... can be satisfactorily resolved. It appears logical that black education should be controlled and administered by the Blacks themselves. They are best qualified to determine their own priorities (BSA Memorandum on the Appointment of the Rector for the University of the North 1980:1-2).

N Manganyi, in his book Looking Through the Keyhole, stated the following:

When I talk about African universities, therefore, it should be clearly understood that I am not referring to an ethnocentric particularism of the kind that is common in South Africa today, but rather this: that all South African universities will hopefully begin to see themselves as being in Africa and of Africa (Manganyi 1981:160).

Africanisation, as expressed through the replacement of white by black, yet failing to make the content, methods, aims and objectives of what is taught relevant to the student, communities and future of Africa, could only lead to further alienation and the entrenchment of apartheid ideas.

The Van Trotsenburg Report (February 1981) was the first serious attempt by the University to investigate its instruction, research and administration as a support programme. An important recommendation in this report was the mention of Africanisation as a didactic principle, that is, the idea of placing all educational activities, whilst retaining the scientific and academic nature of the University, within the context of Africa. Another important recommendation was to regionalize the University of the North geographically. A few recommendations were as follows:

- * The University of the North should be a regional

University with special tasks in the field of community development. (p.46).

- * The University of the North should lead a co-operative effort for the development of a basic philosophy, not being determined by the past but oriented towards the future. (p.46).
- * Junior lecturers should be obliged, in the way of a contractual commitment, for a constant improvement of teaching activities, to participate in discipline-oriented didactical workshops. (p.48)
- * Projects in the field of higher education research and development work, especially on departmental level, should be encouraged, as they provide a sound basis for a centre for tertiary didactics. (p.48)
- * The University of the North should not try to gain status in duplicating more or less 'esoteric' scientific research, but should articulate its identity as a centre of higher learning within a regional context, in establishing, through community-services, national and international inter-relations. (p.49)
- * The open character of the University of the North should be understood in terms of its relevancy to the region and its community, being a condition for substantial national and international relations. (p.49)
- * Functionality should be a basic concept in the planning and development of centres for higher learning in developing countries and regions. Five target levels can be distinguished: integrated system of tertiary education, unity of formal and non-formal education, need-oriented provisions for tertiary education, continuous evaluation of staff development. (p.49)
- * Joint ventures for the realization of educational projects between universities and industrial and commercial enterprises should be studied as a possible solution for the development of feasible, educational models meeting the tremendous educational needs in this world, and in this case, South Africa. (p.50).
- * 'Africanisation' should be understood as a didactical principle, especially in undergraduate education; cultural and societal diversification has to be used for enrichment purposes. (p.51)
- * A modern approach to guidance and student management should be supported by pertinent social and economic data of the students (Van Trotsenburg 1981:46-51).

Es'kia Mphahlele had this to say concerning 'Africanisation' at Turfloop:

But 'Africanisation' should not mean merely employing more African teachers; curricula and syllabuses should be increasingly African-based, instead of constantly singing

the triumphs of Western civilization (Mphahlele 1984:7).

The recommendation to Africanise as a didactic principle became a conflicting reality only when faculty councils in 1986 demanded that certain courses become more relevant.

3.3.2 ATTEMPTS TO DEFINE AND STATE THE POLICY AND MISSION OF TURFLOOP DURING THE 1980'S - ESSENTIAL TO MEANINGFUL TEACHING AND LEARNING

An attempt was made by the Rector, Professor Mokgokong, to give direction to the University of the North. There was clearly a need to define and state the policy and mission of the institution in terms of clearly defined principles. Without this no meaningful teaching and learning could ever take place and without this no path could be chartered in the direction of transforming the University towards an educational necessity as opposed to a political necessity.

In his inaugural address, the Rector, Professor Mokgokong, stated the following:

Defining a policy and mission statement: In short, what, fundamentally is the essence, the basic idea and aim of this University? One cannot as a matter of course, give a detailed answer. I state it openly today that it is my intention to launch, on the basis of futurological studies elsewhere in the world, a project - PLAN UNIVERSITY OF THE NORTH 2000.

In this project the total process of university planning will have the objective of:

1. Identifying aims which are relevant to this University in the various societies.
2. Translating these aims into operational, functional and quantified terms, in order to give precise objectives to this University.
3. Translating these objectives into differentiated University education and research programmes. An immense research effort will therefore be necessary to determine the modification which must be made to our organizational structures and didactical actions. It must be recognized that the interaction between the University and society has become more intense in our

time than in the past and that this interaction will certainly be even greater in the future.

What is the nature of present-day society? The society of today, which will determine the future of our University, rests on the principles of economic growth, production and consumption of goods and services, rapid material progress and change. The relations between this University and society are determined by these principles (Mokgokong 1981).

One fundamental problem underlying this endeavour was that the process was still closed, thus failing to include all stakeholders in defining the vision and mission of the institution. Due to various other factors, such as the new subsidy formula which did not regard community service as "subsidisable", and the fact that the mission statement was still seen as an attempt to reform apartheid instead of transforming society and the institution as a whole, the Rector's statement on the mission of the University of the North was thus never fully implemented.

Turfloop was to remain for several more years without a clearly-defined vision and mission statement. In 1989 a Mission and Policy Statement was again attempted, and the Council of the University adopted the following Mission statement at its meeting on 30 June 1989:

The University of the North cherishes and espouses:

- * the unrestrained and unbiased search, description and transmission of knowledge and truth for the formative education and training of high-level professions
- * the academic autonomy and freedom of its staff and students
- * the identification, documentation and development of socio-cultural heritage of Southern Africa
- * African advancement from the point of view of Affirmative Action and social responsibility programmes (Council Documents June 1989).

It was within this framework that faculties and departments were expected to redefine and restructure their aims, objectives and principles for the selection of content, methods, material and

evaluation of their courses and curricula. However, Turfloop was not able to isolate itself from the broader struggle against apartheid. Participants within the educational arena still remained trapped within the 'teaching and learning dilemma' i.e. how to promote the interests and needs of the students and community through teaching and learning, without promoting a contradictory and oppressive system. If the issue of academic autonomy and freedom was to become a reality, then the 'control' of academic freedom needed to be collectively eradicated and replaced by an open and horizontalised form of governance - only then could a legitimate vision and mission statement be defined.

Thus the above Mission and Policy Statement was rejected because it was considered to be 'reformistic' and because the Council which took the decision was 'illegitimate'.

It was only in August 1994, during a strategic planning workshop held at Magoebaskloof by the Broad Transformation Committee (BTC), that the process of collectively defining a new and legitimate Vision and Mission statement began. This process was to involve all stakeholders. (See ADDENDUM B).

3.3.3 THE CREATION AND DEVELOPMENT OF THE QWAQWA, VENDA AND GIYANI BRANCHES THROUGH TURFLOOP AND THE IMPACT OF THIS RELATIONSHIP ON TEACHING AND LEARNING AT THESE CAMPUSES AND AT TURFLOOP ITSELF.

i) The Qwaqwa Branch:

In August 1982, the Qwaqwa Branch was opened. Turfloop is its foster-parent, much in the same way as UNISA was once Turfloop's foster-parent. Turfloop has maintained a vested interest in the Qwaqwa Branch, which is understandable seen in the light of its ethnic composition. The Qwaqwa Branch was created to serve mainly the Southern Sotho peoples and the Qwaqwa government provided temporary facilities at Lere la Tshepe. This development was in keeping with the government's homeland policy.

The Qwaqwa Branch received much support from Turfloop and on 12 February 1988 the new Qwaqwa campus was officially opened, with Professor W Modinger as Director (Rector's Annual Report 1988:19). The QwaQwa complex was impressive to the eye with its three student residences, two for males and one for females, housing 396 students in 1988) (Beeld 16 February 1986). It was also created as a political necessity, characterised by 'bricks before books'. The conflict and search for alternatives which took place at Turfloop during the 1980's and 1990's was mirrored through conflict at the QwaQwa Branch. Teaching and learning there mirrored the dilemma at Turfloop. It too had been created as a political necessity as opposed to an educational necessity: an ethnic University to serve the Southern Sotho peoples. The relationship between the two campuses, though it achieved much, was to impact negatively on both campuses in various ways. Distance, expense, control and poor information-sharing was to retard change and impact negatively on teaching and learning on the QwaQwa campus from its inception to the present day. The QwaQwa campus is presently moving towards independence.

ii) The Venda Branch:

Turfloop also played a fundamental role in the establishment of the University of Venda during the early 1980's. Even after the establishment of an independent university in 1982, Turfloop maintained an influence on the University of Venda for a number of years. The University of Venda being a university which was established in accordance with the government's homeland policy - Venda having obtained its 'independence' in 1980. This close association of Venda University with the South African Government's apartheid policy led to conflict from its very inception.

iii) The Giyani Branch:

The Giyani Teaching Centre was started in 1984 as an extra-mural centre under the fostership of Turfloop (Rector's Annual Report

1988:19). This Centre enabled civil servants, housewives and those with conditional exemption to pursue academic activities and it received the full support of Prof Ntsanwisi, Chief Minister of Gazankulu, and once Professor of African Languages at Turfloop. The Centre started by offering five courses, viz Biblical Studies, Education, English, History and Tsonga for the BA degree, with an enrolment of 261 students. This was in keeping with the Government's education and homeland policy.

In 1988, 25 courses were offered and students could enrol for the BA, B.Admin and BSc degrees. The local Giyani Committee of Council was responsible for the academic extension of the Centre. The general academic administration of the different courses was the responsibility of the respective heads of departments at Turfloop. In 1987, Dr N.C Nkatini was appointed as assistant registrar at the Centre and by 1988 the enrolment had risen to 1379, nearing to over 2000 by 1994.

Turfloop, benefited much from the finances generated through the Giyani Branch's phenomenal growth, which occurred, despite the hopelessly inadequate physical facilities at the branch. The Giyani Branch exerted a tremendous influence on Turfloop which subsequently maintained its vested interest partly for institutional and personal financial gain. Streams of Turfloop academics drove daily to Giyani, often neglecting their own university duties for financial gain or to visit relatives and friends (Council Documents 1987:102-103, 226-232).

Turfloop's involvement in teaching and learning at the QwaQwa and Giyani Branches remains a contentious issue to this day.

3.3.4 THE CHANGING NATURE OF TEACHING AND LEARNING AT TURFLOOP DURING THE 1980'S

The 1980's witnessed growing division between the academic sector of the University and the administration. It also witnessed growing division between teachers and learners in the light of

growing politicisation and unrest. The situation on campus had produced radical students and the 1980's witnessed growing reaction against the apartheid contradiction affecting the entire country. This period also saw Turfloop as an instrument of, and a battleground for, opposing camps i.e. there were those who wanted to maintain the status quo, those who wanted to reform as expressed, for example, through the principles of the De Lange Commission (De Lange 1981:14-16), and then there were those who wanted to liberate and totally transform Turfloop and South Africa from apartheid and capitalistic oppression as expressed, for example, through the call for an Education Charter (African Perspective Vol 24 of 1984:74-76), through People's Education (NECC Wits Conference by the Soweto Parents' Crisis Committee 1985), and through People's Power (SANSCO News Letter No 1 1987). Two locomotives came together and crashed.

During this period, unrest, riots, boycotts, death and basic insecurity had become a nationwide phenomenon. Turfloop was no exception:

The campus acts as a mirror reflecting the unstable political situation of the country - the student body of the University of the North, acting as a barometer of society, is unlikely to be neutral (Northern Review 14 March 1986).

One must not forget that the children of the Soweto Riots of 1976, who witnessed brutality and anguish, were students at Turfloop during the 1985/86 riots. Concern for the youth was expressed by the Black Housewives League:

Mother, your kids are rioting.... A staggering new problem has emerged. Family customs and discipline have broken down. Seemingly the most explosive issue among Blacks in this country is the widening and dangerous gap between the youth and parents. The problem seems to involve much more than simply a generation gap (True Love December 1985).

Turfloop was witnessing an intensifying state of rebellion, but it should be borne in mind that it had operated from its inception with no policy or mission statement and that those

academics and administrators with vested interests dictated to her as they pleased. Teaching and learning remained a closed and largely alienated experience.

3.3.4.1 THE TEACHING AND LEARNING PROCESS - AN ARENA FOR CONFLICT

As far as teaching and learning were concerned, departments never defined or stated their fundamental principles for the selection of their content, objectives and materials - neither did they state their teaching and learning aims, objectives and methods. This state of affairs gave a free hand to departments to construct and use their own hidden curriculum - and to teach without learning aims. If a university has no stated aims and goals, and if faculties do not have sound didactic instructional programmes, one can expect the university to experience crises and to conduct its affairs based on the principles of crisis management. Such was the case at Turfloop.

Not only were faculties and departments expected to operate without a defined policy and mission statement of the University itself, but they fell prey to various internal conflicts and hidden curricula. Many departmental heads chose and employed their own graduates and thereby helped perpetuate the status quo. Furthermore, some teachers taught but did not believe that their pupils were able to be taught - a didactic contradiction in principle which caused much resentment and conflict as will be shown.

On more than one occasion, entire buildings were burned down in reaction to lecturers' attitudes. For example, a white mathematics lecturer allegedly expressed 'racist' and 'sexist' insults. Students claimed that he had said that black students, especially those at Turfloop, did not possess the necessary intelligence to understand mathematics, and that female intelligence was inferior to that of males (Northern Review 28 June 1985). This incident led to the burning down of the

mathematics buildings. On another occasion, after protest marches in reaction to similar negative attitudes expressed by a lecturer in the Faculty of Agriculture, virtually the entire Faculty building was burned down.

On another occasion a renowned professor of Roman Dutch Law had acid thrown at him by students because of what they called an 'unfair and high failure rate' (Northern Review 28 June 1985). It must be stressed that boycotts by students were not against white lecturers as such, but against racist remarks and negative attitudes or perceived negative attitudes. (One must note that condoning the burning of buildings and the throwing of acid is not the issue. These manifestations of rebellion were expressions of the contradictory nature of Turfloop. They were reactions to frustration and anger).

It is pertinent here to quote from an ECS meeting with the SRC. Student grievances and complaints, pertaining to teaching and learning, are used as examples (25/05/1986):

1. Instructional and evaluation/measurement of students' work:
 - a. "Reading books" to classes instead of "lecturing or teaching".
 - b. Teaching a small portion of the work and during the greater part of the semester, leaving the rest of the work to students to plod along alone.
 - c. Prescribing one textbook and examining on the basis of another (unannounced to students).
 - d. Pacing of lectures and other programmes (too fast or too slow).
 - e. Victimisation of students who question lecturers' methods, contents, etc.
 - f. Arbitrary adjustments of semester marks, examination marks and final score.
2. Attitudinal grievances:
 - a. Threats of failing students.
 - b. Sarcastic remarks following students' boycotts.
 - c. Racist/racial remarks.
 - d. Unsympathetic lecturer reactions to and handling of students' academic problems.
 - e. Authoritarian/dictatorial (master/servant in a racial sense) handling of student/staff disputes.
 - f. No room for students' voices in departmental and/or faculty or university level decisions.
 - g. University is not genuinely interested in student

grievances.

3. Academic rules:
 - a. Some rules aimed at impeding students' progress.
 - b. Out-dated rules that differ from rules at other South African universities.
 - c. Inconsistent application of rules to students.
4. Grievances procedure:
 - a. Inquiries concerning grievances against staff by internal structures or Council is a delaying tactic.
 - b. University demands for formal and clearly described charges against staff from students is a witch-hunting strategy and will lead to victimisation, if harkened to personally by aggrieved students or classes.
 - c. Mass and impersonal students' protest actions and boycotts are the only methods that succeed in urging the University to consider students' grievances seriously and yield better results.
 - d. Political interests deter staff from considering students' grievances seriously (Executive Committee of Senate 25 May 1986).

Such grievances, which had on previous occasions led to severe disruptions on campus, were by no means only levelled at white lecturers. The grievances in the faculties with regard to didactic matters could be summed up as follows:

1. The study material, specifically the content selected by most departments, was not relevant to the existential situation of the student, neither to the context of Africa.
2. Student learning objectives were not taken into account in the selection of content, study material and evaluation principles.
3. The principles underlying the selection process were based on value systems which were in contrast with the history, culture and the expectations of the African student.

Due to a lack of structure and direction, coupled with vested interests, many departments of the various faculties changed their entire syllabus with each new head, according to his or her personal vested interests. Some departments have, since their inception, failed to adapt at all to a changing world.

Some departments and faculties, however, have attempted to improve their teaching and learning programmes. The Faculty of

Arts, for example, launched its instructional development project in 1985, despite the lack of a clearly-defined and stated Mission and Vision of the University. The Faculty defined its aims, ideas, objectives and principles. An instructional model was formulated, based on the 'objectives' model. Criteria and principles were established for the evaluation, design and re-design of curricula and courses. All departments had to define and state their principles for the selection of their content, methods, evaluation and material. Departments were also requested to determine, define and state their objectives with respect to their courses. It became apparent, however, that departments found it difficult to do away with their hidden curricula (shaped perhaps unconsciously by the history of establishing Separate Universities). Departments also found it difficult to state the learning objectives of students. This is perhaps understandable in the light of the lack of communication channels between staff and students and uncompromising political attitudes. Such closed relationships were clearly not conducive to meaningful teaching and learning.

Realizing the shortcomings of the objectives model, the Faculty of Arts nevertheless introduced this particular model and published it in the 1986 Arts Calendar. This was also done as a transitional measure to ensure that the project be designed on an on-going basis and to provide for necessary changes. But development by departments in the Faculty on an on-going basis did not materialise, due to a lack of staff commitment and distrust. The Faculty of Arts Instructional Development Project was objected to by the Faculty's Student Council, which said that the project was reformist and would, in the end, only serve the system of apartheid and capitalism (White 1986:1-30).

In opposition to the hidden curricula of faculties and departments, many politicized students opted for a more radical alternative, based on the principles of equality, collectivity, equal opportunity and freedom. The objectives were, the destruction of apartheid and the replacement of the capitalist

system with a socialist one. Many students saw teaching and learning on campus as oppressive, irrelevant and a tool for the entrenchment of apartheid and capitalism.

3.3.4.2 THE CHANGING NATURE OF AUTHORITY ON CAMPUS AND ITS IMPACT ON TEACHING AND LEARNING.

During the 1980's, a more intense conflict developed at Turfloop. A change had taken place - a change in authority. The struggle was between those who wanted to establish a 'liberated zone' and those who wanted to maintain the status-quo through the establishment of a militarised zone. In today's open-systems paradigm, anachronistic closed-systems can only be maintained by force.

Various instruments of 'Popular Power' manifested themselves on campus. Through the establishment of Faculty Councils, in 1985/1986, a new form of authority had been created. These alternative, embryonic structures of popular power dictated to heads of departments and Deans (though were not officially recognised by Council).

Boycotts, protest marches, freedom songs, slogans and intimidation became the order of the day. All faculties came under severe pressure at various times and some more than others. In many cases, force was used to implement 'popular decisions'. The days of the 'Premarius' were over as the popular slogan "Yes to SRC - No to prefects" (New Era 1 April 1987:9) was expressed not only on campus but on a national scale. Demonstrations by female students protesting against male chauvinism and abuse also occurred. It was a phenomenon which one press article termed a 'sex war' (City Press 17 November 1985). No longer were 'public holidays' applicable, but the 'Revolutionary Calendar' determined stay-aways at Turfloop and on a national basis. Turfloop was fast becoming a 'Liberated Zone' (Star Stop Press 26 June 1986). Internal conflicts there became engulfed in a much broader revolutionary struggle against the reform policies of the

government. It had become a struggle against all forms of closed structures and relationships as were manifest on campus and in society. For the struggle was not only against apartheid. South African society was fast becoming characterised by open conflict in all walks of life.

The Broederbond in turn continued to maintain its influence on Council, and not only on Council's decisions; it exerted its authority even in seemingly insignificant, internal financial matters. One such example was the role played by Fedics Catering Service - an organization controlled by Federale Volksbeleggings, which in turn was a financial institution controlled by the Broederbond (Wilkins and Strydom 1979:427). The Broederbond exerted its authority in various forms pertaining to financial issues on campus as can be seen, for example, through an analysis of investments made by the University during this period (Council Documents 1987:49). Control was also exerted on the Small Business Advisory Bureau as can be seen through an analysis of its controlling bodies. The stage was set for continued domination and control and subsequent conflict. None of these phenomena was conducive to teaching and learning.

Within the revolutionary front, various groups vied for political power and control on campus with all structures attempting to assert their authority. With the banning of SASO and other Black Consciousness Organizations in October 1977, and the emergence of AZASO, the Charterists (ANC Supporters) exerted tremendous influence on campus during the late 1970's. Their influence increased during the 1980's under the South African National Students Congress (SANSCO). The Azanian Students Movement (AZASM) and the Pan Africanist Student Organisation (PASO) also played an important role during this period. Turfloop was to become an arena for periodic clashes between the various ideologically conflicting student formations e.g. Charterists, Black Consciousness and Africanists. I quote one such example:

Former president of AZAPO, Mr L Mabasa and vice-president of AZASM, Mr T Mcerwa, were savagely beaten up by students

at the University of the North - AZASM was holding a meeting on campus to discuss the proposed National Convention and its implications, when a group of students shouting support for the 'Freedom Charter' marched into the hall... this was the fourth reported clash between 'Black Consciousness' members and supporters of the 'Freedom Charter' (Star Stop Press 22 April 1985).

Many graduates of Turfloop, having experienced the bitterness of apartheid in their very schooling, committed themselves to the eradication of apartheid in its various forms on campus and off, thus engaging themselves in projects geared towards community mobilisation. Consequently many ex-Turfloop students such as Cyril Ramaphosa, (General Secretary of the National Union of Mineworkers and later Chairperson of the Constitutional Assembly), "Terror", Partick Lekota (UDF and later Premier), Ngoako Ramahlodi (Personal Secretary to Oliver Tambo and later Premier), and Rev Frank Chikane (South African Council of Churches), rose to influential positions in organizations pledged to the eradication of the apartheid contradiction and its injustices. Many of Turfloop's politically active students were denied the opportunity to finish their degrees at the University of the North. They were either expelled or fled into exile.

Rejection of apartheid education was expressed on campus and on a national basis. This expression of total rejection was met with immediate reaction by the South African government, which was determined to maintain the status-quo and its seat of power. In June 1986, the State of Emergency, was declared and Faculty Councils, the SRC and many progressive organizations were banned. The South African army reacted with force under the state of emergency, since during 1985/86, it replaced the police as instruments of supreme authority - a clear sign of an internal change of authority and of a power-struggle within the government structures.

The need for the government to use military force was also a clear sign of the growing power of those determined to overthrow the white minority government. Turfloop became an instrument and battleground for this cause, the repercussions of which, were to

be felt in all the surrounding areas and in the national educational arena. A pertinent fact to bear in mind is that a vast percentage of students at Turfloop came from the highly politicised townships on the Reef. (Now called the Gauteng Province).

The police and army reacted with force. The 'Sambok' became the order of the day. Hostels were raided by night and day and, on occasion, the entire University was surrounded by troops (Star Stop Press 12 June 1986). Even armoured vehicles were used on campus at times as a show of strength. I repeat Tiro's words:

... and when that day shall come, no man, no matter how many tanks he has, will reverse the course of events (Nkondo 1975:93).

Many weeks and even months during those traumatic years, found Turfloop deserted except for a few staff members. As stated by John Malatji:

The conflict intensified during the mid-eighties, with the University closing down up to six times a year between 1984 and 1990 (in Enterprise 1993:68).

No army could force a student to study, and when a strike or boycott was called at Turfloop, it was a 'total' commitment - be it enforced or voluntary, on the part of the students. It was not some Open University farce as was often the case. The dilemma of the lecturer and student at Turfloop, was at the very core of the University's existence. They were profoundly affected, a matter which no liberal institution could possibly be in a position to judge. The paradoxical nature of Turfloop was to intensify. On the one hand Africa wanted to be educated, parents having sacrificed much for their children; yet on the other hand, the struggle against apartheid required total commitment and sacrifice. Turfloop solidarity towards the oppressed communities found constant expression, such as the protest march against the Makgato removals (Platsky and Walker 1985:260). White conservative public opinion during the growing

unrest of the 1980's, on the otherhand, showed little sympathy for Turfloop. Many white academics were looked down on by their fellow white Pietersburgers for 'being paid to do nothing'. Much of white South Africa had been insulated from the oppressive circumstances of the black community and remained isolated from the growing reactions of the black South African.

A comment that is expressive of the alienated and largely ignorant white public, with regard to the realities and plight of their fellow black countrymen, is as follows:

Sir - you recently published an article about the 'grievances' of students at the University of the North, which has succeeded in increasing my indignation and outrage - not out of sympathy for black students.

They blame lecturers for failing too many of them. If the lecturers lower the standards and pass them, they will not find employment later on as their degrees and qualifications will be regarded as inferior - which they will be.

What do they really want, except wanting white South Africans to foot the bill while they continue to hand out demands and contribute nothing? White students fail exams too. They either try again or leave.

I suggest these students do the same - or that they hand the University buildings and facilities over to whites who might appreciate them. We paid for them anyway - Very fed-up white taxpayer (Pretoria News 25 May 1985).

The strategy of the State disrupted progressive leadership. However, it did not eliminate conflict, for a university cannot function without proper liaison between its students and administration. Equally clearly, such liaison was not possible without the existence of a fully-representative student body. The SRC was therefore essential. As stated in the Turfloop Testimony:

The abolition of the SRC on the grounds that difficulties have been experienced between a particular SRC and the university administration, assumes that if the SRC is abolished, the relationship between the students and the administration will automatically become effective. This is erroneous. This relationship will be ineffective and

disharmonious as long as the causes which have given rise to the estrangements remain uncured.... An abolition of the SRC can only help to snap a vital link of communication and to remove a sensitive and easily accessible barometer of student opinion, and to encourage unplanned and clandestine organizations (Nkondo 1975:73).

Many naive and ignorant whites openly said, that more effort should be taken to keep the so-called radicals out, little realizing that what is inside is also outside - no university can exist in isolation from the broader society of which it is a part, any more than an individual can exist in isolation from the collective. Berger expresses this relationship as follows:

The individual can dream of different societies and imagine himself in various contexts. Unless he exists in solipsistic madness, he will know the difference between these fantasies and the reality of his actual life in society, which prescribes a commonly recognized context for him and imposes it upon him regardless of his wishes. Since society is encountered by the individual as a reality external to himself, it may often happen that its workings remain opaque to his understanding.... (Berger 1969:1-11).

One cannot see Turfloop as an educational institution, in and of itself, detached from human activity and production, detached from human beings who communicate with each other and with society, whether through the press or through music over the radio. Man is a social being and so were the human beings that made up Turfloop.

The Turfloop Testimony throws more light on this dilemma between the University and society, as expressed through the following extract:

More fundamentally, however a full life on the campus must have an element of reality based on harmony between what is on the campus, and the world outside! Too often life on the campus of a black university appears to have a strange sense of unreality. The dignity which the University attempts in some way to afford to its members, is in sharp conflict with the indignity which is suffered by the student outside the campus. Trained in disciplines which open up the grandeur of living in a free, open and unrestricted world, the students and lecturers are acutely conscious of the pressures and disabilities outside. They

expect insecurity, disability and discrimination in employment when they leave the university; they expect their mobility to be constricted by law. All this knowledge leaves a fairly general, if not always verbalized, feeling that the University is just an abstract oasis of ideas, not specially relevant to the conditions of the world outside (Nkondo 1975:57-58).

As further expressed in the Turfloop Testimony:

No man is, however, an island in himself and it is not suggested that the students at the University of the North are exceptions to this poetic truth. Undoubtedly they are influenced by what they read and hear of what is happening outside. This does not mean however that here is an organized body of people who come to the university to intimidate or to incite them. The reactions of the students are spontaneous to conditions prevailing at the University itself and their own perceptions of their rights and duties (Nkondo 1975:87).

In opposition to reactions on campus, a different authority, not the administration, but the military, laid siege to Turfloop and then moved in as an army of occupation. This was after General Lloyd's talks with the Rector (Council Documents 1987:234-236).

The initial military headquarters of the SADF, were at the main gate, from which it operated. During this period the security forces had unlimited access to the University. They strictly monitored all registrations at Turfloop and excluded what they called 'radical underground elements' (Sowetan 24 February 1987).

New security fencing was erected around the entire University in 1987 at a cost of approximately a quarter of a million rand (Council Documents 8 June 1987:234-236). One often wonders if it was to keep the 'bad guys' in, or 'the bad guys' out. During this period the security of buildings on campus was upgraded (Council Documents 1986:172) and security personnel commonly known as "Black Jacks", due to their new distinct uniforms, were reinforced, and after a crash course were even issued with 9mm pistols. Stringent measures of control were enforced and staff, students and visitors had to permanently carry ID cards, without which they were not allowed to enter campus.

In 1987 the army moved to a more permanent base on campus, situated at the former residence of the Commissioner General of Lebowa. These changes in authority manifested themselves in the broader society as well, for Turfloop was but a mirror of the broader society. Even within the isolated white communities such as Pietersburg a change in authority and status had taken place. The 'dominee' had been replaced by the 'general'. The army was no longer fighting an enemy out there, 'the devil was here!' They were fighting their own people, raiding universities and patrolling townships. They had become their own enemy.

The SADF occupied the University from 1986 to 1989, the campus having been targeted for special attention because the security police believed all resistance in the Northern Transvaal had been engineered from Turfloop (Enterprise October 1993:68).

This situation was to have a profound effect on the University. The continual conflict was to impact on all campus structures and relationships. It was this harassment by police and the army which resulted in a moratorium on police presence on campus in the late 1980's.

3.3.4.3 THE CHANGING NATURE OF THE PHYSICAL STRUCTURES OF TURFLOOP AND THE IMPACT ON TEACHING AND LEARNING

Reactions against the apartheid contradiction had an effect on the entire existence of Turfloop, including the very buildings themselves.

During the 1980s, a number of buildings on campus were destroyed by fire. The University bookshop was burned down in a wave of violence, following a 'Tiro Commemoration Day' in June 1982 (Rand Daily Mail 7 June 1982). Buildings of the Department of Mathematics, of the Faculty of Agriculture, and a number of lecture halls, as mentioned, were on different occasions all but totally ruined by fire (Sunday Times 8 June 1986). An attempt was also made to torch the administrative buildings. Various buildings, such as the restaurant, were on occasions smashed and

badly damaged (Star Stop Press 29 June 1985).

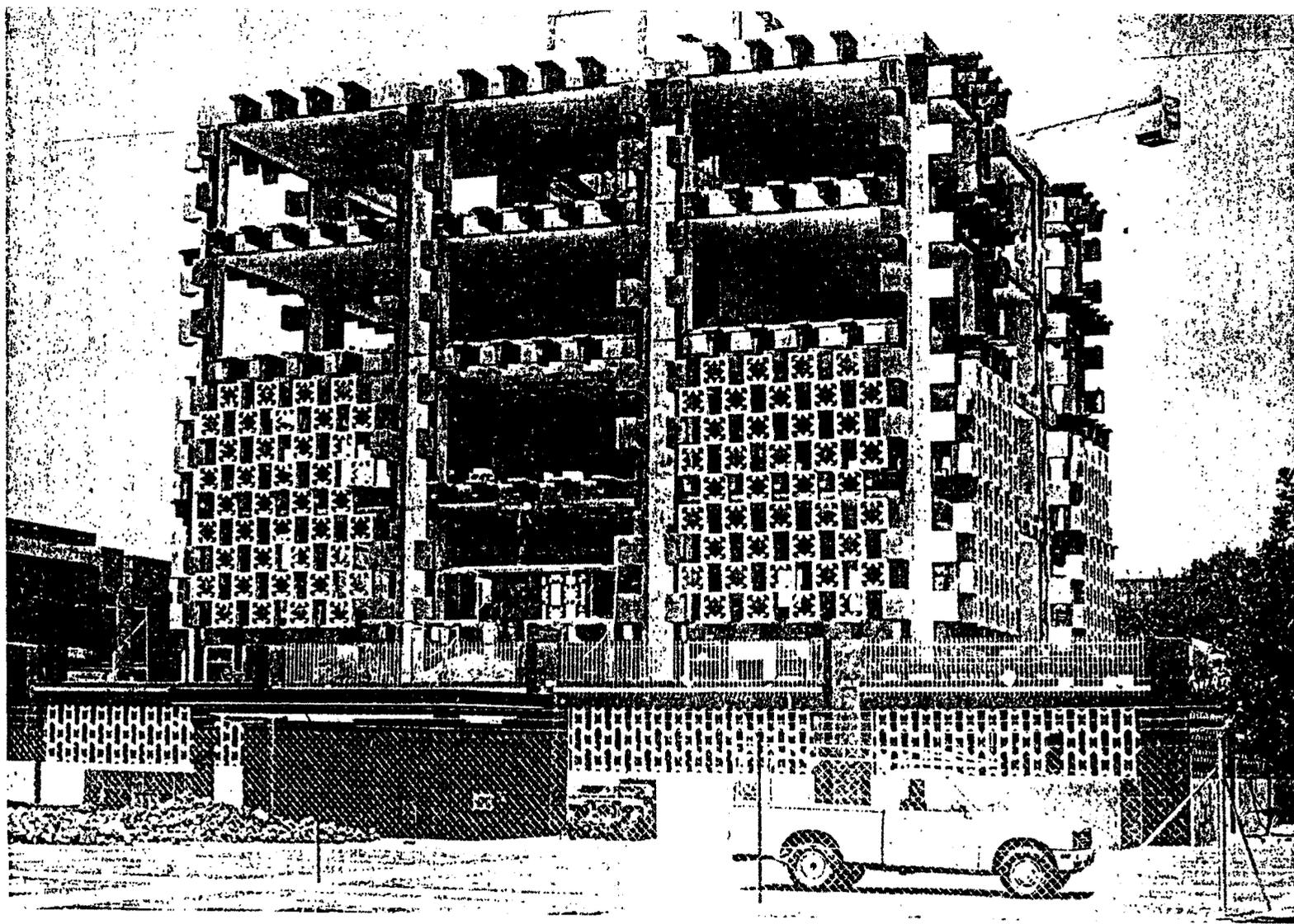
Buildings at Turfloop were not only being burned down, as a reaction to the apartheid and underlying didactic contradictions expressed on campus, but buildings were also being broken down. This negative on-going process of building and breaking down led to the common expression of the constant changes taking place on campus at Turfloop by its stakeholders as, the 'breek en bou syndrome'. It was felt that too much time was being spent on external appearances, to the detriment of the content and full utilization of structures. (It is not the gown that is of importance, but the man or woman wearing it).

The library, for example, completed in 1965, was said to be sufficient for the next 20 years. Yet even ten years later a new library was desperately needed. It was completed in November 1984, together with a new Faculty of Arts and Faculty of Science building at a cost of 13 million Rand. One newspaper article ironically described these modern structural developments as follows:

Turfloop enters the space age (Educamus April 1985).

In 1989, extensive alterations began on the old library, destroying much of its original aesthetic value, the motive being a rearrangement of space and an attempt to portray a fusion of modern and traditional structures. What is important here is that while extensive physical developments were taking place the content and overall state of the library left much to be desired. In a progress report on provisional statistics on 'missing' library books between March 1960 to December 1984 a period of 24 years the following loss to the library was estimated:

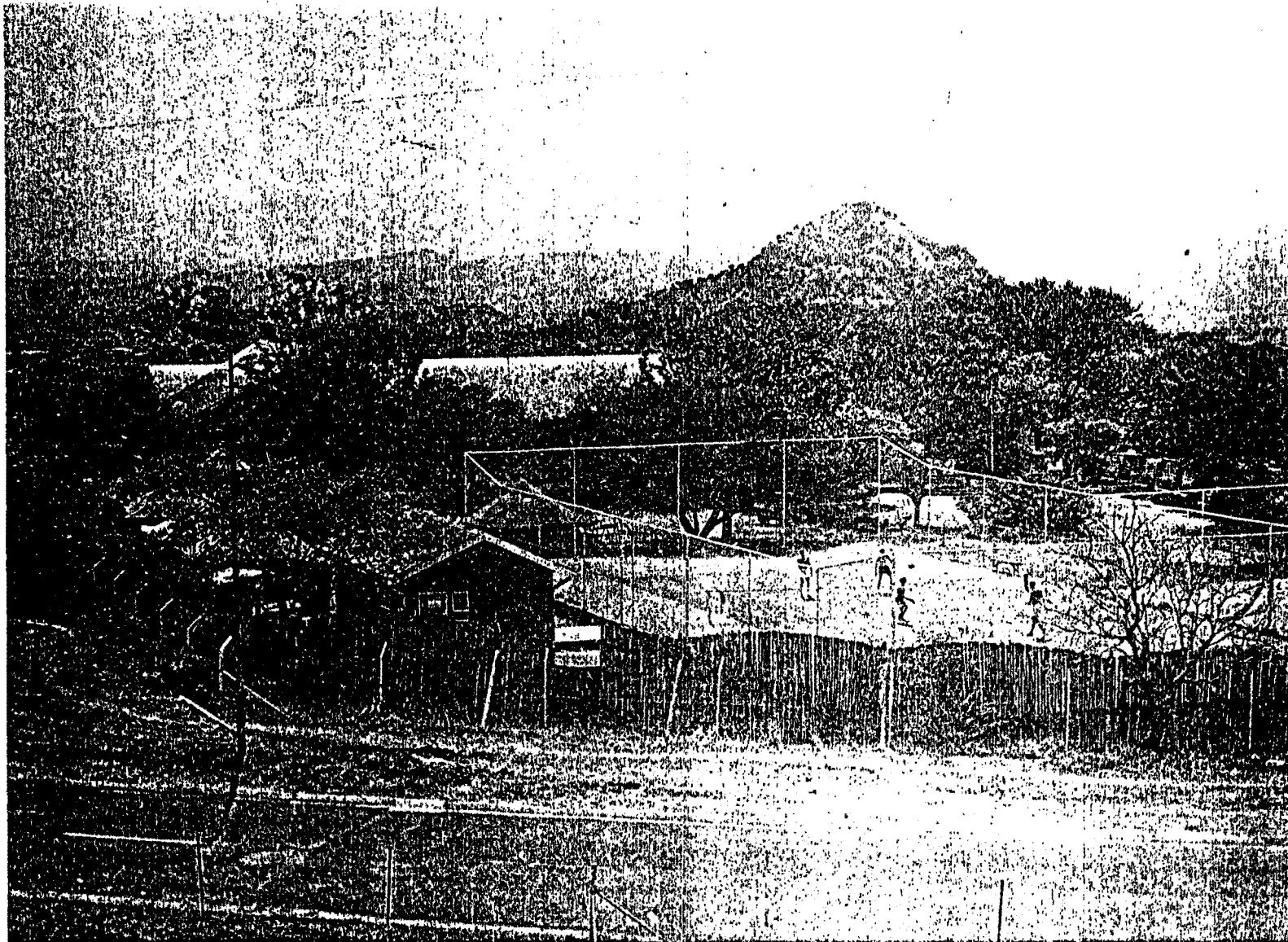
- i) Monographs (Bookstock)
A total of 20 460 books were missing with a total price of R151 948-40.
- ii) Periodicals (Journals)
A total of 11 786 articles were missing with a total price of R125 013-09 (Council Documents 1986:503-519).



THE 'BREEK EN BOU' SYNDROME (ALTERATIONS BEING MADE TO THE OLD LIBRARY).



BURNING OF A BUILDING ON CAMPUS - THE RESULT OF A DIDACTIC CONTRADICTION I.E. WHEN A LECTURER BELIEVES HIS STUDENTS ARE NOT CAPABLE OF BEING TAUGHT



THE ARMY BASE BORDERING CAMPUS (1987-1989). ONCE THE RESIDENCE OF THE COMMISSIONER GENERAL.

Thus more than a quarter of a million Rands worth of books had been lost. This was not only a loss in terms of money, it also meant insufficient research material, which in turn was detrimental to teaching and learning. It must be remembered too that the bookshop on campus was burned down during the 1980's and furthermore, the bookshops in Pietersburg left much to be desired. Hundreds, even thousands, of students were having to rely on a handful of books.

Buildings on campus were impressive, but were unfortunately not designed to meet the needs of a changing society. They were all too often built to prove the impossible, i.e. that apartheid was working. Failure to plan, as previously expressed, meant breaking down in order to improve, instead of building on, in terms of thorough academic and physical planning. Even passages, stairs and lifts were all too often not planned for growth, free-flow and interaction. The administration in its failure to support the academic structure placed physical planning before academic planning.

3.3.5 SPORT, ART AND RECREATION ON CAMPUS AND THEIR EFFECT ON TEACHING AND LEARNING

In the fields of recreation and sport, power struggles and conflicts manifested themselves on campus. Prior to 1980, Turfloop played soccer under the auspices of the then National Professional Soccer League (NPSL) and various sporting codes with the other Open Universities. However, in 1980 politically-motivated students opposed the affiliation of the Turfloop soccer club to the then NPSL, claiming that such an affiliation was contrary to the dictates of the South African Black Inter-Universities Council (SABIC), which was an affiliate of the South African Council of Sport (SACOS). This organization SACOS, was opposed to "normal sport in an abnormal country". In terms of this, Turfloop could only play sport with teams or organizations affiliated to SACOS. Opposition to all organizations or individuals that did not share the sentiments of SACOS was at

times met with force.

Physical sport and exercise are an essential basis for a healthy body and a healthy body is essential for improved learning. Entertainment offers a relief from stress, refreshing the mind, soul and body for active participation in the teaching and learning process.

Arts and drama on campus failed to deliver their potential. In fact, only a small fraction of the inherent artistic potential of Turfloop's staff and students had been cultivated and utilized from its inception. This was a severe loss to the arts both nationally and internationally. A few attempts were made to promote the study of singing and music (Council Documents 1998:169-173 and 1970:298), but these never materialized further than a blackboard and one untuned piano which was found to be locked most of the time.

Art was expressed on campus but largely on an individual basis. Outside artists were mainly being used for entertainment. In 1987 serious attempts were made to establish a society for the Arts, the University of the North Society of the Arts (UNOSTA), but this, and other attempts at promoting art and drama on campus, were labelled by the student body as 'reformist' in nature and therefore unacceptable, especially if conducted during a period of SRC absence due to banning or imprisonment. Such attempts at promoting art were seen as illegitimate and thus boycotted. One such attempt even led to the destruction of the Grand Piano on campus. Academics and students at Turfloop could not hold a 'middle-of-the-road' approach towards the arts, art being an integrated part of the total struggle against the apartheid contradiction. However, Choral singing on campus, and in the community, played an important role in maintaining human dignity during the many years of strife, distrust, fear and anguish.

Failure to conform to the policies of the State placed artists

in direct confrontation with the authorities. This dilemma, coupled with the constant banning of the SRC and imprisonment of its members, led to the virtual stagnation of art and drama on campus. Taking into consideration the two pillars of popular and radical art, mass (universal) media and mass (universal) production, one realises the impossibility of trying to isolate students from alternative forms of culture. One realises also the futility of even imagining that prohibition was possible, of not only the influence of popular and radical art on a rebellious youth, but even its influence on the controlling agents of the State. For example, an American soldier sitting in some muddy ditch in one of the most desolate regions of South East Asia during the Vietnam war, facing an enemy he did not know and could not see, in defence of what, he knew even less - he too heard 'Woodstock's message', calling for peace. The South African soldier stationed on the University campus was no exception.

Clearly the days of trying to isolate were over and a new youth had emerged. In South Africa, and all around the world, this new generation continued to feel strongly inclined to challenge conventional authority through art and the media. A growing number of older citizens had begun to share their concern with the quality of life and aligned themselves to try and change it.

Without meaningful sporting activities and the freedom to artistically create and express, energy had no natural outlet. Frustrated students thus became more and more engulfed in the political struggle and this resulted in violence, drinking, corruption and crime on the part of the student, thus creating a campus environment clearly not conducive to meaningful teaching and learning. The state of affairs gradually worsened. Facilities and meaningful avenues for entertainment have been lacking at the institution from its inception to the present day. (Recently, an arts festival was held on campus (1994), but was not a success. Reflection on the past makes one realise that development of the arts and culture on campus will have to start at the grass roots level).

3.3.6 DIVISIONS BETWEEN STAFF, BETWEEN STAFF AND STUDENTS, BETWEEN THE ADMINISTRATION AND THE ACADEMIC SECTOR AND THEIR IMPACT ON TEACHING AND LEARNING

The academic staff remained divided and neither the Black nor the White Staff Associations had any legal recognition; nor were they allowed to operate freely on campus. On the 8th February 1989, BASA met at the Cheuene Resort in order to redefine its aims and objectives. The overwhelming majority of black staff members, with few exceptions, were in favour of BASA's continued existence - not as an expression of black racism, but as an expression of opposition to the apartheid contradiction on campus and in society in general. Many felt that in order to establish a single staff association at this stage would compromise their position. In the preamble to the 1989 BASA constitution, black solidarity clearly expressed itself:

Whereas this Association is not a racist organization, nevertheless being influenced by the circumstances presently prevailing in our multi-racial society, it pledges, without any prejudice, to focus its attention and activities mainly on the interests of the black staff members of the University of the North, as well as the interests of the disadvantaged black community and therefore adopts this constitution (Preamble to the Constitution BSA 1989:1).

BASA changed its title to BSA (Black Staff Association), in order to include all black staff members on campus. This step was taken as a token of its pledge to support the entire black staff.

The Union of Democratic University Staff Associations (UDUSA) was launched in July 1989 at a meeting held at the University of the Witwatersrand. Turfloop was given 'observer status' (New Nation July 1989). Many of Turfloop's black academics felt that they would be compromising their position by joining such an organization and the majority of the white academics opposed liberal interference. It was felt by many black academics that only now that white 'liberals' were 'feeling the pinch' did they try and preserve their own interests, through closer co-operation

with black academics from the Separate Universities. Previously the Open Universities had subjected the oppressed blacks of the so-called Bush Colleges to a form of internal boycott in their anti-apartheid stance. This all-too-often superficial commitment was more an endeavour on the part of liberals to promote an internationally acceptable image, often for selfish reasons, with little meaning or feeling for the oppressed. BSA refused to join UDUSA or any of the National Progressive Staff Associations, which at the time had as their hidden agenda the circumvention of the academic boycott.

However, not all black staff members supported BSA's policy. Specifically among some of the younger staff members a movement developed towards the establishment of a non-racial progressive staff association on campus. This manifested itself through the establishment of an UDUSA branch at the University of the North as well as its legal recognition through Council, despite opposition from many BSA members. UDUSA, through its alliance with NEHAWU, SACCAWU, SASCO and other progressive structures, grew to be a politically influential structure on campus. It played a major role in the struggle for transformation at the University and in the formation of the Broad Transformation Committee. It was not a neutral structure and was committed to the liberation struggle in all its forms - on and off campus, aligned to the African National Congress. It was a far-cry from most of the UDUSA branches that existed on the liberal campuses.

In order to undermine the creation of UDUSA on campus, the Chairman of the White Academic Staff Association (WASA), proposed the formation of a so-called 'multi-racial' staff association. This, however, brought little response from the black staff on campus. Following this, a staff association called the University Academic Staff Association (UNASA) was formed. This staff organisation had the largest following of academics on campus, both white and black. The reason for this was the division on campus between students and staff, insecurity, and the vested interests of those academics who were against the ANC,

both white and black. UNASA professed to be neutral and stated that it stood for the promotion of issues such as academic standards and discipline. UNASA was by no means as neutral as many of its members professed it to be. Most of its members had a common fear - the African National Congress and the youth. The issue of academic standards was merely an excuse. UNASA and UDUSA were constantly at each other's throats, with most of the BSA siding with whichever side pleased them at the time. However, it must be stated that UNASA, in rallying to the defence of a number of staff who had been expelled by students during the late 1980's, and because of the failure of other organisations to take sides, succeeded in bringing white and black staff closer together against the power and fear of students on campus. Whatever ulterior or opportunistic motives UNASA's membership may have had, it must be stated that UNASA, ironically, brought much of the conservative white and black staff closer together. It played a fundamental role in bridging the racial divide between the academic staff. One must bear in mind that deep-seated racial biases and attitudes take time to change. UDUSA, on the otherhand, played an invaluable role in mobilising workers, students and staff for the broader struggle against apartheid on campus and in the region. UDUSA was also instrumental in the formation of the Broad Transformation Committee (BTC) which was to play a crucial role in transforming the institution as will be shown.

This conflict between staff organisations further fuelled distrust between teacher and learner and further entrenched closed relationships, based on alienating political necessities. These trying times left teaching and learning at the mercy of political interests.

3.4 TRANSFORMATION OF THE UNIVERSITY OF THE NORTH DURING THE EARLY 1990'S

3.4.1 THE ROLE OF THE BROAD TRANSFORMATION COMMITTEE IN TRANSFORMING THE TEACHING AND LEARNING ENVIRONMENT ON CAMPUS

The early 1990's witnessed many fundamental changes on campus. It was a period which marked the consolidation of the struggle against apartheid and the transformation of the governing structures of the institution, and indeed the governance itself. It also witnessed the re-naming of student residences, reflecting the 'heroes' and 'heroines' of the liberation struggle. However, it was a period in which teaching and learning became one of the most difficult, yet most fundamental, priorities of university life.

In 1990, the progressive structures on campus created the idea of the Broad Transformation Committee (BTC), in which all sectors and structures of the University were represented. The Convenor of the BTC at its inception was Professor Nkondo, Deputy Vice-Chancellor in Professor Manganyi's rectorate. The achievements of the Committee were to set a precedent for the transformation process at all other South African Universities and were the results of a process of thorough consultation and active debate. The BTC facilitated the appointment of a new democratically-elected Council and the installation of President Nelson Mandela as Chancellor in 1991. This gave impetus to the transformation process. As stated in the students' Newsletter:

The appointment of Dr Mandela coincides with the varsity's commitment to transforming itself from an extension and sounding board of the merciless selfish regime into the participatory democracy in a higher learning institution (Student Vanguard Turfloop SASCO Newsletter Vol.1 No.2 April 1992).

The BTC further facilitated the election of the current Vice Chancellor, Professor Ndebele, and was fundamental to the strategic planning process on campus. The Aims and Objectives

of the BTC were defined as follows:

1. Commitment to the transformation of the University of the North into a People's University.
2. The democratization of the structures of university governance, practices and processes of decision-making.
3. To create a climate conducive to effective teaching and learning.
4. To work towards a university free from racism, ethnicity, tribalism, sexism and any other form of discrimination.
5. To address the historical inequalities created by apartheid. This will be professionally done by designing and systematically implementing progressive Affirmative Action programmes.
6. To create a culture for the respect, protection and enhancement of the universally accepted rights and freedoms of academic communities.
7. To work towards developing the university to meet its local, national and international responsibilities, for example, by striving to improve the quality of life of our disadvantaged communities through relevant research and community projects geared towards empowering these communities (BTC 1993:10).

In the BTC all sectors of the University, comprising student and staff formations, statutory and non-statutory structures, were represented. The BTC stressed the fact that the governance structures of the University were a reflection of their apartheid origins and thus needed to be transformed. The University administration, for example, was seen as an outpost of authoritarian rule. It was felt that such closed structures were incapable of transforming themselves in such a way that the entire orientation of the University could change and serve the interests of democracy and liberation. The BTC was thus political by nature. It was for this reason that the democratisation of the University Council was seen as a priority. Concerning the transformation of Council, Nelson Mandela stated:

The University of the North has already begun this process by transforming the University Council into an elected body with student representation and 'opening' management of the University to a level of transparency. This makes all sectors of the University feel a sense of owning a very valuable process of democratisation (in Enterprise October 1993).



Our Chancellor, President Nelson Mandela, reaches out his hand to greet a student on his recent visit to campus. Picture by Ernst Hlungwani, MA Physics.

CHANCELLOR OF THE UNIVERSITY OF THE NORTH - PRESIDENT NELSON MANDELA

It was thought that once a new Council and Vice-Chancellor were in place, representing a new legitimate authority, an enabling environment would exist in which to proceed with changing the entire University, from student registration to the teaching and learning process. Concerning the need to democratise the institution, the newly-appointed Rector, Njabulo Ndebele stated:

As you can see, the central thrust of the strategic planning initiative is to democratise our campus through decentralisation and distribution of power and authority to faculties and departments so that each and every one of us, at every level can feel that they are active participants in the corporate life of the university. No one should ever have cause to complain of being left out. The strategic planning initiative recognises that each one of us has talents to contribute to the growth of our University (Ndebele 1994:8-9).

A milestone in the historical development of the University took place in August 1994 when the BTC held a strategic planning workshop at Makgoebaskloof. This historic workshop, actively involving all stake-holders, led to the emergence of conditions for the creation of a shared vision on campus in the context of which the purpose or mission of the University could be collectively developed. The development of the mission was preceded by a frank and honest assessment of the strengths, weaknesses, opportunities, and threats of the university within the national and regional contexts, which will be further discussed in the following chapter. For a summary of the Magoebaskloof Summit see ADDENDUM B.

The BTC, because it was a broadly based structure, brought legitimacy and commitment to the transformation process. For although it was a non-statutory body, it represented widespread opinion on campus. The current Strategic Planning activities, initiated by the BTC, enjoy campus-wide support. The need for fundamental change on campus has been universally accepted. However, many hurdles must be crossed to create a 'People's University' - even more fundamentally a true 'Community University', with meaningful and accountable teaching and learning in terms of the Vision and Mission of the University.

3.5 CONCLUSION

The contradictory idea underlying the establishment of the University of the North, manifest in all its structures, led to conflict on campus from its inception to the present day. The University of the North was created as a political necessity as opposed to an educational necessity and became a battlefield between those bent on maintaining and those bent on destroying the anachronistic idea of apartheid. It is within this context that teaching and learning took place.

The University operated from its inception in 1960 with no legitimate mission statement and this situation prevailed until the 1990's. This situation gave a free hand to academics to entrench their own hidden curricula and agendas. It was also a situation which gave little room for input by students into their own future.

For an understanding of the various sentiments which prevailed on campus during much of its early history, an understanding the Black Consciousness thinking is essential as this laid the basis for more defiant action led by the PAC and ANC on campus and in the broader community. The early history of the institution was characterised by a struggle for black control. The Africanisation process concentrated mainly on organisational issues, but it failed to adequately address didactical issues. Physical planning took place before academic planning as the State attempted to reform apartheid in the face of open rebellion. In addition, the broader student body, both on and off campus, searched for total transformation.

The 1980's witnessed open defiance on campus as the University moved towards becoming a 'liberated zone', despite the permanent presence of the army on campus. Divisions, lack of accountability and distrust permeated the entire University community. It manifested itself in the form of various didactic contradictions and resulted in the destruction of structures and

relationships on campus. The University of the North was not isolated from the broader struggle against oppression which was taking place in the broader South African and African community. Nor was it isolated from the universal quest for an alternative education.

The 1990's witnessed tangible transformation from a closed-system towards an open-system. For the fight was not only against apartheid but against authoritarianism, isolation, closed structures and various other anachronistic characteristics of the paradigm which prevailed on campus and in the broader community. The 1990's also witnessed the creation of a democratic Council, the appointment of Nelson Mandela as Chancellor, and the election of Professor Ndebele as the new Vice-Chancellor. The Broad Transformation Committee played a pivotal role during this period. The 1990's also witnessed the beginning of a strategic planning process facilitated by the BTC, involving all stakeholders and aimed at openness and accountability, both on campus and between the University and the broader community, through a collectively defined Vision and Mission Statement. The University is thus gradually moving from being a political necessity towards becoming an educational necessity. However, despite much achievement, hard work and dedication is needed in order to fulfil the teaching and learning mission of the University

The historical development of the University is important and must be seen within the context of universal change. Without this understanding, an appreciation of the complex situations and relationships on campus will not be possible. Understanding the root causes of conflict on campus is essential for transforming the University of the North into an environment characterised by trust and respect, especially in the teaching and learning situation.

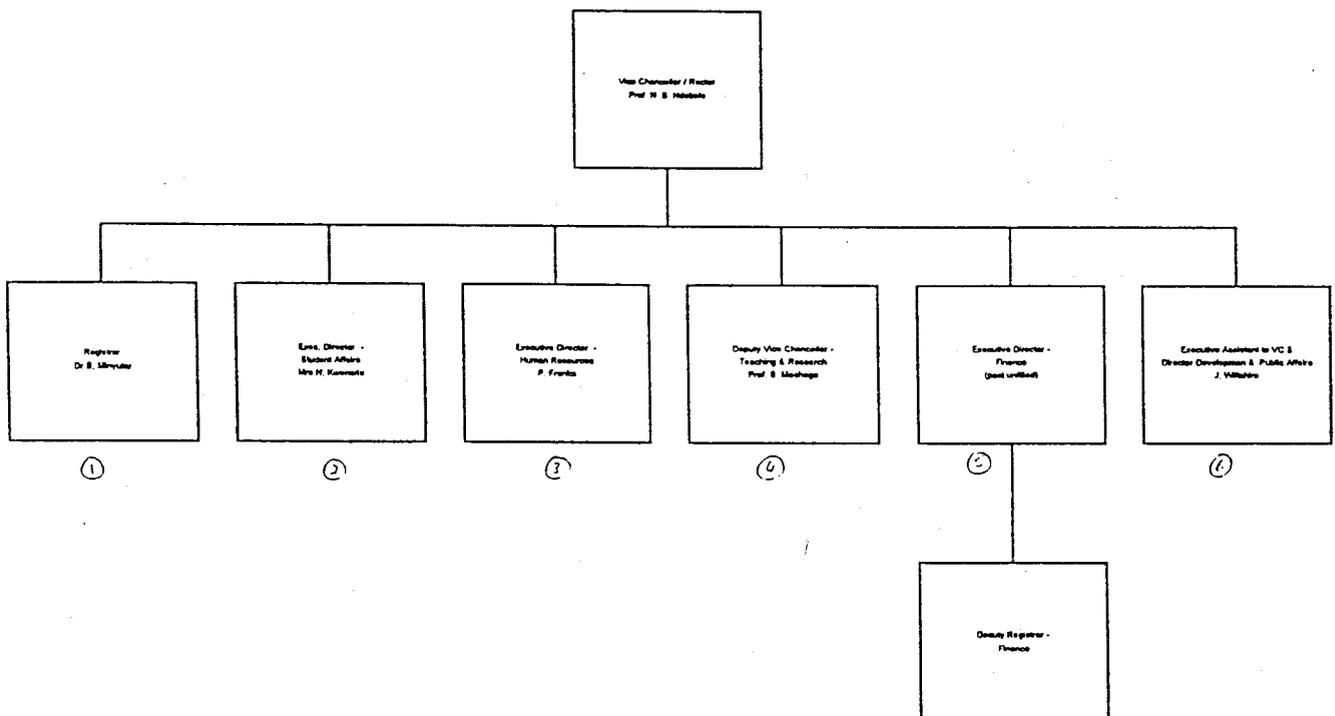
CHAPTER FOUR

AN ANALYSIS OF THE PRESENT SITUATION AT THE UNIVERSITY OF THE NORTH AND ITS EFFECT ON THE TEACHING AND LEARNING PROCESS

4.1 MANAGEMENT AND STRUCTURE OF THE UNIVERSITY OF THE NORTH

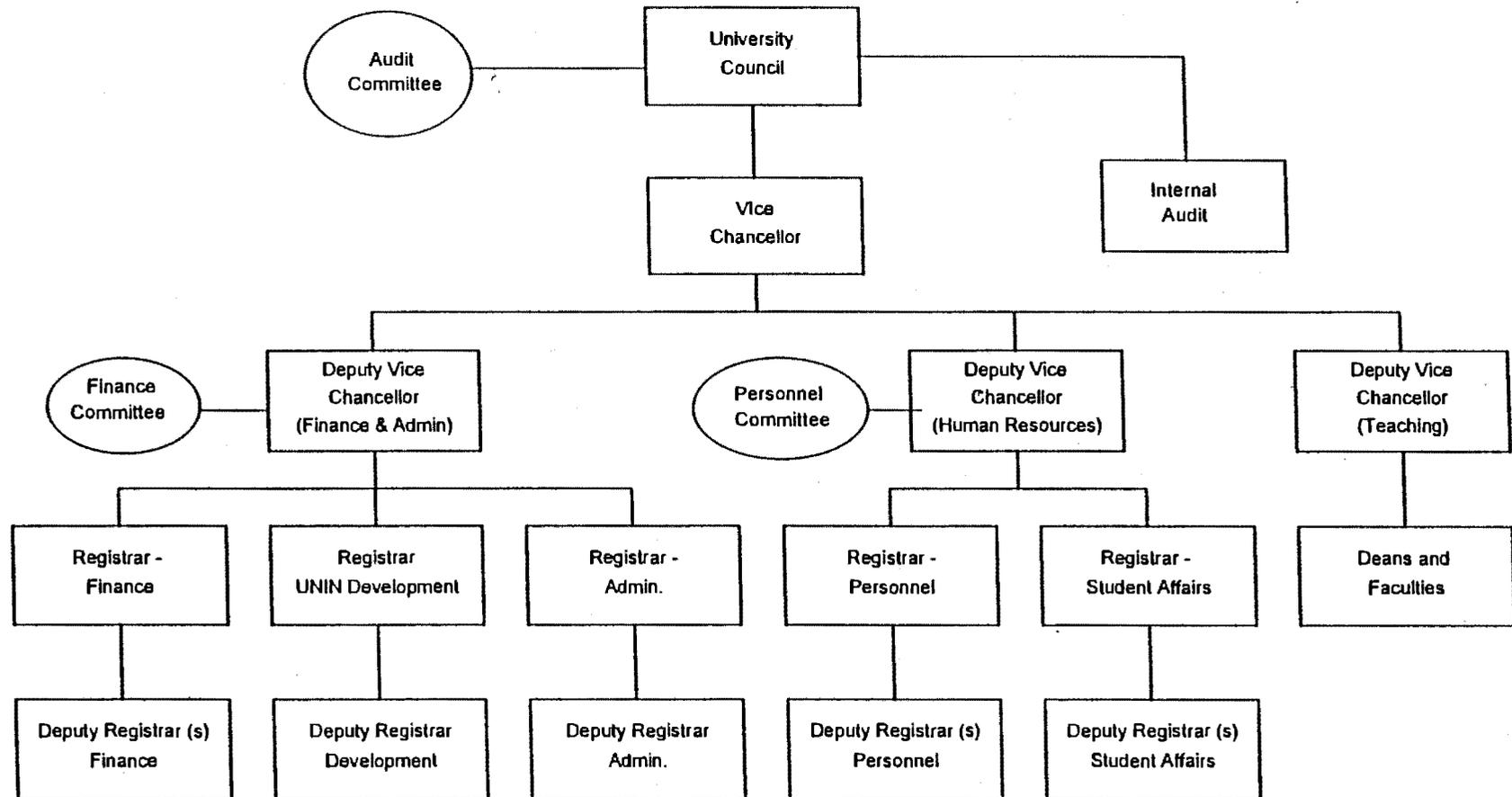
The following two charts represent the past and the present organisational structures of the University of the North:

PAST ORGANISATIONAL CHART



PRESENT ORGANISATIONAL CHART

(Approved by Council 1996)



4.1.1 A CRITICAL ANALYSIS OF THE MANAGEMENT AND STRUCTURE OF THE UNIVERSITY OF THE NORTH AND THEIR IMPACT ON TEACHING AND LEARNING

The management structure of the University of the North is still largely based on the closed-systems paradigm. Council, for example, though democratically elected, is largely closed and is often accused of not being accountable to the University community after failing to inform stakeholders (BTC Meeting 26 May 1995). Failure to communicate leads to misunderstandings, distrust and conflict, none of which is conducive to satisfactory teaching and learning. In order to overcome this dilemma, new strategies need to be developed to achieve openness and improved information sharing on campus. Capra states:

... the ideal structure for power as influence, is the network. You get feedback not in the hierarchy but in the network (Capra 1992:199).

The process of information-sharing needs to be democratised if the purpose of the institution is to be achieved. Failure to solve problems of information-sharing and to address the issue of democratisation of structures of governance as a matter of urgency has led to conflict and the retarding of the transformation process on campus. The changing of the Act and Statute towards the democratisation of structures of governance on campus is in the process of being defined (BTC Workshop 24 August 1996). This process of changing the Act and Statute is now nearing completion. It is, however, important that all stakeholders participate in the final approval of the Act and Statute through structures such as the BTC, in the spirit of the Magoebaskloof Summit. Transformation is not an event but a process.

Despite the concerted efforts of individual departments on campus, a structured approach is needed in transforming all departments and Senate in terms of today's open-systems paradigm. But vertical relationships still dominate - resulting in limited

accountability. The changing of attitudes and relationships at the grass roots level will also need to occur, for it is important that the concept of democracy, as a didactically functioning concept, receives attention in the transformation of the Act and Statute. The mere changing of structures, giving greater representation, is not a prerequisite for open and democratic relationships. The changing of attitudes and relationships is a process that takes time and can only be achieved through the development of trust between teacher and learner with both having a mutual vision and mission. Unfortunately, the idea underlying the changing of the Act and Statute still tends to be more political necessity than educational necessity.

The Broad Transformation Committee (BTC) has, all too often, only been summoned as a mere tool when power struggles have manifested themselves on campus. Nevertheless, it has been invaluable in the process of transforming the institution despite the many frustrations, disillusionment, criticisms and conflicts characterising its existence. With the changing nature of the BTC towards a more professional forum, a valuable structure will be created to make input into critical internal and national debates. It is important that the BTC become more professional. The relationship between statutory structures and non-statutory structures such as the BTC, needs to be understood in practice. But while tension will always exist between the BTC and statutory structures such as the Senate, the Executive Management Committee and the University Council, this tension is not necessarily negative. It indicates that, despite the misunderstandings and distrust which often prevail, this dialectic relationship between the statutory and non-statutory fosters a sense of accountability and ownership.

A valuable instrument for transforming the teaching and learning experience on campus, the Broad Transformation Committee is thus being under-utilised. It is an arena of vast experience, but also one of hidden agendas and often emotional clashes between

the horizontal and the vertical and between the various cabals vying for control. It is an arena in which change is grasped, even if only for a moment. In today's complex teaching and learning environment there are no fixed solutions. Unfortunately, the BTC still tends to reflect the political necessity of the past instead of focusing on the educational necessity of the present. Transformation from a political necessity towards an educational necessity will not be an easy process. However, this transformation is essential if the University is to become a source of knowledge and inspiration through teaching and learning, research and community outreach.

Top Management often emphasises the fact that it is having to waste its time with minor decisions and that middle-management should take decisions - in other words be accountable. However, middle management and the lower ranks of the institution are in many instances not really empowered to take these decisions since the decision-making process is still closed and inherently vertical in nature. This further impacts on the inefficiency of the administration in supporting the teaching and learning process. There is clearly a need for training for all managers on campus. Poor management of the administrative needs of the institution greatly impair the environment in which teaching and learning take place. In the past, responsibility for making a decision would be passed on, until ultimately 'the regime' was to blame. This was also due to the illegitimate nature of authority under the apartheid regime. A culture of blame due to the history of this institution has made leadership reluctant to make and implement decisions i.e. someone else is usually blamed for a decision taken. This automatically results in a lack of accountability.

The involvement of all stakeholders in the strategic planning process in most departments, faculties and sections has fostered dialogue and brought about a sense of ownership and belonging i.e. this is OUR University. It is important that the mission and vision of the University form the basis of planning and

execution in all departments, faculties and sections and that management should take the lead in sharing the mission and vision with the entire University community.

The idea of permanence in leadership is anachronistic in today's open-systems environment. At Turfloop, for example, departmental heads are still permanent - a contradiction. Students, as well as junior members of staff, need more representation in departmental management and in transforming the teaching and learning process. Furthermore the academic and administrative sectors are largely dominated by males. Management structures are still sexist in nature and in many cases racially biased. The new Act and Statute should address these issues.

If Turfloop is to learn from leadership crises and developing leadership tendencies occurring around the world, its current approach towards 'permanent' leadership and unchangeability in the teaching and learning process in departments and in managing the administration of the institution will have to change. The National Commission on Higher Education has stressed the need for a balance between representativeness and academic experience and leadership (NCHE April 1996:108). The maintenance of anachronistic ideas of permanence and unchangeability within Turfloop's leadership structures will merely lead to perpetual internal and external conflict due to the selfish ambitions of those who blatantly disregard universal tendencies in an attempt to entrench their own authority in various forms.

An alternative to a static, even bureaucratic, form of authority, could, for example, be a system of nominated heads of departments, in terms of which a senior member of the department (usually a Professor or Associated Professor) is nominated for the Headship. This usually follows consultation with the permanent members of the Department and involves periods of from three to five years. Students should be involved in the nomination process as well. Even the concept of permanent staff has no merit, if it leads to a docile, uncommitted and careless

attitude among academics and administrators towards students, the University and the broader society. The problem with the University's administration and management structures is not financial but organisational.

In order to develop an atmosphere of commitment, trust and open dialogue, in and between all structures of Turfloop, neither promotion to the ranks of the liberal Open Universities nor non-racialism are sufficient. Power relations will have to be changed and structures of power will have to be modified for the University to realize its potential. As stressed by Capra, true authority, in the original sense of the term, is the embodiment of trust and responsibility. Power should be used to empower not control others. A dynamic process is when power is seen as a constant flow outward to empower others and to strengthen their authority (Capra 1992:197-199).

An interesting example of a possible strategy for the transformation of management and governance structures at the university was that suggested by Robert Morrel. In his search for a possible alternative, Morrel stated that while there is no one model on which to base a strategy of transformation, there are a number of elements which should necessarily be included:

- i) The democratisation of key university bodies: Council, Senate and the Faculty Boards (all of which should accommodate substantial, and in the long-term, majority representation from lecturers and students);
- ii) reduction in the power wielded by the administration and its redistribution among academics, particularly those in the junior levels where consultation, let alone decision-making, rarely takes place. In the train of these changes would flow a more energetic support of the right to criticise, the right of dissent and the right to be consulted and reported back to. In turn, this would have the effect of breaking patterns of knowledge production and of intellectual production (in ASSA Conference Documentation July 1989).

Clearly the issue of leadership on campus faces an immense and even exciting challenge of vital importance to the future of this

University. Present and future leadership will have to take into account current leadership tendencies as universally manifested if the institution is in any way to be a lighthouse in a society infested with distrust and power-struggles. Without informed leadership working towards open relationships, the teaching and learning experience will remain anachronistic. Chapters five and six will further elaborate on strategies for transforming the role of authority on campus.

4.2 ACADEMIC PROGRAMMES AND THEIR IMPACT ON TEACHING AND LEARNING

At present, there are eight faculties, namely Arts, Management Science, Theology, Agriculture, Mathematics and Natural Sciences, Law, Health Sciences and Education. However, in terms of the developing strategic plan of the University, this situation is to change. Degrees are offered in all faculties ranging from the Bachelors, Honours and Masters degree to the Doctors degree. Diplomas are offered in various courses (See ADDENDUM K).

4.2.1 A CRITICAL ANALYSIS OF THE ACADEMIC PROGRAMME OF THE UNIVERSITY OF THE NORTH AND ITS EFFECT ON TEACHING AND LEARNING

It is important that the University transform its academic programme in the light of today's 'globalisation' as there is a need for more flexibility and mobility in the teaching and learning process. No longer will a person's education stop when he or she has obtained a degree. An open approach towards teaching and learning helps develop a culture of continued learning, a culture of learning through life experience - the class room is merely a meeting place, a place to share knowledge and ideas, a place to debate and to discuss. It follows that higher education will have to become a stage in a process of lifelong learning (NCHE April 1996:38). The University of the North will have to transform outmoded structures and fixed boundaries so as to meet today's challenges. As emphasised by

the National Commission on Higher Education:

The most significant of these changes is the dilution of previously impermeable boundaries between the three sectors, as reflected in a multitude of cross-sectoral linkages and partnerships; new forms of programme offerings and student progression pathways; new forms of assessment and delivery modes such as lifelong learning, distance education and recognition of prior learning, which span all three sectors; and new forms of knowledge construction which are developing that require the softening of the boundaries within higher education and between higher education, civil society and the State (NCHE April 1996:52).

It must be noted that the University of the North serves the Northern Province on virtually all tertiary levels, a situation that implies an urgent need for closer co-operation with other tertiary institutions in the Province especially to bridge the gap between secondary education and higher education and between the academic and technical spheres.

There is clearly need a for more inter-disciplinary programmes as these will promote critical thinking and creativity. No discipline exists in isolation. A holistic approach is essential in the new paradigm. Academic programmes should, through practicals and research, link the classroom with the community. As stressed by Lewin:

Connectedness is required if the ecosystem is to work as a whole, not just the independent entities (Lewin 1993:81).

Faculties of the University of the North still largely exist in isolation. The Higher Education Quality Council as proposed by the National Commission on Higher Education (NCHE April 1996:75) could go a long way towards ensuring the enhancement of quality programmes and improved standards through innovative teaching and learning. (To be further discussed in chapters five and six).

The University has a duty towards all its students. It must be noted that no safety net exists for those who fail at the University and are forced to leave. Knowledge accumulated goes

to waste if no link is created between the University, teacher-training colleges, technical colleges and community-based organisations through which to channel such students who, though having failed at university, still remain an asset to society. Mobility needs to be facilitated. Accreditation between various institutions for higher learning and further education needs to be reassessed. Failure to provide avenues for such students merely results in further conflict on campus and in the community over, for example, the A19 issue (i.e. exclusion from registration based on a poor academic record). Such students routinely force the issue and break the rules because they have no alternative. The Student Counselling centre also needs to play a more active role in this regard. There are too few bridging programmes, especially those which form linkages between institutions of higher learning and community-based educational programmes to facilitate further empowerment of students who fail at the University and who are forced to leave. Without proper linkage programmes and support services, what students have mastered often ends up going to waste.

During the Magoebaskloof Summit, a Task Team on Academic Excellence was formed whose duty it was to come up with recommendations and strategies for achieving academic excellence on campus. This Task Team co-ordinated further Academic Excellence Task Teams created in the faculties during the various faculty strategic planning workshops held on campus as part of the strategic planning exercise. For an in-depth examination of issues pertaining to academic excellence as researched by the Academic Excellence Task Team one might view its recommendations as submitted to the Academic Planning Committee in April 1996, see ADDENDUM C.

The Task Team on Curriculum Development was later merged with the Task Team on Academic Excellence. However, as the Academic Excellence Task Team was concentrating on completing the initial task assigned to it, issues of curriculum development were largely neglected. Curriculum development is presently taking

place in the various faculties and departments, but not in a co-ordinated fashion. Though the problem of curriculum development is being grappled with, many students still feel that nothing has changed in this regard and that the University is lagging behind most universities in the country. Out of date and anachronistic curricula are still the order of the day in many departments. The need for curriculum development was reiterated at a recent workshop of Deans and Executive Management. An urgent call was made for the determining of priorities in faculties with regard to curriculum development, inter-disciplinary studies and the re-configuration of faculties, so as to promote meaningful programmes (Report of the Academic Strategic Planning Workshop for Deans and the Executive Management Committee (1996-2000 Strategic Plan) April 1996:6-7). It is important to note here that the process of curriculum and programme development on campus will have to take cognisance of the Single Qualifications Framework proposed by the National Commission on Higher Education (NCHE April 1996:70-73).

The academic programme of the University of the North will have to be submitted to a much more thorough didactic investigation and evaluation, so too the exercising of the University's basic functions of teaching, learning, research and community involvement. This can only be achieved through open, accountable and adaptive management of both the academic and administrative sectors of the University.

4.3 CURRENT RESEARCH

4.3.1 Research Strategy and Policy

The University recognises the intimate association between research and staff development, senior postgraduate training and broad-based community service activities. It further emphasises the fact that relevance in curriculum development and innovative teaching and learning must have its roots firmly embedded in a solid research foundation.

In the light of the above, and in the light of the Mission Statement of the institution to be discussed later in this chapter, the University of the North pledges to:

- Actively support research endeavours by staff members in the broadly defined fields of basic and applied research;
- Develop the capacity of departments to undertake research by its staff members and to engage in the establishment of postgraduate training programmes/schools;
- Develop centres of excellence at the University of the North, be such centres departmentally, multi-disciplinary, inter-faculty or inter-institutionally based. Wherever and whenever possible, the University will foster multi-disciplinary interactions interfacing also with external agencies and incorporating global trends in this regard;
- Promote umbrella research programmes within departments and centres of excellence embracing a central research model consisting of sub-projects catering for individual research interests of staff members as well as for masters and doctoral research projects;
- Establish research as well as staff-development trust-funds for promoting research and curriculum vitae development of staff members;
- Elaborate its senior postgraduate bursary schemes;
- Create appropriate accommodation facilities for senior postgraduate students;
- Intensify interactions with Science Councils, Educational Trusts and Foreign Development Agencies;
- Develop the capacity amongst as many departments (disciplines) as possible to play, through research, an active and leading role in the socio-economic development of the Northern Province (University of the North Research Committee (Research Symposium at Mabalingwe Nature Reserve) October 1993).

Research capacity at the University of the North is gradually improving through the new research policy and strategy. Research co-ordination takes place through the Research Committee and the Office of the Vice Chancellor Teaching and Research. A concise survey of research articles published through the institution and bursaries offered is in the process of being compiled for public scrutiny.

However, the University has one of the lowest research outputs of all universities in the country. For instance, the cumulative total of credits awarded to all South African Universities for research output per SAPSE-formula for the period 1984 to 1991 was 36.869 and ranged between 3.7% and 6.5% in 1984 and 1991,

respectively. The historically disadvantaged universities (HDU's) share of this total was only 1.785 - a mere 4.8%. The University of the North produced 42 credits while the University of the Witwatersrand (WITS) produced 1,004 credits (Education Policy Unit (U.W.C). Report on Differentiation and Disadvantage 1994:15-17).

4.3.2 FACILITIES

Physical planning for research is poor and facilities are inadequate. Library facilities are clearly not conducive to meaningful research. (See ADDENDUM E for Library strategic plan summary). This results in very little research output, which, in terms of the SAPSE requirements, results in minimum financial support, which in turn results in a deadlock and consequently, poor research output. Therefore, a mechanism has to be devised to break this vicious circle, as a matter of urgency. Library facilities need substantial improvement, even though recent networking has contributed greatly towards access and linkages. Staff development pertaining to the library and research development is imperative for the University's goal of higher professional training. Financial aid alone, however, will not solve the problem. Expertise and commitment are needed for the development of professionalism in research at Turfloop.

4.3.3 FINANCES FOR RESEARCH

Funding for research is made available through the Research Committee and from various national structures such as the Foundation for Research Development (FRD). However, the funding is clearly inadequate, especially with regard to the sums required for comprehensive research involving impoverished communities and the need to cover vast areas.

- Finances for research personnel are from the internal budget of the University.
- Finances for the building infrastructure eg. laboratories

for research are from the University's internal budget (see section 4.10 pertaining to capital expenditure).

4.3.4 STUDENT INVOLVEMENT IN RESEARCH

Student participation in research can clearly be improved. Students are involved in various research programmes on campus, but this involvement is minimal. The Broad Transformation Committee recently urged that students become more involved in research projects and encouraged the teaching of research methodology early in the undergraduate course (BTC Meeting 26 May 1995). The University of the North needs to explore ways in which research can be used as a tool for teaching and learning. Research should also be undertaken as an alternative way of facilitating teaching and learning on campus. Such research is essential. The National Commission on Higher Education recently stressed that as far as possible the training of research workers should be linked to graduate studies (NCHE April 1996:81).

4.3.5 RESEARCH LINKAGES

Subject disciplines in the faculties of Mathematics and Natural Sciences, Agriculture and Health Sciences, for example, are directly linked to their respective South African Science Councils. eg.

- Faculty of Mathematics and Natural Sciences - Foundation for Research Development (FRD);
- Faculty of Agriculture - Agricultural Research Council of South Africa (ARC);
- Faculty of Health Sciences - Medical Research Council of South Africa (MRC).

In addition, individual departments/research projects are linked to various other research institutions/organisations nationally as well as internationally.

4.3.6 ORGANISATION, ADMINISTRATION AND MONITORING OF RESEARCH

Faculties have their respective Research / Senior Degree Committees which approve of research proposals for Masters and Doctors degrees. Administration of these committees is through the office of the Dean and they play a role in preparing documentation to be submitted to the Senate for final approval. However, in most faculties, prospective senior degree students are not involved in thorough discussion as is the case at most South African universities. They are merely represented by their respective supervisors / promoters.

Financial assistance for research as well as for the monitoring of research is provided through the central Research Administration under the office of the Vice-Chancellor for Teaching and Research. To enable Research Administration to offer financial assistance towards a project, the project must be approved and registered through a faculty and the Senate. Once this has been done, project leaders must budget by the end of September of every year for the next financial year, so as to enable the Research Administration to assess the amount of funds required. The Research Administration then makes a recommendation to the Deputy Registrar for Finance in this regard.

As soon as the Research Administration is notified of the research budget for a specific project, the process of allocating funds per project commences. Appointments are set up by the Research Administration with every project leader. These meetings entail a thorough discussion concerning progress as well as the budget of the project. Every departmental project is allocated an expense account number, and to control / monitor funds, every purchase request / claim form dealing with a research project has to be authorised by the Research Administration before an order / claim can be processed through the normal channels of the University. At the end of February

of each year, a Progress Report must be submitted to the Research Administration by all project leaders. Should a project leader not submit a report, no allocation will be made for the following financial year. The Research Administration monitors funding received from outside organisations such as FRD on the same basis as internal funding.

4.3.7 A CRITICAL ANALYSIS OF RESEARCH AT THE UNIVERSITY OF THE NORTH AND ITS EFFECT ON TEACHING AND LEARNING

There is clearly a need for more student involvement in research activities on campus and a need for more input from all stakeholders in the decision-making process as a means to increased relevance and accountability. There is a need for more relevant research addressing the needs of the broader community and not just the selfish interests of individual academics. It is important that research be connected to the needs of society and that it involve the community wherever possible (NCHE April 1996:18).

... transformation of the research function is perhaps the most fundamental transition with the emergence of new forms of knowledge production which involve many more players than simply researchers, which are transdisciplinary, and which make higher education accountable to larger social and economic needs than is currently the case (NCHE April 1996:49).

It is important that the process of funding research be democratised. As stressed by Capra:

You cannot change the fact that scientific research is determined to a large part by the value system. The motivation to do one kind of research rather than another is determined by values. This value system, of course, may change. That's what the whole paradigm shift is about. The other part is that research is determined by what gets funded, and the funding of science should be democratised. Today it is not proceeding democratically. Ordinary citizens have very little input. If scientific research were funded more democratically, its direction would reflect the will of the community more. But this will happen only with a revitalisation of the whole democratic process, with decentralisation of economic and political

power (Capra 1992:44).

The University of the North clearly needs to improve its performance with regard to meaningful research. Most Faculty Research Committees concentrate on procedure and format for the presentation of proposals to Senate, but fail to spend much time on issues concerning the relevancy of research and the student concerned i.e. his/her ability, interest in the subject and knowledge concerning the intended field of study. Such an interview could also offer invaluable guidance and orientation to the student.

There is a need for improved evaluation and follow-up concerning research undertaken. Once the thesis, or research project, is complete it usually ends up on a shelf or on a wall in the form of a certificate. The very research process is an educational experience which must be shared. A lecturer, for example, doing intense research in Southern, Eastern and Central Africa, on, for example, a certain type of frog should, in addition to written research, compile a documentary on the research process (eg. a video). This alone would be a solid contribution to science and towards insight into research methodology, and such an exercise could even generate funds if marketed. Such documentaries could go a long way towards inspiring students at tertiary and secondary school level.

There is a need furthermore for the University to tap into the potential of modern technology.

The processes in the research paradigm - literature research, collecting relevant articles and data, discussions with other researchers, writing papers, peer review and journal publication - are also altering and can now be carried out electronically from a net-worked PC in a researcher's office. Information technology has presented a new way of conducting research and opened up the possibility of allowing many other scholars and students to observe and even participate in the process (NCHE April 1996:78).

As academics we should appreciate the fact that study-leave is

a privilege and not a right. There is little accountability with regard to the issue of study leave. This situation needs to change. Poor research or the lack of research is often blamed on a lack of funds and a lack of time due to high staff:student ratios, a characteristic of most HDU's (NCHE April 1996:17). However, these are largely excuses. For years the academic staff of Turfloop have tended to leave campus long before lunch time in order to do 'research'. Bearing in mind that Turfloop has one of the lowest research outputs in higher education in the country, one is inclined to ask - where is all this 'research'? Many senior academics only visit the University occasionally, while the brunt of the teaching is borne by junior staff. This situation has led to much conflict over the past few years and clearly must change (as expressed in various documentation from the Junior Staff Association and in documentation covering the current impasse between Management and CLASG).

Consult ADDENDUM C for an analysis of research towards Academic Excellence on campus as well as for recommendations and strategies for improvement of research in general, as prepared by the Academic Excellence Task Team as part of the strategic planning exercise.

4.4 OUTREACH ACTIVITIES

The University of the North has various outreach activities and officially sees its involvement in the community as a major priority. It is currently actively involved in the Reconstruction and Development Programme in the Province, which implies grappling with problems concerning poverty, gender equality, environmental awareness and development, human resource development in various fields, and bridging courses for students and teachers.

With regard to community outreach, the University is rapidly becoming more relevant and accountable, but is hampered by a lack of resources, proper management and planning. Financial

assistance is imperative for strengthening the link between the University and the broader community - especially in such professional fields as the Natural Sciences, Health Sciences, Social Sciences, Education, and Agriculture. Change and practical application are needed. However, commitment, planning and research are essential if development involving the University and the community is to be successfully tackled. If not, funds will merely be wasted.

The following are examples of some of the major outreach activities undertaken by the faculties of Mathematics and Natural Sciences, Health Sciences and Agriculture:

4.4.1 UNIFY PROJECT: This is an important project facilitated by Professor Manganyi and the University Development Committee. UNIFY assists with bridging programmes for students entering the natural sciences. Bear in mind, that this urgent and necessary endeavour, namely the offering of bridging courses, in terms of SAPSE Regulations received no financial aid from the State in the past or currently. The project in a unique and professional manner has managed to bring international experiences from Europe and various African countries and apply them to the needs of the disempowered South African student. The project, an intense, well-constructed and organised project, though limited in access. UNIFY is financed by the European Union, in co-operation with the Free University of Amsterdam. The project is an expensive but essential endeavour which began in 1993. Having been given a firm grounding in Maths, the Sciences and English during an intensive year-long programme, the original students are now entering the third year of their degree studies. The idea is to integrate this course into the degree programme. The need for bridging is essential for empowering the disadvantaged student:

It should be emphasised that of the 108 students who were selected for UNIFY in 1993, only four qualified for direct entry into the various science faculties on the basis of their matric results. Thus, without UNIFY a large number of students, with potential for science and mathematics, would have been deprived of a chance of doing these subjects. UNIFY was set up with just that aim: to give a 'second chance' to students with potential for science, whose school background made realisation of that potential difficult to achieve.... The achievements of UNIFY are substantial when one bears in mind that the overall pass rate for UNIFY students doing degree courses was 68% compared to 60% for direct entry students and 52% for repeaters (Masa January 1996:8).

Clearly, efficient bridging courses are needed as the problem of bridging in the sciences and languages is immense. Currently UNIFY members are in liaison with the Provincial Education Ministry concerning this issue. Despite the financial implications, UNIFY is an example of discipline and dedication.

4.4.2 THE UNIVERSITY OF THE NORTH SCIENCE TEACHING PROGRAMME (UNIST): In liaison with the Joint Education Trust, UNIST has done invaluable work towards improving teaching and learning in the natural sciences, both on campus and in the broader teaching community of the Northern Province. Teachers are trained on a part-time basis through a degree programme. Members from the UNIFY project are also actively involved in assisting with this programme in their spare time and on a voluntary basis.

4.4.3 OUTREACH PROJECTS IN THE FIELD OF AQUACULTURE

Various outreach projects are run by the Department of Aquaculture:

- OASIS PROJECT: A multi-disciplinary project involving

7 high schools, in conjunction with the University of Pretoria, Vista and Pretoria Technicon. It is financed by AGRILEC. Its purpose is to teach school children facets of aquaculture, marketing skills etc. The money generated from this project is sent back to the schools.

- BLACK FARMERS ASSOCIATION GROUP: This provides in-house training for farmers who are interested in developing skills in aspects of fish farming. This training caters for the broader interests of the Northern Province and takes place at the grass roots level.
- AGRILEC ORNAMENTAL FISH PROJECT: A specialised community outreach project for the breeding of fish.

4.4.4 AGRICULTURAL COMMUNITY OUTREACH PROGRAMME

The Faculty of Agriculture is involved in the Nebo district (Northern Province) in rural development and small-scale farming. This community project renders valuable service to the immediate area and is invaluable for developing grass roots skills, expertise and research. At present the Faculty co-operates with the Provincial Ministry of Agriculture. A point that needs to be stressed is that this Faculty clearly needs to become more relevant and actively involved in community-outreach programmes. (See ADDENDUM I for a submission from the Ministry of Agriculture calling for closer co-operation with the University), for the Province's main source of income is from a very poorly managed agricultural sector. (For more information on the Northern Province consult chapter five).

4.4.5 PRIMARY HEALTH CARE PROJECTS

In co-operation with the Ministry for Health in the

Northern Province, various projects are underway. These have gone a long way towards committing the University of the North to furthering the health needs of the community and towards determining priorities:

- HEALTH ASSESSMENT in villages of the Northern Province (Department of Medical Sciences in conjunction with the Department of Kinesiology)
- DEMOGRAPHIC SURVEY (Northern Province) with the University of the Witwatersrand Health Services Development Unit. Funded by MRC and the University of Oslo.
- GENETIC COUNSELLING PROJECT: Genetic studies in infants in rural areas in the Northern Province. In co-operation with the Department of Genetics (University of Pretoria).

There is a definite need for closer co-operation at the grass roots level between the Ministry of Health and the Faculty of Health Sciences. (See ADDENDUM I).

4.4.6 LAND MANAGEMENT AND RURAL DEVELOPMENT: A programme involving 21 research topics is currently underway financed by the European Union in co-operation with the Free University of Amsterdam. See ADDENDUM D for more information on international co-operation and inter-disciplinary studies in the field of rural development.

4.4.7 TRADITIONAL HEALING PLANT PROJECT: The project is undertaken in conjunction with the Medical Research Council of South Africa (MRC).

Other important community-outreach programmes exist such as the Legal Aid Clinic, the Optometry Clinic, and the University of the

North Pharmacy. The National Water and Sanitation Training institute, funded by the Irish Government, is currently being housed and facilitated by the University. This project, which aims to be self-sustaining within three years, will become part of the envisaged Edupark in Pietersburg, created in part by the University of the North.

The Institute for Vocational and Technical Education and Training in co-operation with the Australian TAFE System, and the Development Facilitation and Training Institute (C.B.O / N.G.O Training Institute) which is linked to the Faculty of Management Sciences in co-operation with the New School for Social Research (NSSR) in New York, are also being facilitated through the University and linked to Edupark. (See ADDENDUM H for an outline of the envisaged Edupark development currently in progress).

4.4.8 A CRITICAL ANALYSIS OF OUTREACH PROGRAMMES AT THE UNIVERSITY OF THE NORTH AND THEIR EFFECT ON TEACHING AND LEARNING

Outreach activities at, and through, the University of the North, at the grass root level are gradually expanding. However, actual student involvement and community ownership is limited. Considering the urgency of the situation, the University will have to become more involved and indeed the basis is currently being laid for more active involvement of the University through various development programmes in the region. At present there is no functioning adult literacy project based in the University. The Northern Province is more than 85% rural (see ADDENDUM M) and its chief source of employment and income is through farming, yet until recently the University's involvement through outreach programmes in this area was virtually non-existent.

Potential linkages between the Provincial Government and the various faculties was expressed through requests by several Ministries for foreign funding to build closer co-operation between the University and themselves (see ADDENDUM I). This

clearly reflects a growing need for co-operation, mobilisation and facilitation for the empowerment of the broader community through teaching, learning and research.

Thorough planning and co-ordination involving all stakeholders is essential for the running of meaningful bridging courses in the fields of language, mathematics and science, bearing in mind the limited resources on campus and in the field. The backlogs in these fields cannot be meaningfully addressed without the necessary commitment and funding, for bridging courses as part of community-outreach are not subsidised by the State. It is essential that the running of such projects be sustainable. It is also necessary that experience gained in these programmes be integrated into the overall academic programme. Without such links there will be no continuity and much of the achievement will gradually be lost.

It is important that outreach projects be accountable to the community. The Aquaculture Centre, for example, has produced important research articles of local and international value through dedicated scientists. However, its development during the apartheid era, at substantial cost, partly in an attempt to prove that the system was working, failed to focus enough on practical return and ownership at the grass roots level in the community itself. Many projects such as this stand the danger of becoming little more than one man kingdoms, with minimal accountability to the various stakeholders and the community as a whole. They are often not as people-owned or people-driven as they should be. There is minimal empowering of the community itself taking place, only impressive structures which are often under-utilised and publications which are largely meaningless to the masses if not transformed into practical creations and then applications which are understood and owned by the community through teaching, learning and practical application. Outreach is often mere tokenism. The valuable research undertaken through, for example, the Aquaculture Centre, needs to be owned and shared by the community. This could be achieved by

developing a department/unit of Applied Research, for the best research is often slow in being applied.

There is need for more inter-disciplinary and institutional co-operation in developing outreach programmes through tertiary education. With regard to Turfloop's outreach and development activities, in comparison with examples set by other HDU's as expressed in chapter five, the situation leaves much to be desired. There is clearly room for improvement towards becoming a true Community University through integrated community outreach programmes, focused on the grass root level and aimed at addressing real needs through practical action by the people themselves.

4.5 STUDENT CLIENTELE

4.5.1 A CRITICAL ANALYSIS OF THE STUDENT AS CLIENT AND THE IMPACT OF THIS CONCEPT ON TEACHING AND LEARNING

The student body at Turfloop is linguistically diverse, and mixed in terms of rural and urban upbringing, ethnic origin and gender. The majority of students reside on campus. It can be safely said that many, if not most, students cannot optimally benefit from university education, given their poor educational and social background, and many are first generation university students. The overwhelming majority of students at the University of the North (1995) are black (99.675%). This is of implication for Turfloop's identity in the future. Student numbers have substantially grown from 89 in 1960 to over 16000 in 1995/96. (This includes the Giyani Branch). For the major portion of the history of the institution the majority of students have been male, though this phenomenon is rapidly changing. (See the graph on page 204). The majority of students come from impoverished homes and poor schooling backgrounds. Current accurate statistics on bursaries and family incomes, however, are not available.

Less than 40% of students at Turfloop are from the Northern Province itself. A large number of students come from the Gauteng Province and the majority of students as a whole are currently registered in the Faculty of Arts. However, the humanities are showing a planned decline, while student numbers are increasing in the Natural Sciences, Health Sciences and Agriculture. This increase is gradual, bearing in mind the impoverished state of the broader schooling system and the lack of qualified teachers in the sciences. Financial support and thorough planning are needed for bridging in the Science faculties and especially with regard to secondary education in the Province. The Faculties of Law and Management Sciences have a fairly substantive intake of students. (See graph on page 195). The tables on graduates (4.6.1) further reflect the above observations. Since the student is the primary reason for the University's existence, Turfloop needs to be more aware of the needs and expectations of its student. How best should it facilitate the student's teaching and learning experience? This is expressed by the National Commission on Higher Education:

The provision of higher education programmes to students remains the predominant function of all higher education systems and typically constitutes the base from which research, community service and scholarship are made.... Professional education, advanced disciplinary teaching, vocational and career education, and the education and training of research practitioners... have all become fundamental components of higher education's teaching mission (NCHE April 1996:57).

An important issue which needs urgent attention concerns the need for more comprehensive pre-university career-guidance programmes. More effort will have to be made in an attempt to promote informative and comprehensive student-guidance programmes early in the high school curricula. This need is aptly described by Dr A.K Msimeki, the current Director of the Student Counselling Centre at Turfloop, in his D.Ed. thesis entitled: 'An empirical investigation of the effects of a school guidance programme on the career development of a group of senior secondary school pupils'. Msimeki states:

As far as the guidance-teacher is concerned, he must facilitate change in the individual pupil as well as in the pupil's environment in such a way as to help develop a fully self-actualizing individual. He must also contribute to the creation of an open education system and by extension of an open and democratic society, a new South Africa, in which self-actualizing persons will seek to live in harmony with others as people engaged in co-operative self-actualizing (Msimeki 1988:86).

There is clearly a need for structured guidance for students from secondary school through tertiary education and on into the workplace. At present, a state of turmoil reigns at registration, despite the frantic efforts of the Student Counselling Bureau and faculty administration. The Student Counselling Centre was recently requested to submit a plan in conjunction with Student Affairs in this regard (Academic Planning Committee 29 August 1996). Even heads of department at Turfloop all too often don't quite know the relevance of their own subjects in relation to today's rapidly changing world and yet they assist in student registration. In the mid-1970's the Turfloop Testimony expressed this dilemma of the future student at a university as follows:

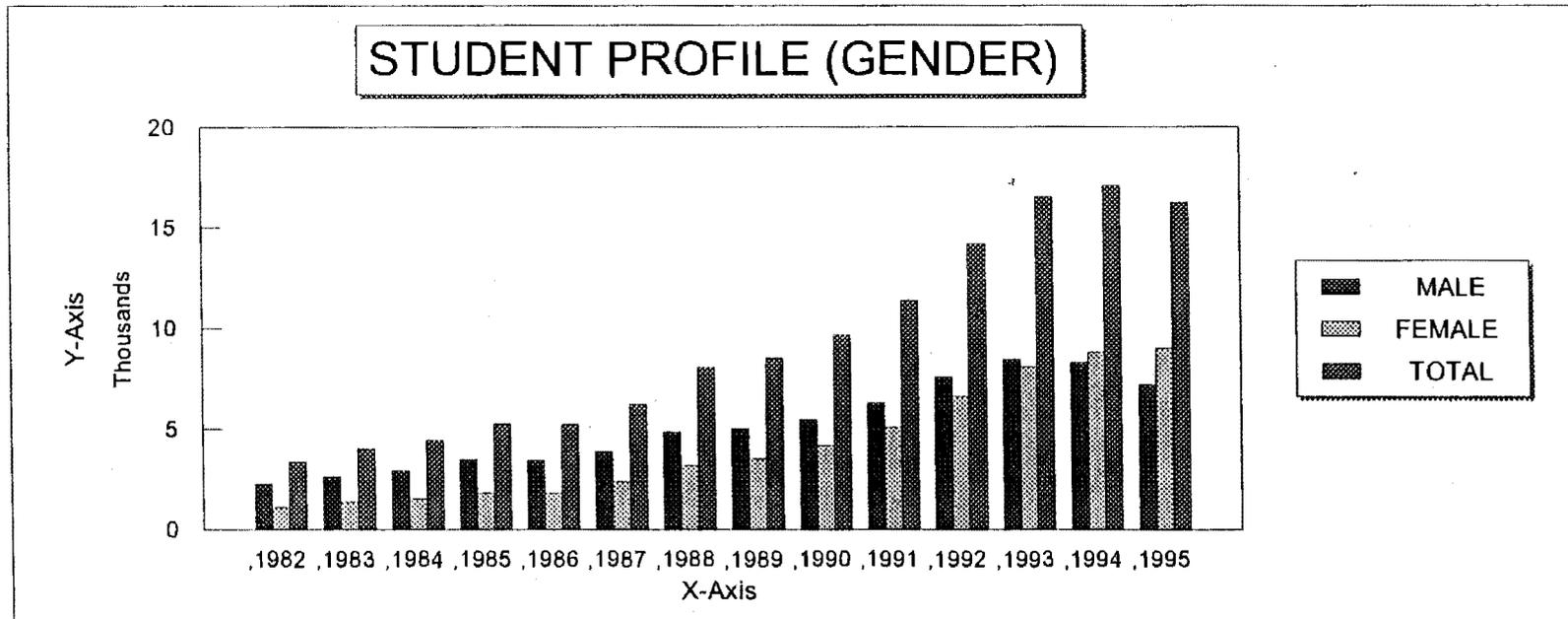
At the beginning of each year, different members of a guidance committee, established by the Senate, are assigned to interview individual students and they do their best to give advice on the selection of courses. They also explain the facilities available at the university, and the rules of application. All this, however, takes place during the course of a single day. It is submitted that this is quite inadequate for the purpose of enabling a new matriculant to understand the great difference between a school and a university. A far more formalized and intensive programme is necessary to inculcate into the student a love for, and a commitment to, the pursuit of objective truth, the habits of research, observation and scientific examination and the art of intelligent note-taking during formal lectures. It is accordingly submitted that serious thought should be given to a planned programme of post-school and pre-university education spread over a period of some days before the commencement of the formal course on university level (Nkondo 1975:53).

Poor guidance has detrimental results on the graduate's employment opportunities and on his efficiency later in the workplace. The choice of subjects takes place early in a

student's high school career, based on vague guidance at school and at home. This choice, once haphazardly taken, can have serious negative consequences, not only for the individual but also for the society as a whole. All too many students spend years in an academic institution, when their real interests, talents and potential lie in the technical field - a field which is of vital importance in modern-day society. Other students again, academically inclined, just rush into some course or other, not knowing its purpose or what it entails. Increasing involvement of the Student Counselling Bureau in the community over the past years is a heartening sign in a situation where guidance service in the black communities is still very rudimentary (Student Counselling Centre Annual Report 1988). However, there is still much room for improvement. (See ADDENDUM C). The establishment of the envisaged Student Services Council on campuses (NCHE April 1996:110) could go a long way towards stressing students' needs and expectations and in the improvement of student support services, especially at the Historically Disadvantaged Universities.

As previously mentioned, the Student Counselling Centre, in conjunction with faculties and other sections of the institution, needs to play a much more constructive and creative role in assisting students on campus and off campus. This is clearly expressed in the Academic Excellence Task Team Report. (See ADDENDUM C). The Proposal for a National Admissions Clearing House (NCHE April 1996:86-87) could facilitate the registration process of students and it will also facilitate a greater variety of student intake at Turfloop, impacting on the identity of the institution. This should enhance the diverse nature of the institution and thereby promote creativity. Chapters five and six offer recommendations and strategies for improved student support services and learner empowerment, while the following two graphs provide information on gender ratios and student distribution over the various faculties:

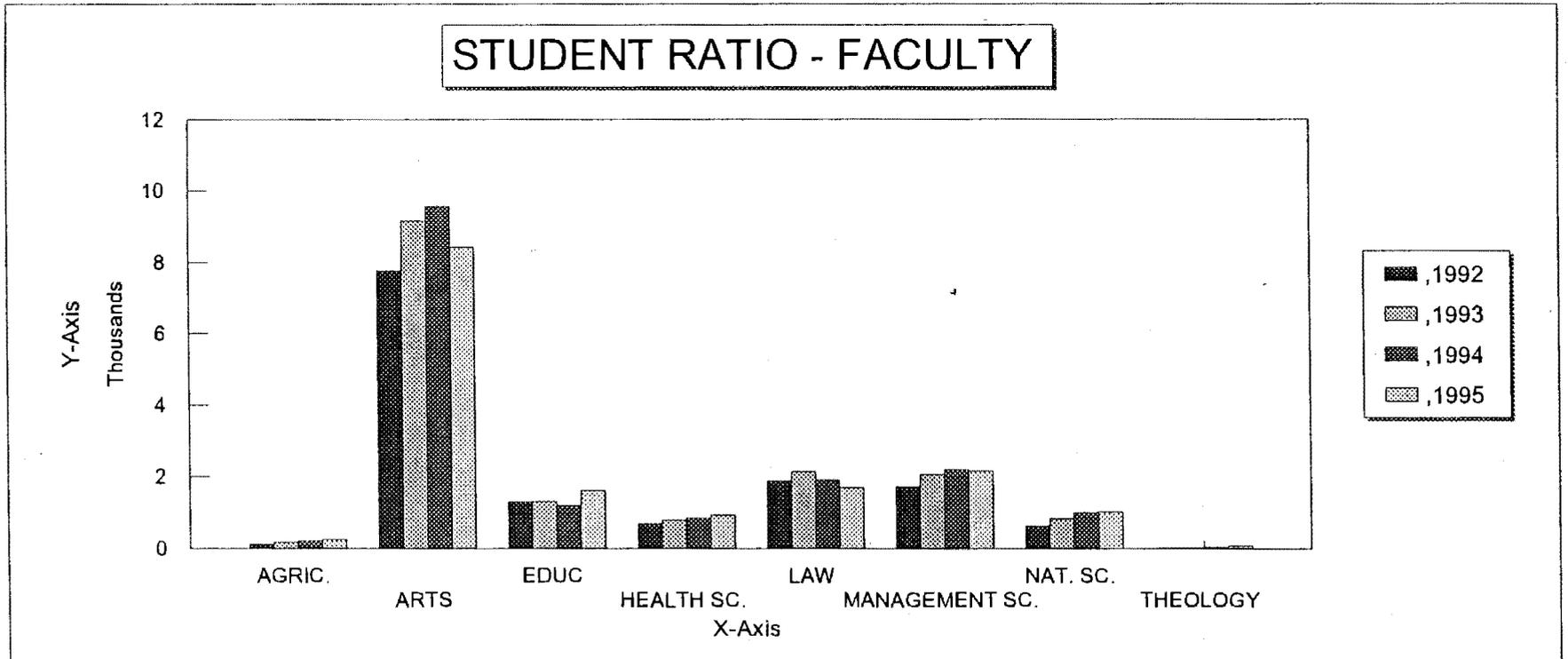
| STUDENT PROFILE (GENDER) | MALE | FEMALE | TOTAL |
|--------------------------|------|--------|-------|
| ,1982 | 2277 | 1103 | 3380 |
| ,1983 | 2653 | 1368 | 4021 |
| ,1984 | 2933 | 1516 | 4449 |
| ,1985 | 3472 | 1802 | 5274 |
| ,1986 | 3444 | 1799 | 5243 |
| ,1987 | 3893 | 2346 | 6239 |
| ,1988 | 4874 | 3187 | 8061 |
| ,1989 | 5015 | 3514 | 8529 |
| ,1990 | 5481 | 4185 | 9666 |
| ,1991 | 6310 | 5074 | 11384 |
| ,1992 | 7574 | 6631 | 14205 |
| ,1993 | 8449 | 8070 | 16519 |
| ,1994 | 8308 | 8788 | 17096 |
| ,1995 | 7206 | 9023 | 16229 |



STUDENT RATIO - FACULTY

| | AGRIC. | ARTS | EDUC | HEALTH SC. | LAW | MANAGEMENT SC. | NAT. SC. | THEOLOGY |
|-------|--------|------|------|------------|------|----------------|----------|----------|
| ,1992 | 134 | 7766 | 1304 | 700 | 1892 | 1734 | 648 | 27 |
| ,1993 | 167 | 9146 | 1321 | 792 | 2153 | 2073 | 843 | 24 |
| ,1994 | 219 | 9577 | 1206 | 869 | 1927 | 2223 | 1017 | 58 |
| ,1995 | 264 | 8424 | 1618 | 948 | 1701 | 2161 | 1030 | 83 |

195



4.6 GRADUATES

4.6.1 TABLE SHOWING GRADUATES FROM 1992 - 1995 (listed per faculty and per degree)

FACULTIES: DEGREES/DIPLOMAS

| | 1992 | 1993 | 1994 | 1995 | Aug |
|-----------------------|------|------|------|------|-----|
| THEOLOGY | | | | | |
| Dip TH | 1 | 1 | 0 | 0 | |
| B.TH | 0 | 5 | 4 | 1 | |
| B.A. THEOL | 4 | 1 | 1 | 0 | |
| B.TH.HONS | 5 | 4 | 2 | 0 | |
| M DIV | 1 | 0 | 0 | 0 | |
| TOTAL | 11 | 11 | 7 | 1 | |
| LAW | | | | | |
| B.IUR III | 0 | 0 | 48 | 47 | |
| B.IUR IV | 59 | 93 | 63 | 9 | |
| B.PROC | 59 | 79 | 113 | 52 | |
| LLB | 109 | 38 | 54 | 34 | |
| TOTAL | 227 | 210 | 278 | 142 | |
| AGRICULTURE | | | | | |
| B.AGRIC MANAGEMENT | 15 | 19 | 11 | 24 | |
| B.SC AGRIC | 2 | 2 | 1 | 0 | |
| B.AGRIC MANAG.HONS | 4 | 3 | 5 | 0 | |
| B.SC AGRIC. HONS | 3 | 1 | 1 | 0 | |
| TOTAL | 24 | 25 | 18 | 24 | |
| HEALTH SCIENCE | | | | | |
| DIPL. N.A. | 3 | 8 | 8 | 4 | |
| DIPL. N.E. | 4 | 6 | 9 | 4 | |
| B.CUR (I ET A) | 3 | 8 | 3 | 3 | |
| B. NUTR | 0 | 0 | 3 | 6 | |
| B PHARM | 7 | 17 | 27 | 12 | |
| B. OPTOM | 6 | 8 | 17 | 14 | |
| B. SC (MED. SC.) | 0 | 1 | 6 | 0 | |
| TOTAL | 23 | 48 | 73 | 43 | |
| ARTS | | | | | |
| B.A. | 424 | 799 | 1090 | 712 | |

| | | | | |
|-------------------|------------|-------------|-------------|------------|
| B.A. (S.W.) | 47 | 38 | 47 | 33 |
| B.BIBL | 10 | 9 | 26 | 14 |
| H.D.L | 11 | 23 | 16 | 3 |
| B.A. HONS | 193 | 128 | 134 | 0 |
| B.BIBL.HONS | 2 | 4 | 5 | 0 |
| M.A. | 2 | 0 | 2 | 0 |
| D.PHIL (HONORARY) | 0 | 0 | 0 | 0 |
| <i>TOTAL</i> | <i>689</i> | <i>1001</i> | <i>1320</i> | <i>763</i> |

MATHS/SCIENCE

| | | | | |
|--------------|------------|------------|------------|-----------|
| B.SC | 72 | 88 | 72 | 72 |
| B.SC HONS | 29 | 26 | 27 | 0 |
| M.SC | 1 | 2 | 3 | 0 |
| PHD | 0 | 0 | 1 | 0 |
| <i>TOTAL</i> | <i>102</i> | <i>116</i> | <i>103</i> | <i>72</i> |

MANAGEMENT SC.

| | | | | |
|----------------|------------|------------|------------|------------|
| DIPL.PUB.ADMIN | 51 | 36 | 61 | 38 |
| DIPL.S.FIN | 9 | 10 | 22 | 13 |
| DIPL.MUN.ADMIN | 0 | 0 | 1 | 0 |
| B.COM | 32 | 47 | 58 | 71 |
| B.ADMIN | 58 | 51 | 121 | 136 |
| BR | 1 | 1 | 0 | 0 |
| B.COM HONS | 7 | 7 | 5 | 0 |
| B.ADMIN HONS | 4 | 7 | 13 | 0 |
| <i>TOTAL</i> | <i>162</i> | <i>159</i> | <i>281</i> | <i>258</i> |

EDUCATION

| | | | | |
|--------------|------------|------------|------------|------------|
| B.A. (ED) | 495 | 484 | 71 | 2 |
| B.SC (ED) | 6 | 13 | 9 | 7 |
| B.COM (ED) | 7 | 8 | 9 | 1 |
| B.BIBL (ED) | 4 | 7 | 10 | 14 |
| B.AGRIC (ED) | 3 | 8 | 9 | 10 |
| H.E.D | 155 | 218 | 675 | 620 |
| B.ED | 200 | 115 | 120 | 0 |
| M.ED | 0 | 4 | 1 | 0 |
| <i>TOTAL</i> | <i>870</i> | <i>857</i> | <i>904</i> | <i>654</i> |

GRAND TOTAL

2108 2311 2984

1961

4.6.2 EMPLOYMENT OF GRADUATES AND EXTERNAL EFFICIENCY AS A REFLECTION OF THE TEACHING AND LEARNING PROCESS

Over seventeen thousand students have graduated from the University of the North since its inception thirty-five years ago, suggesting that the University has made a substantial contribution to all sections of South African life. The years of hardship and the limitations imposed by the segregationist policies in the social, economic and political arenas have impacted heavily on the University's growth, but have not deterred the production of prominent statesmen and women, scholars and community leaders.

The University's graduates and alumni extend into all vital areas of South African life with Turfloop graduates being well-placed in industry, NGO's and community-based organisations, the professions, the public sector and in cultural organisations. These alumni also serve in the new government of national unity. Four of the country's provincial Premiers and many others of high stature in key government positions were once students at the University. These persons have provided an invaluable contribution to contemporary issues in South African affairs, adding to the existing knowledge and understanding of the unfolding realities in our country and the broader transformation process. The past political necessity of the University resulted in the promotion of political leadership, but the lack of an educational necessity resulted in the failure of the University to produce more professionals for the economic, legal, agricultural, educational, health and scientific fields through its teaching and learning programme. Graduates of Turfloop all too often possessed political legitimacy, but lacked educational legitimacy.

However, the contribution of the University's ex-students and alumni to the evolution of the University by being active in its affairs has not been maximised. Their active involvement could

clearly contribute towards empowering the transformation process on campus. The call for more relevance and commitment goes out.

The ideas underlying the apartheid policy-makers emphasised the humanities and subsequently neglected the sciences, which has resulted in various imbalances and potential unemployment for graduates in the province and in the country as a whole. With regard to the issue of the unemployment of Turfloop-graduates, the Provincial Ministry reported:

... too great a proportion of students are enrolled in the arts disciplines and too few in the natural sciences and agricultural management, health and economic disciplines. This disproportionate distribution needs to be remedied and there is a huge oversupply of arts graduates for the available employment opportunities (The Select Committee on Liaison with Provinces April 1995:1).

This reflects the necessity for the Student Counselling Centre to become more active in matters relating to career guidance and employment opportunities for graduates. Likewise it also needs to play a more active role in providing student services for students on campus as well as for Turfloop graduates. (This will be further discussed in chapters five and six).

The Strategic Planning Process, in which the student body is actively involved at all levels, is seriously taking up the challenge of issues such as curriculum review, inter-disciplinary co-operation, student counselling, and career guidance. This represents a desperate bid to transform the institution to meet the needs of the region and to provide graduates from Turfloop with a meaningful existence in society.

4.7 STAFF

4.7.1 ADMINISTRATIVE STAFF

The administrative sector of the institution is divided into various divisions namely, the eight faculties, the Student

Counselling Centre, Physical Planning, Personnel, Administration, Campus Control, Computer Centre, Public Relations and Development, Library, Finance, Technical Services, Student Services and Sports Administration.

The following table, based on 1995 statistics (obtained from Personnel) , gives a break-down of administrative staff according to race and gender:

ASIAN COLOURED WHITE BLACK TOTAL

| M | F | M | F | M | F | M | F | M | F |
|---|---|---|---|----|----|-----|-----|-----|-----|
| 2 | 1 | 3 | 6 | 41 | 53 | 223 | 129 | 269 | 189 |

The administration of the institution, though substantial in number, clearly lacks the necessary skills and expertise required to administer the institution efficiently. This has seriously hampered the institution. At present a concerted effort is being made to improve the efficiency of the administration and to address gender and racial imbalances in management structures through affirmative action. Various training programmes are envisaged. There is an urgent need for a more structured and co-ordinated Staff Development Programme, as this is a source of much loss and conflict on campus. Such a Staff Development Programme, and if possible, a University Development Centre as once envisaged on campus, should be seen as a priority. Emphasis should be placed on empowerment through training and research, than the mere replacing of white staff with black staff or male with female.

It is important to note that the process of Africanisation, as an organisational principle, which began in the mid-seventies is still manifest in various forms on campus, but is no longer a major issue. However, the issue of Africanisation as a didactic principle, which requires much hard work and research, is still severely neglected, to say the least.

4.7.2 ACADEMIC STAFF

The table on page 203 gives a comprehensive summary of academic staff (April 1996) in terms of race, gender, highest qualification and rank, as compiled by the researcher from various sources on campus. On pages 204-206 this information is further portrayed in the form of graphs. What becomes apparent is the lack of qualified academics at Masters and Doctors level as well as a severe gender imbalance.

The graph on page 207 draws the following comparison between 17 South African Universities:

- * Service Workers
- * Other Personnel than
- * Professional Instruction/Research

This graph is based on 1991 statistics (Obtained from the Office of the Vice-Chancellor for Teaching and Research, University of the North). It must be noted that the statistics have not changed substantially. At present, there is an overemphasis on resources for administrative needs as compared to academic needs. This negative phenomenon has manifest itself during much of the history of this institution. It can be seen in the high administrative staff-ratio and top-heavy management structures which have prevailed. At present, there are over 458 administrative staff and only 423 academic staff. This relationship is further exacerbated through a comparison of salaries and prevailing attitudes. The purpose of the administration at a University is to serve the academic sector, which is imperative for the teaching, learning and research process.

At present none of the various staff associations is really functioning, with the exception of the Junior Staff Association (CLASG). It is evident that a new approach is needed for the creation of a common staff association on campus addressing the

needs and interests of the various sectors. A meaningful and strong staff association is also essential, seen in the light of the envisaged collective bargaining arrangements proposed by the National Commission on Higher Education (NCHE April 1996:110-111).

4.7.3 A CRITICAL ANALYSIS OF STAFF AND THEIR IMPACT ON TEACHING AND LEARNING

Gender inequalities on campus need to be addressed, though this phenomenon is apparent in higher education throughout the country i.e. In 1993, 68% of total research/teaching staff employed were men compared to 32% women (NCHE April 1996:16). As mentioned, a structured programme or centre for staff development is lacking. This situation leads to much resentment on campus and is a stumbling block to improved teaching and learning. A concerted effort towards meaningful Staff Development is a priority and it is essential that basic equipment, library facilities and the teaching and learning environment be improved so as to facilitate the recruitment of quality staff. (Chapters five and six offer further analysis of and strategies and recommendations for teacher empowerment).

SUMMARY OF TOTAL ACADEMIC STAFF (APRIL 1996)

QUALIFICATION B/M B/F W/M W/F COL/M INDIAN/M INDIAN/F SHRILANKE/M TOTAL

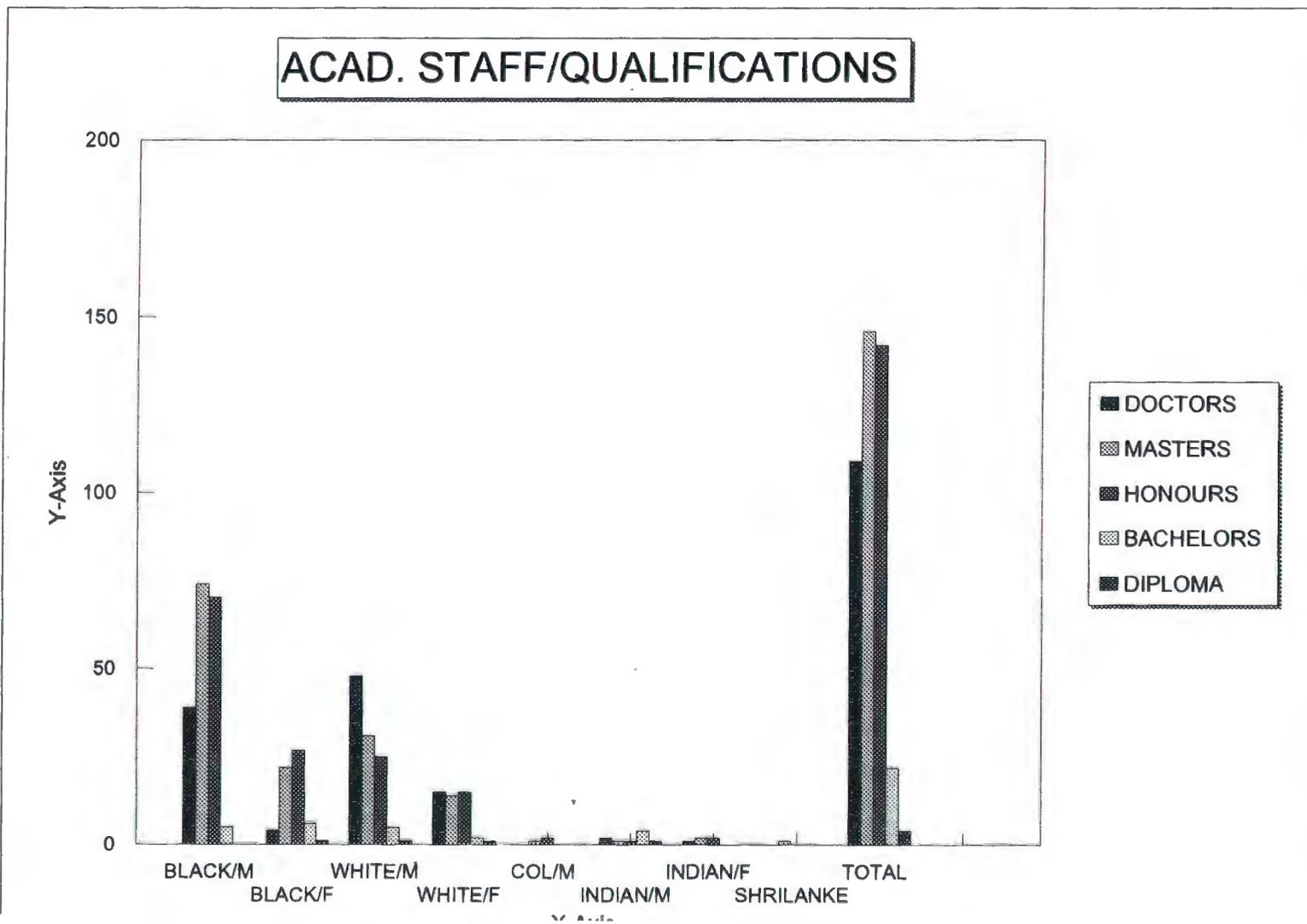
| | | | | | | | | | |
|---------------------------|-----|----|-----|----|---|---|---|---|-----|
| DOCTORS | 39 | 4 | 48 | 15 | | 2 | 1 | | 109 |
| MASTERS | 74 | 22 | 31 | 14 | 1 | 1 | 2 | 1 | 146 |
| HONOURS | 70 | 27 | 25 | 15 | 2 | 1 | 2 | | 142 |
| BACHELORS | 5 | 6 | 5 | 2 | | 4 | | | 22 |
| DIPLOMA | | 1 | 1 | 1 | | 1 | | | 4 |
| <u>TOTAL</u> | 188 | 60 | 110 | 47 | 3 | 9 | 5 | 1 | 423 |
| <u>RANK</u> | | | | | | | | | |
| PROFESSOR | 16 | | 29 | 2 | | 2 | | | 49 |
| ASSOC PROF | 10 | 4 | 12 | 5 | | | | | 31 |
| SENIOR LECTURER | 29 | 6 | 20 | 10 | | 1 | 1 | | 67 |
| LECTURER | 96 | 29 | 44 | 21 | 3 | 5 | 3 | 1 | 202 |
| JUNIOR LECTURER/ TUTOR | 37 | 21 | 5 | 9 | | 1 | 1 | | 74 |
| <u>TOTAL</u> | 188 | 60 | 110 | 47 | 3 | 9 | 5 | 1 | 423 |

B/M = BLACK/MALE, B/F = BLACK/FEMALE, W/M = WHITE/M, W/F = WHITE/F, COL/M = COLOURED/MALE, INDIAN/M, RESEARCHER = LECTURER

ACAD. STAFF/QUALIFICATIONS BLACK/M BLACK/F WHITE/M WHITE/F COL/M INDIAN/M INDIAN/F SHRILANKE TOTAL

| | | | | | | | | | |
|-----------|----|----|----|----|---|---|---|---|-----|
| DOCTORS | 39 | 4 | 48 | 15 | | 2 | 1 | | 109 |
| MASTERS | 74 | 22 | 31 | 14 | 1 | 1 | 2 | 1 | 146 |
| HONOURS | 70 | 27 | 25 | 15 | 2 | 1 | 2 | | 142 |
| BACHELORS | 5 | 6 | 5 | 2 | | 4 | | | 22 |
| DIPLOMA | | 1 | 1 | 1 | | 1 | | | 4 |

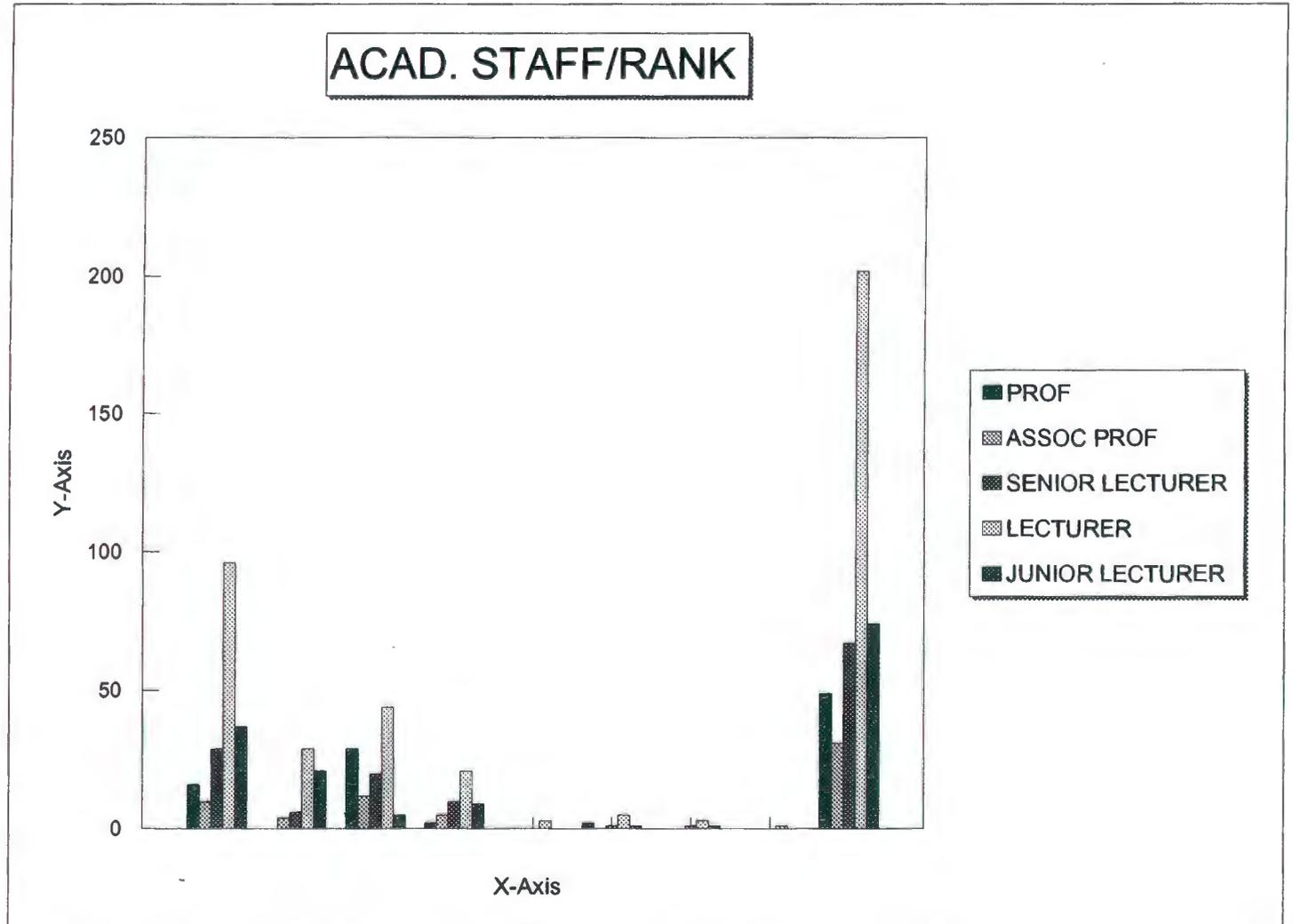
204



ACAD. STAFF/RANK

| | BLACK/M | BLACK/F | WHITE/M | WHITE/F | COL/M | INDIAN/M | INDIAN/F | SHRILANKE | TOTAL |
|-----------------|---------|---------|---------|---------|-------|----------|----------|-----------|-------|
| PROF | 16 | | 29 | 2 | | | 2 | | 49 |
| ASSOC PROF | 10 | 4 | 12 | 5 | | | | | 31 |
| SENIOR LECTURER | 29 | 6 | 20 | 10 | | | 1 | 1 | 67 |
| LECTURER | 96 | 29 | 44 | 21 | 3 | 5 | 3 | 1 | 202 |
| JUNIOR LECTURER | 37 | 21 | 5 | 9 | | 1 | 1 | | 74 |

205



ACADEMIC STAFF/GENDER BLACK WHITE COL INDIAN SHRILANKE TOTAL

| | | | | | | |
|--------|-----|-----|---|---|---|-----|
| MALE | 188 | 110 | 3 | 9 | 1 | 311 |
| FEMALE | 60 | 47 | | 5 | | 112 |

206

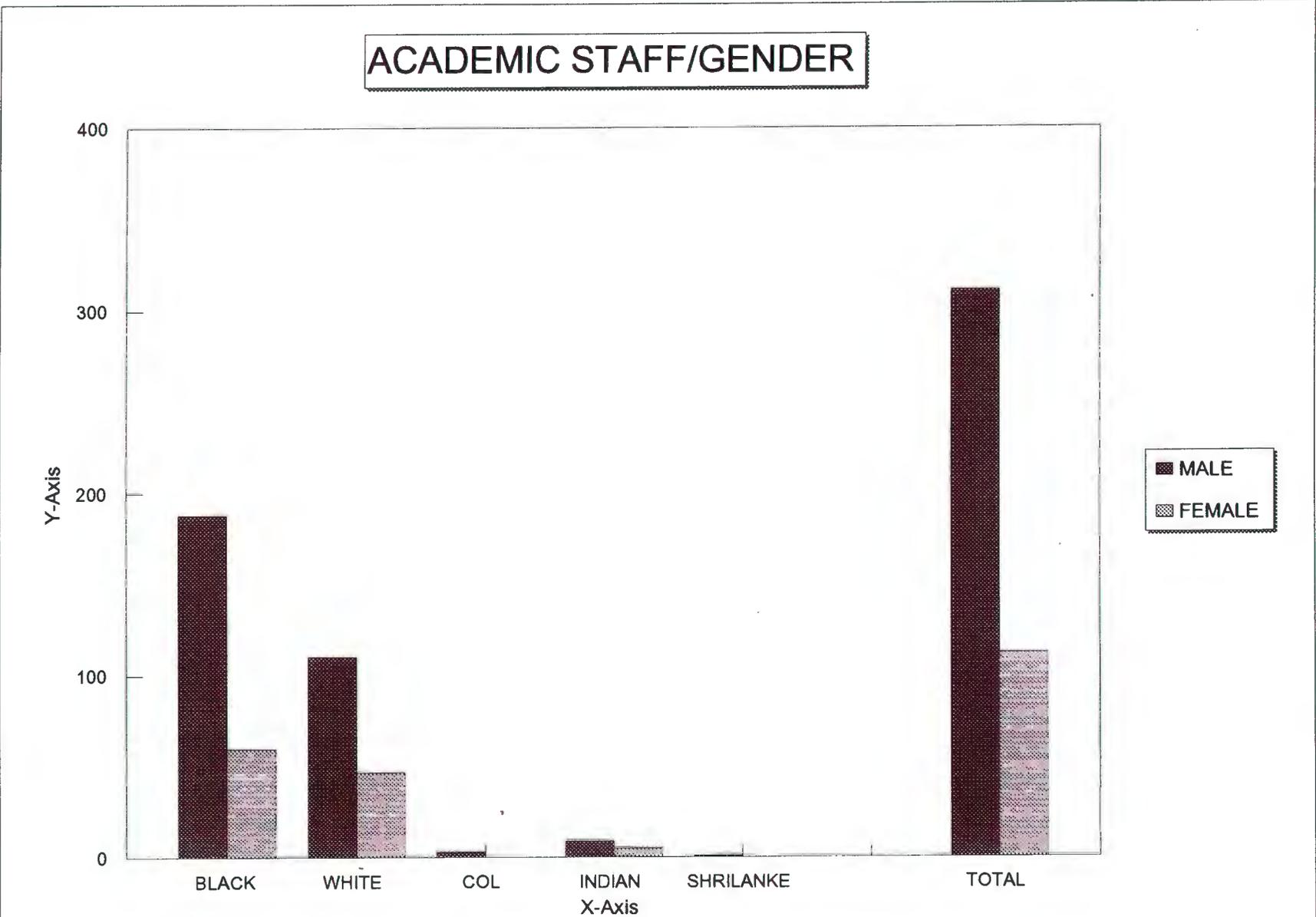
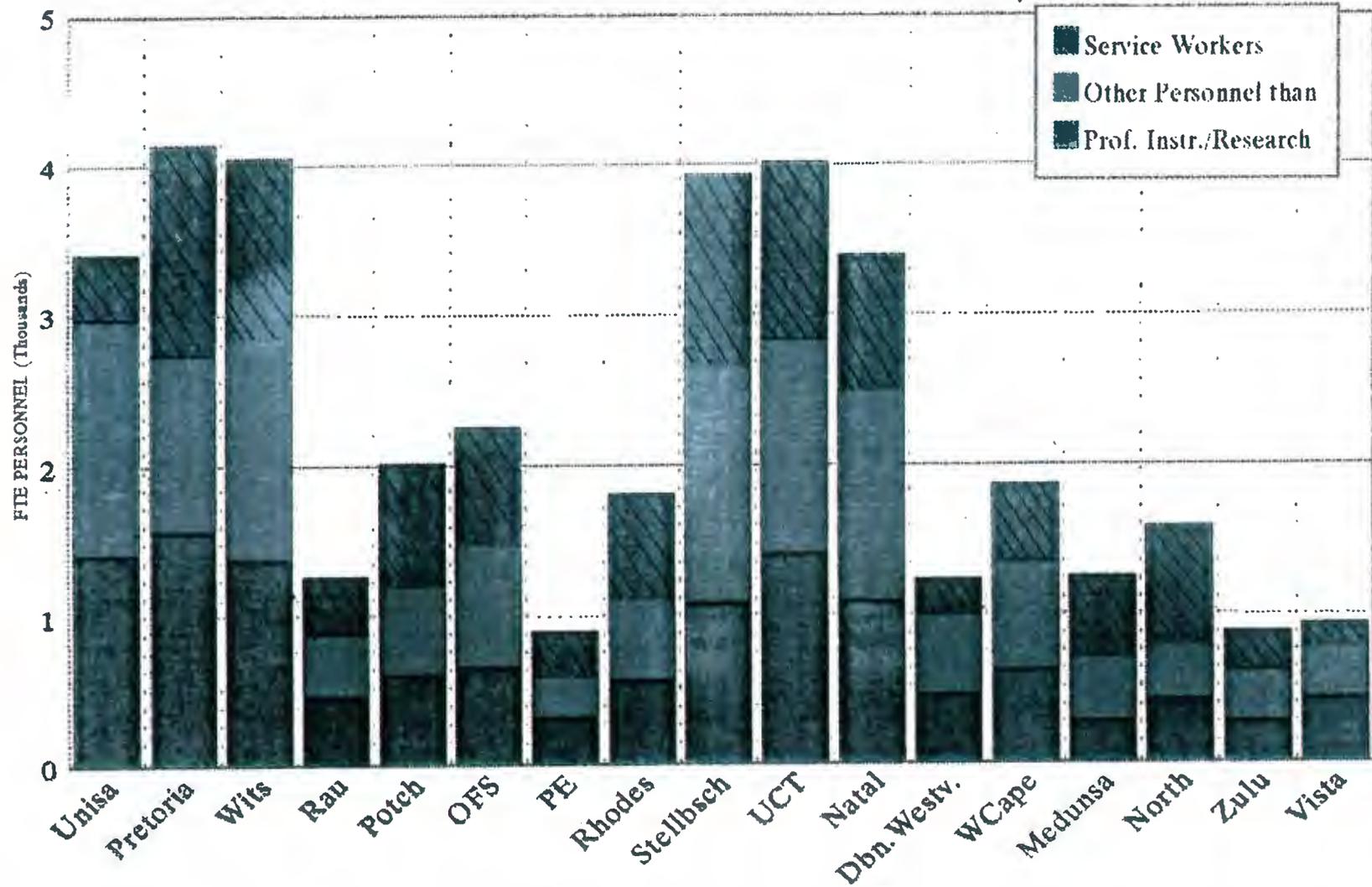


Figure10: UNIVERSITIES
Bar Chart of Full - Time Equivalent
Personnel according to Institution
and Personnel Category
for 1991



4.8 THE ROLE OF THE LIBRARY IN TEACHING AND LEARNING

The library of the University of the North is inadequate. It does not have sufficient staff, space or material to cope with the needs of the student population and academic staff. More than half of the total staff of the library are not professionally qualified (Library Status Report 1995:2). In comparison with other South African universities the library of the University of the North is in a critical state with regard to facilities and material. The library needs to play a more active role in the teaching and learning process. Further promotion of the recent national and international networking system in the library could greatly facilitate research and open-learning on campus. Further developments need to be planned from a holistic perspective, so as to facilitate teaching and learning. (For more detailed information on the status of the strategic planning process in the library see ADDENDUM E.)

4.9 PHYSICAL STRUCTURE

4.9.1 A CRITICAL ANALYSIS OF THE PRESENT PHYSICAL STRUCTURE OF THE UNIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING

The University of the North is an impressive and beautiful campus with a relatively large printing press, computer centre, library, laboratories and lecture halls. (For a statistical breakdown of the buildings on campus see ADDENDUM L). However, as previously mentioned, the architects of this institution, in an attempt to promote the anachronistic policy of apartheid, put bricks before books. Physical planning took place before academic planning. Today many of the structures are not practical, especially seen in the light of changes in teaching and learning practice and the growing number of students. Modern technology makes many of the structures obsolete because they do not contribute towards the horizontal communication that characterises today's open-systems paradigm.

Small discussion classes and the use of integrated modern information technology are not adequately catered for. In some cases, elaborate equipment (often duplicated) and fully-equipped facilities exist, but are all too often either impractical or simply do not function. Past authorities, in an attempt to reform the apartheid policy, spent much time and money on changing the appearance, with little regard for practical application through consultation with those involved in the teaching and learning process itself. The current Strategic Planning Process is trying to reverse this trend by involving all stake-holders in both academic and physical planning. The process of prioritisation during the planning process needs to show a sensitivity towards improving teaching and learning.

The diverse nature of the physical facilities of the University, places a unique demand on capable manpower for facilitating maintenance, planning, support, and the running of the entire University Administration. The University has the highest lecturer:student ratio in the country which is 1:68 (Report of the Select Committee on Liaison with Provinces April 1995: 1-5). Some classes are attended by more than a thousand students crammed into hopeless facilities. Accommodation for students is in a bad state. The students live in make-shift pre-fabricated buildings that are overcrowded. People are even sleeping under each other's beds (Northern Review 23 February 1996:1). The hostels are mixed, yet virtually no shower or bathroom has a door or curtain. The majority of female students bath in their bedrooms using buckets. This situation clearly takes away the self-respect of the student. (It must be noted that during the vote for mixed residences, the majority of female students voted for separate accommodation. However, the overall majority voted for mixed residences).

The following statement by the Director of Public Relations and Development on campus puts the shortage of facilities in a nutshell:

The University of the North can accommodate 4800 students but at this stage it has to accommodate about 14 000 students (in Northern Transvaler 9 February 1996).

Such a situation is not conducive to meaningful teaching and learning. It is imperative that the strategic planning process, in conjunction with national policy, take cognisance of the imbalance with regard to student numbers and accommodation facilities.

4.10 FINANCIAL RESOURCES, MANAGEMENT AND SUSTAINABILITY AND THEIR IMPACT ON TEACHING AND LEARNING

In the past the subsidy formula was not designed to take into account the circumstances prevailing at the Historically Disadvantaged Universities such as Turfloop (NCHE April 1996:21). Government subsidy, earned through SAPSE-formula for funding, is the main source of income of all universities in South Africa, and represents 53% of income at the University of the North. Other sources of income are academic fees (10%), which are paid by registered students. The University also generates income, though limited, from interest on short-term investments, rental of University facilities, and from donations.

The University of the North strives to exercise strict control over expenditure through a system of cost-centred management and control. The University's policy is to limit expenditure to available income and not to budget for a short-fall on current income and expenditure. The financial system is computerised in an integrated environment, which enables the division to report on a regular basis. Financial statements, audited by an external audit firm, are produced annually and submitted to a representative Finance Committee for evaluation which in turn reports to the University Council.

There is clearly a need for more openness and accountability with regard to the management of financial resources on campus. The University is constantly reviewing its cost structures and

expenditure so as to economise and to enhance effective control. Since 65% of total expenditure represents staff remuneration, strict control over the creation of posts is maintained. Capital expenditure in respect of the erection of buildings is financed from capital grants from the Government, supplemented by allocations from reserves.

It is not foreseen that the source and nature of funding for the University will change in future. The expenditure pattern is going to change, however, as the Strategic Planning Process materialises. The University is committed to effective financial control attempts to constantly upgrade its financial systems and policies. The following statement by the Director of Public Relations and Development expresses the seriousness of the present financial situation:

... the biggest black university is the most deprived as far as State support is concerned... the money owed by students for 1995 alone amounted to about R75 million... education as a whole is experiencing a crisis. There is a distortion in the distribution of money that is set aside for tertiary education. The University of the North requires R673 million to cater for its present numbers... President Mandela is becoming personally involved in the easing of this financial burden, by launching a special fund-raising-campaign. This year 14 000 students applied for admission to the University and only 2 000 new applicants can be accommodated (in Northern Transvaler 9 February 1996:1).

This situation clearly emphasises the need for thorough planning involving all stakeholders both internal and external. The National Commission on Higher Education stressed that a new funding approach to higher education should be based on such principles as equity, development, democratisation, efficiency, effectiveness, financial stability and shared costs (NCHE April 1996:117-118).

4.11 INTERNATIONAL CO-OPERATION AND ITS IMPACT ON TEACHING AND LEARNING

At present, international co-operation exists in the field of bridging-courses in the sciences such as that evident in the UNIFY project developed in co-operation with the Free University of Amsterdam (funded through the EC) and in Rural Development (agricultural management). Other forms of international co-operation exist, for example, in the Faculty of Health Sciences through the University of Oslo. At present, the USAID (TELP) programme is in the process of encouraging further international co-operation towards staff development and empowerment.

Since 1993, the University of the North has co-operated with the University of Gronigen in the fields of English, Adult Education, Law, educational staff development in sciences and in Rural Development. Both universities are in the process of discussing further possibilities for co-operation in the fields of languages and health.

The University is at various stages of discussion concerning collaboration the University of Edinburgh, University of Canberra, Michigan State University, Chicago State University, Lincoln University and various other institutions.

Co-operation exists between Turfloop and the Irish government concerning the establishment and running of a National Water and Sanitation Training Institute. The Irish Government has contributed substantially towards this project. Baruch College of New York, in co-operation with Turfloop, are in the process of setting up a new Business School to be situated at the envisaged Edupark, which, as previously mentioned, is in the process of being developed (see ADDENDUM H).

The World Health Organisation, in partnership with Turfloop and Potchefstroom University for Christian Higher Education, is in the process of facilitating the creation of a Co-operation Centre

for Medical Quality and Control. The University is also in the process of setting up an Institute for Vocational and Technical Education and Training in co-operation with the Australian Technical and Further Education System, TAFE, to be situated at Edupark, with a view to further linkages through the Institute which will improve mobility in the teaching and learning experience. The concept of mobility will be further elaborated in Chapter Five.

The University of the North, as previously mentioned, is also in the process of establishing a Development Facilitation and Training Institute (CBO/NGO School) with the assistance of the Rockefeller Foundation, Ford Foundation, the MOTT Foundation and the New School for Social Research in New York (NSSR). This school will also be attached to Edupark and will function closely with the Institute for Vocational and Technical Education and Training as well as with the University of the North's Faculty of Management Sciences and other disciplines on campus.

4.12 THE TRANSFORMATION PROCESS AT THE UNIVERSITY OF THE NORTH AND ITS IMPACT ON TEACHING AND LEARNING

The major agent of transformation at Turfloop has been the Broad Transformation Committee (BTC). Concerning the Strategic Planning Process the Rector, Professor Njabulo Ndebele, stated:

Strategic planning is a concept that corporate business has developed in order to ensure effective competitiveness through a rigorous process of self-analysis. In strategic planning we pose the question of where we want to be as an institution at a given point in time. Specifically, where and what should be the University of the North in five years time? In answering that question, we have to look honestly at where we are now. We have to identify our strengths and weaknesses, our opportunities and threats. Then we have to look at our total environment locally, regionally, nationally and internationally. Only then are we going to be able to define our new values, articulate our mission, identify our goals, and formulate our plans of action. We will be able to restructure governance in our faculties; decide on new faculties (such as the Business School, Manufacturing Engineering, a school for primary Health Care, a school for the Performing/Creative Arts,

School of Broadcasting, for example); revamp the curriculum, set new and relevant admission criteria, develop new, or radically modify existing academic rules and regulations; identify teaching, research and outreach objectives, plan the physical development of the university in the light of our teaching, research, and outreach activities; design new emblems and decide on new colours for the University (Ndebele 1994:8).

As previously mentioned, a major activity of the BTC took place in August 1994, when it held a strategic planning workshop at Makgoebaskloof, during which a shared vision for the University was created in the context of which the purpose or mission of the university could be collectively developed. The development of the mission was preceded by a frank and honest assessment of the strengths, weaknesses, and opportunities of the university within the national and regional contexts and even the threats. For a summary of the Magoebaskloof summit see ADDENDUM B.

4.12.1 WEAKNESSES AND THREATS

4.12.1.1 ADMINISTRATIVE CAPACITY

The fundamental weakness of the University of the North at this historic juncture is the systemic lack of capacity. A few examples will suffice. In the administrative sector, there is a big gap between the Executive Management of the University and the service delivery units in terms of a functional understanding of the systemic operations of a complex organisation. This is largely due to prevailing closed-systems operations which are contradictory and inefficient. This means that, whatever strategic ideas are developed, there will be an inadequate administrative capacity to effect the changes dramatically. In this regard, it will be essential to develop a middle-level management tier which will become a strategic link between the executive and operations tiers. The middle tier should have the capacity to understand and even help formulate the strategic goals of the University and also to be able to grasp how to develop appropriate systems and measures in order to realise

those goals. There clearly needs to be more openness and an improved flow of information. All members of the administration need to be empowered and involved in the decision-making process of the University in order to promote accountability, commitment, a sense of ownership and communication.

The critical areas in this tier are Human Resources Management; the entire area of Student Affairs which is currently under-serviced; Financial Management; Development and Planning; and the management of the entire physical and technical environment of the University. Provision for improved communication and accountability in the organisational structure of the Institution is a fundamental part of the strategic planning process.

4.12.1.2 ACADEMIC CAPACITY

The situation in the administrative sector of the institution is reflected in the academic sector. On the main campus, there is a total academic staff complement of 432. Of these, about 248 are black. But the majority of the senior academic posts of Professor, Associate Professor, and Senior Lecturer are occupied by whites. As far as black female academics are concerned, there is not one professor at Turfloop and only 4 black female Associate Professors. Yet there are a total of 45 male Professors and 22 male Associate Professors. (See graphs/tables on pages 203-206). Owing to the apartheid-promoted racial divide, a culture of academic mentorship between senior and junior staff never really developed for the sustainable benefit of teaching, research, and focused outreach. Compounding this was the general lack of opportunities for blacks to advance. At this crucial moment of change when black academic leadership is needed to facilitate an experiential link between the University and the community, there is a need for accelerated black empowerment on campus.

However, there is a deeper philosophical issue which speaks to the institutional mandate of a university. Firstly, the culture

which Turfloop inherited tends to see students as a problem rather than as the central object of the University's mandate. The institutional sense that society has given the university a responsibility to produce the next generation of citizens who will advance the University further and ensure its survival appears to have progressively ossified over the three decades of the University's existence. This is understandable, given that the University was not created with the needs of the majority of citizens in mind. The problem is compounded currently by the fact that even the oppressed may have internalised the objectives of a hostile system and that, through them, an inherited institutional culture perpetuates itself in both the administrative and academic sectors.

Secondly, administrative delivery tends to be prompted by 'control' rather than efficient and pro-active service which is characteristic of the closed-systems paradigm. To counter this tendency the Institution needs to move towards introducing an open-plan system in its entirety and not as mere tokenism.

4.12.1.3 THE TEACHING SITUATION

The teaching and learning situation at the university is frustrated by large classes, poor facilities, students with poor educational backgrounds, a lack of teaching and learning skills, and under-qualified staff. In the 'Report of the Select Committee on liaison with the Provinces' (April 1995) as tabled before Parliament, the following is stated:

The lecturer:student ratio at UNIN is 1:68, while the average for all South African Universities is 1:20. Not enough money is available to appoint the required number of lecturing staff. 140 new positions for lecturing staff were required - Council could only create 10 new positions this year, due to financial constraints. Consequently there remains a serious shortage of lecturing staff. Student accommodation is totally inadequate and unacceptable.... In order to stress the financial plight of the students, it must be stressed that more than 33% of students, registered provisionally this year, as a result of them not being able to meet the financial requirements.

There is an urgent need for study assistance in the form of a loan or bursary scheme (Report of the Select Committee on Liaison with Provinces April 1995:1-5).

This situation has a negative impact on students and lecturers and is not conducive to meaningful teaching and learning.

4.12.1.4 PHYSICAL INFRASTRUCTURE

The low-level capacity of Turfloop's human resources is compounded by an inadequate capacity in the physical infrastructure. The point has been made above that the University was created for approximately 5000 students, whereas there are now more than twice that number of students on the main campus alone. This situation can best be appreciated in the library, lecture halls and laboratories. In the health science laboratories the situation is especially desperate. Life in student residences is equally strained. Because of the unplanned intake of large numbers of students over the last five years, residences were forced to become dormitories like their township-housing counterparts. The environment is clearly not conducive to the positive socialisation of students into a viable scholarly culture.

4.12.1.5 CAPACITY OF THE UNIVERSITY IN THE PROVINCIAL CONTEXT

The general under-capacity of the University means that it is not able to play its full role in the Northern Province. In this context, a trend has developed where some institutions that thrived under apartheid, because they were either white-controlled or catered only for whites, are now seeking to establish themselves in Pietersburg (the capital of the Northern Province), in order to provide educational opportunities in a region that has been largely ignored. In the total scheme of things, this development is desirable. Unfortunately, the black community suspects that these institutions are driven more by an instinct for institutional survival during a difficult transitional period than by a genuine desire to empower the

oppressed masses through tertiary education. In a situation where there are no longer many whites to enrol, and due to dwindling levels of government patronage, the urge to enrol more black students to balance the budget can easily become a survival mechanism rather than primarily a means to provide a service that can lead to profound social change. The orientation of the teachers and the goals of pedagogy are likely to remain unchanged. In such situations, some institutions have developed capacity but have, under the circumstances, a relatively weak vision. On the other hand, the University of the North may be strong in vision but weak in capacity. This concern for a vision has been evident during the entire history of the University. As it fought relentlessly towards the transformation of society from its inception to the present day so too, it needs to prove its sincerity through practical community-outreach which at present, as mentioned, is poor.

4.12.1.6 CORRUPTION

Concerning corruption at the University of the North, Njabulo Ndebele has stated:

Now, we often hear complaints about acts of corruption on campus. This happens when there is theft of money, apparent nepotism, and so on. This is a narrow view of corruption in our case. The situation I have just described requires us to have a broader definition of corruption. Corruption, in our case, is not just the theft of something, it is a pervasive social condition. It is a product of our history, showing just how much we may have lost as we struggle to gain something. If we do not accept this humbly, we are not going to succeed in developing a clear sense of where we want to go. We'll be busy making excuses for ourselves. Transformation and reconstruction for us, in our specific conditions here, means committing ourselves to eradicating a corrupt social condition. It is a condition that has socialised us into doing less because we think everybody else is doing less. It is a condition that has made it almost impossible for us to appreciate one another. It is a condition that has enabled us to say: "Why should I care?" We have to care. We are going to have to care (Ndebele 1994 6-7).

Only when the University and the process of change on campus

belong to all stakeholders and only when openness prevails will corruption be limited.

4.12.2 STRENGTHS AND OPPORTUNITIES

Perhaps the greatest strength of the University of the North is that, as an institution, it has nothing to lose but the contradictions of the past. Well-established institutions faced with the need to change tend to adopt a defensive attitude, being conscious, understandably, of histories and traditions of distinction. In this regard, the University of the North can reformulate the opening sentence of this paragraph by stating that its greatest strength is to be found in its enormous potential.

4.12.2.1 SOME STRATEGIC STRENGTHS

The history of South African universities is partly a history of the relationship between the deployment of State resources for the benefit of major social groups in power. The early development of the Universities of Cape Town, Witwatersrand, Rhodes and Natal is not unconnected with the political and economic power of English-speaking South Africans and their liberal philosophy. Similarly, the phenomenal growth of the Universities of Stellenbosch, Pretoria and the Orange Free State, the Randse Afrikaans University, and UNISA is closely related to the ascendance to political and economic power of the Afrikaner. In each case the universities became an intellectual foundation to serve the vested interests of the dominant group.

The rise to power of the now-enfranchised blacks takes place in an environment in which the economic, cultural, and intellectual dominance of white institutions is still a major factor of national life. How does the new State re-orientate these institutions to serve its own interests and objectives i.e. the impoverished black masses of South Africa? It is here that we are confronted once more with two categories of institutions: on

the one hand, those that have material and intellectual capacity but, under the circumstances, low visionary capacity; on the other hand, those that have low material capacity, many disempowered academics, but high visionary capacity. The University of the North falls into the latter category. In this connection, it has gone some distance, more than most other South African universities, in developing a legitimate institutional vision that is in tune with the sensibilities of the emerging democratic state.

The University, from a geo-political perspective, is a unique institution within the South African tertiary education environment. Currently, most Historically Disadvantaged Universities exist isolated in rural areas, far from the historically privileged white institutions which belong to discrete institutional clusters in the Western Cape, Gauteng, Eastern Cape, Natal, Free State, and North-West Provinces. This leaves the University of the North (and the much smaller Venda University) virtually alone in the least developed Province in the country (see chapter five). In this scenario calls for the rationalisation of the tertiary educational environment are likely to affect the University of the North by adding to its growth rather than by diminishing its comparative possibilities. Thus, the University will require support, not so much because it is an Historically Disadvantaged University, (although this fact does feature in the equation), but, more fundamentally, because it is a national university situated in the area of greatest need. In the national environment, Turfloop has the potential to exercise creative academic and developmental leadership in the transformation and empowering processes.

There is also an international perspective to this geo-political advantage. The University of the North is South Africa's closest major university to the rest of Africa. It offers access to Zimbabwe, Botswana, and Mozambique with whom the Northern Province shares borders. The University can therefore play a significant role in the fostering of regional co-operation in

Southern Africa.

The University is also located in a region that is rich in cultural and language diversity. Here, we have the Tsonga, Venda, Ndebele, Northern Sotho, and Afrikaner cultural traditions. In this context, the University can play a major role in promoting the national motto of unity in diversity. In this context too the humanities and the arts are an essential aspect of development. (See chapter 5 for more information on the location of Turfloop).

Lastly, the alumni of the University, are now to be found at all levels of government, the civil service, and the corporate sectors. Many are proud of Turfloop and remain committed to its success. A good example is the current Premier of the Government of the Northern Province who is not only a former student of the University, but worked as the Executive Assistant to the Vice-Chancellor immediately before becoming Premier. This example, and many others, increases the influence and leverage of the University considerably.

4.12.2.2 SOME INTERNAL STRENGTHS

The University has a strong Council consisting of several progressive personalities with a high national profile. The present Chairperson of Council is Dr. Phala. President Mandela is the current Chancellor of the University. The Executive Committee of the University is led by a Vice-Chancellor who is widely respected in the country and intellectually as a writer, academic, and administrator. The University of the North has a leadership rich in understanding which is committed to creating an institution for the community.

4.12.2.3 THE STUDENTS

Perhaps the University's greatest asset at the moment is its student body. The following statement makes a valid point:

Turfloop students, having always been in the forefront of the struggle against apartheid in education, are today showing their counterparts in the rest of the country how to adapt to the demands of a new political situation (Enterprise October 1993:71).

The students are very proud of the role that Turfloop played not only in the anti-apartheid struggle but also in the on-going process of institutional transformation. Being conscious of their leadership role, they are deeply committed to maintaining the strategic advantage of their University in matters of institutional transformation. The experience of the liberation struggle has left Turfloop with an independent, resourceful, and socially-committed student body, with a highly developed ability to take the initiative and to organise itself. These attributes are just what South Africa requires of its youth. Turfloop's students offer exciting challenges to teachers and researchers to develop pedagogies that can take advantage of these attributes and develop them further.

Students are formally represented on all decision-making forums of the University and their active involvement ensures a high level of student input into all major decisions. The student struggle for the democratization of structures of governance is in the process of bearing fruit with the changing of the University statute. It must be stated though that slow implementation of the governance issue has greatly retarded the Strategic Planning Process.

4.12.3 THE NEW MISSION STATEMENT

Various attempts at defining a Mission Statement for the University in the past have failed. However, a legitimate Mission Statement for the University has finally been defined through the facilitating role of the Broad Transformation Committee (BTC) involving all stakeholders.

The Makgoebaskloof Summit held in August 1994, organised by the BTC, yielded the following proposed mission statement:

The University of the North strives to be an innovative, responsive, and relevant institution which is dedicated to excellence in teaching, learning, and research in order to serve our changing society (BTC August 1994:122).

The proposed mission emphasises the following values as expressed by Professor Ndebele:

- * INNOVATION
- * RELEVANCE
- * RESPONSIVENESS
- * EXCELLENCE
- * SERVICE (BTC May 1995:41).

To develop this mission, it became necessary to define the institutional context in which these values could be realised. In other words, what is the central objective of the University of the North during the next five to ten years which are going to be formative years in the contemporary history of South Africa? This question led to the restoration of the central mandate of the University: its primary concern with student development.

In this connection, the student becomes the most immediate client of the University. This does not simply imply a business relationship, but, more fundamentally, the role of the University in producing the next generation of skilled citizens who can contribute effectively to the development of the country. This then places the strategic nature of the academic sector in the foreground.

Furthermore, this commitment to student development seeks to take advantage of student strengths developed in the turbulent history of the institution and described by Professor Ndebele:

- * resourcefulness

- * high level of initiative
- * organisational ability
- * commitment to, and identification with, the University
- * high tolerance levels for many current institutional weaknesses
- * a desire to be genuinely involved in institutional activities
- * a desire to learn and be genuinely mentored
- * high levels of confidence and fearlessness

These qualities in Turfloop's students represent a major and special strategic advantage for the University which therefore commits itself to

producing students with strong leadership skills who are knowledgeable, articulate, sensitive, creative, thoughtful, and who are committed to serving their society (BTC May 1995:43).

To achieve these goals, the Vice-Chancellor told to the entire University community that Turfloop must provide:

A) *a holistic, participative, efficient, and cost-effective environment which integrates academic, administrative, and service functions by:*

- encouraging staff and students to accept and abide by the core values of the University in the academic, administrative, and service sectors of the University which would be working towards a common objective;
- developing efficient structures of governance which ensure integrated functioning of the University

B) *a teaching and learning environment which*

- * promotes critical and innovative thinking by emphasising teaching through research and by cultivating inter-

disciplinary thinking by:

- offering an undergraduate programme which offers a wide range of enabling skills and conceptual knowledge on which professionalism could be built;
- emphasising in teaching, the acquisition of skills, of learning, of understanding, and of presentation rather than knowledge-transfer and knowledge-accumulation;
- reconfiguring faculties in a manner that structures inter-disciplinary activity.

- * emphasises extensive knowledge of the national environment within an international perspective

This will require that

- every student of the University of the North should master a basic core of knowledge of the national environment;
- every student should be exposed to fundamental linkages between South Africa and the rest of the world.

- * stresses the acquisition of high communication and computer skills. Thus,

- every student should master speech, reading, and writing skills;
- our staff and students must be exposed to and prepared to benefit from, the information and communication revolution.

- * is self-reflective through continuous research into teaching and learning skills, regular curriculum and programme reviews.

This will require

- regular and structured curriculum and programme appraisals;
- regular and structured performance appraisals;
- innovative reward and incentive schemes;
- continuous research into teaching methodology particularly the teaching of large classes.

* provides a vigorous research programme which recognises and is energised by the link between new knowledge and social development.

The University needs to

- establish an integrated research environment which promotes both basic and applied research;
- engage in national debates on research and development, as well as to participate in research-policy development.

C) *a highly qualified, teaching, research, administrative, and support staff who are motivated and inspired by the link between student development and a successful, sustainable society.*

This requires the University to

- ensure a rigorous recruitment process;
- develop a dynamic staff development programme;
- set up innovative reward and incentive schemes.

D) *an integrated communication and information system linking the University both within and with the world outside*

In this connection, the University of the North should develop a campus-wide, user-friendly information system. (And train people to utilise and maintain it!).

- E) *a continuous link between past and present students of the University.*

This requires us to enhance institutional leverage by taking advantage of the significant entrance of graduates of the University of the North into high positions of influence in the entire spectrum of national life

- F) *a comprehensive community service programme in teaching, research, and outreach by:*

conducting a needs-assessment nationally and regionally in areas of community service in which Turfloop can carve important niches. This is most likely in the areas of health, agriculture, science and engineering, education, social policy, law, management sciences in local government, health management, business administration, cultural administration and language - ensuring that outreach activity is recognised in the same way as standard teaching and research for promotion (BTC May 1995:42-46).

The mission and objectives of the University of the North outlined thus far have been an entirely grass roots initiative. It was the primary aim of the BTC that at some point a collectively defined mission statement would be placed before the Council for its adoption. However, before that could happen, Council itself felt that it needed to give itself an opportunity to reflect on its role and on how it could provide more direct leadership to the University.

From June 30 to July 2, 1995, the University Council met in a timely retreat. After in-depth discussion and debate, it formulated the following Vision and Mission statement for the University:

The Vision:

The University of the North is to be a quality institution of higher learning and critical

reflection which is innovative and responsive to change and which is rooted in the issues of the society in which it is located, and is recognised world-wide as being a centre for relevant theory and practice of people-centred development.

The Mission:

The Mission of the University of the North shall be to attain scholarship and professionalism among its staff and students and to improve the quality of life of the community in which it operates through:

- good governance and effective management;
- financial sustainability;
- appropriate campuses and education policy and infrastructure;
- creation of a culture of work, teaching, research, and learning;
- a development orientation that is rooted in the community within which we operate and which emphasises adaptability and innovativeness (Council Minutes July 1996).

The process of harmonising the contribution of the University Council and that of the University community got underway and a vision and mission for the University and related institutional priorities were adopted by the Council at its meeting of 29 September, 1995. Clearly, the planning process at the University has momentum. However, strengthening of the planning and execution capacity of the University is urgently needed in the form of expertise and financial support.

4.12.4 MAIN PRIORITIES APPROACH

4.12.4.1 THE MAGOEBASKLOOF SUMMIT

During the Magoebaskloof Summit (August 1994), the Vision for the University was identified by all stakeholders and representatives present (see ADDENDUM B). The following few basic ideas were identified:

- * **Community Development:** This implied a need to link with the community, with emphasis on the University's social responsibility and effective community service.

- * **Human Resources:** There is a need to develop incentives for staff and students to promote conducive employment conditions and meaningful human resource development.
- * **Learning and Teaching Ethos:** There is an urgent need for sufficiently qualified and efficient staff. A need exists for improved and continuous evaluation on campus by students and staff. There is a need for improved teaching and learning and new didactics. A culture of learning is needed. There is a need for inter-disciplinary co-operation, relevant curriculum, research and academic support.
- * **Adequate Infrastructure:** A need exists for adequate facilities, recreation facilities, a more acceptable student/staff ratio, improved student residences and a disabled student unit.
- * **Safety and Security:** A need exists for better safety and security and a crime-free campus.
- * **Equitable and Democratic University:** There is a need for a race and gender balance, a work ethic, improved relationships with fewer conflicts and freedom from prejudice.
- * **Accountable, Effective and Efficient Management:** Stakeholders call for a more professional approach, accountability and transparency, effective use and control of resources, effective leadership and administration and policy statement, a code of conduct, accountability and openness, planned growth and development, freedom from corruption, disciplinary measures and procedures and collective governance.
- * **External Efficiency and Academic Profile:** Graduates to have a competitive advantage. There should be adequate academic support. The institution should become a centre for academic excellence, professionalism, relevance, service and efficiency with a high academic profile. The University should be an asset to the community, not a financial burden and should attract top scholars. Scholars from the University of the North should be in high demand

nationally, across Africa and abroad.

- * **A Positive Acceptable Image:** The institution is to be democratic and reputable with a positive image. The University is to have an Afro-centric culture. There is to be positive publicity and improved funding. The institution is to harness both art and sports towards being a proud institution. The University of the North is to have a vibrant community-outreach programme (BTC Magoebaskloof Strategic Planning Workshop Aug.1994:3-5).

4.12.4.2 THE VISION AND MAIN PRIORITIES OF FACULTIES

Following the Magoebaskloof Summit, strategic planning exercises took place in all the faculties and in the various units such as the Library. This was followed by periodic evaluation and the process is currently continuing. These exercises which involved all stakeholders in the various faculties and units, led to the identification of a common vision and the defining of priorities. The elements of the vision identified by the various faculties as reflected in the table on page 232, are similar, namely

- * Community involvement and development
- * Developed human resources
- * Learning and teaching ethos
- * Adequate infrastructure
- * Safe, secure and crime-free environment
- * Democratic university
- * Accountable, effective and efficient management
- * Academic excellence
- * Positively accepted image
- * Improved curriculum
- * Improved research output
- * Linkages

- * Improved relationships and attitudes

Note that the vision for the plenary at Magoebaskloof and the comparative elements of the faculties are similar. One will further observe that the priorities identified by the various faculties as reflected in the table on page 233 are also similar, namely

- * Democratisation of structures of governance
- * Management
- * Funding
- * Facilities
- * Academic excellence
- * Curriculum Development
- * Staff Development
- * Research
- * Community outreach
- * Student support systems.

(Co-ordinating Committee Meeting May 1995:10-11).

Summary of vision elements for PLENARY and the comparative elements for the FACULTIES

| Plenary | Agriculture | Arts | Education | Health Sciences | Law | Management Sciences | Natural Sciences | Theology |
|---|-----------------------------------|--|-------------------------------------|----------------------------------|------------------------|---------------------|---------------------------|--|
| Community involvement & development | Community need focus | Community outreach | Community outreach and involvement | Community participation | Community involvement | | Community outreach | |
| Developed Human resources | Developed staff | Academic staff development & benefits | Staff development and benefits | Staff incentives and development | Staff development | | Well developed staff | Improved staff |
| Learning and teaching ethos | | | Work ethic | Culture of learning | Culture and relations | | Improved training | |
| Adequate infrastructure | Sufficient infrastructure | Facilities | Facilities centre for excellence | Facilities | Library | | Plenary | Improved learning environment |
| Safe, Secure & crime free environment | | | | | | | | |
| Democratic university | | | | | | | | Representative and sensitive to issues |
| Accountable, Effective and efficient management | Own and autonomous Faculty admin. | Transparent and effective admin. Decentralized faculty | Faculty management & Admin improved | Improved management | Restructured faculty | | Effective management | Better management |
| Academic excellence | | Academic standards | Academic standards | | Practical training | | | |
| Positively accepted image | Good image | Market relevance | | | Incentives for staff | | Improved image | Marketable products |
| | Improved role for exp farm | | | | Teaching improvement | | | |
| | Student Support sys. | | Relevant courses | Improved and relevant curricula | Curriculum improvement | | Improved curricula | Updated curricula |
| | | Effective student management | | | | | | |
| | Research output | High research output | Research | Research output | Research publications | | Research output | |
| | | | | Linkage programs | | | Linkage programs | Linkages |
| | | | | Focused units and schools | Legal aid clinic | | Focused units and schools | |
| | Good relationships | | | Improved relationships | Relationships | | Improved relationship | Healthy relations |

Summary of priorities for the PLENARY and the comparative priorities for the FACULTIES

| PLENARY | AGRICULTURE | ARTS | EDUCATION | HEALTH SCIENCES | LAW | MANAGEMENT SCIENCES | NATURAL SCIENCES | THEOLOGY |
|-------------------------------|-----------------------------|------------------------------------|----------------------------------|--------------------------------------|------------------------------|------------------------|---|------------------------------|
| Governance of the institution | | 2) Governance and faculty admin | 1) Self governance | | 1) Autonomy and independence | 5) Restructuring | | Internal and self governance |
| Management | | Management | 5) Management & Admission policy | 4) Management and communication | | | Management of faculty and departments | 2) Management |
| Funding | | | 6) Funding | | 3) Funding | | | |
| Facilities | 4) Learning environment | 4) Facilities and resources | | 5) Facilities | | | Learning environment | |
| Academic excellence | 1) Academic excellence | Academic standards | | 3) Teaching systems | 5) Teaching methods | 1) Teaching | | |
| Curriculum development | 1) Curriculum development | | 3) Restructured curricula | Relevant curriculums | 2) Restructured curriculums | | 3) Curriculum development | 1) Curriculum development |
| Staff development | 2) Staff development | 3) Staff development and benefits | 2) Staff development & numbers | 2) Staff support systems | 4) Staff development | 6) Staff development | 4) Staff development | |
| | 3) Research | | 4) Research & post-graduates | Relevant research | Research and publications | 3) Research | 1) Research | |
| | Community outreach programs | Community impact | | Community involvement | | 2) Community services | Community need and identification and involvement | |
| | Student support systems | Effective student management | Culture of learning | 2) Student support systems | Student skills | | | |
| | | Market relevance | | | | 4) Dialogue and debate | | 3) Market relevance |
| | | 1) Relationships and communication | | Positive attitudes and relationships | Attitudes | | Build trust | |
| | | Giyari | | | | | | 4) Written mission statement |

4.12.4.3 **THE APPROACH TAKEN TO TACKLING THE MAIN PRIORITY AREAS**

The approach taken towards uniting the institution in a common effort has used various strategies. This has involved a parallel process involving statutory bodies such as the Academic Planning Committee and Senate as well as non-statutory structures such as the Broad Transformation Committee. The Vice-Chancellor, Professor Ndebele, personally addressed student structures, the academics and the administrative staff, the Broad Transformation Committee and each individual faculty board meeting. The response towards the entire process as to how the various processes related to each other, and how the various faculties/sections fitted into the process, was received with enthusiasm, and has gone a long way towards removing distrust and apathy on campus.

The various Task Teams went to work and submitted progress reports to the Co-ordinating Committee. However, some of the Task Teams failed due to poor leadership since academics volunteered for self-centred reasons. This resulted in leadership conflict within the Co-ordinating Committee which led to disillusionment when the immensity of the task and the necessary personal sacrifice was realised. In particular the Governance Task Team's failure to address governance issues as a matter of urgency greatly delayed the Strategic Planning Process. The Staff Development Task Team pushed for the development of an immense and costly project (Co-ordinating Committee Meeting April/May 1995). It should rather have planned grass root strategies for growth - the success of which would later demand physical structures. The Co-ordinating Committee, on the other hand, spent too much time arguing over who should plan instead of fulfilling its duty of co-ordinating the Strategic Planning Process. Time was however needed for the planning process to get under way. The absence of firm leadership, and a common vision and purpose within the Co-ordinating Committee, was the major reason for its failure.

Despite all these problems, and many more, the Strategic Planning Process continued. Its gradual success can be seen in the Library Strategic Planning Report (see ADDENDUM E).

The Academic Excellence Task Team worked well. For example, after gathering extensive information on the situation on the ground, in the form of a comprehensive survey, its members then met with representatives from the relevant Task Teams in the various faculties to draw up recommendations. These recommendations pertaining to issues regarding a strategy for academic excellence on campus were then submitted to the Academic Planning Committee where it was requested that the various sectors of the University devise strategies and time-frames for the promotion of academic excellence as recommended by the Task Team. (See ADDENDUM C). The main task now is to see to it that decisions get carried out. The process towards academic excellence at the University will require constant evaluation and review and commitment to the institution's Mission and Vision.

In the faculties themselves the planning process is near completion. Due to the erosion of hard boundaries of elite systems and the development of more distinctive institutional missions, there is an increase in competitiveness, with institutions developing specific market niches on the basis of distinctive mission statements (NCHE April 1996:48). In the light of this, faculties on campus are in the process of redefining themselves and producing new programmes in terms of the following priorities, namely, Management, Entrepreneurship, Business and Social Sciences, Science and Technology (Natural Sciences), Agriculture, Biology and Natural Resources, Health Life, Education of Science, Agriculture and Health, Humanities and Communication (Report of the Academic Strategic Planning Workshop for Deans and the Executive Management Committee (1996-2000 Strategic Plan) April 1996:7-8). Faculty Plans and the overall Framework of the University Plan, together with the consolidated Vision and Mission of the University, as submitted to Council, were presented to a meeting of the Broad

Transformation Committee during August 1996. The BTC appointed a Task Team to analyse the submission as a matter of urgency (BTC August 1996). One must continually realise, however, that the process of planning is an on-going process. There is much action already taking place and there is active participation in all faculties and in most sections of the University. While it may have seemed that the discussions up to now have centred mainly around 'process' and that no specific 'plan' has yet been developed, that was the ideal method because it was essential to first build trust on a once deeply divided campus. Many important decisions have already been taken with regard to transforming the institution and are in the process of being implemented. A mere plan, as an end in itself, will achieve nothing towards transforming the University. What is ultimately needed is concrete action based on informed decision-making and co-ordinated grass root planning in each faculty and section of the University. The process of planning and implementation should involve all stakeholders. It is important that the University Council should be sensitive to the spirit of openness and consultation the process initiated at Magoebaskloof - this sensitivity is essential if the end result is to be owned by the University community. The Vice-Chancellor during his annual address, named 1997 as a year of action (Ndebele 1996:5).

4.12.5 CONSOLIDATING TRANSFORMATION TOWARDS MEANINGFUL TEACHING AND LEARNING

More information on the consolidating of Transformation at the University of the North can be found in the Vice Chancellor's Annual Address 28 February 1996. (See ADDENDUM F). What must be remembered, however, is that transformation of the University is a continuous learning process and not an event. As stated in Creating Tomorrow's Organisation - Unlocking the Benefits of Future Work:

An organisation that is in a perpetual state of learning, benefits by having an adaptive relationship with its environment (Birchall and Lyonds 1995:157).

It is essential that the University constantly strives to be of meaning and a source of knowledge and encouragement in a rapidly changing environment. The days of the ivory-tower mentality are clearly over. Turfloop should participate in the envisaged Higher Education Forum (NCHE April 1996:100-101), for it is essential that such tertiary institutions contribute meaningfully towards urgent national debates through collective input. At present, this input is seriously lacking from Turfloop.

However, what is especially lacking in the transformation process on campus is a focus on teaching and learning. It is important that the struggle for democracy and freedom, so cherished by the students of Turfloop in the political struggle against apartheid, be channelled towards transforming teaching and learning from closed to open relationships, from irrelevance to relevance, from alienation to dialogue, from ivory-tower to the community, from vertical relationships to horizontal relationships, from chaos to complexity and ultimately from creativity towards empowerment of both teacher and learner.

4.13 CONCLUSION

The University of the North has moved from being the most politicised campus in the country towards relative stability. The struggle now is to transform the institution into an educational necessity as opposed to a political necessity - and thus to develop a culture of teaching and learning. As the past national struggle was for democracy in the political, social and economic contexts, so the struggle on campus now should be towards democracy as a didactically functioning concept. There is a need to subject the academic programme to a more thorough didactic investigation. This should involve internal as well as external evaluation.

The University clearly has the potential for being transformed into an institution of which all who have struggled for campus transformation can be proud. The transformation process has laid

the basis for Turfloop to become a true Community University. Despite numerous problems, the institution has gone a long way towards the creation and ownership of a strategic plan for the entire institution - involving all stakeholders. All are aware of the significance of the framework of the strategic plan which is in the process of being finalised. It will have a fundamental impact on the entire teaching and learning environment. However, the daunting task of getting plans carried out still lies ahead. This will require commitment, encouragement, practical assistance and constant evaluation and revision of plans.

The University has rapidly grown from its inception. The number of academic staff has increased from a mere handful to over 400. The number of students has grown from a mere 89 to over 13 000 (excluding the Giyani Branch). The physical structure of the institution has grown from a few pastel-coloured buildings to a large modern campus. This rapid and unplanned growth has brought with it various problems such as inadequate space, inadequate teaching staff, poor research output, inadequate staff-development programmes, inadequate student support services, inadequate and poorly managed facilities and resources and an overall lack of managerial skills. These have all had a direct bearing on the teaching and learning process.

There is clearly a need for Affirmative Action and empowerment with regard to both administrative and academic staff. Empowerment towards improved teaching and learning should be a priority. Also racial and gender issues still need to be addressed. However, the process of addressing these issues should be of didactic and not political significance. There is, thus, a need for a thoroughly-planned staff development programme.

With regard to students, there is a need for a policy on admission to the institution. Student support systems are lacking and this greatly inhibits the development of a culture of teaching and learning on campus. The Student Counselling

Centre has a crucial role to play in providing meaningful student support services on and off campus. It is also important that links be created between Turfloop and other tertiary institutions and community-based organisations in order to facilitate the flow of students between institutions. The current state of alienation and inaccessibility between institutions traps students, stifles creativity, inhibits career choice and change, and perpetuates conflict.

The library is definitely inadequate. As the major resource centre of the institution, transformation of the library should take top priority. Improved research is also essential for meaningful teaching and learning. There is clearly a need for more accountability and relevance. More student involvement should be encouraged in research, which should be part of the curriculum at the undergraduate level as well. More trust between students and staff is essential in the teaching and learning process. There is a need for closer co-operation between faculties and departments and increased interdisciplinary study is essential. This will go a long way towards the erosion of fixed boundaries and fixed thinking. It will also improve the sharing of information, enhance creativity and the search for new knowledge through teaching and learning. Knowledge is the source of power in today's open-systems paradigm.

It is important that community-outreach receive the attention it deserves. This can be achieved, as mentioned, by linking the teaching and learning process to the community through practical projects, research and community service. Such a process will greatly facilitate the purpose of the institution and give a sense of purpose to both teacher and learner. It will, at the same time, build mutual trust. Commitment towards empowering the masses among whom Turfloop finds itself will go far towards improving the culture of teaching and learning on campus and towards promoting relevance in instructional and curriculum development.

There is a need to democratise the structures of governance in terms of today's open systems paradigm. Management needs to be more open. The flow of information on campus at present is still closed, creating conflict, retarding change and negatively influencing the entire teaching and learning process. The decision-making process furthermore is still largely closed and authoritarian. There is a need for more openness and forums for critical debates where the sharing of knowledge on campus, between the campus community, between the various disciplines and also the broader community takes place. The University needs to contribute meaningfully and with authority towards the various national debates taking place. This requires collective debate and the sharing of knowledge and expertise.

Physical planning should take place in terms of academic planning. The process of seeing to it that decisions pertaining to the physical and academic strategic planning are carried out will require constant evaluation and appraisal. At present a contradiction prevails in that the institution, to a large extent, still exists to serve the administration. This contradiction will have to change, as the idea underlying the existence of the University is no longer one of a political necessity, but one of an educational necessity. The University also needs to shift from Africanisation as an organisational principle towards Africanisation as a didactic principle.

Instead of resenting other institutions of higher education in the country, the University of the North should try to form its own niche. It should stop trying to imitate other institutions and become true to its own mission statement. Turfloop could, for example, become a leader in bridging schools and in the upgrading of the teaching and learning of the disempowered; in the forging of linkages with higher and further education institutions and with community-based organisations. The institution could facilitate their very operations, starting in the immediate communities and gradually expanding. Turfloop could become a centre for research into teaching and learning

itself. It must be original and creative through its teaching, learning, research and community outreach.

Despite the many problems on campus and unfortunate power struggles, the institution has the means to be transformed into an institution of relevance and excellence. With the necessary commitment towards the institution's vision and mission statement, through dedicated and informed leadership, involving all stakeholders, Turfloop can become an institution of academic excellence.

CHAPTER FIVE

TRANSFORMING THE UNIVERSITY OF THE NORTH THROUGH MEANINGFUL TEACHING AND LEARNING

5.1 TURFLOOP ON THE EDGE OF CHAOS

The University of the North is at an exciting time in its history. It is an institution that has witnessed the anguish of conflict, of deep-seated alienation, distrust and the dilemma of an identity crisis as discussed in previous chapters. Power struggles and conflict still prevail, as the University leadership attempts to marry the claims of the statutory and the non-statutory, the academic and the administrative, the student and the teacher and the University and the broader community. Distrust still prevails as the institution grapples with the legacy of the past in the process of redefining its purpose from a political necessity towards becoming an educational necessity.

Seen from a holistic perspective, the University is part of a much broader ecosystem that impacts on its existence and to which it is accountable. Capra defines ecological as follows:

An ecological world-view is holistic, but it's more than that. It looks not only at something as a whole but also at how this whole is embedded into larger wholes.... Ecological awareness is an awareness of the fundamental interconnectedness and interdependence of all phenomenon and of this embeddedness in the cosmos (Capra 1992:69-70).

As the University grapples with inherent fears and the consequences of change, it should consider the consequences of no change at all. Society is undergoing fundamental change. Likewise, in order for the University to survive it has no option but to change - change is inevitable. If the system has come to rest at the edge of chaos, an environmental jolt might push it into the abyss of chaos under an avalanche of enforced change (Lewin 1993:119). The University should take up the challenge

to become a leader in higher education at the cutting edge of change rather than being forced into unplanned change.

Reform, however, is unlikely to proceed from piecemeal attention to second order matters - in this case details which are but symptoms of an underlying malaise. Instead, as the University of the North strives to reposition itself nationally and internationally, it might perhaps address itself to a fundamental first order issue such as its identity.... (Faculty of Arts November 1996:507).

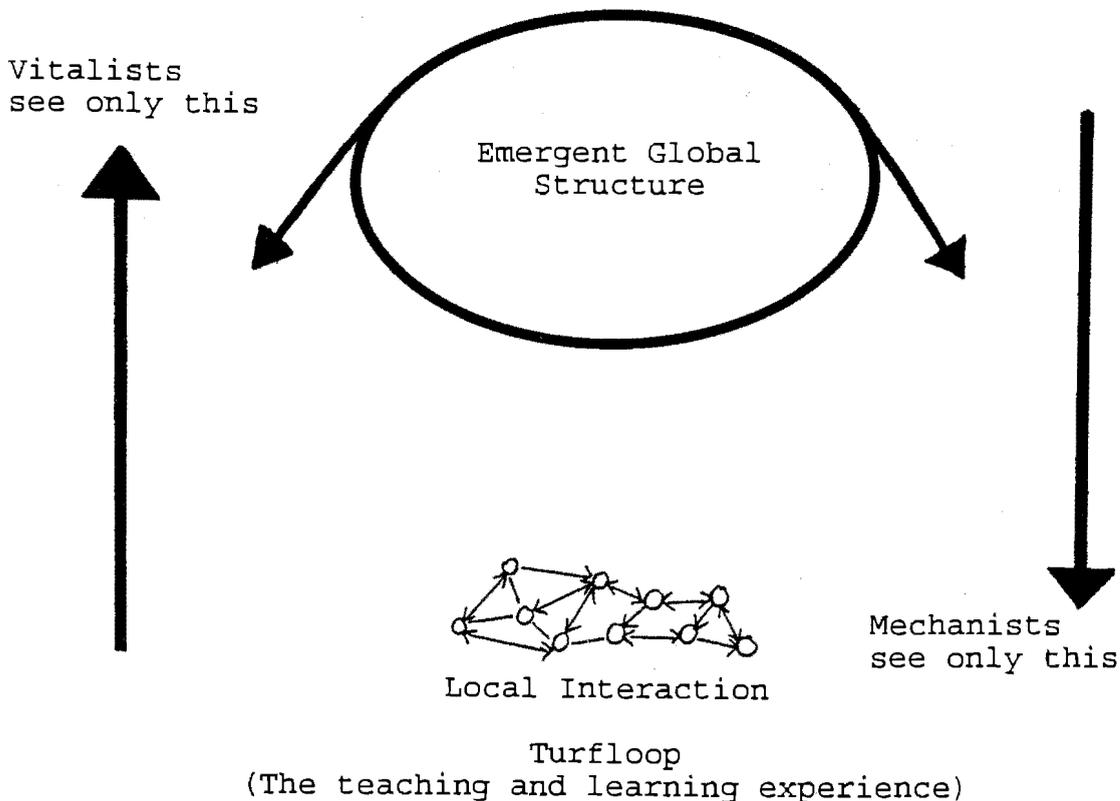
At present the University is grappling with many problems and challenges. Excuses are often laid at the door of the past. However, it is only through firm leadership, and most of all identity through practical action, that the University will be able to take the leap with purpose and will. The chaos that confronts the leadership of the University in the teaching and learning situation and in the administration is merely a sub-set of the complex nature of the situation (Lewin 1993:12). There is no one answer to the change engulfing the institution. Nevertheless, the quest is for order within such complex systems - not a stagnant form of order, but a dynamic form of order, a creative order.

The emergence of a new learner and a new teacher, a new university for a new community, is fundamental to an understanding of a complex, adaptive system - human sociality being a dynamic system and not static. When one fails to appreciate the immense challenge and opportunity of change, one tends to hide behind the past. There is a need to reflect on the anachronisms of the past as such anachronisms offer a warning concerning current contradictions. One cannot and must not try to erase the past merely because it does not fit the present. Within the seeming chaos which prevails on campus and in the broader society lies the immanent creativity of complex dynamical systems. The University community must take up this challenge instead of waiting for someone to show it the workings of the machine. The image of the edge of chaos, with its fission of the unknown, is particularly powerful. A dynamic youth and access to yet untapped technology and resources are but one of the many

opportunities at the door of the University of the North. It needs to become vitalist, not in the sense that it blames God for everything, but where it appreciates the quality of the self-organisation of an organism, a whirlpool in the sea of a complex dynamic system, proud of its own responsibility in its holistic development (Lewin 1993:181).

Leadership at the University of the North should focus on internal self-organising principles. Both teacher and learner should strive towards a theory of order across the entire spectrum, from the origins of life itself through the dynamics of evolution and ecosystems through complexity in human society, on a global scale towards an appreciation of the complex nature of human society and a sense of purpose in life. There must be a sense of purpose and leadership. For a complex adaptive system not only moves towards the edge of chaos but also hones the efficiency of its rules as it develops (Lewin 1993:55).

The following diagram will attempt to place the teaching and learning situation at the University within the broader context of change:



A strict mechanist would only see the arrows going upwards showing that the local interaction causes some global property such as a stable ecosystem. A strict vitalist would see the arrows pointing down, indicating some kind of mystical global property that determines the behaviour of the entities within the system - in this particular case, it would be the teaching and learning environment at the University of the North. The science of complexity stresses that both directions are important, linked in a tight, never-ending feedback loop. The whole system represents a dynamic pattern, with energy being dissipated through it. There is nothing external driving the system; the dynamics come from within the system itself (Lewin 1993:198-190), stressing the creative energy of the teaching and learning experience. Complexity makes one view the world as creative not predictable as it was in the old clockwork world and as was the case in the old equilibrium world-view of "cause and effect".

The science of Complexity teaches us that the complexity we see in the world is the result of underlying simplicity and this means two things. First, that you can view the simple systems that underlie it all as being creative. And second, because simple systems generate complex patterns. We have a chance of finding simple models that explain the creativity we see (Lewin 1993:190).

An appreciation of Turfloop on the edge of chaos offers a rare opportunity to see hope, even possible unity towards a common destiny. As Turfloop stands on the edge of chaos, it has to decide whether it will allow itself to be pushed into collapse or whether it will rise to new heights of complexity in the service of the community.

5.1.1 LEADERSHIP FOR EMPOWERMENT

The National Commission on Higher Education clearly stresses the need for empowered leadership in South Africa through tertiary education - specifically the need for empowered black leadership, in which Turfloop clearly has a role to play.

If South Africa is to compete economically on the world stage, it will need increasing numbers of skilled professionals and knowledge workers with world-class skills to strengthen its enterprises. If South Africa is to build the necessary skills-base, many thousands of new or re-trained professionals in the next generation must come from the black community (NCHE April 1996:30-31).

There is a need for a new definition of leadership and power in the light of an emerging organisational and social vision - that of empowerment in and through the University of the North - towards a true 'Community University'. This implies transforming the nature and determining the priorities of leadership within the institution, including student leadership.

An urgent need exists for management training and empowerment through knowledge and skills, both on campus and in the region. It is a need which implicates the University, as expressed by the RDP towards a strategy for human resource development:

The public service needs trained personnel in order to effect proper service delivery and help minister the country efficiently and effectively. In order to achieve that, it also needs skilled and experienced trainers operating in a professional environment supported by an adequate institutional and organisational infrastructure. (RDP - Human Resource Development 1995:56).

If we perceive power as something that is within a person and that can be created, as well as distributed, we will need to shift our thinking about management from an emphasis on control to concern for empowerment. When the empowerment process takes hold, the demands for effective leadership are considerably increased (Vogt and Murrell 1990:23). In today's world of emerging pluralism, participation, and a higher valuation of human independence and capability, leadership, like power, needs to be reconceptualised. According to Bradford and Cohen

an empowering leadership concept does not focus on the individual manager as hero, but looks at the group or organisation development process as a whole (in Vogt and Murrell 1990:24).

On occasion, of course, an individual manager suggests a new direction and takes the lead in moving a system toward it. But rarely does one individual embody such a thrust or exemplify a whole system. The system's daily leadership usually comes, as many say it should come, from throughout the organisation. In tomorrow's world of faster and more complex change, the need for de-centralised leadership is even more obvious. Leadership moves from person to person as people's talents and the demands of the situation dictate. This need for democratic structures of governance, in terms of today's open-systems paradigm, is a task the University of the North's Strategic Planning Process has set itself. According to Vogt and Murrel

An organisation whose leaders are allowed to exercise their empowered status to deal with new situations will build a far stronger leadership infrastructure than a system relying on traditional hierarchical structures or bureaucracies. However, no such development can occur if control is the central managerial concern. In an empowered organisation, the paramount issues become co-ordination, integration, and facilitation - not control. The manager, as facilitator, must understand clearly that his or her primary role, for which few traditional systems of reward or recognition are in place, does not validate the manager's ego through control of others; rather it produces feelings of self-worth by allowing and encouraging and assisting others to get the job done. In an empowered organisation the primary role of the manager is not to be the problem-solver, technical expert, or conductor, but the facilitator, the person who fosters the organisation's development through active participation, co-ordination, and permitting others to provide the specific leadership skill(s) needed (Vogt and Murrel 1990:24-25).

The transformation process in any situation creates stress. Empowering leadership needs to harness the stress, confusion, conflict, and alienation crises effectively as opportunities to develop the skills of everyone in the organisation. It is important for leadership in any organisation to listen (Capra 1992:173). At the same time University leadership, both staff and student leadership, needs to learn to listen. The empowerment process is essential for the survival of the University of the North and likewise essential for preparing the Southern African region for the coming waves of change. It can

exemplify a new, even a revolutionary, democratic ethic. Such an ethic of power and responsibility is available as a solution to most of our current crises in both economic and sociological areas of concern. To use the power created in a democratic process is to take full advantage of the empowerment potential of ourselves and of our organisations. This also calls for a shift in emphasis from government to governance (RDP - Human Resource Development 1995:30). Governance can be defined as follows: The procedures and ways of reaching and carrying out decisions on policy, management, and administration issues by all constituencies and actors responsible for the regulation and control of public affairs (NCHE April 1996:158). The call is for a more co-operative approach towards governance in higher education (NCHE April 1996:32). The new mode of governance is an expression of a more open system of leadership. It is important that management appreciates the shift from structure to process. As stated by Capra:

In the old paradigm it was thought that there were fundamental structures and then there were forces and mechanisms through which these interact, thus giving rise to processes. In the new paradigm every structure is seen as a manifestation of an underlying process. The entire web of relationships is intrinsically dynamic (Capra 1992:115-116).

If organisations such as the University of the North, community-based organisations and the various educational structures in the region, are going to develop the capacity to use their valuable human resources fully and gain a competitive edge, they need managers who can facilitate and refrain from imposing closed governance. If this opportunity to help organisations in our province to compete nationally and on a global basis is lost, or if our organisations seek only a technological solution, then the social and international crises we now face will multiply.

According to Naisbitt, the fantasy of a high-tech solution that does not take into account the human or "high touch" component has considerable appeal to those seeking a quick-fix or a messiah

in the form of a super computer (in Vogt and Murrell 1990:26). An unrealistic trust in high-tech solutions often encourages managers to take actions that manifest clearly the inability of one person to manage a complex, fast-breaking situation. In order to move towards empowerment, the University must rethink its basic assumptions, especially the human dimensions of decision-making and the notion of shared responsibility.

Leadership's new role, therefore, is to restore a balance between high tech and high-touch and to bring before the organisation the 'softer' issues of morality, ethics, human competence and worth. There will be a need to establish a new ethic of shared responsibility to help build and develop an infrastructure that facilitates each employee's ability to expand responsibilities. There is a serious need to revitalize a demoralised and alienated academic staff and student body and the need for discipline of the entire campus. In showing gratitude for human competence and worth, extrinsic value such as remuneration, though essential, are short-lived. What is needed are signs of approval of intrinsic value. Leadership can buy a lecturer's time and physical presence on campus; leadership can even buy a measured number of a lecturer's skilled muscular motions per hour. But leadership cannot buy enthusiasm. Leadership cannot buy initiative. Leadership cannot buy the devotion of the members of staff. Leadership on campus will have to earn these things. Leaders lead through example.

A structured staff development programme is essential. Such a programme should be constantly evaluated and its products given incentives such as the running of extra courses on campus and in the community, which would then be rewarded. Instead of driving to the Giyani campus on a daily basis, to the detriment of teaching and learning at Turfloop, incentives should be given for academics at Turfloop itself. Leadership should show appreciation for work well done. People's efforts should be recognised. A mere letter of appreciation from a head of department has more impact than money. The teaching and learning

and basic social environment on campus should reflect contentment - it should be obvious that people are happy to be there. Practical involvement through teaching and learning on campus, and in the community, would increase a feeling of worth, as the routine of mundane teaching can lead to frustration and alienation. Junior academic and administrative staff should not be underestimated. At the same time, appreciation of the efforts of the leadership on campus will mean that leadership will be more likely to listen to the voices of those whom they lead. Both management and staff need encouragement. All of us need someone to believe in us, to reassure and reinforce us, to help us pick up the pieces and go on and to provide us with increased determination to see a process through. Whether teacher or learner, staff or management, we all need some assistance. Yet there is no meaningful support system on campus for either teacher or learner.

Leadership for empowerment implies an understanding of the role of management in an open society. Management's role in planning is to involve as many as possible of the people whose inputs and interests will help ensure a successful planning process. Participative planning is neither the easiest nor the fastest way for an organisation to sort out its plans. However, if devotion and commitment to the plans are anticipated, it is usually forthcoming. This is particularly true in the early stages of empowerment, when it is desirable to give as many people as possible opportunities to influence the system - so that they realise that they can actually do it (Vogt and Murrell 1990:31).

The planning process is almost always discussed in connection with the organisation's vision or mission statement - the purpose of its existence. It is equally important that the empowering manager captures the spirit of the members and helps to create a shared image of what the organisation can become. The vision created by planning can inspire and empower members, and thus create a shared commitment to accomplish the planning goals.

All members need to know that they are part of an overall plan and need to be able to identify their own unique contributions to its accomplishment (Vogt and Murrell 1990:32).

Empowerment does not merely imply shifting power at the pinnacle. It is more fundamental. Clearly leadership at the University and in the broader society should take cognisance of the anachronistic nature of structures of authority which tend to be closed and authoritarian. Toffler states:

Power isn't just shifting at the pinnacle of corporate life. The office manager and the supervisor at the plant floor are both discovering that workers no longer take orders blindly, as many once did. They ask questions and demand answers. Military officers are learning the same thing about their troops. Teachers, increasingly, about their students. This crack up of old-style authority and power in business and daily life is accelerating at the very moment when global power structures are disintegrating as well (Toffler 1990:4).

There is a need for sensitivity to changing relationships in leading the University through the many complex situations of today - essential if ownership of the process is to be ensured.

5.1.2 ENACTING EMPOWERMENT - ORDER OUT OF CHAOS

5.1.2.1 AUTHORITY IN LEADERSHIP VERSUS AUTHORITY IN POWER - THE NEED FOR A RECONCEPTUALISATION OF AUTHORITY

In many institutions of tertiary education today power struggles are the order of the day. Puppet forms of authority exist in many forms and in various structures. Lecturers cry out against students: 'Who are they to tell us what to do?' At the same time students are dictating to staff - they determine who should pass and when exams should be written - if any. One part of campus is blaming the other and nobody is prepared to accept responsibility. There is a need for a change of ethos and a need to shed the confrontational ways of the past. The teaching and learning environment needs to change from antagonism to co-operation and from destruction to construction.

The issue is that of legitimate authority and illegitimate authority. In many institutes of tertiary education, structures of authority are based on the outmoded closed-systems paradigm. Authority is seen as inner-directed. Any form of disorder is seen as chaos. Such structures are in themselves contradictions and can only be maintained through force. If tertiary institutions such as Turfloop are to lead, they must be able to accommodate change, changeability and the rejection of permanence. Alvin Toffler in his book The Adaptive Corporation, stressed that leadership and control structures will have to adapt to present realities and tendencies:

The creation of local level participation planning groups is consonant with the historic movement for government decentralisation, grass root participation, revenue sharing and community control (Toffler 1986:162).

If tertiary institutions are to learn from leadership crises and developing leadership tendencies occurring around the world, the current approach towards "permanent" leadership in departments, in faculties and in the administration will have to change. The maintenance of the idea of permanence in leadership structures will perpetuate internal conflict and external conflict due to the selfish ambitions of those who blatantly disregard universal tendencies in an attempt to entrench their own authority in various forms.

In order to develop at Turfloop an atmosphere of commitment, trust and open dialogue, in and between structures in tertiary education, neither promotion to the ranks of the liberal universities (NEPI - Post-Secondary Education 1992:73-77), nor non-racialism are sufficient. There is a tension here between sustaining academic excellence in the established institutions and redistributing resources to the expanding and rapidly changing historically black universities and colleges (NEPI - Framework Report 1993:141).

Power relations will have to be changed and structures of power

will have to be modified for universities to realise their potential. In a society in which the open-systems paradigm prevails, true leadership in authority will take cognisance of 'the other' and the 'collective' as being of paramount importance if any sense is to be made of the so-called chaos we see around us. We must be aware of unwittingly perpetuating the current state of crisis management and alienation in tertiary education.

According to Diamond, education may need to be reconstructed to revolve around not politicians and educational researchers but around teachers and their students (Diamond 1991:xiii). Given the principles and underlying values of the RDP and the needs of society in this phase of transition and transformation, a lesson can be learned through the following principles as laid down by the RDP. They are a guide to the development of a new model of governance:

- * a strategic focus whereby the emphasis is placed on planning to prevent problems rather than responding by way of crisis management when they occur;
- * a mission-driven and results-orientated approach, focusing on goal-based service, and on results and outputs;
- * empowering citizens to share in the responsibilities of governance and
- * delivery-orientated quality service, for meeting the needs of citizen customers rather than the needs of bureaucracy, and managing the quality of services rendered to ensure value for money for both state and taxpayers (RDP - Human Resource Development 1995:42).

This example clearly stresses that those in authority are there to serve and not to be served. It stresses shared responsibility and involvement of the broader representation. The above principles clearly oppose the authoritarian management that exists in a closed-system.

The changing nature of authority in the teaching situation is not some isolated phenomenon but an integral part of a universal manifestation in which the nature of authority is fundamentally changing. This change, is manifest in even the most insignificant walks of life. For not only do our perceptions

change, but things themselves change and thus relationships change. There exists an urgent need to re-define authority in the teaching and learning situation in terms of today's open-systems paradigm.

As we search for alternatives in an alienating technocratic environment, and try to transform our tertiary institutions, there is no returning to the closed-systems of the past. Teachers and adult learners interact in an environment of indeterminate relationships and power shifts of which they themselves are an integral part. The process of empowerment in and through the teaching and learning process and through broader community involvement by the University of the North will clearly have to take these changes into account.

5.1.2.2 CREATING CONFIDENCE THROUGH THE STRATEGIC PLANNING PROCESS - BUILDING BRIDGES BETWEEN STATUTORY AND NON-STATUTORY STRUCTURES

This study has repeatedly stressed that the University of the North is undergoing fundamental change. This process of change is painful and often leads to conflict and misunderstanding. Change brings fear and fear breeds uncertainty. It is thus important that leadership at the University strives towards the creation of confidence, not as a piecemeal process, but in its entirety. This involves ownership of the process of change, both the strategic planning process and the broader transformation process.

Ownership of the process involves commitment by the entire University community, the students and staff, academics and the administration and the University and the broader community. All stakeholders need to internalise both the vision and mission of the institution, as discussed in chapter four. It must become 'their' University. It is therefore essential that the leadership of the institution ensures that the vision and mission form the basis of the strategic planning process in all faculties

and sections of the institution. It must not be only in the form of tokenism, but also in the entire operations of the institution.

Marrying the strategic planning process and the transformation process by creating bridges of confidence should form a basis for ensuring that teacher and learner collectively strive towards building a new University with an enduring vision. It is important that the principles underlying the planning process be accepted, for only then will all stakeholders know what can happen and appreciate the possibilities of change.

The building of bridges between non-statutory structures like the BTC and statutory structures such as Senate, Executive Management and Council is essential if the University is to move towards a common Vision and Mission owned by all stakeholders. (On the other-hand, one could ask the following question: Do we still need a Senate or Council?) This requires an understanding of the context of the University i.e. the kind of appreciation of the past and present of the institution discussed in previous chapters. Without this it will not be possible to understand the origins and nature of non-statutory structures such as the BTC and its call for the democratisation of structures of governance. In addition, without the democratisation of these structures the strategic planning process remains fundamentally flawed and room is created for unnecessary conflict - the issue of legitimacy becoming a password in the ensuing conflict.

Various perceptions and actions relating to the transforming or reforming of relationships on campus have led to conflict and disillusionment on the part of both Management and the BTC. It is important that the unnecessary, yet necessary conflict between these structures as to who is in charge should ultimately lead towards the ownership of a common vision and mission. Both the non-statutory and statutory structures on campus are undergoing a cultural change, as they gradually shift from years of conflict towards co-operation. In the National Framework Agreement on the

Transformation of Higher Education Institutions (The National Higher Education Summit 1996) it states:

Decisions and recommendations from BTF's shall be transmitted for consideration by all existing statutory structures (e.g. Council). Statutory structures shall not veto or refuse to implement decisions and recommendations from BTF's for the reason only that BTF's do not enjoy statutory recognition (in BTC August 1996:18).

Defining the vision and mission is one thing, but ownership and accountability is another. The sharing of information from Council to the smallest structure on campus, towards a culture of openness and consensus is thus essential. A strategic plan is one thing - putting it into action is another. It is through practical and visible action, in terms of the vision and mission of the institution, that morale will be built. It is essential therefore, that the leadership of the institution should listen carefully to the voice of non-statutory structures such as the BTC. At the same time it is essential for Management to guide the institution by way of an informed decision-making process.

It is important to realise that the struggle against apartheid was only part of a universal conflict. The real conflict reflects a fundamental paradigm shift from a closed- to an open-system. It is a shift that has impacted on all walks of life, as previously discussed. Likewise, within non-statutory structures such as the BTC, in which the sentiment is towards representativeness and openness, the aims and objectives all too often reflect an attempt to control change for individual or group interests. As the past struggle was towards making the system 'ungovernable' in opposition to closed-system relationships, so the struggle now must move towards 'governability' in terms of a change in paradigm i.e. towards an open systems paradigm which is characterised by complexity. Otherwise we shall merely succeed in replacing one closed-system with another, be it through statutory or non-statutory structures.

Though there are still many bridges to cross, the University has

nevertheless come a long way towards the minimising of open conflict and towards the building of trust between the various groupings i.e. between the academics and the administration, between teacher and learner and between opposing ideologies and perceptions on campus. It is important that the issue of legitimacy be resolved as soon as possible through the democratisation of structures of governance. The University of the North now needs firm guidance towards building confidence and professionalism. It is also necessary to direct the institution towards its vision and mission through practical commitment and action, both inside and outside the classroom, on campus and in the community. Valuable time and energy must not be wasted lest this lead to further disillusionment.

5.1.3 AFFIRMATIVE ACTION

Affirmative action is an ethical obligation in any field that values each individual's right to fulfil his or her optimum potential.

The very existence and importance of affirmative action is its demand for social justice, because affirmation in itself is a response to the morally wrong and in the same vein a concern for social good (Matshabaphala 1991:95).

The University clearly has a major role to play in the broader empowerment process and in assisting in Affirmative Action in the universal. In the White Paper on the RDP it is stated with regard to education and training:

The problem of disparity and the need for Affirmative Action must be dealt with urgently through a holistic approach... the ending of disparities should be carried out in the context of establishment of career paths, recognition of prior competency, accelerated development and re-deployment to new priorities and enhanced training programmes that are consistent with the National Training Strategy and the National Qualifications Framework. In addition, the improvement of efficiency, especially at management levels, must be linked to the ending of disparities (in RDP - Human Resource Development 1995:53).

The issue of empowerment and Affirmative Action with regard to gender issues is a particularly pressing issue. Although the population register has been abolished, a recent study of the former RSA Public Service has shown that some 36% of public service employees are white. However, some 90% of the middle and senior management positions are held by white males. In pursuance of representativity, these imbalances have to be redressed through Affirmative Action. Women, for example, constitute about 56% of the adult population of South Africa, but represent less than 10% of management in the public sector. The RDP stresses that steps must be taken to address their training and developmental needs, and in the need for equal representation in the civil service. According to the RDP, this training will contribute towards their empowerment, the development of their potential and the expansion of equal opportunities (RDP - Human Resource Development 1995:41). The analysis of staff at the University of the North (see chapter four) reveals an urgent need to address gender issues. The University should play a leadership role in the quest for equality and equal opportunities, through example.

It is imperative that in the process of transformation and empowerment we follow a path along the lines of Affirmative Action in the universal and not in the particular as we attempt to create a more equal society and in order to redress past injustices (NEPI - Planning Our Future 1992:7). Affirmative Action in the negative is manifest in the form of many whites seeing all blacks as inferior and many blacks seeing all whites as oppressors. In the spirit of Sartre, it is vital that we realise that man sees his own subjectivity through the subjectivity of the other. Fear and distrust still prevail on campus. This fear may cause the student to feel that he/she is an outsider looking in. Thus the need exists to increase feelings of security through an understanding of one's limitations and potential. Wilson, in The Outsider stated:

The problem for the "civilization" is the adoption of a religious attitude that can be administered as objectively

as the headlines of last Sunday's newspapers. But the problem for the individual always will be the opposite of this, the conscious striving not to limit the amount of experience seen and touched; the intolerable struggle to expose the sensitive areas of being to what may possibly hurt them; the attempt to see as a whole, although the instinct of self-preservation fights against the pain of the internal widening, and all the impulses of spiritual laziness build into waves of sleep with every new effort. The individual begins that long effort as an outsider; he may finish it as a saint (Wilson 1956:295).

Affirmative Action in the universal does not imply reconciling the various radical members of our society, neither does it imply placing oppressed people in positions of authority and power just because they are oppressed, as this breeds authoritarianism, nepotism and opposition to any forms of meritocracy. Affirmative Action in the universal is the practice of those actions which lead to true and genuine liberation. It is a liberation not only from economic and political imperialism, but also liberation of the mind, spirit and the very soul of man.

Sartre in his Being and Nothingness believed that man was alone, cut off from God and from other men with whom he lives in constant conflict; and owing to the fact that life is essentially meaningless, each man is forced to find his own way. To Sartre, all men are cursed with free will. He stated:

I am a slave to the degree that my being is dependent at the very centre of a freedom which is not mine and which is the very condition of my being. In so far as I am the object of values which come to qualify me without my being able to act on this qualification or even to know it, I am enslaved (Sartre 1958:266-267).

Are we ready for the new open-systems society? We can negotiate, we can reach consensus. If we do not realise that man's being is a being-for-others (or if we regard, like Sartre, the other as our negation and hell), we will find no way out of our present dilemmas. It is important that both teacher and learner refrain from a fatalistic approach towards "the other". What Sartre also meant is that man sees his own subjectivity through the subjectivity of "the other" (Matshabaphala 1991:5-7). By so-

doing, man lays the basis for Affirmative Action in the universal as opposed to the negative. Such a basis is important for meaningful transformation of the teaching and learning situation in today's temporary tertiary environment.

We tend to look for excuses instead of solutions. True Affirmative Action starts with the grass roots reality of both white and black, both teacher and adult learner, based on a critical examination of options for its implementation (NEPI - Framework Report 1993:151). Only through the changing of attitudes and values will better relationships between fellow men develop and ultimately lead to a liberated society. Paul Mwaipaya, states:

If the introduction of a mass education system is to be effective, then it should be able to act as an effective means of liberating the people in underdeveloped nations from their mental bondage. That kind of mental bondage that has come about as a result of their experience with colonial imperialist domination (Mwaipaya 1980:54).

Clearly, if a teacher teaches, believing his or her students are not capable of being taught, and if he/she maintains an authoritarian relationship towards the students, the result will be a relationship of conflict. Both students and staff are teachers and learners and both are labourers in one way or another. In the division of labour, work is the co-operation of people in positions of shared authority. In the product of his/her labour, the labourer not only recognises his/her own personal self-realisation, but also his co-existence with others. It is within this relationship that conflict in the teaching and learning situation must be analysed by both teacher and adult learner. It is true that conflict on campus must be seen in a much wider human and social context. However, to blame conflict, which is due to internal legitimate grievances (i.e. first-level conflict) on "outside" factors is a form of escapism and portrays a lack of accountability, to say the least. It is imperative that we understand that vertical closed structures of authority are anachronistic and lead to conflict from which leadership at

the University cannot escape. Toffler states:

Power has shifted away from the old hierarchies, creating a far more fluid, confusing system, with continually shifting centres of power (Toffler 1990:261).

To understand conflicting factors, by exercising authority in the spirit of democracy, and to prevent such conflicting factors from escalating into real conflicting situations, one must determine what the real cause of the conflict is and also whether the conflict is a derived one or not. Collective leadership which wants to solve problems on campus in the teaching and learning situation must always identify first-level conflicts and must never try to solve derived conflicts (second-level conflicts). Failure to eradicate the root causes of conflict and merely "beat around the bush" has been a major cause of perpetuated conflict in tertiary education in South Africa. Conflict has thus led to a loss of valuable teaching and learning experience. This has often been followed by frustration and has led to the destruction of property on campuses. All too often reconciliation between opposing parties on campus has boiled down to giving attention to second-level conflicts. It would be far better to reconcile the teacher and adult learner individually and socially, and to address first-level conflicts (NEPI - Framework Report 1993:160). Merely reforming root-causes will ultimately lead to further conflict.

A more humanistic approach will go a long way towards improving relationships, while at the same time helping to engender different values with regard to the concept of authority. Such an approach could help prevent further alienation of the relationship between man and technology and between teacher and student. A similar humanistic person-centred approach was expressed by Carl Rogers when he stated:

A person-centred approach is based on the premise that the human being is basically a trustworthy organism, capable of evaluating the outer and inner situation, understanding himself/herself in its context, making constructive choices as to the next steps in life, and acting on those choices.

A facilitative person can aid in releasing these capacities when relating as a real person to the other, owning and expressing his/her own feelings; when experiencing a non-possessive caring and love for the other; and when acceptantly understanding the inner world of the other. When this approach is made to an individual or to a group, it is discovered that, over time, the choices made, the directions pursued, the actions taken are increasingly constructive personally and tend toward a more realistic social harmony with others (Rogers 1977:14).

Such an approach is important if Affirmative Action through the teaching and learning experience is to represent a legitimate authority and thereby gain the trust of an alienated teacher and adult learner. The considerations of options for change must draw on a careful and systematic study of the present system and its historical development, and on the potential for, and limitations to, change. Clearly, the governance system in tertiary education that emerges from this process will not be the product of a technocratic planning exercise, but will reflect the patterns of power relations and interests involved in the process of negotiating the transition from a closed- to an open-system of leadership (NEPI - Framework Report 1993:164). Matshabaphala states:

Affirmation ought to, as a matter of historical necessity, evolve liberating open-systems, for there to be development in all facets of human life and experience (Matshabaphala 1991:96).

Leadership in the broader society will have to realise that long-lasting and meaningful Affirmative Action takes place largely through practical upliftment. Empowerment takes place through knowledge. The University, as well as leadership in the government and civil society, will have to become more sensitive to the needs of society. Toffler states:

As education and training become central to economic effectiveness, as scientific research and development become more significant, as environmental issues gain importance, agencies with jurisdiction in those fields will gain clout relative to those that deal with declining functions (Toffler 1990:258).

Clearly power in the new government will flow toward these agencies that regulate information and win jurisdiction over expanding functions. The restructuring process taking place in the University, in the various ministries, and in business, should take into account the issue of empowerment through knowledge and skills. The task of the Provincial Government, for example, is to assure the delivery of services, not the performance of them (Toffler 1990:261). The University of the North will have to upgrade its performance, for if it does not, the region will be forced to get assistance from elsewhere. This poverty-struck region cannot afford to maintain a white elephant, no matter what sentiments are involved. The institution will have to learn to care for its students and the broader community. Concerning this need Njabulo Ndebele has stated:

We have to care because there are 13,300 students on our campus, that is to say 13500 individual talents whose contribution our country desperately needs. We have been given the honour as teachers to develop and nurture each talent for the benefit of our country. We have to care, because we have some 350 members of the teaching staff, that is to say 350 highly-trained personnel who took up this profession for the love of teaching, learning and research. We must create conditions which will enable them to strive towards excellence in the performance of their tasks. These two sectors, the students and the teaching staff, constitute the primary focus of the University. The administrative and support staff of various categories, valuable in their own right, are there to provide support to ensure that teaching and learning take place. Our scale of values, therefore, the culture of learning that we want to develop, will be defined by that primary focus: to develop, to the full, the talents of our students through competent and innovative teaching; through the provision of a wholesome environment in the residences; and through sporting and cultural activities (Ndebele 1994:7).

The University of the North needs to act as a support-pillar offering leadership in the process of uplifting the impoverished masses through the distribution and sharing of knowledge. Academics should not take their positions of authority for granted. To challenge outworn assumptions, however, is to challenge those who benefit from them. Academics and administrators at Turfloop need to become more accountable and

less self-centred.

For Affirmative Action to lead to self-empowerment, a collective approach is needed between the University and the community, between the various racial and ethnic groups and between the two genders. Many black staff and students feel that having a black Rector at this point in time is also important in that it gives students, and the impoverished community, someone to look up to - someone who understands them, and a role-model to strive towards. This, of course, will depend on the actions of the Rector. The underlying theme of Affirmative Action should be empowerment and self-actualization, not merely a racial or gender issue. Meaningful development can only take place through co-operation. Together we need to set short-term goals and standards. The University needs to realise that its existence must not be taken for granted and that its mission is to serve. Kgaphala, from the QwaQwa Branch, states:

If we share a common future, black and white people need to negotiate a new vision, and with it a new concept of standards. Let us talk about standards, but first let us agree, that, since no one has lived this future before, none therefore can have all the answers to the puzzles in front of us.

Having said that, though, it still remains a fact that for any educational system to be worth the public money spent on it, it has to produce a certain desirable product. To be exact, a system of education, at least in the modern sense, needs to produce an intellectually functional and economically 'usable' cadre (Sowetan Friday 19 May 1995:10).

The University of the North must ask itself many questions as to the sincerity of its role in empowering the community and with regard to Affirmative Action. Students call for more representation on structures of governance, for more relevance. They want a voice in their destination and in curriculum and instructional development. But what curriculum and course content do they want? They will not know what needs to be taught if they are not involved in the community. Students should take their lecturers with them into the community in a search for new

meanings.

There is a constant call by certain academics for an adult education centre. But what is currently being done by staff and students on and off campus? The answer is virtually nothing! All too often the excuse given is that there is no money. Money merely facilitates, it does not create. It is the idea and the will to do something that lay the basis for development. Money cannot compensate for hard work. Again it must be stressed that the only person who can help Africa is the African himself/herself. We must stop finding excuses, for excuses merely weaken one's self-determination and self-respect.

5.2 THE PLACE OF THE UNIVERSITY OF THE NORTH IN THE NORTHERN PROVINCE

The University of the North has moved from a humble beginning, fraught with contradictions, through periods of intense conflict. It now needs to move towards the ultimate ideal of becoming a true Community University. It is also essential that the University is 'owned' by the community. It is essential that trust exists between the University and the community. By developing a culture of critical discourse in the community, the University, can help to strengthen civil society and promote the critically constructive citizenship needed for the reconstruction and development of the Southern African region and the Northern Province in particular. The university, nationally, needs to move away from being an elitist institution towards becoming a mass organisation, in co-operation with other institutions of higher and further education. This would contribute towards greater social equity, as stressed by the Commission on Higher Education:

Plans would have to be evaluated, inter alia, on the extent to which Universities' regional and national equity concerns, and address the need to promote sharing, collaboration and articulation between higher education institutions. The planning process should provide for a regional review of institutional plans, encompassing, inter

alia, the promotion of collaborative arrangements between institutions; the rationalisation of provision; improved articulation and transfer between higher education institutions and the promotion of open learning opportunities. Regional review would include consideration of regional development needs and the redress of institutional and other inequalities (NCHE April 1996:75-76).

The University of the North needs to become more meaningful and relevant to the immediate situation in which it finds itself.

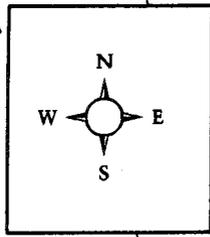
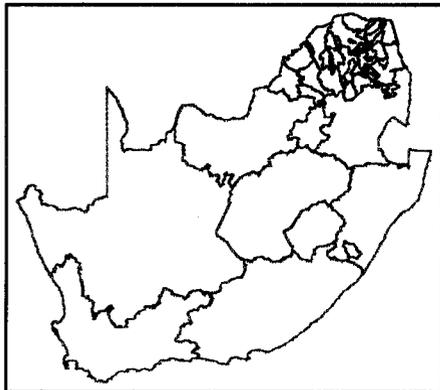
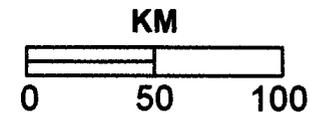
5.2.1 ANALYSIS OF THE REGIONAL SITUATION IN GENERAL AND THE LOCATION OF THE UNIVERSITY OF THE NORTH IN PARTICULAR

With a population of over four and a half million (ANC RELCOM 1994:1) and a population density of about 43 per square kilometre, the Northern Province is the fifth largest region with 119 606 square kilometres (de Villiers 1995:2-3). It is the poorest of South Africa's new nine provinces with over 80% of its population residing in rural areas (ANC RELCOM 1994:1). The Northern Province has the highest population growth rate in South Africa averaging 3.95% per year and the youngest population of whom 48.5% are below 15 years of age (de Villiers 1995:2-3).

The Province has a literacy rate which is approximately 53%, which is the lowest of all nine provinces and substantially lower than the national level of 62%. The Province also has the lowest per capita average income of R12 112 ((SCOPL) Report of the Select Committee on Liaison with Provinces - as tabled before Parliament April 1995). Only 18% of the people in the Northern Province are economically active compared to the South African average of 37%. Extracts from an analysis by the writer on the various sub-regions of the Northern Province, compiled for the ANC Regional Election Commission (NTv1 ANC RELCOM) in April 1994, offers insight into the urgency of the situation (see ADDENDUM M).

In terms of the 1994 calculated poverty line of R840 per month

The Northern Province



for urban and R740 per month for rural households, it is estimated that 62% of the households, 69% of the individuals and 74% of children under the age of 15 years in the Province are living in poverty (de Villiers 1995:8). A large number of the population in the Northern Province who are employed earn less than R250 per month. This situation becomes critical when one analyses the percentage of the population employed and the high illiteracy level in the various sub-regions of the Province (See ADDENDUM M). One must also bear in mind that 60% of the work force is not in paid employment (de Villiers 1995:6). It is well-known that poverty is more prevalent among women and children and particularly in the rural areas. This is an important implication for the mainly rural-based population of the Northern Province. The health situation in the Province leaves much to be desired. In 1994, for example, there were no psychiatric hospitals in the Province (CSS 1994:51). The labour force of the Province is highly dependent on external employment and incomes. Thus a continuous migration exists to the industrialized area of, in particular, the Gauteng Province. The number of male migrant workers from the Province, at any time, is estimated at 32% of the labour force. The Northern Province contributes only 3% to South Africa's Gross Domestic Product (GDP) while it accounts for nearly 13% of the country's population. It also has the highest infant mortality rate (56%) in South Africa, much higher than the national average of 42% (de Villiers 1995:2-16). These conditions have been worsened by several years of drought, the legacy and the bitter inheritance of apartheid, and the current world economic recession.

Though it is invariably said to be one of the poorest provinces in South Africa, the Northern Province need not remain so. Given the Province's vast mineral wealth (explored and unexplored) and its abundant agricultural and labour resources there is much potential for development. This region is a typical developing area exporting primary products and importing manufactured goods and services. With the development of a new international commercial airport (Gateway), recently opened in Pietersburg, the

Northern Province could become a major route to the rest of Africa.

The Northern Province shares borders with the new North-West, Eastern and Gauteng Provinces. It also lies directly between the main markets of South Africa and its developing Southern African neighbours. For instance, from its capital, Pietersburg, the Botswana capital, Gaborone, is approximately 500 kilometres away; the Zimbabwean capital, Harare, is approximately 800 kilometres away; Maputo, the capital and major port of Mozambique is approximately 600 kilometres away, and Pretoria and Johannesburg to the south are only 3-4 hours' drive away. Africa's busiest port, Durban, is also within easy reach. One must bear in mind that Pietersburg is only 33km or twenty minutes drive away from Turfloop. (*See map of the Northern Province showing the location of Turfloop*).

There is currently a need for transformative change and the development of this Province's human and natural resources as well as the creation of employment and wealth-generating activities with sustainable long-term goals. There is also a need for grass roots participation, skills-sharing, marketing and knowledge-sharing in the vast rural areas of the region. Self-reliant and sustainable CBO's and NGO's would go a long way towards harnessing the creative man-power of the masses of the region.

For this region to realize its potential for growth and for the Northern Province to meet the expectations of its people, its people need to be committed and united towards a common vision and mission. The Province requires a shared vision, a framework and approach that can yield a practical strategic plan characterised by co-ordinated, organized and ongoing efforts towards meeting the people's needs its many impoverished communities. Currently, the Northern Province does not have any of these. The historical political divisions, the existing fragmented institutional structures and politically-motivated

development decisions and priorities often compound and exacerbate the problems.

The educational situation in the Province is serious and requires thorough planning. The enrolment forecast at secondary school level for education in the Northern Province is as follows, when calculated from the Research Institute for Educational Planning in Edusource Data News:

| YEAR | NUMBER OF SECONDARY YEAR STUDENTS |
|-----------|-----------------------------------|
| 1995..... | 712770 |
| 2005..... | 942200 |

This implies a 29% growth (in Education Foundation 1995:7).

This phenomenal growth implies an urgent need for thorough planning in the Province with regard to career-guidance and student intake into higher and further education institutions and organisations. According to Dr Motsoaledi, the MEC for Education in the Northern Province, in 1995 alone there were more than 7000 teachers without jobs (initially 11000), although almost all schools had vacancies for mathematics and natural science teachers. Motsoaledi further stressed the need for students to follow courses in these fields, as well as in management, fine arts, English and commercial subjects (Business Day 26 October 1995). With the introduction of compulsory free education for the first ten years of schooling as from 1995, it can be expected that enrolment will increase sharply up to secondary school level, placing further pressure on education facilities and funding. The present ratio of pupils per teacher is higher than the national norm, being 40 at the primary and 35 at the secondary school level (de Villiers 1995:15).

Two full-time universities are found in the Northern Province, namely the University of the North with approximately 13 000 students (1995) at the main campus and 4 000 students at the after-hours Giyani Teaching Centre, and the University of Venda with approximately 3000 students. These campuses provide training in agriculture, natural sciences, health sciences,

management sciences, the arts, education, law and theology. Until recently, the Province had 22 Teacher Training-Colleges. (They are currently in the process of being rationalised). Institutional co-operation and linkages are to be forged between the individual colleges in the Province and the University of their choice (Academic Planning Committee (APC) February 1996). The Transvaal Technicon has recently established a centre in Pietersburg. Universities such as UNISA and VISTA have been active in the Province and in the entire Southern African region for some time, offering distance education. UNISA, for example, administers over 45 000 students in the Northern Province and over 5000 students from neighbouring African countries. In addition, 39 vocational training centres operate in the Province with an average enrolment of 9 100 students which is only 30% of available capacity (de Villiers 1995:15).

The University of the North's isolated location has proved to be a handicap as well as an asset. On the one hand, its location presents special problems such as a lack of accommodation, poor access and limited entertainment and recreational facilities - considering the thousands of students on campus. Recreation and cultural expression through art and entertainment are a vital part of any tertiary student's education ((SCOLP) Report of the Parliamentary Select Committee on Liaison with Provinces April 1995:1). Due to the isolated location of Turfloop, there is a dire need for entertainment and sports facility funding as these facilities are at present totally inadequate.

On the other hand, Turfloop's isolated location offers many challenges and attractions. Its location is unique with regard to access to potential research in the anthropological, historical, environmental, biological, sociological, geographical, and agricultural fields. The fact that this potential is not exploited, needs to be addressed. The Faculty of Management Sciences, for example, could play a more active role in facilitating the development of Community-based Organisations (C.B.O's) towards rural development and community

empowerment in the region through management and leadership training.

The University of the North is surrounded by various ethnic groups. Despite the legacy of apartheid, it has come a long way towards racial harmony and offers a model with regard to ethnic tolerance and co-operation, of importance in a country which has many ethnic groups and past racial prejudices. Its rural location places it in a unique position and makes it accessible to students from both an urban as well as a rural background. This is a unique situation in which rural and urban students meet, bearing in mind that the Northern Province is predominantly rural. The subsequent creative tension could be more constructively utilised towards cultural enrichment and knowledge. Professor Asmal, former Chairperson of the University Council has stated:

Turfloop must be a University that will serve the community. This is the Northern Transvaal region, one of the poorest, but also one with the greatest opportunity for development (Enterprise October 1993:72).

The University of the North's unique location thus places it in a position to play a meaningful role in meeting the academic and professional needs of the Northern Province at a grass roots level through practical involvement - providing it is easily accessible to the community.

5.2.2 THE NEED FOR INTER-INSTITUTIONAL CO-OPERATION AND PLANNING AND A CLOSER WORKING RELATIONSHIP BETWEEN THE VARIOUS STAKEHOLDERS IN THE REGION AND THE FACULTIES OF THE UNIVERSITY OF THE NORTH

The continent of Africa is facing major socio-economic disasters characterised by low and unevenly distributed per capita incomes, high birth-rates, high levels of unemployment, increased trade deficits and unfavourable balance of payments. Africa is clearly facing a serious crisis. In these circumstances, African universities cannot be content to stand by and assume the role

of passive onlookers while the drama of Africa's history unfolds before their very eyes. Nor is it enough for our academic institutions to peer at Africa through a distant microscope, expressing a marginal interest in the continent's problems while continuing to orbit in the outer regions of space, far away from the concrete realities of our world. If the present socio-economic crisis is to be overcome, all organisations and institutions must participate in the struggle for empowerment through teaching, learning, research and community outreach. The African university must not be content to perch on the periphery but must be at the very centre of this multifaceted and titanic struggle for the survival of our continent (Zimbabwe Foundation for Education with Production 1987:59-60). The University must achieve not only an internal harmony, but a harmony that is in constant adaptation to the outside world (Perkins 1966:59). Clearly this places great responsibility in the hands of all tertiary institutions in the Southern African region, especially the Historical Disadvantaged Universities (HDU's), which carry the brunt of the backlog in higher education.

The National Commission on Higher Education has stressed that institutional co-operation and relevance to national and regional needs are important (NCHE April 1996:56). It is important that the various provinces learn to co-operate, while at the same time learning to help themselves, especially the poorer provinces such as the Northern Province. As stated in the Interim Constitution:

There is undoubtedly a need for 'co-operative provincialism'. Given the historical background, the socio-economic circumstances, the centralised nature of the previous dispensation, the need for joint-planning and sharing of resources, and a wide range of other considerations, inter-governmental co-operation will be of crucial importance. This will not only increase government efficiency, but may also allay suspicion and distrust (in RDP - Human Resource Development 1995:69-70).

It is imperative that South African institutions pool their resources towards meeting common goals. This will require thorough planning and co-ordination. According to the Constitution a strategy for effective transformation will

require:

a nation-wide network of institutions, including universities, technicons, technical and teacher-training colleges, private and public sector training facilities, the Public Service Training Institute and some NGOs is envisaged. This network will be challenged to provide the necessary training, in modular form and consistent with the National Qualifications Framework and the National Training Strategy. In order to respond to this challenge, institutions will be encouraged to begin the process of reforming themselves (in RDP - Human Resource Development 1995:54).

This need for co-operation between the university and other social institutions is important and has been expressed by Pelikan:

... the university will have to learn to be far more inventive, and far less condescending, in its collaboration with the elementary and secondary school and with the college, both in the traditional work that these institutions do and in this common task. It will have to learn as well how to tell the difference between education and schooling, and thus to cultivate a collaborative relationship also with the many educational institutions that are not schools - museums, libraries, galleries, journals, media, and churches - to which it can contribute a great deal and from which it can learn at least as much (Pelikan 1992:188).

The University of the North does not have a right to exist, it must deserve to exist. We, as adult learners and teachers, should accept the educative value and worth of all experience, not merely that which is devoted to scholarly study or which is guided at every step by traditional academic authority. The University is accountable to the community through practical action. The following examples express attempts to make the University more relevant and to foster closer co-operation between itself, other tertiary institutions and the various Ministries, in order to meet the needs of the broader community:

A partnership announced by the World Health Organisation (WHO) with the University of the North and the Potchefstroom University for Christian Higher Education in

a co-operative centre for medicine quality and control will improve health services in African regions. The Vice-Chancellor and Principal of the University of the North, Professor Njabulo Ndebele, disclosed this in a press statement issued this week. He said this is the first quality control co-operative of its kind in Africa and it is a break-through not only for their universities but also for South Africa to be thus recognised by the WHO. The Vice-Chancellor said Potchefstroom University's Pharmacy faculty will act as control centre in the partnership and will carry out analysis of medicines in its Medicine Control Laboratory, while the School of Pharmacy of the University of the North will train health workers in the use of medicines (Times 23 February 1996:1).

The World Health Organisation's decision regarding co-operation in the field of health also offers benefits for the provinces of the two universities in that a centre of expertise of world quality will be established within their borders. Trained human resources will be employed at the centres and more research funds will be channelled to the universities. The science bases of the provinces will be broadened and their international images strengthened. Another example of the development of closer co-operation between the University and international institutions is expressed through closer co-operation between Turfloop and Baruch College of New York in the establishment of a Business School to be situated at the planned Edupark Development in Pietersburg, facilitated through Turfloop. This relationship has the potential to greatly empower the University and the community:

"We believe that the University of the North has the potential of creating a world-class school of management. This new development will leap-frog the University to the ranks of first rate academic institutions concerned with management," Professor Sidney Lirtzman, Dean of Baruch's School of Business said.

He further said that the University of the North's new Business School will provide innovative and highly practical undergraduate business education. He stressed that Buruch Business School will help to produce the best school of business on the continent of Africa (Northern Review 19 April 1996).

It is essential that we start by doing what we do well, based on community-ownership and evaluation. Establishing an elitist Business School with American business values, however, is one thing. Making it meaningful and relevant to the community in which it exists is another. The Faculty of Management Sciences, for example, could contribute towards rural development through assisting in the creation and management of community-based organisations in the region, in co-operation with other faculties, business and the government.

Let us learn from the past as we create Edupark and insist that its underlying idea must be clearly understood, lest we create further anachronisms. Let us not forget that Turfloop was initially created as a political necessity as opposed to an educational necessity, the consequences of which this study has described in detail. Likewise, any business school at Turfloop which does not take cognisance of the values, needs and expectations of the African, is doomed to failure. It is important that Turfloop co-operate with other institutions and colleges in the region. This will require proper planning and co-ordination in the process of funding and in the utilisation of resources towards further education in the region (NCHE April 1996:61).

Submissions from various Ministries in the Province show areas of current and potential co-operation (see ADDENDUM J). A closer working relationship between the various Ministries and faculties of the University of the North is gradually developing, though much more can still be done in this regard. At present outside stakeholders, such as parents, the various ministries and business are destined to play an ever-increasing role in the Broad Transformation Committee, essential for the planning process and essential for the creation of a more accountable institution.

5.3 TOWARDS BROADER COMMITMENT AT TURFLOOP - BUILDING A CULTURE OF TEACHING, LEARNING, RESEARCH AND COMMUNITY OUTREACH.

5.3.1 THE ALIENATION OF ACADEMICS FROM SOCIETY, ONE ANOTHER AND FROM STUDENTS.

The alienated nature of many academics, intellectuals and so-called professionals, both white and black, in educational institutions, seen in relation to the communities they are said to understand and profess to serve, is highlighted through the description of Goran Hyden's experience while doing research for his book entitled, Beyond Ujamaa in Tanzania. He states:

Above all, I have come to realize how many hidden assumptions dictate the conclusions of our 'scientific' studies. Maybe I would never have appreciated these experiences so much had it not been for their sharp contrast with the intellectual discussions at the University of Dar es Salaam where I worked on a regular basis. After each field visit, I failed to escape the feeling that there was something unreal about our discussions. To be sure, they were lively and stimulating. Many of them would have been a pride to any academic institution in Europe or North America. But that was part of the problem. The parameters of our discussions were set almost exclusively by expatriates to whom modern capitalism and modern socialism were the only known social systems. We were, at best, able to open the doors to the social realities of Tanzania, but the discussions never led us closer to them. Instead, these discussions often became ends in themselves. It was a struggle to set the rules for our intellectual exercises. It was a matter of who could convince whom, regardless of a new test of validity of that viewpoint in the context of the Tanzanian situation. We saw social structures where none existed. We detected enemies where there were none. There was a danger that our expertise, instead of being used to help Tanzania overcome its problems of under-development, was reduced to that of producing social-science fiction. Like Don Quixote we were engaged in an imaginary struggle that kept us going intellectually but turned us into caricatures in the eyes of non-academic observers. We were about to lose our credibility as people concerned with the problem of overcoming under-development. We were indeed part of that problem ourselves (Hyden 1980:5-6).

All academics at Turfloop can learn from this experience. The scientist too has to make a moral commitment (Capra 1992:172). Much more intellectual research, involvement and commitment at grass root level is needed before the problems of under-development, specifically in the black communities and the broader South African community, can be effectively understood and tackled.

For the lecturers and students within a department or between inter-related departments or disciplines to enjoy meaningful co-operation it is essential that there be uninhibited mutual confidence and a spirit of free fellowship. In the Turfloop Testimony it is stated:

The black lecturers cannot conceive how the white lecturers can properly know their black colleagues if they live in completely isolated suburbs with no social or informal relationships.... (Nkondo 1975:39).

The feeling of distrust and isolation between black and white, so clearly portrayed through the Turfloop Testimony, is unfortunately still clearly visible on campus. Now the toilets are not racially segregated, but are all too often found locked due to elitism or the feared possibility of contracting some or other disease.

Lack of commitment has become one of the problems of Turfloop among both white and black staff. Staff during the past two decades of intensified conflict, unrest and boycotts, have become more and more demoralised and developed a negative attitude, which has become part of an ingrained culture on campus. It will take a concerted effort to eradicate these deep-rooted habits and attitudes. This problem is expressed in ADDENDUM C.

Most white academics do not know the circumstances of their students and have never set foot in a township in an attempt to understand the circumstances and needs of the people. However, they don't hesitate to judge the litter lying around at Nobody or Mankweng (nearby townships). No white academic with a mere

four-hour exposure to black students, of any university for that matter, can hope to understand the values, needs and expectations of the students and the communities they profess to serve. Many black academics are equally uncommitted towards community empowerment, for actions speak louder than words. One should note that at the Open Universities, the situation is not much better. Actual commitment to dialogue, with the more disadvantaged students as such, is limited, due to time spent on research projects and publications which, all too often, are only for the self-esteem of the individual academic. This state of perpetual alienation and isolation, a consequence of the contradictory nature of the apartheid education of the past, has resulted in the oppressive hidden curricula which still exist.

This society and country are doomed unless every member commits him- or herself to making it a better world, beginning at home, at the grass roots level. Perceptions and values take time to change. An important point, and one which needs to be mentioned, concerns future staff appointments. In the Turfloop Testimony, mention was made of the acceptability of staff, bearing in mind the inherent distrust between staff members and between staff and students. Concerning this suspicion which existed, and still exists, on campus, I quote:

It is very important however to bear in mind that merit, particularly in the context of the present situation, is not confined to academic training or academic experience only. A very important constituent element in the concept of merit is acceptability. By acceptability is meant the capacity, the talent and the status to enjoy the confidence and the respect of the community which is to be served; a personality willing to impart learning effectively; the capacity to stimulate student response and curiosity vigorously, and, more generally, the image which enables the appointee to be regarded as a friend and a member of the community he or she serves (Nkondo 1975:74).

If commitment and trust are ever to manifest themselves on campus, it will mean total acceptance of our responsibility towards the broader community we serve. Those staff members who remain uncommitted, however, should be encouraged and not

necessarily discarded. The latter solution would only be temporary. Hypocritical reform should come to an end. Without mutual trust and respect this institution will not rise to new heights of complexity, but will be pushed into collapse.

Education has two requisites. It must seek to develop the needed sense of community - the feeling that at some point the special interest, even if it is one's own, must give way to the general or collective interest. The concept must be developed that "that which best serves all, best serves you". With this must go a shrewd awareness that those who resist the general interest must themselves be resisted. When corporations, trade associations, generals, bureaucrats, trade unions, lawyers, physicians, or professors put their own pecuniary or bureaucratic interests ahead of the public interest, people must sense, react and oppose. Education must be a lesson in this recognition and this duty. Both teacher and learner need to move from alienation to community (Capra 1992:171). Secondly, education must instil a sense of personal security that causes men and women to make a clear and unambiguous commitment to the task at hand, and to distinguish between those who do and those who do not.

Within education, there exists a conflict of goals. Mankind wants the largest possible number of participants in what is so often called democratic discussion. The tens of thousands enrolled in South African universities are proof of the seriousness of this effort. One wants these students to believe that, in a democracy, they are sovereign; they have the right and the responsibility and the power to decide. One also wants to train leaders - men and women who are equipped with the knowledge, self-confidence and self-esteem to decide for others and to win their acceptance. That is the meaning of leadership. It is possible that some conflicts are irreconcilable in principle, but not in practice.

To understand the importance of commitment is to see in full perspective the problems that have been discussed. Few, if any,

are difficult to solve. The difficulty, all but invariably, is in confronting the many complex problems with an open mind. The students and staff of Turfloop know what needs to be done, but for reasons of inertia, pecuniary interest, personal feelings or ignorance, all too often do little or nothing towards finding solutions and what is done is often done with reluctance and pessimism. It is through collective practical action that a sense of belonging and commitment is developed. Pointing fingers and complaining achieve nothing.

However, it must be stated that the situation has improved over the past few years. This change can be attributed to national conditions, the gradual elimination of fears and the role of the transformation process. This process has built trust and brought the various sectors of the institution closer together towards a common vision and mission. Much still needs to be done towards building a sense of belonging between the University and the community and between the teacher and the learner.

5.3.2 THE INDIVIDUAL ACADEMIC'S ADVANCEMENT OF HIS OR HER RELATIONSHIP TO AFRICA AS A BASIS FOR MEANINGFUL TEACHING AND LEARNING

All too often studies are undertaken abroad by members and graduates of Turfloop and all too often the motive has been selfish in order to further personal status and become an academic mandarin with little or no sharing of knowledge gained. This tendency is characteristic of many South African academics (white and black) who all too often return from Europe or America as basic instruments of neo-colonialism. As stated by Mokubung Nkomo in an article entitled 'Foreign Policy and Scholarship Programmes for Black South Africans: A Preliminary Critical Assessment':

To a varying degree, explicitly or implicitly, scholarship programmes are designed to achieve the national and strategic interests of the donor or host country (in Perspective in Education Volume 11 No 1 1989:13).

It is ironic that one finds the tendency amongst academics to study, about South Africa and Africa in general abroad and tackle little grass roots research in Africa itself. In 1930, Ortega Y Gasset on the University in Spain stated:

Any nincompoop that has been six months in a school or a laboratory in Germany or North America; any parrot that has made a third-rate scientific discovery, comes back a "nouveau riche" of science. Without having reflected a quarter of an hour on the mission of the university, he propounds the most pedantic and ridiculous reforms. Moreover, he is incapable of teaching his own courses, for he has no grasp of the discipline as a whole (Gasset 1946).

In answer to this Ortega Y Gasset gave an important message:

Let us look abroad for information, but not for a model (Gasset 1946).

All South African academics should pursue their studies, irrespective of race or sex, as students of, and for, Africa. Studying abroad does give perspective and insight into various fields. However, the most important information for any research of true value towards empowering the community lies in the community itself. In order for the student and teacher of Turfloop, or any institution in this country, to affirm Africa's past, present and future in the positive and universal, he or she will have to view studies undertaken abroad in a much more serious and responsible light.

5.4 CREATING A COMMUNITY UNIVERSITY - BUILDING OWNERSHIP
5.4.1 THE NEED FOR PRACTICAL GRASS ROOTS COMMUNITY INVOLVEMENT

It is felt by many academics on campus that we should first get our house in order before we get ourselves entangled in community-outreach programmes. It is true that Turfloop should get its house in order. However, outreach programmes are an essential part of getting the house in order. For without an in-depth understanding of the environment in which we as academics



SOCIAL WORK - COMMUNITY SERVICE (CHILD-CARE PROJECT)



HUMAN NUTRITION - COMMUNITY-SERVICE (INFANT CARE)



HUMAN NUTRITION - COMMUNITY SERVICE (HEALTH CARE)



RADIO TURF INTERVIEWING THE AMERICAN AMBASSADOR (NOV. 1996)



WINTER SCHOOL (COMMUNITY PROJECT RUN BY STUDENTS)



COMMUNITY BAKERY (CO-OPERATION BETWEEN TURFLOOP, SASKO AND THE CSIR)



UNIVERSITY OF THE NORTH (1996)

exist our teaching is meaningless. Teaching and learning will fail if we do not know the students we teach. At present Turfloop's academics are largely alienated from the students they teach and from the practical application and relevance of the theories they teach with such conviction. Turfloop's graduates leave the institution full of theory but find it difficult to apply what they have learned in a creative manner in the workplace. There is therefore a need for community outreach programmes and practical involvement as part of a strategy towards promoting a creative culture of teaching and learning on and off campus. As stressed by the National Commission on Higher Education:

An emphasis on greater responsiveness will result not only in more dynamic interaction between higher education and society, but also in innovation and renewal within higher education (NCHE April 1996:50).

It is imperative that the University of the North firstly determines its priorities towards the immediate region to which it has a social responsibility, taking into account the universal role of university education towards the creation and sharing of knowledge. To ignore immediate needs and expectations for the sake of some international image, to the detriment of an impoverished people, thereby putting the cart before the horse, will ultimately discredit the institution. Only sustainable societies can resolve the problems that are threatening to destroy us. The interconnectedness of problems and looking ahead and being responsible to future generations are pivotal to new paradigm thinking (Capra 1992:167). In this regard the University of the North has an important role to play.

Clearly Turfloop can learn from the examples set by CACE and CRIC (CBO's established through the University of the Western Cape) as both are invaluable community-outreach projects and community assets. The University of the North should assist in the development of similar community-outreach projects in the fields of Literacy, Numeracy, Language Skills, Careers Research, Computer and Information Literacy, Adult Basic Education,

Management of Small-Scale Farming, Basic Health, Business Skills and Organisational Management. Such projects should be self-sustainable, generating self-reliance within the community. The envisaged Edupark could facilitate such projects through the promotion of institutional co-operation, open learning and distance education.

A fear is often expressed by the Historically Disadvantaged Universities of being dominated by larger institutions such as UNISA (NCHE 1996:66). Foreign donors are only too quick to discredit institutions such as UNISA which, to give it its due, is already playing a major role in the region. Foreign agencies don't hesitate to discredit our distance-education institutions in South Africa, such as UNISA, in order to eliminate competition. They have one ambition in mind - to sell their computer-ware, technology and course ware (all too often outdated) and thus make us totally dependent on them at the cost of millions of dollars. Nevertheless, there is no doubt that tertiary institutions in South Africa can benefit greatly from foreign assistance. As foreign countries have their own agendas, our leadership must be sensitive to the hidden agendas of foreign agencies in their attempt to channel funds to Turfloop. It is also foolish to destroy and discredit much of the constructive work being done by our own South African tertiary institutions in the Province and Nationally just for the sake of a temporary financial solution. South Africa has much underutilised expertise and knowledge of its own! We should learn to share expertise, resources and experiences and to cooperate amongst ourselves before becoming the puppets of outsiders. We must use foreign assistance constructively, but refrain from being mis-used. Once in Seshego during the late 1980's, while attending the funeral of the son of the drummer of our jazz band, the writer was approached by an old African who said the following true words: "We South Africans are like two dogs fighting with each other over a bone, while another walks off with it."

All higher education institutions are to some extent grappling with similar problems such as governance and academic excellence. In an attempt to be internationally recognised, we in South African tertiary institutions all too often foolishly allow our inferiority complexes and inflated egos to get the better of us. South African tertiary institutions must learn to share and thus become self-reliant. Reliance on hand-outs is irresponsible to say the least. Of what relevance are we to the very communities we find ourselves in? Whom are we going to blame next time? It must be stressed that South African institutions for higher education need to learn to share experiences, expertise, resources and to co-operate at all levels of the teaching and learning experience as we are all engulfed in the process of transformation.

UNISA together with residential partners could develop study material centrally while student-support services in decentralised areas could also be provided in collaboration with residential institutions... avoiding the dangers of a fragmented ineffective system whereby each institution moves into distance education on its own (UNISA News September Vol 23 1996:1)

Just as Turfloop, for example, could greatly benefit from a relationship with UNISA, through accessing UNISA's vast resources, knowledge and experience in distance-education, so also could UNISA greatly benefit from a relationship with Turfloop focused on the area of transformation. At present, co-operation between institutions is poor and dominated by distrust and self-centredness (NCHE 1996:66). In the challenge to distance-education and open-learning (NCHE 1996:64-66) institutions such as Turfloop and UNISA could benefit greatly from mutual co-operation, as they both face the same daunting challenge. Practical co-operation and action are what is needed if the masses are to be empowered. Chris Argyris aptly states:

Learning is not simply having a new insight or a new idea. Learning occurs when we take effective action, when we detect AND correct error. How do you know when you know something? When you can produce what it is you claim to know (in Birchall and Lyonds 1995:156).

As leaders in the field of tertiary education, our priorities need to be defined with the needs of the people at heart and not those of our own egos. Whose interests are we serving? Turfloop's and the broader community's future are inextricably linked. Turfloop's history bears witness to a grass roots commitment to the political struggle. However, in the educational struggle, much still needs to be done. Recognition of the University's responsibility for the community is vital. Professor Asmal, former Chairperson of the University Council once stated:

A democratic government will be faced with enormous pressures to spend on reconstructing tertiary education, which will be contending with other areas of priority, and will have to justify itself. Institutions will therefore have to be firmly rooted in their communities (in Enterprise October 1995:72).

Community involvement is one of the underlying aims of the Broad Transformation Committee and it is emphasised in the Vision and Mission statements of the University. In the various departments on campus the concept of research remains incomplete without full recognition of our relationship with the community we study and within which we exist. The University needs to become more involved in practical issues through action at the grass roots level. According to Hyden,

Involvement in the community we study may be the precondition for a critical understanding of the structures and processes we try to elucidate through our research (Hyden 1980:6).

Any evaluation of the effectiveness of an institution must first begin by judging it against institutional goals. Within an academic management system, the most important responsibility is effective goal-setting and prioritization. Any evaluation of the effectiveness of an institution such as Turfloop must first begin by judging it against the goals which all stakeholders, inside and outside the institution, have agreed on. Leadership in higher education has all too often in the past allowed individual or small groups of academics to decide for themselves, without

any co-ordination or consensus on what goals stakeholders should seek to obtain through the provision of higher education. Clearly professionals in higher education should not set such goals on their own. Loder states:

... the academic community should take responsibility for dialogue with employers, students, government, and the wider elements within society, in order to determine how it can best direct its own efforts and expertise towards the needs of those to whom it is ultimately accountable. Within the institution, the existence of adequate structures for setting appropriate goals, and communicating these throughout the institution as a marker against which each individual can judge their own performance, should be an inescapable requirement for us all (Loder 1990:17).

It is the duty of the institution, as a leader in the transformation process, to share its vision and to involve the community in setting goals for the empowerment of the broader community. As stated by Kgaphola from the University of the North QwaQwa Branch:

Clearly the transformation agenda of our society shall prove meaningless unless we, in the institution and the community, challenge vestiges of the old order within ourselves. As part of the transformation debates, we should engage one another constructively on the means and the aims of our evolving education system (in Sowetan 19 May 1995:10).

The community has an important role to play in giving focus to the University. This is especially important to institutions such as Turfloop, whose immediate concern should be the upliftment of the impoverished communities from which the students come and to which they will return as empowered citizens. Understanding the dynamics of the rest of the world is also important seen in the light of today's global village and the promotion of South African interests abroad. Leadership in tertiary education should resist flirting with European or American governments and their universities at the expense of our own institutions. There is much underutilised talent and expertise within South Africa itself.

The University of the North is here to train students to be sensitive to the pressing needs of the community, Province and Southern Africa in general and to respond creatively to future challenges. This is essential to fundamental transformation. It is important that the University of the North moves from being an elitist institution, in the sense of serving its own interests, towards becoming a 'Community University'. It is only then that it will have any meaningful impact on the surrounding impoverished masses.

It is imperative that the University empower the broader community and immediate provincial leadership, through the creation and sharing of knowledge. For despite the vast maldistribution of wealth, in a world painfully divided between rich and poor, it turns out that, compared with the other two main sources of worldly power, wealth has been, and still is, the least maldistributed. Whatever gulf separates the rich from the poor in South African society, an even greater chasm separates the armed from the unarmed and the ignorant from the educated. Toffler states:

Today, in the fast-changing, affluent nations, despite all inequalities of income and wealth, the coming struggle of power will increasingly turn into a struggle over the distribution of, and access to, knowledge. This is why, unless we understand how, and to whom, knowledge flows, we can neither protect ourselves against the abuse of power nor create the better, more democratic society that tomorrow's technologies promise. The control of knowledge is the crux of tomorrow's world-wide struggle for power in every human institution (Toffler 1990:20).

Grass roots knowledge is essential for empowering the broader community. This implies that the University needs to 'know' the community. Turfloop's History Department, for instance, could begin by setting an example through a discovery of our roots in Southern Africa, as opposed to an alienating concept of progress and civilization in terms of the selfish interests of a few - a Eurocentric view. Our historians, sociologists, anthropologists and linguists, should help us to understand our African heritage and experience - give us pride in who we are and where we are

going. Recently, at a student leadership workshop on campus the researcher was invited to speak. Some of the more spirited and radical students were adamant about the need for student representation in departmental and faculty organisation and management, emphasising the need to transform curricula. When the researcher asked the meeting if they knew what alternative curriculum they wanted, there was a deadly silence - they didn't know. The only alternative to our largely anachronistic History curriculum is, all too often, some patronising liberal version, which stresses that, Africa was also civilized like the West, because it built forts like the Zimbabwe ruins. As one looks back one realises that despite its present economic failure, Africa has an ancient heritage from which to draw. The researcher proceeded by telling the students that they should take their conservative lecturers and professors, both black and white, into the community with them, into the remote villages in the surrounding mountains, in the shebeens and cities, so that together they might re-discover and experience Africa's rich history. Clearly Africa does not have to prove itself; it must just learn to be itself again.

The University of the North has a duty to assist in the process of empowering the community by placing knowledge in the hands of the people themselves. This is essential to the process of social transformation. The new South Africa must BELONG to the masses and not remain the fantasy of a few idealists. Let us, for example, take the issue of street-children and the University's involvement in addressing this problem. The photograph showing the plight of street-children roaming the streets around Turfloop is thought-provoking. Late at night, having evaded campus control, small children are found digging into the dustbins *on campus*. Much of the University is oblivious to this tragedy which engulfs our entire society. Recently students took the initiative in creating the Greater Mankweng Inter-organisational Children Rights Committee which was established on 14 May 1996. It is the brainchild of various organisations and consists of social workers from Turfloop,



With winter holding the country in its grips, who will donate shelter for these young kids.

**STREET CHILDREN LOOKING THROUGH THE UNIVERSITY'S SECURITY FENCE
(OCTOBER 1995 TURF FOCUS)**

Mankweng police, community workers and Turfloop students.

The University should seize every opportunity and initiate outreach programmes and community based organisations, especially those involving these very street-children and their often unemployed parents. It is necessary to address the root causes of social problems. These children do, after all, belong to our future generation. Such projects could provide real hands-on experience for students studying for example, Social Work, Development Studies, Criminology, Sociology, Education or the Health Sciences and contribute towards the University 'belonging' to the community. The knowledge gained from such experiences should be shared and integrated within the community itself, thus empowering the community. The Mission and Vision of the institution stress the need for accountability. Success in such endeavours will greatly depend on the level of co-operation and trust between the University and the community.

5.4.2 TOWARDS A MORE MEANINGFUL TEACHING AND LEARNING EXPERIENCE THROUGH COMMUNITY OUTREACH PROGRAMMES

The University should actively involve its staff and students in community development in the region. This can be done by integrating practical field-work carried out in the community and partly evaluated by the community, into the academic programme. Programmes for postgraduate studies could be more relevant and practical. This process of empowerment has, as its underlying idea, the fact that we are all learners.

Structures should be set up to ensure that learners in the community have a say in their education. There is one glaring fact and that is that the struggle for liberation is also a struggle for democracy, not just for the vote, but for democracy in all spheres - lest liberation become mere Affirmative Action in the negative. This is the reason why it is so important to arrange for learners' control over education and educational organisations and community outreach projects. Concerning the

practising of a democratic philosophy in the adult teaching and learning situation, be it on campus or in the community, Knowles states:

A democratic philosophy is characterised by a concern for the development of persons, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support.... It emphasises the release of human potential over the control of human behaviour.... When applied to the organisation of adult education, a democratic philosophy means that the learning activities will be based on the real needs and interests of the participants; that the politics will be determined by a group that is representative of all participants; and that there will be a maximum participation by all members of the organisation in sharing responsibility for making and carrying out decisions (Knowles 1980:67-68).

The intimate relationship between democratic philosophy and adult education is eloquently expressed in these words of Eduard Lindeman:

One of the chief distinctions between conventional and adult education is to be found in the learning process itself. None but the humble become good teachers of adults. In an adult class the student's experience counts for as much as the teacher's knowledge. Both are exchangeable at par. Indeed, in some of the best adult classes it is sometimes difficult to discover who is learning most, the teacher or the students. This two-way learning is also reflected in the management of adult education enterprises. Shared learning is duplicated by shared authority. In conventional education, the pupils adapt themselves to the curriculum offered, but in adult education, the pupils aid in formulating the curricula.... Under democratic conditions authority is of the group. This is not an easy lesson to learn, but until it is learned, democracy cannot succeed (in Knowles 1980:68).

The adult educator's part in the process should be that of helper, guide, encourager, consultant and resource - not that of transmitter, disciplinarian, judge and authority. There is a definite need for the training of adult educators (NEPI - Planning Our Future 1992:69-74). It is important that teachers at the University of the North understand their students as well as their subjects. The mature teacher recognises that it is less

important that his/her students know the right answers to the questions they think are important than that the students know how to ask the important questions and find the answers for themselves. This lays the basis for self-empowerment. Their ultimate objective should be to help people grow in the ability to learn, to discover, to search and to help people become mature persons (Knowles 1980:37). As the process of education is a continuous process, due to constant change, the process of being oneself and being able to learn, is very important.

If learners can't gain a voice in their own educational process, how can their education give them a voice in the outside world? It must be a voice of authority - a voice of someone who knows what he/she is saying because the adult learner is what he/she is saying. An Adult Basic Education workshop, for example, involving University students who are teaching illiterate adult learners from the community, should maintain the need to be directly accountable to its learners and by so doing set up collective learner committees. Learners should be involved in decision-making and running the organisation or project. Learner committees could serve as a forum for consultation and organisational accountability.

Learner committees are very valuable for developing organisational skills. Such skills are valuable in the process of linking literacy work into the community, through the process of "learn and teach". Such practical experiences help the university student and lecturer reflect on the broader curriculum and are invaluable in enriching the instructional and curriculum development process on campus. Students want to be empowered on campus. They want a say in transforming the curriculum, but without this experience in the community and grass roots knowledge, student representation in governing structures, plus the aim to transform the curriculum, would be meaningless - it would be a case of merely voicing someone else's vested interest. The time factor is also important. One should remember that most literacy classes are an extra burden as the student is already

weighed down with his/her study program. Time must therefore be profitably utilised. The active involvement of students and teachers from the University in community-based projects should be seen in the light of service and not from the point of view of doing a favour.

In the teaching and learning process, authority is transferred to the adult learner in the form of knowledge. The adult learner is thus empowered through this process. He/she in turn exercises authority by utilising this newly-gained knowledge and by sharing it.

It is important for the University of the North to do away with ideas of elitism and move closer to the masses at grass root level. Grass roots involvement does not imply the lowering of the Universities standards. It does not imply that the University thereby is longer a place of academic excellence. It is the basis from which academic excellence and an identity will grow. The importance, and the need for a meaningful relationship between the University and the community is expressed by the National Commission on Higher Education as follows:

By developing a culture of critical discourse in the broader community, higher education can help strengthen civil society and promote the critically constructive citizenship needed for reconstruction and modernisation (NCHE April 1996:34)

Turfloop's success in this mission will ensure its survival. Clearly its staff and students need to become actively involved in sharing their knowledge and initiating projects with the surrounding communities when they return home to their village, town or city. The University needs to begin an active programme of community outreach involving all disciplines after having consulted with the communities themselves so as to hear what they need and how the University can facilitate the programmes. Concerning Turfloop's role in the region with regard to basic education for adults, Hetty Stevens states in her thesis entitled 'Functional illiteracy in a changing South Africa':

Adult education in this region should be centrally controlled. At the moment there is no good infrastructure of basic education for adults. The regional authorities are politically responsible for the educational level of the population. However, responsibility should not only be taken by the authorities. Employers and, for instance, the University of the North, could also play a role in changing the situation. The University of the North could reflect on the role of institutions for further education with respect to functional illiteracy in the surroundings.... Within the scope of its own aims the University could play a role by concentrating on educating adult educators on the one hand and on research on the other which would also include the development of teaching material (Stevens 1994:85-86).

(The researcher, for example, has been conducting a community-based adult literacy and numeracy project over the past few years (see ADDENDUM I)). What is needed, is a co-ordinated effort on the part of all stakeholders in the region, if the urgency of the situation as expressed in ADDENDUM M is to be addressed. Concerning the role of the University in promoting Adult Basic Education (A.B.E) the following points are important to note:

- * The University of the North has an obligation to provide the most needed courses.
- * University structures need to be utilised as resources to spawn structures for A.B.E - bearing in mind that the practitioners on the ground are the ones to fight for the cause of A.B.E and must become independent of the University. The University is not there to constantly help and guide, but merely to facilitate initial growth and to act as a resource centre. People must learn to help themselves.
- * Partnerships need to be built between the University of the North, the community and the various Ministries.
- * The University should build up a good resource centre - the University Management needs to make a commitment to the project, especially with regard to funding.
- * There is a need for action-research - this should be driven by the problem/need itself.
- * The University community should realise that it is part of

the world and that the homeless and illiterate everywhere have a problem from which Turfloop's community cannot isolate itself.

- * The University of the North needs to establish a Centre for Adult and Continuing Education.
- * The University of the North needs to establish courses for adult educators - this will require an interdisciplinary approach involving close co-operation between the various faculties and disciplines.
- * The University of the North needs to work together with other universities, colleges and stakeholders in the field of Adult Basic Education.
- * Management on campus must support community-outreach programmes, as this is essential to their growth.

It is important to realise that in the context of today's globalisation and prevailing technocracy, it does not help to raise literacy levels if this is not linked to economic growth, which, in a modern economy requires high-level person-power skills (NCHE April 1996:34).

Empowerment means to give ability to, to permit, to enable - to make it possible for someone to take power in the form of knowledge into his/her own hands (NEPI - Planning Our Future 1992:85). When we hear the word "empowerment" used in education, it is usually being employed in the spirit of critique, referring to oppressive and unjust relations within which there is an unwarranted limitation placed on human action, feeling or thought. These limitations debar the adult learner from the opportunity to participate on equal terms within the adult teaching and learning situation with other members of a group or community who have acquired the socially-defined status of "the privileged/the competent". To empower in this context is to counter the power of some people or groups and to make others "mute". According to Marshall:

To empower is to enable those who have been silenced to speak. It is to enable the self-affirming expression of

experiences mediated by one's history, language and traditions. It is to enable those who have been marginalised, economically and culturally, to claim in both respects a status as full participating members of a community (Marshall 1990:298).

The role of the teaching and learning experience in and through Turfloop is to enable adult learners to acquire the skills and knowledge they need as part of a lifelong process, so that they can participate more fully. Their present situation needs to be challenged and action needs to be taken to change their reality. Knowles states in his book The Modern Practice of Adult Education:

... in a world of accelerating change, learning must be a lifelong process. Therefore schooling must be concerned primarily with developing the skills of enquiry, and adult education must be primarily concerned with providing the resources and support for self-directed enquirers (Knowles 1980:19).

A teacher in a community-outreach programme who is authoritarian, teaches as if he/she "knows it all", and sees her/himself as passing on knowledge to the 'ignorant', is obviously unsuitable for adult and in this, case rural-based education and development. Meaningful adult teaching and learning needs someone, for example, who is a member of the learning group, who learns as well as he/she teaches, and who respects adults' needs and experiences. Teachers should be facilitators of learning. The primary goal of the teacher should be to encourage collective input, active participation, critical thinking and self-reliance in learning groups.

Emancipatory principles are not easy to put into practice. Many teachers have experienced only the authoritarian methods of Christian National and Bantu Education. Changing from that to a flexible, collective way of teaching does not come easily. In order to be proficient in their work, it is important that teachers get regular ongoing training and support, lest they become irrelevant, lose inspiration and go back to traditional

teaching methods.

The teaching and learning experience should be guided by the overall mission statement of the University. There are three ways through which the yearning adult learner could make his/her voice heard:

- i) Students can express themselves in new ways. They can discover new things. They become free to control a part of their life where they previously always had to rely on other people.
- ii) Students' voices are heard in the teaching and learning experience through having control over it. In a society where authoritarianism still prevails, problems are not resolved and violence often erupts - people are not used to resolving their problems by talking. In our society the majority have been denied the right to democracy. In the environment in which South Africa's "lost generation" has evolved, the youth have had no democratic control, and have exerted authority through violence. The teaching and learning experience in a community-outreach programme must also be a vehicle for learning and practising democratic skills.
- iii) Students' voices can be heard through changing the circumstances in which they live.

Paulo Freire believes the teacher's relationship with the learners, and the teaching method used, should break with traditional attitudes and practices. In the old-fashioned way of teaching, the teacher is an authority figure, seen as superior, and the learner is seen as inferior. The teacher knows everything, the learners know nothing. This authoritarian approach symbolises a lack of respect for the learner. Paulo Freire states:

So often do they hear that they are incapable of learning anything, that they are sick, lazy and unproductive, that in the end they become convinced of their own unfitness

(Freire 1972:49).

The student's consciousness having thus been submerged by the exploitative situation in which he/she finds him/herself, the adult learner then begins to fear the creative responsibility of freedom. The learners are all-too-often told what the "truth" is and must accept it passively. The content of education is imposed: The teacher decides what people will learn, what's "good for them" - learners have no say, no "voice"; they are silent. So in many ways this traditional relationship is like the relationship between oppressor and oppressed in society. Galtung states that structurally speaking there is little doubt that the entire institution of schooling, as we know it, is vertical and individualistic. The unit to be schooled is the individual: he or she is the receptacle of knowledge, the unit that moves from one class or school to another, that performs and ultimately achieves. He/she receives diplomas and finally graduates (in Bataille 1976:93).

This traditional way of education keeps people passive, dependent and helpless. Instead, Freire suggests a "problem-posing" way of learning: teachers and learners come together as learners. They learn by talking together openly - the learners then have a "voice". The content of education is not imposed on from outside: the learners' own life experiences, possibly career-related needs, and current problems are the starting-point of class discussions. The creation of critical thinkers, who would be actors in the world, was a primary objective (Walters 1989:92).

Teachers and learners should work together to discover ways of solving practical problems. The teacher learns as much from the learners as they do from the teacher. Once they understand the problem, they decide together how they can act to change the situation. Concerning this relationship in the adult teaching and learning experience, Knowles states:

The ideal situation is when a group is small enough for all

participants to be involved in every aspect of planning, every phase of a learning activity. The teacher, of course, retains responsibility for facilitating the planning by suggesting procedures and co-ordinating the process (Knowles 1980:226).

People learn best if they find out things for themselves. This is very important, especially with regard to a practical issue such as adult basic education. Julius Nyerere aptly described the need for practical experience as follows:

A mother does not "give" walking or talking to her child: walking and talking are not things which she "has" and of which she gives a piece to the child. Rather, the mother helps the child to develop its own ability to walk and talk. And the adult educator is in the same position. He is not giving to another something which he owns. He is helping the learner to develop his own potential and his own ability. What all this means in practice is that the adult educator must involve the learners in their own education, and in practice, from the very beginning. Only activities which involve adults in doing something for themselves will provide an on-going sense of achievement and mean that some new piece of knowledge is actually grasped - that it has become something of theirs ... What is important is that the adult learner should be learning by doing, just as a child learns to walk by walking (Nyerere 1982:37-45).

Man can only liberate himself or develop himself. He cannot be liberated or developed by another. Frank Smith has stated that people can't be "taught" to read. You learn to read by reading (Smith 1985:5-15). According to Julius Nyerere:

If adult education is to contribute to development, it must be part of life Adult education is not something which can deal with just "agriculture", "health", "literacy" or "mechanical skills". All these separate branches of education are related to the total life a man is living, and to the man he is and will become (Nyerere 1982:37-45).

Clearly, adult basic education, for example, cannot be understood if it is seen as some separate phenomenon, separate from the total reality - something 'beneath' the University i.e. someone else's problem.

5.5 WHAT A TEACHER SHOULD KNOW AND UNDERSTAND IN ORDER TO FACILITATE THE TEACHING AND LEARNING PROCESS AMONG ADULT LEARNERS.

A new vision with regard to designs for improved teaching and learning in higher and further education should reveal a new view of adult learners as active and experiencing subjects rather than as passive objects. Adult learners can no longer be considered as statistical units, illiterates with blank minds waiting for enlightenment, but as aspiring adults already committed to ways of looking at the world and of carrying out productive activities.

According to Hellen Callaway, the basic education programme can no longer be viewed as knowledge handed down by authority, but rather as a series of negotiations between learners and teachers, between the problems presented by the environment and the possibilities for solving them, between traditional ideas and modern ones. In this way, through lively discussion and trial attempts, over a period of time adult learners create new conceptual models of reality and undertake new patterns of action. They become active participants in a process of self-empowerment (in Bataille 1976:184).

It is important that, from the onset, the teacher in the adult teaching and learning experience understands the adult learner's self-concept, the reason being that without mutual respect for the adult's perception of himself/herself as a self-actualising being, no constructive teaching and learning experience can take place. Self-concept is defined by Knowles as follows:

Self-concept: the adult learner sees himself as capable of self-direction and desires others to see him the same way. In fact, one definition of maturity is the capacity to be self-directing (Knowles 1978:194).

Concerning the transfer of authority in the form of knowledge - it is important to note that learning in adult education, may

have meaning and value only if it is related to the personal development of the student as a member of society. This implies taking into consideration the learner's experience. This is expressed by Knowles as follows:

Experience: Adults bring a lifetime of experience to the learning situation. Youths tend to regard experience as something that has happened to them, while to an adult, his experience is him. The adult defines who he is in terms of his experience (Knowles 1978:194).

An important justification of the teacher's role in providing the conditions for effective learning must be ultimately the value of that learning to the student in the world outside the classroom. As stated by Knowles:

Readiness-to-learn: Adult developmental tasks increasingly move toward social and occupational role-competence and away from the more physical developmental tasks of childhood (Knowles 1978:195).

Because they have usually chosen to learn, adult learners will tend to have high expectations of the delight and value of learning. They will have acquired certain characteristics and individual ways of responding to experience, so that any group of adult learners will be more varied in its expectations, its responses and its learning styles than any comparable group of children. According to Gerver, adult learners will probably also have many competing demands on their time and emotional and physical energy. They will thus often become intolerant of any educational demands which they do not see as essential to what they want to learn (Gerver 1984:2).

In the adult teaching and learning situation, training in the ability to transfer knowledge (or better still, to share knowledge) and to generalise from learned basic principles is an essential factor in the adult teaching and learning experience. The dialogue process can become an especially difficult area to master if negative teaching attitudes are adopted; for example,

the attitude which believes that the adult learner incapable of being taught. This was unfortunately the hidden agenda of many of the protagonists of Apartheid Education and has, unfortunately, left deeply-ingrained complexes. Sadly, these complexes, find expression in the form of people epitomising the very things which they loathe, namely racism, ethnicity, sexism and authoritarianism. The patronising liberal only adds to the agony and the black lecturer at Turfloop is often no less arrogant and elitist towards the learner than his/her white colleague.

The challenges facing South Africa in its transition to a democratic state are exciting. We are all responsible for creating the future together. In the Province there is clearly a need for co-ordination between the structures responsible for planning and funding higher and further education programmes (NCHE April 1996:61). Adult basic education, for example, through Turfloop, in co-operation with relevant colleges, NGO's and community-based organisations (CBO's) in the Province, can play a crucial role in the liberation process by giving people knowledge, confidence and self-respect.

As a source of accountable authority, teachers must ask themselves: Who are my learners? They must know them, know about their lives, the problems they have in class, on campus, at the work place and at home. They must find out what prevents them from coming to class and doing their homework. They must then determine whether something should be done about it.

The teacher must be sensitive towards anxious, nervous adult learners and know how to make them feel welcome and relaxed - bearing in mind their latent fears and misconceptions with regard to today's rapidly changing world and its demands. The teacher must not let the adult learner feel foolish and should refrain from destructive criticism. The teacher should rather encourage and praise the learner when it is deserved, bearing in mind that an ounce of praise is worth more than a ton of criticism.

Knowles states:

Mistakes are opportunities for learning (Knowles 1978:195).

The teacher of adult learners should help build a group spirit in class. The following questions should be posed: How can we support and help each other - both in our class work, and in our daily lives? How can we work together, helping, rather than competing with one another on a selfish basis? The teacher should know his adult learners' needs when preparing lessons. The teacher should know how to compile exercises, based on what the learners need to know in order to facilitate their studies, on campus or at home, in their envisaged career and in their daily life. The teacher should know how to prepare exercises based on the latest adult education books available. The teacher, above all, must know how to use the equipment in the teaching and learning experience. The teacher should ensure that the equipment is constantly maintained and ready for the class. The teacher must try to understand how adults learn. What makes a good teacher? What helps adults learn better?

If teachers are to command the respect and trust of the adult learner and, by so-doing, be in a position to transfer their authority in the form of knowledge, they should, in turn, respect and trust the adult learner. Likewise, the same approach should be adopted when preparing trainees to help in teaching, for example, adult literacy and numeracy, and facilitating community development projects. If at all possible, the whole training team should be present throughout the entire course. Involvement is the first step towards commitment and is vital in the building of trust and respect. Under ideal circumstances, everybody in the team knows what is happening and gets the feel of the course - instead of just coming in to show their face and disappearing again. The whole team is then more likely to take responsibility for the practical arrangements and for making trainees feel welcome if they're nervous. It also gives trainees the chance to get to know facilitators as well: trust builds up slowly, it

doesn't just happen. If members of the team can't be there all the time, they should at least all be present at the first session, and everybody should be introduced. The following points, stressed by Linda Wedepohl, are important in engendering respect, which is so vital for the teaching and learning of adults:

Treat the learners/trainees as equals. Find out what level they are at, and what their views and values are, and gear the course to that. Be sensitive to their anxieties, fears and feelings and put them at ease (particularly at the beginning of a course, when people feel strange and don't know what to expect). Try to create an informal and relaxed atmosphere - build trust and confidence. Build up a group feeling by teaching co-operation rather than competition, and encourage people to be caring and supportive to the others in the course. Encourage people to speak up, and genuinely listen to what they have to say. Don't allow people to laugh at a fellow learner's mistakes. Help people to learn for themselves by letting them participate in a discussion group or in all kinds of activities; don't just talk to them while they listen passively. Encourage them to say at the end of the course what was good or bad about it - and take their comments seriously (Wedepohl 1980:168)!

It is important for the teacher to respect the adult learner. Without the necessary respect and trust, the teaching and learning experience will be in vain.

5.5.1 COURSES SHOULD BE DESIGNED TO MEET THE ADULT LEARNER'S NEEDS

In the authoritarian context, the teacher determines the content. However, in participatory democracy, the teacher should find out what the students' learning needs are before starting to teach. What do the students want to know concerning a certain matter? Why do they want to use certain skills? Thus, according to Knowles:

Formal curriculum development is less valuable than finding out what the learners need to learn (Knowles 1978:195).

It is important that the community outreach programme be both

user-friendly and user-related. It is important also to assess the level of each learner and then group people according to their levels of knowledge and skills. Courses should be designed to suit the community and the aspirations of the learners themselves. During the course, and at the end of the programme, teachers should check with the students in order to ensure that the course is still what they want and that they feel they are making progress. It is imperative that a balance be created between new skills and practice. The learning process implies more than just memorising - it implies understanding, practice and the application of knowledge. The learning process implies being able to apply skills and knowledge to real situations and problems. Knowles expresses the practical aspect of learning as follows:

Adult readiness to learn and teachable moments peak at those points where a learning opportunity is co-ordinated with a recognition of the need-to-know. Adults can best identify their own readiness to learn and teachable moments (Knowles 1978:195).

Teachers and learners should mutually co-operate in helping to deal with fast and slow learners in the same group. It is also important that the students help each other. As previously mentioned, there must be a balance between new information and skills-practice. Students need recognition. It is important to issue certificates that mark the end-point and give social recognition to their learning. Recognition gives self-confidence. Self-confidence in turn promotes trust, self-respect and a closer more humble relationship between the teacher and adult-learner in the 'learn and teach' process. But certificates should not be seen as ends in themselves. In the spirit of Erich Fromm, 'being' literate, for example, is of far more value than 'having' literacy in the form of a certificate (Fromm 1976:47-49).

An important strategy in understanding learners' needs on campus and in the community is thorough community-action research. Together, teachers and students should participate in creating

new knowledge and setting up new activities with the community through a problem-centred approach. The result of such an approach could help break down barriers between the educated and the uneducated and, by so doing, allow the educated and uneducated to experience themselves as being creative, assertive and capable of leadership. It facilitates the sharing of knowledge. By relating to the realities and needs of society outside the narrow confines of the classroom, the teacher and learner realise, for example, the need, not just to remain at a level of knowledge about basic theory, but also to go beyond that to become 'engaged' as a source of authority through practical application and sharing. By so-doing, teacher and learner collectively participate in actually transforming the world in which they live and combine the basic knowledge and skills learnt in the class-room with the reality of their existential experience. It is for this reason that adult education needs to be problem-centred.

5.5.2 COURSE CONTENT NEEDS TO BE BASED ON THE CONCRETE EXPERIENCE OF ADULT LEARNERS

Adult education through Turfloop must be relevant to the adult learner's life-experience. This general rule applies whether teachers are leading a discussion, teaching new concepts, or doing written work with the group. It is important that techniques be developed to ensure that adult learners and their experiences are at the centre of the lessons. An essential of basic literacy's functionality, for example, is the experience to which it is related - an experience which covers as wide a range as man's entire life and holistic development (Bataille 1976:65). Van der Stoep and Louw state:

... the lesson situation in the institute of tertiary education can be designed in such a way, that the institution, as a formalised living-world of the adult, and teaching, as formalised education, reflect the spontaneous, unscientific living-world as accurately as possible (Van der Stoep and Louw 1984:45).

Using learners' words and ideas as lesson material is an important teaching method in building the adult learner's skills and confidence. However, that is not enough. It is equally important for teachers to introduce new information, to explain new concepts and to give learners new skills with which to understand their world. Authoritarians and technocrats deprive people of information and knowledge - information literacy and networking, for example, can help give them access to such knowledge.

In our transitional society in which Turfloop has a responsibility, we trust that the emphasis will no longer be on resistance but rather on nation-building and reconstruction. The subjects of an adult literacy project or management training in a CBO, through the University, for example, must be relevant. The underlying approach is to teach the adult-learner skills in being critical and analytical; to show the adult-learner new ways of understanding social reality; and to give him/her access to the widest possible range of information. It is important to make relevant information easily available to people. It is important that not only relevant skills be transferred to the existential needs of the adult learner, but also, just as important, the internalisation of different values - such as an urge to act as facilitator in the process of human empowerment. We do not need literacy simply for the sake of literacy or development simply for the sake of development, but rather for the sake of the emancipation of the individual and the community.

Learners are empowered through the acquisition of skills as well as knowledge. Skills are for life; knowledge is relative and changes with time. There are some vital and necessary skills. These include, for example, co-operative learning skills; skills to further develop one's ability in the use of information technology outside the classroom; knowing how to ask critical questions and to challenge ideas; skills to find information; and the ability to keep asking and looking for more information so as to make better and more informed decisions. The principle of

introducing challenging content and skills for critical analysis applies equally at more basic levels.

5.6 TRANSFORMING THE CURRICULUM - FROM ISOLATION TOWARDS HOLISM

5.6.1 EMPOWERMENT THROUGH CURRICULUM AND INSTRUCTIONAL DEVELOPMENT

President Mugabe of Zimbabwe has emphasised the need for African university curriculum designers to move with their feet firmly on African soil, stressing that priorities be determined by the needs of the community and the region as a whole. He argues that

to ignore these priorities is to court the temptation to climb the Ivory Tower, to hover like a planet that has wandered away from its orbit and is in danger of getting lost in outer space (in Zimbabwe Foundation for Education with production 1987:63).

The National Education Policy Investigation defines curriculum development as follows:

When we talk about the curriculum we are talking about many things. Firstly we are talking about WHAT is taught (The syllabus and content). We are also talking about HOW it is taught, TO WHOM it is taught and HOW IT IS ASSESSED or tested. Finally, we are talking about WHAT TEACHERS DO in the classroom (NEPI - Planning Our Future 1992:16).

Merely changing content is meaningless. Content should be socially relevant. In developing relevant curricula, as an integral part of the transformation process at institutions such as the University of the North, it is necessary to formulate a suitable instructional model; secondly, it is necessary to establish criteria and principles for the evaluation, design and re-design of curricula and courses. In terms of the transformation of higher education in South Africa, fundamental changes are needed with regard to curriculum development.

The traditional currency of courses and qualifications, based on traditional academic assumptions about the need for structured and sequential learning within defined disciplines, is giving way to more flexible approaches to the higher education curriculum... the traditional model is being augmented in many mass systems by an approach based on modular progression/accumulation of credits. This offers multiple entry and exit points and progression based on pragmatic connections between topics and levels, rather than cognitive coherence. It also provides greater flexibility for learners and allows for a more seamless interface between work and study. One way to achieve this is to restructure curricula according to programmes (NCHE April 1996:48).

The increasing development of distance education and open-learning will greatly impact on the process of curriculum development (NCHE April 1996:64-65).

There are various approaches towards structuring a meaningful and relevant curriculum. There is no one approach. According to Audrey and Howard Nicholls, curriculum development is essentially a bringing together of theory and practice - both must be involved (Nicholls 1983:95). Both teacher and adult learner, for effective teaching and learning, should collectively define and clearly state what they intend to achieve, how they intend to achieve this and how they are going to determine whether and to what extent they have been successful. Curriculum development is clearly a process and NOT an end in itself. Concerning the need for curriculum development at the University of the North, Professor Ndebele has stated:

... curriculum should be made more relevant to the needs of the region and the country (Enterprise October 1993:66).

On the basis of Zais's "Eclectic" concept of the curriculum, one could attempt to develop an outline for meaningful structuring or restructuring of the University's curriculum. According to Zais's theory, the curriculum is essentially an integrated unity made up of aims, goals, objectives, content, and learning activities. These various components do not exist in isolation but are related to each other to produce a coherent picture. The teacher's clearly-defined epistemology, learning theory, and

analysis of society, together with the place and role of the individual, form the foundation of the content and organisation of curriculum components. Although intimately connected, Zais does not see the foundation forming a unified whole. Undergirding each of the four foundational areas is the broad area of philosophical assumptions. According to him, it is important that these aspects of curriculum development be clearly defined so as to give structure to curriculum development and to lay bare any possible hidden curriculum of the kind once attempted in the Faculty of Arts at Turfloop. The aim is also to incorporate both student and teacher in the process of curriculum development, which should not be seen as an end in itself but a process. One must not forget that, consciously or unconsciously, basic philosophical assumptions influence value judgements made about the foundational areas (Zais 1976:96-98).

The value of Zais's theory is that it deals with what are probably the most crucial aspects of the curriculum field: the nature of the curriculum and the forces that determine its content and organisation. Lest we create further contradictions in curriculum development in our tertiary institutions, it is important that we understand present-day tendencies and perceptions. In terms of current universal tendencies and in terms of today's open-systems paradigm, there exists a need for clearly-defined principles to guide one in planning for the future. The adult teacher should always realise that we are living in an environment in which rapid change and discontinuity, chaos and complexity, are the order of the day in all walks of life. The curriculum must have meaning in today's world if it is to be internalised, if it is to be of any relevance and if it is to be followed with any form of conviction through action.

Adult education calls for the combination of an emancipatory, egalitarian social vision of an open learning society with a continuing education stress on development and productivity (NEPI - Framework Report 1993:97).

It is imperative that the teachers know why they are teaching and

also how what which is being taught through Turfloop can benefit the learners. This is only possible once clearly-defined principles, aims, objectives, methods and evaluation criteria have been laid down.

5.6.1.1 PRINCIPLES

Respect for the future of mankind is essential for facilitating a positive attitude in the teaching and learning situation. The principle of respect for man's desire and ability to understand the world better lays a basis for trust between teacher and learner. The principles of respect for persons and respect for human relationships are essential, especially in our alienated society. If collective authority and the sharing of knowledge are to take place, there should be sound principles.

5.6.1.2 AIMS AND OBJECTIVES

Adult teachers must have a clear idea of what the aims of the curriculum are for their specific group. They must understand something about the social conditions within which adult learners are living and how the curriculum can help them to cope with pressures within these social conditions. The following issues need to be considered: what are the learning needs of students, staff and the community? Are they really a priority? If yes, what level is needed?

Teaching for the sake of teaching does not seem to be a viable or sensible course on which to embark. It is important for teachers to understand the life situation of their learners. They must be sensitive to adult learners' fears and feelings. It is important that the teacher understand how adults learn and what helps adults improve their learning skills. The following questions should be COLLECTIVELY resolved: what are the formal, stated objectives of the course? How feasible and realistic are these objectives in terms of the abilities of the students and the available time and resources? How are the stated objectives

related to the adult life-role competencies students will need in everyday life outside the tertiary institute? How are the objectives related to the competencies students will need in their subsequent academic and future careers? What values are affirmed by the choice of these objectives as goals for this course? What goals and expectations does the teacher and adult-learner have for the course? To what extent are these additional goals and expectations compatible with the stated course objectives?

5.6.1.3 SELECTION AND STRUCTURE OF CONTENT

Learning-content provides a confluence of past, present and future and is presented to the adult learner by means of various facets of existence. The questions of the adult learner, concerning what is, what was and what will be, are basically answered by learning content.

The teacher must consider several aspects when examining learning content, in order to meet the demands made by the adult learner in the teaching and learning situation, namely, the situation of the adult learner; the learning-content and the teacher; the authority of the learning-content and learning-content and the pupil (Van der Stoep and Louw 1984:107-113). It is important that we give a brief analysis of the authority of learning-content.

Learning-content also places time and space within the grasp of adult learners, enabling them to transcend the learning-content to situations, realities and abstract structures which would otherwise remain beyond their reach. By starting with adult learners' immediate surroundings, the teacher provides an opportunity to range further afield by means of learning-content. In this way, the adult learners encounter the rest of reality, enabling them to establish their own views, opinions and conceptions. In this way, adult learners discover new meanings about the world and new relationships with other people.

Turfloop is a catalyst in this empowering process.

Learning-content is an image or representation of reality, and undoubtedly has authority because certain aspects of what is in reality are placed at the adult learner's disposal. After all, the living-space which the adult learner inhabits, humanly-speaking, is demarcated by content but is made accessible by its presentation. Factual knowledge, which is introduced when presenting learning-content has authority because it is true or valid in one sense or another. By accepting the authority of learning-content in terms of its validity, adult learners place themselves under the authority of specific content which provides them with access to the living-world. It is important that course-content should reflect concerns with an empowering adult education (NEPI - Framework Report 1993:83).

The validity of learning-content is only the first aspect of its authority. When adult learners deal with the living-world, with content and learning-content, their considerations always include values and norms. Values and norms always impact on the meaning and sense of learning-content. The teacher intends the adult learner to gain knowledge of, and insight into, norms and values of the living world by means of the learning content. It is for this reason that the teacher unconditionally subjects his/her own knowledge and science, especially in practical living situations, to the authority of values and norms. The content which the adult learner must master in the didactic situation, therefore, implies knowledge of the structure of norms which human beings accept in their pursuit of knowledge.

The following questions with regard to the content of a course need to be asked: 1) What information, processes, attitudes and values constitute the subject matter or content of the course? 2) How are the various content elements related to the course objectives? a) Which objectives receive the most coverage or emphasis and why? b) Which objectives receive only minor coverage and why? 3) How is the content sequenced or arranged

and why is this sequence appropriate or inappropriate? 4) What means are used to integrate and unify the various content elements into a coherent pattern of structure and to what extent does fragmentation or lack of coherence appear to be a problem? 5) What values and assumptions are implicit in the decisions which have been made regarding content selection and emphasis?

5.6.1.4 FACILITIES AND RESOURCES

The following questions also need to be asked: where and when can the groups (students) meet, and for how long? What facilities are available for them to use? What are the limitations for any particular venue? What resources are available? The physical structure has a significant influence on relationships in the teaching and learning situation. The structure of many of the lecture halls at Turfloop promote vertical authoritarian relationships between teacher and adult learner. These closed relationships tend to stifle creativity. Ideally classrooms should be designed and planned to promote openness and mutual dialogue.

Modern information technology should be harnessed to facilitate the teaching and learning experience and achieve improved communication and information-sharing. Students should be encouraged to help each other - 'First ask your neighbour, then put up your hand!' The notion of teacher as 'the expert' should not be encouraged - 'each one teach one' promotes democratic participation and open-learning. Meaningful planning of the teaching and learning environment can go a long way towards facilitating horizontalised relationships of authority - shared authority through dialogue. An in-depth situation-analysis is essential for physical planning on campus and the harnessing of technology so as to make the teaching and learning experience more meaningful.

5.6.1.5 TEACHING STRATEGIES, METHODS AND TECHNIQUES

Traditional teaching and learning methods based on outmoded authoritarian principles should be replaced, not by reforming a contradiction, but, as repeatedly stressed, by looking for real answers to real problems - by creating something new. According to Knowles:

Involvement in such things as problems to be solved, case histories, and critical incidents generally offer greater learning opportunity for adults than "talking to" them (Knowles 1978:195).

The teacher should ask learners' opinions. The teacher should recognise participants as self-directing human beings and treat them accordingly. Knowles adds:

The preceptor is a learning reference for the participants rather than a traditional instructor; presenters are, therefore, encouraged to "tell it like it is" and stress "how to do it" rather than tell participants what they should do. The preceptor avoids "talking down" to participants who are experienced decision-makers and self-starters. The preceptor instead tries to meet the participants' needs (Knowles 1978:194).

The teaching method and materials should centre around learners' lives, interests and needs. Learners should share the responsibility for their own learning and be given a platform to say what they need. According to Knowles:

As the adult is his experience, failure to utilise the experience of the adult learner is equivalent to rejecting him as a person (Knowles 1978:194).

Learners should be involved in the planning of class activities and should participate actively - they learn by doing and experiencing. Mere theorising is worthless. It is also important that constant evaluation takes place. The Ivory Tower mentality, where the teacher is beyond criticism, is outmoded. The teacher should constantly engage in self-evaluation. The

self-critical teacher should let learners say what was good or bad about the teaching experience and use that information for improved teaching.

The teacher should be able to teach learners who are at different levels. One should not lose sight of the fact that the primary emphasis in the teaching and learning experience is on students learning rather than on teachers teaching. This is very important especially with regard to meaningful teaching and learning on campus - a situation in which relationships are in a constant process of change. In the South African situation this is even more emphasised through the many inequalities prevailing in education as a whole. Attention must be given to each learner in turn while others work on their own - thus building a culture of open-learning. This implies that learners be trained how to work on their own, how to work together to solve problems, and how to help each other. The National Commission on Higher Education stresses the need for open-learning and distance education. It stresses also the need at Turfloop for well-designed courses, strong learner support, effective administration, appropriate organisational structures, and effective quality control procedures. The Commission further stresses that well-structured open-learning has a definite advantage for lecturers in the classroom situation in that, because the learning material is well designed and self-paced, they can concentrate on dealing with students' problems rather than using lecture periods merely to impart the basic syllabus (NCHE April 1996:65). The experience is thus enriching to both parties. Note that the development of high quality course material is the key to success regarding distance education and open-learning through Turfloop.

The following consideration is also very important: do the students know and trust you as their teacher? This is important, as distrust is a primary source of much of the conflict we experience in education today and very much a part of the history of Turfloop. This suspicion also includes the distrust which

exists with regard to technology. The teacher must firstly prove himself/herself by starting with a small concrete activity, which is more likely to show quick results. For example, assist a student in solving an immediate problem, such as the drafting of an essay or assignment on a specific topic or theme. This initial mutual act of creativity is a motivating factor and helps to create a bond between the adult learner and teacher. Let people first realise that what you, as teacher, are doing is helping them as learners. There is also a need for improved student-guidance on and off campus about how to do research, how to do assignments, how to write from a source in one's own words and how to study. A quick crash-course at the beginning of the students' first year, lasting for a few hours, is futile and humiliating.

The teacher must not teach adult learners out of a sense of charity but so that they will be prepared to become genuine messengers of hope in today's alienated technocratic environment. Our society needs the creativity and resourcefulness of every single citizen, in order to overcome our many problems. Both teacher and learner should collectively search for knowledge that addresses real issues. As expressed by Knowles:

A problem-centred time perspective: Youth thinks of education as the accumulation of knowledge for use in the future. Adults tend to think of learning as a way to be more effective in problem-solving today (Knowles 1978:195).

Through discussion, analytical and critical skills are developed. Participatory methodology encompasses more than just what happens in a learning group - the whole learning situation defines what is actually learnt. Questions about how the groups are set up, who the teachers are and what their motivation is, the organisational framework maintaining the groups, and what the learners do with what they have learnt - these are all vital ideological concerns that either empower learners or keep them in a position of dependence. It is important that everyone learns and everyone teaches. The learning process should be

reciprocal, open and creative with each learning from the other. Learning is an act of creation in which people offer each other their thoughts, words and deeds. It is a cultural act of transformation and growth.

Instructional and curriculum development for liberation and transformation at, and through, the University of the North, implies an understanding of the values and expectations of the teacher and adult learner. As Knowles put it:

To reject adult experience, is to reject the adult (Knowles 1978:195).

Tension and alienation often exists between qualified teachers and the young adult. In order to overcome this it is important that the teacher understands the needs and expectations of the adult student, and it is important for teacher and learner to be able to communicate. The improvement of basic language communication and teaching skills through in-service training and a structured staff development programme is essential. The traditional approach towards authority has been one of obedience and rote-learning with no knowledge of alternative approaches to promote adult learner creativity and participation. It is thus easy for teachers, being themselves products of such an education, to fall back into the power relationships of total teacher-authority and student-passivity, that characterised the closed-systems paradigm of the past. According to Knowles:

A climate of openness and respect is helpful in identifying what the learners want and need to learn (Knowles 1978:194).

The following important questions also need to be asked and collectively resolved: 1) What kind of learning activities are utilized? a) What activities is the adult-learner expected to engage in during class sessions? b) What projects or assignments is the adult learner expected to complete outside of class? c) In what ways are these activities appropriate in the

light of the course objectives? d) How could these activities be made more effective? 2) What instructional materials are utilized? a) How, and for what purpose, are the materials used? b) How relevant and up-to-date are the materials? c) In what ways do materials need to be improved? d) How could the materials be utilized more effectively? 3) What instructional roles or functions are performed by the teacher? a) How could these roles be performed more effectively? b) What important instructional roles are not provided, or are performed inadequately, and why? 4) What premises and assumptions about learning with regard to the nature of the adult learner underlie the selection of instructional strategies? How, and to what extent, are these assumptions warranted? The call is for dialogue and openness through Turfloop's teaching methods, strategies and techniques.

5.6.1.6 ADMINISTRATION

With regard to administering the teaching and learning experience, it is important that academic interests take precedence over administrative needs. The following questions are important: Who organises the course? Under what authority does it function? To whom are the teachers accountable? How is the content of the course planned and evaluated? In the spirit of true "People's Education" and "Community Education", it is important that both teacher and learner share in determining the values and principles underlying the above. If the teaching and learning experience is to have a chance of success, it needs able partners on the ground - shared authority, total commitment, respect and dialogue, plus a critical consciousness in the true spirit of participatory democracy. It is important that the University's administration serves the teaching and learning process and that physical planning takes place in terms of academic planning and not vice-versa.

5.6.1.7 EVALUATION

In practice, according to Audrey and Howard Nicholls, one does not move directly from one activity to the next until one reaches evaluation. Instead, there is a constant moving backwards and forwards. For instance, in considering content, there is a constant reference back to objectives and forwards to methods. In considering methods, constant reference is made to content and objectives. Evaluation cannot be considered without reference to objectives and content. The necessity to move backwards and forwards through the cycle indicates the very close relationships among the elements of the curriculum (Nicholls 1983:96).

In evaluating a curriculum, it is important to give attention to learners and the meanings they assign to their learning experiences: their uncertainties; under what conditions they find encouragement; what learning materials provide a spur to their intellect and imagination; and how they see the results of the teaching and learning experience changing their daily lives. Such an evaluation, focusing as it does on the richness and complexity of human relations, offers the possibility of practical insights. Creativity in learning is best facilitated when self-criticism and self-evaluation are primary. Evaluation by others is of secondary importance. This method is possible through 'learner-centred' teaching and learning.

Learner-centred programmes encourage the development of communication skills and confidence. Learners are not viewed as passive receivers waiting to follow directions from outside experts but as active creators drawing on their own experience, asking questions, and making use of new techniques and information. Such innovations attempt to get away from teacher-domination in the classroom and the idea that knowledge can be contained in neatly packaged boxes, to be handed over to students. Instead, the teacher is considered a mediator and a resource person within a community of learners. Communication and evaluation is thus viewed as a genuine two-way process, a

continuing dialogue, rather than a one-way flow of information from the teacher - with learners providing correct answers as occasional "feedback" (in Bataille 1976:191). According to Knowles:

Adults need to be involved in evaluating their own progress towards self-chosen goals (Knowles 1978:195).

Information should be used to plan future teaching and learning. Evaluation should not only be based on the traditional end-of-the-year exam, semester exam or course exam, as this does not give a true reflection of the student's knowledge. This method fails to determine the teacher's and adult learner's shortcomings during the teaching and learning process. Through a process of on-going evaluation both teacher and learner at Turfloop need to mutually address uncertainties and misunderstandings at an early stage in the teaching and learning process. Exams are not an end in themselves, nor is evaluation. Self-evaluation by student and teacher, is important and should take place during the entire curriculum. Students should also evaluate their own, and each other's, work as a means of developing their critical skills. The acquisition of knowledge and the broadening of one's perspective is more important than the passing of a specific test. The latter should be part of the on-going process of learning and not an end in itself. Unfortunately, at Turfloop, this is often not the case. Evaluation still tends to be based on the outmoded closed-approach where an examination is seen as an end in itself. Good assessment should, as far as possible be non-threatening to both students and teachers. Strategies for reducing anxiety as discussed at a recent Faculty of Arts Board Meeting, include:

- Giving students specific feedback on strong as well as weak points in their work.
- Framing instructions that are brief, clear and unambiguous.
- Ensuring that for the more frequent "progress" tests the standard should be clearly attainable by students who have made a genuine effort to prepare themselves.
- Ensuring that students are familiar with the format of

- our questions.
- Where possible, placing near the beginning of our tests easy confidence-building questions that all can answer.
 - Striving always for clarity, simplicity and brevity in the wording of our questions.
 - Giving students previous practice in the techniques of answering the kind of questions we want to set. (Research suggests that this can improve performance by up to 15%).
 - Jointly planning tests with colleagues in a spirit of collaboration rather than competition (Faculty of Arts November 1996:510).

The following procedures and criteria for evaluating adult learners' achievements may shed light on the process of evaluation as an integral part of the process of teaching and learning: 1) What instruments and procedures are employed as a means of collecting evidence of the adult learner's progress and achievement? 2) What criteria are used to assess the adequacy of the adult learner's work and on what basis were these criteria selected? 3) How well do the assessment procedures correspond with the course-content and objectives and which objectives or content areas are not assessed and why? 4) To what extent do the assessment procedures appear to be fair and objective? 5) What evidence is there that the assessment instruments and procedures yield valid and reliable results? 6) How are the assessment results used? 7) How consistently are the assessment criteria applied from teacher to teacher and from course to course? 8) What indications are there that the amount of assessment is excessive, adequate or insufficient? 9) What diagnostic and remedial principles are built into the evaluation system?

Curriculum and instructional development clearly does not take place in isolation. The development of a curriculum must take into cognisance the discontinuous and indeterminate nature of knowledge and the needs and aspirations of the adult learner. Both teacher and adult learner at the University of the North must participate in curriculum and instructional development and its evaluation in terms of today's open-systems paradigm and

complex social dynamics. A horizontalised approach towards decision-making in curriculum and instructional development is imperative as authoritarianism fosters hidden curricula, which, in turn, promote conflict and distrust, thus further demoralizing both teacher and learner. Physical planning on campus should have, as its primary objective, the facilitation of the teaching and learning process and not the vested interests of some building company or University administrator. Input from all stake-holders in decision-making on campus, with regard to both the physical and academic planning and with clearly defined objectives and principles, is essential for meaningful teaching and learning.

5.6.2 THE NEED FOR A RECONCEPTUALISATION OF AUTHORITY IN THE NATURAL SCIENCES AS A WAY OF FOSTERING A CULTURE OF MUTUAL CO-OPERATION AND CREATIVITY IN TEACHING, LEARNING AND RESEARCH BETWEEN FACULTIES AND DEPARTMENTS

There is clearly an urgent need for development in the natural sciences. President Mugabe of Zimbabwe has stated the following:

The vital importance of the development of a scientific and technical capacity by any nation that seriously contemplates modernisation and industrialisation is a challenge for our institutions of higher learning. The African university will have failed in its duty if it does not help African nations to achieve rapid growth in science and technology. No meaningful development can take place without involving the mass of the population. The university must eschew its traditional view of scientific knowledge as the preserve of a small educated elite and instead help to devise means and ways of popularising science and technology so that our people can adopt a scientific attitude and learn to discard superstitious beliefs and practices which are detrimental to progress (in Zimbabwe Foundation for Education with Production:61-62).

Development of the sciences should not take place in isolation from the humanities because the natural and social sciences and the arts are here to serve mankind and his environment. Mugabe

further states:

Let me hasten to add that the arts and social sciences are a vital component of the curriculum of an academic institution; they are, in fact, the soul of academic institutions because they conscientise the learner and provide the ideological framework within which such institutions operate if they are to conduct their affairs on a principled basis. The place of the arts and social sciences in the university should therefore be guaranteed, and woe upon that nation that ignores them, for no nation was built on science alone (in Zimbabwe Foundation for Education with Production 1987:62).

There is a need to popularise science and technology through the arts. At present, an effective means of popularising science and technology, at and through Turfloop, would be through the Faculty of Arts and not, as many would expect, predominantly through the natural sciences. At present, the faculty which has the most potential influence in the community, and in secondary education in the region, is Arts. It consists of well over 4000 students and planned downsizing will take time. Years of C.N.E education have rendered science in the region virtually powerless to uplift itself, in that there are virtually no science teachers and those in post are either under-qualified or totally over-worked. To pump money into the sciences and to subsequently neglect the arts is foolish. Yet in terms of today's information revolution, the Faculty of Arts is producing 'illiterates' - we are building on the one hand and breaking down on the other.

Arts or Management Science graduates who can communicate and offer leadership in today's technocratic environment and indeed any graduates who can harness modern technology to facilitate management, communication and organisation, will have far greater success in popularising the need for science and technology, and in building confidence in the sciences, than the few science graduates Turfloop is producing at present. The sciences ARE important, but to neglect the humanities and social sciences would show a narrow vision of change.

The colonial system of education put a premium on academic

subjects, especially the arts, and underrated the importance of science, technology and practical subjects. This has to be changed if Africa is to embark on the path of meaningful development and self-reliance. Sufficient emphasis must now be placed on science, technology, and practical subjects. Education for the future must produce individuals who possess both intellectual capabilities and practical skills, men and women who combine theory and practice, thinkers and doers. Science, philosophy and the arts do not, as is generally believed, develop their own internal principles, values, methods, logic and laws in isolation from the world around them. Scientific questions, hypotheses, methods and theories are indeed created and shaped by social, economic, artistic, political and life-world realities and structures. These life-world realities and structures exist and operate outside laboratories, research institutes and libraries. Science is not an independent system but is embedded in the social and human situation. There exists a remarkable interplay between the world of science and the everyday life-world of man.

Knowledge, as design, is a natural bridge-builder, pointing up commonalities and inviting contrasts between the various disciplines (Perkins 1986:222).

Modern scientists are beginning to realise this fact. They know that they do not operate extra-territorially, but within the life-world. Connectedness is required if the ecosystem is to work as a whole (Lewin 1993:81). That which the scientist studies is part of a much larger whole. In the context of the new paradigm, reality is perceived as an interconnected network in which any object is defined by cutting it out from the rest (Capra 1992:100). Questioning nature is a human and meaning-giving activity. As such, science is a poetical and creative interrogation of nature. Among other human activities, is a way of creating a purposeful world for man to dwell in through, as Perkins puts it, "active knowledge" (Perkins 1986:xiii).

The increased application of computers in education has injected technology into areas that have traditionally been non-technical.

It is a common belief that attitudes toward computing and the amount and purpose of computer-use vary substantially between technical professionals and non-technical professionals, and between males and females. Hence we tend to think that a male engineering student or professor will be a more enthusiastic computer user than would a female English major or professor. But such attitudes belong to the realm of the closed-systems paradigm with its scientific determinism. To examine the difference in perceptions and attitudes between technical and non-technical faculties and between male and female students could make an interesting study and may help do away with yet another myth.

Conflict within tertiary education can only be properly understood when it is recognised as being a specialised example of a much larger revolutionary process. In an even more fundamental way, changes have been, and still are, occurring. These have a direct influence on the very basis of knowledge, teaching and learning in tertiary education. As a result of the increasing manifestation of discontinuity, one finds the development of scientific knowledge and progress, being questioned. On manifestations of discontinuity Kuhn states:

To appreciate the reconceptualisation of physics taking place today, we must put it in proper historical perspective. The history of science is far from being a linear unfolding that corresponds to a series of successive approximations towards some intrinsic truth. It is full of contradictions, of unexpected turning points (in Prigogine and Stengers 1984:xxviii).

In most departments of natural science, lecturers still tend to walk around in white coats. Toffler uses the term 'God-in-a-white-coat' (Toffler 1990:2-7). They see their knowledge from a positivist perspective, and as objective and technologically pure. However, this so-called value freeness and progress of the natural sciences has never before been questioned to the extent that it is today. Thomas Kuhn asked the following fundamental question:

Does a field make progress because it is a science, or is it a science because it makes progress (Kuhn 1970:162)?

In his opposition to the logical empiricist view of science as an objective progression towards the truth, Thomas Kuhn sees science, not as the steady, cumulative acquisition of knowledge that is portrayed in the textbooks. Rather, it is a series of peaceful interludes punctuated by intellectually violent revolutions, in each of which one conceptual world view is replaced by another (Kuhn 1970:111-135). When viewed in terms of the category of mathematics, for example, the world retains its dazzling beauty, but is not tragic. Instead of clothing the non-human world with human sentiments, mathematics seems to do the reverse. It seems to strip away the claim of life to being somehow unique by treating it as continuous with the inorganic world. D'Archy Thompson wrote: "We dwellers in the world and the world wherein we dwell are bound alike by physical and mathematical laws." The moment in the development of scientific culture represented by Thompson presents us with a paradox as expressed by Hardison:

Mathematics is not "in the world" in the sense that Bacon's things and Newton's atoms and Darwin's woodpeckers and water beetles are in the world. It may be in the mind of God. If so, mathematics is the true ground of reality. On the other hand, if God does not exist - or if God exists but is not interested in mathematics - then mathematics is a product of the human mind. It is not the ground of the real but a mask imposed on the real, by man. It is a fiction so skilfully devised that thinkers as remarkable as Galileo and D'Archy Thompson became convinced that it has a basis in the world or - more precisely - is the basis of the world (Hardison 1989:42).

No longer can the natural scientist claim to be value-free, for not even science itself is value-free. Concerning the nature of mathematics, in Mathematical Experience, Davis and Hersh state:

... mathematics is similar to an ideology, a religion, or an art form; it deals with human meanings, and is intelligible only within the context of culture. In other words, mathematics is a humanistic study. It is one of the

humanities (Davis and Hersh 1981:410).

In order for us to use mathematics as a tool we must understand it as a tool. It is not some infallible truth, something out there, only to be grasped by a few intelligent males. It is a tool in mankind's attempt to understand the world, to create - it is a very valuable tool. Modern technology has made this tool more accessible. With regard to the urgent need for reconstruction and development in the Northern Province and the need for mutual co-operation in various fields of social upliftment in which the University could play a meaningful role, it is time now that members from the various faculties tone down their false ego barriers and learnt from each other. Perkins talks of the need for "bridging from subject to subject" (Perkins 1986:221).

The Faculty of Arts plays a prominent role in supplying teachers for schools in the Province, where as previously stressed, there is an urgent need for relevance and commitment. This particular Faculty thus plays a very important role in moulding the future leadership of society. However, the Faculty cannot undertake this responsible task alone. The faculties need to learn to co-operate in tackling problems of such magnitude. An advent of creativity in the Natural Sciences, for example, could be fostered through the Faculty of Arts by engendering among students and staff an understanding of the current paradigm and an awareness of universal tendencies, relationships and change. It is important that the History and Philosophy of Science be fully appreciated at the University. At present, this is not the case. Nor is it in most universities globally - "no time", say the scientists. The importance of the humanities is further stressed by the National Commission on Higher Education as follows:

... the humanities and the social sciences will have to make a major contribution to social problem-solving and socialization of new citizens with high-level social problem-solving skills (NCHE April 1996:33).

It is time that the Arts and the Sciences began to work hand in hand, learning from each other in attempting to meet tertiary education needs through a shared vision and mission. Gerver states:

... we need new ways of sharing expertise with people in other fields.... Workers in artificial intelligence have found ways of combining the expertise of very diverse disciplines where they are directed at solving common problems. Similarly, adult educators could try working together with computer experts rather than trying to acquire complex computer skills themselves (Gerver 1984:106).

The conflicting issue of authority and vested interests between faculties has led to a state of alienation. A constructive relationship between, for example, the Faculties of Science and Arts, and all other faculties for that matter, could help foster a mutual understanding of technology while at the same time deepening an understanding of change as expressed in all walks of life. The confused perception of authority in today's technocratic society, epitomised by the "value-free", "white-coated" scientist, needs to be addressed. Taking into account South Africa's failing economy and the scarcity of resources, all faculties and departments should make a clear commitment to the sharing of resources and expertise. Given existing social and economic inequalities, according to Daniel Watt, this should be especially the case for institutions serving less affluent populations (in Seidel, Anderson and Hunter 1982:60). There is clearly an urgent need for interdisciplinary co-operation and studies. It is essential for the teacher to realise the importance of the unity of education. Wandira states:

The humanistic, the scientific and the technological can no longer be said to exist in isolation from each other. Clearly the transmission of a common culture is one of the most important functions of higher education (Wandira 1977:110).

The Turfloop Testimony expressed the necessity for closer co-operation between departments and between faculties:

The complexity of modern studies has understandably led to a greater degree of specialization in all the sciences, but this carries with it the disadvantage of failing to inculcate in the student a more integrated approach, disclosing the essential unity in diversity in all nature. If success is to be achieved in showing such unity, it is not sufficient merely to have unplanned and ad hoc discussions in this regard. Formal committees have to be established, and formal courses with this end in view might have to be planned, e.g. a course in the Philosophy of Science, which is absent at the University, might help very much in showing that both Science and Philosophy are attempting to harness the human mind in the understanding and appreciation of the same mysteries of the universe (Nkondo 1975:35-36).

If tertiary institutes are to play a more meaningful role in their relationship with the broader society, then the blatant arrogance which currently prevails will have to end. Such outmoded perceptions of authority or superiority, as manifestations of closed-system thinking, will have to change, beginning at home within the very institutions themselves. De Beer states:

The new scientific ethos which is at the moment trying to define itself world-wide will perhaps facilitate the setting up of a system of public discussion necessary if society is to resolve the problems brought about by the discoveries and application of science... it is necessary, at the very least, that the specialists of natural sciences, and those in social sciences learn to work together (De Beer 1991:1).

The university teacher is called on to transmit more than just the knowledge of his/her specific discipline. In the past dons worked in an atmosphere in which change was regarded as a gradual process. They had time to transmit such qualities, attitudes and values as they considered appropriate to society and its culture. In today's rapidly changing environment this is no longer the case.

5.6.3 AFRICANISATION AS A DIDACTIC PRINCIPLE

It is important for the University to take up the challenge of Africanisation as a didactic principle as opposed to mere Africanisation as an organisational principle. It is essential for the teaching and learning experience to relate to the African experience and to be meaningful to both teacher and learner. The teaching and learning experience should reflect the values, norms and culture of the African learner. It is also important for ownership of the teaching and learning experience to be seen as a basis for creativity. The teacher and learner must relate to the values underlying the curriculum and the learning experience. The teaching and learning experience must not be seen to be imposed by, and in the service of, alien interests, values and norms. Africanisation, as a didactic principle, is necessary towards generating pride and self-respect within the learner. Considering the deep-rooted distrust and suspicion prevailing at Turfloop from its inception, such an endeavour could go a long way towards developing a culture of learning.

One of the main reasons for the prevailing lack of self-respect and sense of personal pride and belonging, in the African community is ground in an underlying lack of respect for, and or ignorance of, the history of Africa. Kwame Nkrumah expressed this negative tendency as follows:

The history of Africa, as presented by European scholars, has been encumbered with malicious myths. It was even denied that we were a historical people. It was said that, whereas other continents had shaped history, and determined its course, Africa had stood still, held down by inertia, that Africa was only propelled into history by the European contact. African history was therefore presented as an extension of European history. In presenting the history of Africa as the history of the collapse of our traditional societies in the presence of the European advent, colonialism and imperialism employed their account of African history and anthropology as an instrument of their oppressive ideology (Nkrumah 1964:62).

A need for relevance in the teaching and learning of History at Turfloop, an example of Africanisation as a didactic principle,

has been expressed in various past reports on the University. In order to shed light on present anachronisms in the teaching and learning experience at Turfloop, a brief analysis of History as it is taught at Turfloop is important. Such anachronisms destroy the pride of the learner and further alienate teacher and learner. The failure to respect the heritage of Africa lies at the very root of this University's creation. The past and present Department of History bears witness to this, through its failure to respect, or even admit to, Africa's history prior to the arrival of the Europeans. Concerning the depth of African history, of which we know so little, Jim Bailey states:

For despite the lack of written record, I am confident that it will be possible one day to reconstruct an outline of the societies that flourished in West Africa during the Copper and Bronze Ages. It will show that Africa, and especially West Africa, was an important part of the great, and partially interconnected world, that earlier global village....(Bailey 1994:157-159).

A lack of respect for the oral nature of early African History prevails. The nature of early African history can be expressed as follows:

The most ancient literature was transmitted orally from one generation to another. The myths and legends, the ancestral history, the wanderings of peoples and the deeds of great chiefs were preserved in human memory without having been reduced to writing (Schipper 1982:5).

Oral history is seen by those who discredit Africa's oral heritage as subjective and unscientific. Clearly the omission of African oral history is based on a value judgement which ironically implies that Europe had no pre-literate history. This, in turn, implies that it has no literate history - (if it's really history we are concerned about). All teaching, communicates values. The only relevant point is, what are the values that are being communicated? Choosing to be value-free is a value system in itself that is being propagated.

There remains an urgent need to engender a respect for Africa's

oral tradition as expressed, for example, through African poetry. It is of vital importance to understand oral tradition as expressed through poetry. It is an expression which is not static but is a vital challenge to notions of oral art, regarded as static and yet caught in a timeless wheel. Covert evolutionist notions of the nature of progress are often dismissive of the role of verbal art, as expressions of historical tradition in a society. Thus the complex conventions of many art forms, known and understood by performers, audience and participants alike, are often counted as nothing because those involved are not literate. Gunner stresses that oral tradition is expressive of the creation and moulding of new forms of political consciousness in crucial periods in the history of the peoples of Africa (in Social Dynamics 1986:31-38). An understanding of poetry and oral tradition as expressed in the community offers insight into the norms and values of the communities we as teacher and learner profess to serve. It is important that we not only learn from past oral tradition, but also from present oral tradition. As stated by Ngugi Wa Thiong'o:

The oral tradition is rich and many-sided... the art did not end yesterday; it is a living tradition.... The study of the Oral Tradition would therefore supplement (not replace) courses in Modern African Literature. By discovering and proclaiming loyalty to indigenous values, the new literature would on the one hand be set in the stream of history to which it belongs and so be better appreciated; and on the other be better able to embrace and assimilate other thoughts without losing its roots (Ngugi Wa Thiong'o 1981:148).

The Department of English at Turfloop, for example, has taken the Africanisation process seriously, by striving to make the teaching and learning of English relevant and meaningful to the African experience. Since 1991 for example, it has offered an Honours course in Oral Literature. The English Department is currently setting an example through active participation in various national debates (Southern African Review of Books September/October 1996). Through the English Language Unit, the Department is presently grappling with the grass roots English

language problems in teaching and learning on campus. The Department of Philosophy at Turfloop too has taken great strides towards an appreciation of African Philosophy. Departments such as the above could offer support in the development new curricula, for example, in South African and African History, through an appreciation of oral tradition. In the new African renaissance, great emphasis is placed on the presentation of history. According to Kwame Nkrumah:

Our history needs to be written as the history of our society, not as the story of European adventurers. African society must be treated as enjoying its own integrity; its history must be a mirror of that society, and the European contact must find its place in this history only as an African experience - even if as a crucial one (Nkrumah 1964:63).

As citizens of this continent, as Africans, it is important for us to appreciate Africa's past and her quest for an alternative society, free from domination. The teaching and learning at Turfloop of history, for example, needs to become an active and practical process of discovering, and of re-discovering - an enormous challenge. Due to its close antagonistic relationship with colonialism and apartheid, Turfloop has a role to play, not only as a university to serve the community here, but as a university to serve mankind by doing justice to the present and past of Africa through interdisciplinary co-operation. This can only be achieved through an analysis of and respect for Africa's roots and through placing Africa within a dynamic, complex and ever-changing world, of which it is an integrated part. Teaching and learning at Turfloop must become a liberating experience.

If African history is interpreted in terms of the interests of European merchandise and capital, missionaries and administrators, it is no wonder that African nationalism is misunderstood and regarded as a perversion, and neo-colonialism as a virtue. In its call to white lecturers on campus to understand the people and the reality they profess to teach, the Turfloop Testimony stated:

An intimate and objective study of African culture and traditions must undoubtedly contribute in grasping the deeper aspirations and the potential of the black man. Indeed, it is submitted that such a study might also assist in assessing the weakness of certain other cultures in many respects.

Thus a study of some of the ancient black civilizations and the value systems which have been instinctively acceptable to black people over the generations, might provide an important corrective to the chaos which has sometimes resulted in the unimpeded development of Western technology.

These values are based on a system which emphasises and finds sustenance in mutual help between its members, in a reciprocity of relations between such members on various planes and a greater readiness to share both the fruits and the labours of life. The golden thread which runs throughout the history of the black man through different ages and in different parts of the world is the primacy of the group in which he lives over the individual, without detracting in any way from the uniqueness and the potential of the individual for development. This golden thread is so inextricably interwoven in the history and development of the black man that it has become instinctively part of his whole psychological and spiritual make-up. This explains how easily the black man is jarred by expressions of rampant individualism and selfishness, which are sometimes able to hide behind an ostensibly respectable concept of the liberty of the individual in Western Democratic civilization. It is accordingly submitted that this kind of study is essential for such understanding of the Black man (Nkondo 1975:34).

It is important for all South Africans to understand Africa's history and her many cultures. It is important for the teacher and learner to understand each other. It is equally important for the University and the broader community to reflect mutual understanding. This implies the need for an understanding and respect for oral tradition and for cross-cultural communication and understanding. This need for cross-cultural education is universal. The primary reason given by Alvin Toffler for the high failure rate of the modern corporation in its attempt to prepare hundreds of thousands of human beings, through remedial reading and maths courses, is that too little is known about cross-cultural education (Toffler 1986:77). Much of Turfloop's curricula are of a Eurocentric nature. This situation contributes towards making teaching and learning an alienating

experience.

Africa has to go back to its roots and understand its past in its totality, with an open mind, not blinded by a vision of some past Utopia or by some biased European outlook of progress and civilization. This problem of civilization was the crucial point of the debate at the Rome Conference (February, 1960) between the European Society of Culture and the African Society of Culture, about which Leopold Senghor stated:

The Europeans claimed to be the only ones who had envisaged culture in its universal dimensions. From there, it was only a step, which had already been taken years earlier, to maintain that European civilization was identified with the civilization of the universal and thus should be adopted as the universal civilization. We had little difficulty in demonstrating that each "ascetic civilization" had also thought in terms of universality, that Europe's only merit in this regard had been to diffuse her civilization throughout the world, thanks to her conquest and techniques (Senghor 1964:68).

Colonial alienation became reinforced in the teaching of history, geography, and music, where bourgeois Europe was the centre of the universe (Ngugi Wa Thiong'o 1981:17). The senselessness of such narrow-minded thinking is clearly portrayed by Chris Stringer and Robin Mckie in their book African Exodus. The Origins of Modern Humanity, where they state:

Human differences are mostly superficial, changes which occurred in the blinking of an eye in terms of our whole evolutionary history. We may look dissimilar, but we should not be deceived by the stout build of the Eskimo, or the lanky posture of many Africans. What unites us is far more significant than what divides us. Our variable forms mask an essential truth - that under our skins, we are all Africans, the metaphoric sons and daughters of the man from Kibish (Stringer and McKie 1996:8).

Each member of Turfloop, white and black, teacher and learner, needs to build together on Africa's ancient and modern heritage and while grappling with the many contradictions, should plan, teach and learn in terms of universal changes and tendencies. While committed to the ultimate goal of creating a better world,

of which Turfloop, South Africa and Africa itself are an integral part, the teacher and learner must refrain from ideological dogmatism in whatever form, for such narrow-minded and outmoded manifestations of permanence are doomed to failure.

The study of History at Turfloop could be made even more meaningful if it lead the way in studying change as it manifests itself horizontally as well as vertically in all walks of life. One should refrain from limiting the study of change to a mere vertical perspective dominated by political history, as this is but a small aspect of our changing world. History could act as a catalyst in bringing faculties and disciplines closer together and towards further creativity. For example, as stated by Johnson in Fire in the Mind: Science, Faith and the Search for Order:

In our society, we make a distinction between the history of science and the history of everything else. In the history of a country or an individual, there is no necessary pattern that things have to follow.... It is assumed that there is a gold standard backing up the value of our scientific currency: the way the universe really is. Venture too far from the straight and narrow and you will be snapped back by reality. For most scientists this vision of an objective world - governed by platonic laws of nature existing somehow in a realm beyond everyday space and time - is a deep, though seldom stated hypothesis. In a way it is the basis of their religion. But what if science is as historical a process as anything else, a labyrinth of branching possibilities? Perhaps in putting together our picture of the world, there are many paths we could have taken. How, though, could we ever tell? We can think of each experiment and its interpretation as a fork in the road. Decision by decision, we are pushed into new regions in the space of possibilities. Before long, we have ventured so far in one direction that it is all but impossible to go back. Our search for truth has carried us along a single branch of the tree of knowledge until we are so far out on a single twig at the end of a certain limb that we are powerless to image how it could be otherwise. What if, at the end of many other twigs, there are equally valid - maybe better - ways of explaining the world? We would never know. We can't jump from our leaf to the next, leaping across the terrifying vacuum of empty conceptual space. To get to another leaf, we would have to retrace our steps, go back down the twig, the branch, the limb, perhaps all the way to the trunk, and start the climb all over again (Johnson 1995:5-6).

As teachers and learners we know so little about change, yet we profess to know so much. It is essential that we understand the context in which we teach and learn. The History and Philosophy of Science seen from a vertical as well as a horizontal perspective is essential for understanding the world around us - invaluable to both the science graduate and the arts graduate. History is a dynamic discipline which could go a long way towards destroying the many fixed misconceptions we have about the world around us and by so doing offer a basis for mutual creativity in the arts and the social and natural sciences.

5.6.4 EMPOWERMENT THROUGH THE ARTS AND CULTURE

Development of the arts and culture on campus and in the community could go a long way towards developing a positive attitude to the teaching and learning experience by making campus life more enjoyable, by engendering pride in the University and a culture of free-expression, which, coupled with discipline, is a basis for creativity. A concerted effort should be made to develop the arts and culture on campus and in the community through the University because it is through the arts and culture that both teacher and learner will have a better understanding of the community.

One of the primary reasons for the negative state of the creative arts at Turfloop is this very negative attitude towards oral tradition expressed through various curricula - in other words, Africa's past, which had, as its primary source, poetry, singing and acting. At Turfloop, since its inception, as previously mentioned, half-hearted attempts have been made to promote, for example, music (Council Documents 1960:140-142). During the 1980's, attempts at promoting art on campus were often rejected due to the reformistic nature of the exercise. This has been a great loss. Africa needs to find her roots. As mentioned in Theatre and Society in Africa:

The essence of our human conduct is being hidden more and more in the margin of modern existence, where the theatre

is also found. It appears, however, that we are gradually becoming aware of the fact that the history of man is not an immutable evolution from the 'primitive' man to the 'modern western man', but that the myth remains one of the deepest elements of our being. Perhaps this realisation can explain the number of attempts in Europe and America at rediscovering dramatic forms which go back to ancient rites (Schipper 1982:7).

One of the basic ideas underlying the creation of this University has been the promotion of specific forms of culture and ethnic tradition, not as an open free expression of culture but in an entrenched form with the underlying principles of division, indoctrination and control. This University has a task to redirect its energy towards building the often-neglected forms of people's culture in our land. Multi-purpose art and craft community centres at the grass roots level where after-school training programmes in music, dance, drama, paintings, drawing, sculpture and crafts production are offered should be established. Such centres should have the facilities for crafts, marketing, art exhibitions and performing arts. Music should be supported in order to expand it to include dance and drama segments, so that it could form a basis for regional performing arts. Financial support should be provided to enable advanced training in the arts and more use should be made of local talent of which there is an abundance. (Many of the local artists in the townships not far from Turfloop are of national and even international standard, without ever having had the advantage of formal education. Their talents are being wasted and this is a tragedy). Community-based organisations, harnessing local, artistic and creative talent, should be supported by the University. Such sharing experiences would greatly benefit the University and help to build a greater trust between the University and the community.

The cultural achievements that constitute the peak of man's artistic and intellectual endeavour, though expressed in a variety of idioms, are a universal means of communication and in no way impede the development of a world community. It is the secular and religious constraints on cultural expression in a

community which impede that development. These are often acceptable to elements in the population which have so far been denied full educational and cultural opportunities or have been unable to take advantage of them. This impedes the advance of a world community.

Frequently such restrictions and constraints may be declared by institutionalized or traditional authority to be necessary for the preservation of the community, as well as for its vitality, well-being and further development. There is, nevertheless, impressive evidence to suggest that such pronouncements are largely unfounded rhetoric, however appealing they may sound. Apartheid bears witness to this, in fact, it contributed greatly towards the destruction of creative expressions of African culture and greatly retarded the development of nationhood.

Every society comes sooner or later to realize that its truly great cultural achievements are those that express fully, freely and with the utmost intensity, the aesthetic experiences, imaginative perceptions, intellectual insights, and social ideas of its creative genius. In time, it becomes clear that those who succumb to cramping rhetoric and regulations and to aesthetic and intellectual strait-jackets, do not produce cultural creations that generations are able to look upon with continuing satisfaction, pride and joy. The University of the North has a role to play in promoting artistic and cultural creativity in the region as part of nation-building.

5.7 HARNESSING THE TECHNOLOGICAL REVOLUTION TOWARDS MEANINGFUL TEACHING AND LEARNING

5.7.1 SOCIETAL NEEDS AND EXPECTATIONS

Increasingly, people without access to information, whether as a result of illiteracy, lack of access to technology, or as a result of specific power relations, are being disenfranchised or marginalised, with their opportunities for full participation in society being increasingly limited (NCHE April 1996:30).

Concerning the issue of computer literacy among the poorer communities Daniel Watt states:

How can we ensure that less affluent segments of our society will have equal educational opportunities? Affluent students already have more access to computers in their homes or parents' places of business than students from less privileged backgrounds. It is also generally the case that schools in more affluent areas are finding it easier to incorporate computers in their educational budgets. Given the ways in which present social, economic, demographic, and political trends impact on public schooling, providing equal educational opportunity will be a difficult challenge for public school systems (in Seidel, Anderson and Hunter 1982:59).

In future we can expect to see a dramatic increase in the contacts between individuals and computer systems in their daily lives and in the teaching and learning situation. Personal computers and special-purpose computer devices will find their way into the homes of many people for family, business, household management, intellectual and educational development, recreational activities, and creative expression. Daniel Watt states:

In the future, we can expect the overwhelming majority of our working population to have significant interactions with computers as part of their daily work. As our economy becomes more dependent on information processing, those whose work involves such information will need to have a great deal of direct involvement with computers. Word processors connected with computer-based filing, copying and communication systems will transform the nature and conditions of office work. In addition to economic and social issues concerning the pros and cons of replacing human workers by machines, automation will raise real issues of control of the work environment (in Seidel, Anderson and Hunter 1982:54).

Graduates from the various faculties at universities and colleges leave these relatively protected environments of theoretical learning and enter an environment where they are expected to play a functional role. In the office, at school, in business and in virtually all walks of professional life, these graduates are faced with the computer about which they know virtually nothing.

Such a situation is demoralising and results in a loss of invaluable human resources, which we can ill afford (NEPI - Planning our Future 1992:58-61). Incompetence in today's information environment creates uncertainty and places the new employee in a negative light - in the eyes of both his/her superiors and those under his/her authority and guidance. Such a situation breeds distrust not only towards the graduate but, as already mentioned, towards the very institution of which he/she is a graduate. This situation is unnecessary and can be avoided through the promotion of integrated computer literacy programmes on campus.

Top management at academic institutions are often ignorant of the process of technological change. The acquisition of knowledge is, however only the starting point. Recognising what is required is of little value unless the implementation of the changes can be successfully managed. This is a much more difficult task since it may demand a radical modification of the organisational culture, structure, the managerial systems and the attitudes and roles of all employees (De Beer 1991:51).

Information skills are obviously very important for university students because information-handling is an everyday academic activity. Academic success is, to a large extent, dependent on the ability to perform information tasks efficiently in the ongoing process of acquiring and transmitting knowledge globally (NEPI - Post-Secondary Education 1992:1-9). This ability is also important for the professional jobs in today's information society for which the adult learner is preparing. The tertiary education system should cater for the mobility of people among alternative career and training paths (NEPI - Framework Report 1993:148). Information literacy and access are essential for mobility in higher education.

Information technology could play a major role in accommodating society's demand for higher education through facilitating quality open-programmes for distance and contact learning at the

University of the North. Information technology could also greatly facilitate the sharing of information between the University, other tertiary institutions and the broader community (NCHE April 1996:88).

Computer literacy is not only of value to the graduate, but also of immense value to those students, irrespective of their field of study, who drop out of the University for whatever reason. Currently, much valuable education is lost because we fail to accommodate these students. In the workplace these so-called drop-outs are seen as failures. By failing to empower the drop-out, society, as a whole, suffers loss (White 1993:117. As stated in the Report of the National Policy Investigation:

Better interface between institutions in the post-school sector is imperative so that there may be adequate transferability of credits obtained in one type of institution should a student wish to move between technical colleges, teacher training colleges and universities (NEPI - Framework Report 1993:176).

Clearly, a first-year student who fails, but who, in the process of studying, acquires basic computer literacy skills, will not only have regained an element of self-confidence, but will be able to play a constructive role in a rapidly advancing information environment. If his/her basic language communication is of a high standard, this will also be of great benefit. We are too degree-orientated, too exam-orientated. The improvement of standards in education is increasingly being viewed as a mechanistic process (Diamond 1991:2).

Citizenship (or life skills) and practice skills are often segregated in the curriculum. The point about social articulation is to connect the learning of functional and civic skills (NEPI - Framework Report 1993:22).

We must learn to apply our knowledge, through the various media of today. Jacobson states:

The elitist attitude that knowledge can only be

disseminated in certain classrooms by designated data/culture purveyors, limits our educational horizons and denies the reality of media (television, computers, radio, newspapers and magazines), work, and community experience as educative (in Brookfield 1983:17).

We, as adult learners and teachers, should accept the educative value and worth of all experience, not merely that which is devoted to scholarly study or that which is guided at every step by traditional academic authority.

5.7.2 ENRICHING TEACHING AND LEARNING THROUGH TECHNOLOGY

Nothing is so vital to the success of an organisation as its ability to gather, analyse, and distribute information. In an environment where information is readily available, time to discern knowledge from information is very limited. Drukker states:

The productivity of knowledge has already become the key to productivity, competitive strength and economic achievement.... We are drowning in information but starved for knowledge (in Blake and Tjoumas 1990:399).

The empowering manager must be able to help to establish and maintain not only the technical side of the information equation but also an open climate of trust that enables information to move smoothly through the organisation. The process of information-sharing in and through Turfloop is still largely inefficient and closed.

Empowerment implies giving employees access to more information. There is a need for public access (Toffler 1990:323). The University clearly needs to set an example. At present, information is largely controlled by a few and channels of communication are still closed. This merely leads to internal distrust and the entrenchment of further contradictions. The University also has a role in promoting information literacy both on and off campus. This is important in today's high-tech society.

The University needs to take the lead in informing the community and in making information accessible. For it is becoming clear that information politics will take on added intensity nationally and internationally (Toffler 1990:328). It is for this reason that the University has a responsibility for empowering not only its students but also the broader community in an environment dominated by information technology. Turfloop's graduates leave this institution and enter the harsh realities of competition, in a technocratic society largely as information illiterates. As previously mentioned, not even the Department of Library and Information Science has facilities remotely relating to the information revolution.

The University has a role to play in providing and promoting communication skills. No department exists at present dealing with such issues on a broad scale. The integration of communication skills is fundamental to all fields of study. In the field of journalism, basic informal training is at last being offered on campus, and the offering of basic computer literacy to the broader student body is gradually being implemented through the Department of Computer Science on a small scale. However, this will only have an impact when computers are available for everyday use on campus by students and staff and when students are expected, for example, to do their assignments on computer. With the recent developments in the University library towards global linkage through networking, computer literacy on campus is essential if such technology is to be fully utilised. Otherwise, it will merely join the long row of 'white elephants' created on campus. There is need for a positive attitude towards information technology and this can only be achieved starting from the grass roots level. We must bear in mind, however, the past and present impoverished schooling and home environment of most learners on campus, in which access to a computer is but a distant dream. The creation and functioning of Radio Turf, which covers most of the Northern Province, also offers valuable training and experience to students who are responsible for the running of the radio station. Clearly

communication is an area of grave concern. It is essential for the reconstruction and development process in the country as a whole.

The empowerment process needs to go beyond task-specific job skills. To be truly employable, a worker must share certain implicit cultural understandings about matters like time, dress, courtesy, money and language. Above all, the worker must be able to locate, retrieve and exchange information. These generalised cultural skills cannot come merely from textbooks. They presuppose a familiarity with how the world-beyond-one's-own-street functions. This broader understanding can only be meaningfully addressed on campus through closer co-operation between the various disciplines and by placing the disciplines as integral parts within a broader universe - that is, a holistic approach towards teaching and learning.

Teachers and adult learners need to understand the source of their knowledge. The object being studied doesn't exist in isolation as seen through a microscope, neither does the student or teacher. All knowledge is subjective. The University needs to produce creative students who understand the world they live in. Students and the broader community need to be informed. They need to be involved. Much of the knowledge mentioned is expressed through the media in its various forms.

It is from the media that people infer both social norms and "facts" about how things work (Toffler 1990:367).

It is vital that the information gap within the South African society, and especially in the Northern Province, be addressed. If we are to survive against ever-increasing international competition and if we are to impact on leadership in society, then the University will have to play a more meaningful role in the area of information technology.

In a knowledge-based economy the most important domestic political issue is no longer the distribution or re-distribution of wealth, but of information and media that

produce wealth (Toffler 1990:368).

This can only be achieved if the University becomes involved. The University needs to be pro-active in giving leadership and knowledge towards empowerment.

5.7.3 A STRATEGY TOWARDS PROMOTING COMPUTER LITERACY AT THE UNIVERSITY OF THE NORTH

There are various paths to computer literacy for adult learners. One of the most immediately attractive ways of providing computer literacy, according to Gerver, is to mount exhibitions on campus and for the general public. Another method, he suggests, is the offering of courses to interested adult students. In the broadest sense, computers themselves, as a form of open or distance-learning, can provide one of the most useful ways of helping adults to learn about them. One must realise that the practical experience of computers is one of the important parts of becoming computer literate. In this context, according to Gerver, it is significant that a major educational innovation in the field of open-learning about computers for adults, i.e. the BBC's Computer Literacy Project, makes use of many paths towards computer literacy. An important characteristic of the BBC approach is to start with a series with the widest possible interest, and then to branch into a variety of possibilities for further learning, using many different media to do so, including computers and people. The introductory programme in the project started, not with the machine itself, as seen by experts, but rather with the point of view of a presenter who appeared to be new to the subject and who asked of the expert the kind of questions that most newcomers would like to have professionally, but simply, answered (Gerver 1984:65-71).

It becomes apparent from the three examples given that, whichever path towards computer literacy is followed, if success is to be obtained, it is imperative that the adult educator start from the learner's rather than from the expert's viewpoint. The academic at Turfloop needs to take up the challenge of leadership towards

literacy in today's information revolution and can no longer remain neutral, irrespective of the discipline or faculty. As the following statement to the teacher stresses:

As you look to the future, perhaps the question is not so much one of how you are to make use of computers to help your students learn. Rather, it is one of how you are to change your own ways to tap the computer's powers to do so (Geisert and Futrell 1990:314-319).

Taking into account the many students who lack the skills needed for efficient information handling, an urgent strategy towards adult computer literacy is imperative. Training programmes involving all faculties at Turfloop, and aimed at improving information skills essential for academic and professional purposes should be implemented as a matter of urgency. As agreed during a recent strategic planning workshop:

Every student should master speech, reading and writing skills. The staff and the students must be prepared for maximum involvement in, and benefit from, the information and communication revolution (1996-2000 Strategic Plan. Report of the Academic Strategic Planning Workshop for Deans and Management April 1996:6).

Proper planning should ensure the necessary facilities. Vast sums of money are spent on administrative structures which are not really necessary. There is clearly a need to introduce Information Skills Training into the curriculum, irrespective of the faculty. Information Skills Training would complement a process of redress, so that provision was not simply being improved, but the benefits of increased provision multiplied (NEPI - Framework Report 1993:202). Computer literacy should be one such skill - a very important skill invaluable in today's world. These computer literacy programs should initially entail the teaching of basic skills in operating and applying the computer. More specialised packages could then be taught for practical application in a specific discipline of interest. It is imperative that all staff members also become computer literate and a lecturer with a positive attitude could act as a facilitator or catalyst in the promotion of computer literacy

amongst students.

Many adult learners come from rural environments and thus see the computer as a threat and not as a service. Some even see it as a god and the solution to our various problems. Fear is also very real for some of the older lecturers in tertiary institutions. A strategy is needed to eliminate these fears and thus to promote computer literacy. Many adult learners are often faced with barriers in their learning process which were created through the humiliations inflicted by fellow adult learners themselves and also through a lack of confidence (NEPI - Framework Report 1993:87).

With regard to further studies abroad and inter-disciplinary studies between institutions nationally, basic computer literacy is imperative, because unnecessary time is often wasted due to computer illiteracy. With the ever-increasing development of the availability of information and the computerisation of libraries, postgraduate students will have to become computer literate.

The long-term goal of faculties should be to make the computer an integrated part of teaching and learning starting from a very basic level. This does not imply the idea of a "quick-fix" solution through technology to the many problems facing the adult learners or teachers today. It does not imply replacing the lecturer with technology, as many older teachers fear. The computer is merely a facilitator and an aid to the student and lecturer. The initial strategy in an envisaged computer literacy program could be to incorporate postgraduates and final year students into a computer literacy program on an ongoing basis, until the entire student body is actively involved (White 1993:120). Such students would then be more confident in accessing the library network for research and in accessing computer-based teaching and learning (C.B.E).

Such a project would require much planning, because the WHAT of a computer literacy programme is far more important than the HOW.

This will ensure that authority remains in the hands of the teacher and adult learner and not in the hands of the technocracy. Attendance at these courses could initially be voluntary as the success will depend on the students' interest.

Only after having begun, however minimally, and only after having shown positive results in the institution itself and in the workplace, can we hope to prove to the broader community that our interest and commitment are genuine. This will lead to a positive outlook and go a long way towards generating the necessary funds needed to expand such a project to all students in the various faculties and in the wider community, for the University must be easily accessible to the surrounding community. Computer literacy is essential for extending library facilities and other information sources to the student, the academic community and the broader society. It is essential for the introduction of C.B.E on campus.

5.8 QUALITY ASSURANCE, ACCOUNTABILITY, HUMAN RESOURCE DEVELOPMENT AND ACADEMIC DEVELOPMENT AT THE UNIVERSITY OF THE NORTH - EMPOWERING THE TEACHER

There has already been much debate on issues such as to whom higher education should be accountable and what is meant by quality. Concern is now shifting towards much more practical issues such as who should be the judges of quality. How should quality be rewarded? How can poor quality teaching and research be improved? Can we develop quality-performance indicators of higher education output? One view is that the policy interest of government in issues of quality and academic standards, mirrors the concern for quality in South Africa's manufacturing industry. Certainly, issues of marketing and quality are linked. There are also concerns about student dissatisfaction with courses in terms of both content and presentation. Pressures for rationalisation and restructuring call for criteria on which to base administrative or financial interventions.

According to Pauline Perry, the ultimate determinant of quality

in any institution lies within the institution itself. She states that the quality of institutional management, the ability of those who manage to give widespread ownership of goals, and an ethos of quality control throughout all the activities of the institution is of paramount importance (in Loder 1990:XI). Phillip Reynolds in his consideration of whether an external examiner system is an adequate guarantee of academic standards, suggests that this system has little to offer in relation to the academic standards of the higher education system or of the individual institutions within it. He maintains that, as far as institutions are concerned, their quality and standards should be judged in relation to the educational purposes of the whole institution. These standards may have social, physical, broadly cultural, aesthetic, spiritual and intellectual components. External examiners relate only to the last of these. However, he concludes that within the context of other procedures that have recently been developed in Britain, for example, and with the enhanced and more clearly defined role of the external examiners themselves, the system, if well operated in an encouraging and stimulating as well as critical way, can make the biggest single contribution to the maintenance and improvement of academic standards (in Loder 1990:XII). Richard Lewis points out that the frontiers of higher education are not fixed and that higher education takes place not only in polytechnics, colleges and universities but also in industry and commerce, charitable and religious establishments and in government. He stresses the important point that innovation must be balanced by quality. Too rigid an adherence to outmoded views of quality is likely to inhibit change, but too rapid an introduction of change without concerns of quality will produce a sub-standard product:

A successful organisation is one with high levels of both group achievement and product or service quality. Empowering efforts must, therefore, focus on departmental, project, or ad hoc groups because it is in such groups that an organisation's human product or service quality come together. In an empowering organisation, the association of group and well-being and product quality is clearly verbalised in statements of policies and goals. Quality teams, whether they are a part of the formal organisational

structure or temporary, are at the heart of empowerment (Vogt and Murrell 1990:96).

A national staff appraisal programme, as a means of ensuring quality, could serve various purposes: i) to maintain and improve teaching and learning ii) to reinforce a sense of responsibility and thus allay possible public misgiving and iii) to raise the quality of performance in order to cope with change and aid in decision-making. Although few academics at Turfloop would object to the above aims, there is a great deal of unease about the introduction of a university-wide appraisal programme. Uncertainty about the purpose of staff appraisal, lack of motivation on the part of staff to participate in appraisal, institutional difficulties with implementing effective appraisal systems (i.e. selecting appropriate appraisers, providing resources for training appraisers and providing effective staff-development etc). These all serve to undermine enthusiasm for what should be a well-received innovation.

For appraisal to be an effective means of improving quality it must be linked to a system of institutional and, more importantly, personal rewards (Loder 1990:xiii). At present there is little or no incentive for academic staff to take seriously the issue of improving their teaching at the University of the North. One is inclined to ask the pertinent question: "Must one be bribed with an increase before one teaches a little better? Do we no longer have self-respect?" Years of unrest on campus have greatly contributed to the present state of apathy. For more information on the recommendations and strategies for achieving academic excellence at Turfloop see ADDENDUM C, as compiled by the Academic Excellence Task Team.

The BTC too could play a more creative role in the area of quality assurance and accountability. By involving all stakeholders, including community leadership, government, and business in active participation and critical evaluation in the planning and transformation process and curriculum development on campus, the teacher and learner would benefit greatly. Such

a process could facilitate positive self-introspection and thus improved teaching, learning, research and community outreach.

The delivery of quality must be accepted and owned by all staff and students if the University is to be effective. The evaluation of students and staff performance internally, or evaluation which is performed on the institution from external stakeholders, must include some understanding of how far this institutional practice of quality control has been established, in practice as well as on paper. The University has a leadership role to play in the maintenance of standards, not as fixed criteria but as common and constantly shifting goals, seen in the light of today's open and complex society, characterised by discontinuity and rapid change.

For teaching to be of a high quality it is necessary for it to be both effective (i.e. the aims and objectives of the course are to be met) and efficient (i.e. the resources used to achieve effectiveness must not be excessive). In order to meet these criteria, managers and senior members of any higher education institution need to:

- * be clear about its strategic aims and the operational objectives against which performance is to be judged in relation to the quality of teaching and learning;
- * be familiar with the procedures and processes by which quality standards are assessed and maintained;
- * be able to demonstrate the operational effectiveness of the institutions's quality assurance procedures, including the ways in which problems are identified and corrective action taken, and how good practice is identified and disseminated;
- * be able to explain the various ways in which the institutional quality assurance procedures relate to external quality control mechanisms;
- * be able to show how it analyses the relationships between resource utilization and both the quality of the learning experience of students (process) and the standards they achieve (product);
- * be able to demonstrate how the career development

needs of staff are identified and how the needs for enhancement of academic and professional qualifications, the improvement of teaching effectiveness and professional and industrial updating are met, and how they are prioritised in relation to the aims of the institution and the personal development of staff;

- * be able to explain how, and in what proportion, staff contributions to teaching, research and scholarship are rewarded and used as a basis for staff-development needs;
- * be able to demonstrate how the outputs of the various quality control and assurance mechanisms feed back into decision-making procedures, to ensure appropriate action is taken to maintain and enhance the quality of teaching and learning;
- * show how it monitors its quality control and assurance procedures to ensure that they are effective and efficient (Loder 1990:6).

If the University of the North is going to be accountable to the community, critical research, based on a genuine commitment towards understanding grass roots needs and expectations is essential. This requires quality researchers. However, there are factors internal to many African universities, including the University of the North, that operate against the generation of exciting development research. According to Goran Hyden, the academic career is not particularly attractive in comparison with other jobs. It is common to find good academics leaving for political or managerial jobs. Status can be achieved without engaging in social science research. The local African teachers are usually called upon to serve in administrative positions such as deans and committee chairs. If their teaching burden is added to this, it is understandable if a large number of them rarely go beyond the research that led to their doctoral dissertation. Even if Africa's more enlightened leaders have realised the importance of research in the context of development, it has been difficult to promote such research. Consequently, it is true that most research in Africa is still carried out by expatriates, often in conjunction with development projects sponsored by international aid agencies. This tendency cannot be allowed to prevail if Africa is serious about becoming more self-reliant.

The generation of an endogenous body of knowledge, after all, is the responsibility of local African researchers (Hyden 1980:258-259).

Quality has to be judged in the context of fitness for purpose. Aims and objectives need to identify not only the desired outcomes of a course (the skills, abilities and knowledge that the students are expected to achieve), but also the processes and methods to be used - not only what is taught, but how it is taught. The constituents of good teaching and learning are substantially specific to the structure of the discipline or subject areas and are best identified and evaluated by those close to the discipline. The importance of good teaching is expressed as follows:

It is, for example, wholly possible for a course to be well-designed, up-to-date in its thinking and approach, with all the appropriate reading lists as well as course content described in the document, and yet for the quality of teaching on that course to be so poor as to negate the excellent planning (Loder 1990:14-15).

One of the primary reasons for the lack of teaching quality is the lack of capacity. Although the lack of capacity is evident throughout higher education, with most institutions grappling with the management of change, it is clear that the historically disadvantaged institutions and especially those located in outlying rural areas, such as the University of the North, face particularly serious problems. Building human resource capacity for higher education poses the triple challenges of equity, redress and development. The concept of Staff Development covers the development of teaching and research capacity and the upgrading of qualifications, to management training (NCHE April 1996:82-83). The University of the North will have to plan constructively for staff development challenges in the following fields as outlined by a recent Commonwealth Secretariat study:

- * Academic Development
- * Professional and Career Development
- * Instructional Development

- * Management Skills
- * Coping with Changing Technology
- * Organizational Environment and Support (in NCHE April 1996:83)

The National Commission on Higher Education proposes a national agency/unit to oversee the development of a national policy framework for human resource development in higher education. This unit could facilitate the sharing of knowledge and expertise between institutions and offer constant reflection and constructive criticism concerning the state of staff development at, for example, the University of the North. A centre for University Development on campus (as envisaged by the previous Rector, Professor Manganyi), could help co-ordinate staff development. The National Commission on Higher Education proposes competitive funding in order to promote innovative projects in human resource development (NCHE April 1996:84). In view of the importance of educational development in improving access and success, the Commission further proposes that provision be made in national funding mechanisms for:

- a) academic staff development programmes designed to enhance skills in curriculum development, course design and teaching methodologies.
- b) the establishment and maintenance of small, professional higher education development structures in higher education institutions that would be responsible for guiding, co-ordinating and marshalling resources for Academic Development work at institutional, faculty and departmental level. This would form the core of a national network designed to foster inter-institutional co-operation and regional and national projects in such matters as access programmes, curriculum and materials design.
- c) The establishment of a national curriculum and Academic Development agency with the following key functions:
 - * To initiate and co-ordinate research and development projects in areas such as access, curriculum and materials design.
 - * To manage dedicated grants for specific projects for the development of systems and approaches designed to enhance equitable access and success in higher education.
 - * To advise higher education institutions on the development of Academic Development programmes.
 - * To provide development opportunities for professional Academic Development staff (NCHE April 1996:85-86).

What must be born in mind is that only the staff and students of Turfloop can really help Turfloop. To await some or other national agency or unit to create magic on campus is foolhardy, to say the least. Financial support is also not the major means towards staff and academic development on campus. Money doesn't initiate, it merely facilitates a process that has already begun at the grass roots level. To harp on financial support when so much is wasted and under-utilised on campus, is a blatant form of escapism and shows a lack of accountability. Without the necessary accountability, will and self-respect on the part of the institution itself, these proposed units and agencies will merely add to the numerous white elephants which surround us already.

5.9 TOWARDS A STUDENT-SUPPORT CULTURE AT THE UNIVERSITY OF THE NORTH - EMPOWERING THE LEARNER

There is an urgent need for a student-support culture on and off campus. As stated by Franks:

We have to prepare our students for a future in which apartheid can be left behind, though it will probably never be forgotten, like the holocaust. We must build the confidence to let apartheid go. We have to transform the University into a centre of learning, exploration and scholarship, and above all into an environment that affirms the sincerity, intelligence and creativity of the faculty, students, administrators and workers. It is important that we find ways and means of creating affirming situations for our students. Unchaining the creative energies of youth, allowed and encouraged to be youths. We need to help build a confidence in our students that years of abuse has hampered. We have to provide the life-skills that years of 'rote learning education' hampered (Franks 1992:5).

Not only do Turfloop's students need support, but to do so her graduates as they find their way into the harsh realities of the workplace. Currently no support line exists. This situation needs to change. Turfloop is responsible for its students as well as its graduates. A concerted effort needs to be made towards student self-empowerment as this is of life-long benefit. Reliance on hand-outs is irresponsible and of temporary value.

The Student Representative Council (SRC) should play a more active and responsible role in the self-empowerment of students on campus. In the past, SRC's actively participated in the political struggle, so the SRC of today must lead student energies in the struggle for a better teaching and learning environment and meaningful curricula. Students must start by first building self-respect and a pride in themselves. Conditions in the hostels are, as previously mentioned, appalling. Our women should not have to bath with buckets in their rooms, because there are no shower, bath or toilet doors, and this in mixed residences. Students must learn to respect one another. They must learn to respect their teachers and the community. Without discipline and self-respect, there can be no meaningful creativity.

It is important also that the SRC be transformed. The current constitution is anachronistic in that it was designed in the context of the apartheid era. The current constitution is a 'winner takes all' approach. There is a need for a more representative SRC structure. In the past, the SRC and management of the University were in direct conflict i.e. management was seen as representing the system (apartheid) and the student body was regarded as the vanguard of the struggle. The result of this traditionally antagonistic relationship was that with every new SRC management became destabilised due to ensuing power struggles.

The SRC needs to play a leading role in the quest for improved student services and in setting an example for a student-services culture. The SRC should strive towards financial self-empowerment through projects both on and off campus. However, it is essential that community-based projects should be linked to the faculties and to management as well. The danger is that with every new SRC, or radical change in organisational control over the SRC, such projects are likely to collapse. Those persons drafting the new SRC constitution should take such developments into consideration - so as to facilitate the

continuity and development of C.B.O's for example, through active student mobilisation, facilitation and participation. Not student control. Community development takes place through the people themselves.

The creative tension within the student body needs to be harnessed towards artistic expression - as yet an untapped resource of tremendous potential. Turfloop, being a meeting place of the rural and urban student, offers potential for the generation of new ideas and understanding. Artistic expression, generated through the University, should be made accessible to the community and marketed to the outside world. This would go a long way towards generating self-confidence among students and a pride in the institution. Facilities need to be made available for such endeavours which should become sustainable. Due to the location of the University, it is also important that various forms of entertainment be developed on campus. It is important for the teaching and learning process that students be given access to artistic expression and leisure time.

The Student Counselling Centre needs to be empowered to play a more active and creative role in the facilitation of a student services culture. The activities of the Student Counselling Centre need to be integrated within the entire academic programme so as to ensure continuity and access. This relationship could offer insight into improving the teaching and learning experience on campus. The Student Counselling Centre needs to play a more active role in offering graduate support and should become a resource-centre for career and study-guidance and counselling which should not only be limited to the University. The Student Counselling Centre should be seen as an integral part of the envisaged Edupark and be given much more prominence and support than has been the case in the past.

5.10 CONCLUSION

The University of the North has a crucial role to play in the reconstruction and development of the region. It clearly needs to commit itself to closer co-operation in the community through intensified community-outreach programmes and research for development and empowerment. Turfloop needs to set an example in the field of leadership and commitment to the community. Affirmative Action in the universal should find expression through the arts and culture. There is a need to develop the arts through broader community involvement. Africanisation as a didactic principle can be further expressed through meaningful instructional and curriculum development. The Department of History, for example, could go a long way towards creating a sense of pride not only in the University but also in Africa's past, present and future experience, in co-operation with other departments. There is an urgent need for an improved quality of teaching and learning - the onus being on the University itself. The teaching and learning process needs to be transformed so as to promote further dialogue and openness. Authoritarianism will only promote further distrust on campus. There is a need for collective input and dialogue in the teaching and learning process. A need also exists for closer co-operation between the various faculties and disciplines so as to achieve greater understanding and creativity. All sections of the University need to co-operate in developing a student-support culture and a support system for our students and for the graduates of the institution. The role of student leadership also needs to be transformed.

An urgent need exists for thorough planning for information literacy at all levels of the institution. This implies beginning firstly from where we are. As valuable as computer training may be, it is imperative that an attitude of confidence first be engendered towards information technology, lest we create further white elephants on campus at great cost in an endeavour to be recognised. It is important that Turfloop shares

expertise in developing distance education and open-learning through modern technology, with other South African institutions. If Turfloop is to become a true Community University, it will have to become involved in grass roots issues and refrain from alienating elitism. The institution could act as a catalyst in giving leadership to the broader process of empowerment in the call for mass education. The University needs to move towards closer co-operation with all stakeholders in the community and, with other tertiary institutions in the sharing of knowledge, resources and expertise. Turfloop could clearly play a role in giving regional and national leadership to the broader transformation and development process, both on campus and in the community.

CHAPTER 6

CONCLUSION

RECOMMENDATIONS AND STRATEGIES

RECOMMENDATION:

THAT THE LEADERSHIP OF THE UNIVERSITY OF THE NORTH SHOULD STRIVE FOR THE BUILDING OF CONFIDENT AND MEANINGFUL TEACHING AND LEARNING

In order to understand the dynamics of change taking place at the University of the North today, an understanding and appreciation of change as it manifests itself in everyday life is essential. The University does not exist in isolation, but must be seen in the context of a universal paradigm shift, i.e. from a closed to an open-systems paradigm. Today's open-systems paradigm is characterised by outer-directedness, discontinuity, rapid change, equality and horizontal relationships. Inequality and vertical relationships characterised the closed-systems paradigm of the past. This, however, does not preclude the need for discipline on campus and professionalism.

The process of transforming anachronistic, closed and authoritarian structures and relationships, in and through the University, has been fraught with conflict and opportunism. In many cases one closed-system has merely been replaced by another. Such opportunistic attempts at reformation merely lead to further contradictions. An appreciation of the historical development of the institution is important as it offers an opportunity to reflect on the anachronisms of the past in relation to current contradictions. Without such as appreciation and respect, trust will not be built. It is important that the leadership on campus should promote confidence in marrying the process of transformation and strategic planning by building bridges between non-statutory structures such as the BTC and statutory structures such as Senate and Council. The building of confidence must not be in the form of a piecemeal process as this causes distrust and

disillusionment. University Management must manage the strategic planning and transformation process and not try to control the process by attempting to evade structures such as the BTC. The BTC should actively include all stakeholders, including the community, parents, government and business.

There is also an important need for the basic principles underlying the strategic planning process to be accepted so that stakeholders will appreciate the potential of change, thus instilling confidence in them. It is also important that the process of defining priorities and their sequence in terms of implementation of the overall strategic plan be collectively defined as soon as possible, so as to limit conflict.

It is furthermore important that structures of the University take cognisance of today's open-systems paradigm and the science of Complexity and refrain from over-reacting to seeming chaos by further perpetuating closed structures and relationships. In the light of the complexity of the situation, leadership on campus should learn to listen if it is to build confidence, but at the same time it must lead with confidence, adapting the rules of the institution to ensure efficiency. Leadership is not there to control transformation or development, but to facilitate change.

If the strategic planning process is to succeed in giving direction to the transformation process, it is imperative that the Vision and Mission of the institution be owned by all stakeholders and not merely as a form of tokenism. As for the actual strategic plan itself, there is a need for more professional input. However, the issue of ownership of the plan is also essential. The University community must feel that it is their University. Ultimately development and transformation of the University must take place at the grass roots level by the people themselves. Management cannot transform the University on its own.

Student leadership, through the SRC, should strive for

improvement of the teaching and learning environment. It is important that the SRC should set an example in the development of self-respect, pride, discipline and responsibility. Management in creating confidence needs to be sincere in its commitment to change. It needs to be informed and it needs to share information in order to promote ownership and trust.

Tertiary education in South Africa cannot escape the fundamental changes taking place today. The days of the Ivory Tower mentality are over and universities need to become accountable to the broader society. In the context of today's rapidly changing environment, which is dominated by technocracy and characterised by alienation, fear and misunderstanding, the need for knowledge and leadership, in and through the University, is crucial.

Higher education today is far more permeable, responsive and open, with system boundaries less clear and less stable than during the elite era (NCHE April 1996:53).

The answer to the nature of today's technocratic environment does not lie in merely stressing the need for the adult learner to adapt. More important is the need to appreciate a new adult learner. The quest for alternatives at Turfloop reflects a much broader quest for new meanings in a rapidly changing world.

The conflicts in South Africa which engulfed the University and still impact on the institution, reflect global trends and tendencies and are not isolated phenomena. Current trends towards a more accessible and accountable higher education, as reflected by the National Education Policy and the Reports from the National Commission on Higher Education, place the University as an agent of change responsible for the empowerment of the broader community. This implies that "charity begins at home".

RECOMMENDATION:

THAT TRANSFORMATION OF THE INSTITUTION SHOULD FOCUS ON THE PURPOSE OF THE INSTITUTION AS AN EDUCATIONAL NECESSITY AS OPPOSED TO A POLITICAL NECESSITY.

Since its creation, the University has witnessed an intense political struggle on all fronts, led mainly by the students. The struggle was between those bent on reforming anachronistic ideas and those determined to destroy all vestiges of apartheid policy through a process of transformation. This struggle impacted on the very structures of the institution and on the entire teaching and learning process. Distrust and conflict between staff and students, between the administration and the academics, between management and students, and between white and black, were manifest in all relationships on campus. Similar distrust still prevails today.

It is important that those leading the institution realise that the past struggle was not merely against apartheid, but a reflection of a much broader struggle for new meanings in terms of today's open-systems paradigm. This realisation is important, lest we merely replace one contradiction with another. The call is for openness, dialogue, accessibility, accountability, and most of all an appreciation of change - as it manifests itself in even the most seemingly insignificant walks of life as described in chapter two.

The University of the North was created as a political necessity, the consequences of which have greatly harmed the teaching and learning process. Perpetuation of the political necessity will merely keep the institution divided and further fuel the fires of alienation on campus. The previous culture, bent on making the system ungovernable, should be re-directed towards governability in terms of a shift in paradigm i.e. to an open paradigm. It is important that energies be directed towards focusing on the University as an educational necessity. As the

Broad Transformation Committee previously focused on political issues, so it should now direct its energies towards the educational needs and expectations of the teacher and learner. Likewise, a need exists in transforming the SRC. There is a need for the drafting of a new constitution. Student leadership should focus on broader representation, student participation, efficiency, accountability and a re-definition of priorities which would transform the teaching and learning environment and improve the quality of life for students on campus.

The Broad Transformation Committee has been essential in facilitating the entire strategic planning process. However, it must now become an active forum for the generation of new ideas and debates over crucial internal and national issues. The University needs to contribute towards serious national debates around the discontinuity and rapid changes taking place in today's society. As the University of the North led the way with regard to transformation in tertiary education in South Africa, so it must now lead the way towards new activities in the broader transformation process nationally. Transformation is a process and not an event.

RECOMMENDATION:

THAT THE UNIVERSITY OF THE NORTH SHOULD STRIVE TOWARDS INSTITUTIONAL AND REGIONAL CO-OPERATION IN AND THROUGH TEACHING AND LEARNING

Not only is the University an ecological system that must function in harmony with itself, but it is part of a much broader system. The University has a responsibility to today's 'learning society'. The University is accountable to the broader community. It is therefore important that ownership of the University's vision and mission take place as a matter of priority.

It is for this reason that the University should strive for

institutional and regional co-operation and interdisciplinary activity. If the University is to lead the community, it must clearly set an example in its own internal management and organisation. It is important that it should become a source of knowledge and empowerment and that it remains accessible. In order to optimally utilise the limited resources in the region, institutions of higher education must co-operate with each other for the development of open-learning. Relationships through structures, such as the envisaged Edupark could go a long way towards promoting mobility between institutions of higher and further education.

If meaningful reconstruction and development are to take place within and through higher and further education in the region, it is important for the University to offer leadership and support in mobilising and facilitating development within the communities, in co-operation with other institutions, government and business. The objective should not be control but co-operation. Development can only be accomplished by the members of the community and the members of staff themselves. Leadership should mobilise, facilitate, motivate and offer guidance - not control.

RECOMMENDATION:

THAT THE UNIVERSITY OF THE NORTH SHOULD STRIVE TOWARDS NEW RELATIONSHIPS BETWEEN TEACHER AND LEARNER

The teaching and learning process must be seen in the context of today's open-system paradigm which requires openness and dialogue.

A major problem that South Africa faces is that much of its secondary education has been highly authoritative and has trained for passivity and dependency. This culture is prevalent on the post-secondary level also, as reflected in patterns of learning/teaching that are preponderantly top-down and devoid of dialogue (NEPI - Post-Secondary Education 1992:52).

Clearly, cognisance has to be taken of current changes, for it is within the context of these changes that meaningful teaching and learning must take place, lest we create further contradictions and conflict in our selfish attempts to bring back the past. As stated by Moeketsi Letseka:

If we share the view of education as a learning process and we agree that learning is completely different from instruction, in the rigid military sense, then it will not be difficult to acknowledge that education, as a system, ought to be an open-system characterized by inquiry, sharing of information, dialogue, debate, contestations, constructive criticism, creating, and generally, interaction at various intellectual levels (Letseka 1996:10).

Meaningful educational practice can only be achieved through an open-system, characterized by the sharing of information and knowledge. The University of the North needs to become a powerhouse and source of knowledge - a true Community University, not some alien structure 'out there'. It must but accessible. Clearly, distance-education and open-learning could facilitate the sharing and creation of knowledge. However, this would imply sharing facilities and expertise with other distance-education institutions in South Africa and abroad. The University needs to become a catalyst in the process of transforming and leading the region and the country as a whole, through example. The University must become a model of relevance in today's open-systems paradigm and capitalise on its long history of struggle and commitment.

The relationship between learners and teacher in the adult teaching and learning situation can no longer be based on outmoded and oppressive authoritarian principles which, by their very nature, are inner-directed and belong to the closed-systems paradigm of the past. Relationships need to be horizontalised and based on dialogue.

The central issue is: How can adult learners and teachers become involved jointly and democratically in the transformation of their post-secondary institutions (NEPI

Teachers and learners should relate as equals. Teachers should show learners that trust them and believe in them. Teachers must respect adult-learners - their language and culture. Adult-learners should have an active say in deciding what and how to learn. Teachers and adult learners can both learn from one another through a process of democratic participation. Relationships need to be collective and horizontalised. Thus, the physical structure of the teaching and learning environment is very important.

It is also important that cognisance be taken of changing relationships if authority, in the form of knowledge, is to be transferred to and beyond the adult learner. Without respect for the current reality in which adult-learners find themselves teachers will fail in their mission. That mission is to transfer knowledge, to share knowledge - not to be the source of truth or the expert in the elitist sense of the word. In the transferring of power through knowledge, it is imperative that both teacher and adult-learner share in their collective experience - authority having become horizontalised. It is also important that the broader mission statement of a tertiary institution, in which teaching and learning take place, be contextualised and collectively defined, followed by a campus-wide commitment to the Mission and Vision of the institution.

The learning content should not be vertically pre-determined as this is contrary to collective decision-making. Collective input is important if the content is to have meaning with regard to the adult learner's needs and expectations. All stakeholders should have a say in the instructional and curriculum development process. What people learn should have meaning - it must make sense to them, be useful to them and help them deal with life's problems. This is best achieved if the content of the learning material relates to both the teacher and adult learner's own lives. This means that the learner's life-experiences and

problems should be the starting point. The learning material should also be built on what learners already know - so one needs to find out what knowledge and skills learners already have.

In the light of the open-system paradigm, where relationships of authority are outer-directed, the teaching process should be democratic: everyone has a say - not one person dictating to the other. The teacher should encourage the adult learner into active participation: learners learn by talking, doing, experiencing for themselves. This process requires that the physical planning process on campus takes into account the requirements for meaningful dialogue - authoritarian structures merely foster contradictions and stifle creativity. Adult learners should not just talk about things in class; they should go out and use newly-acquired skills to change problem-situations in real-life through, for example, community-based projects and research. Self-reliance is a sound educational technique as well as an indispensable basis for further development. Student leadership, through the SRC, should strive for the development of trust between teacher and learner through the facilitation of mutual participation in, for example, C.B.O 's, which lead to integration into the teaching and learning process.

It is time to tackle the specifics of instructional objectives and instructional strategies, taking into account the changing nature of authority. Problems of authority are largely due to a lack of knowledge and understanding and not due to a lack of authority. A concerted national agenda for change is a matter of urgency. We are accountable for our own survival in the mobilization of our human resources through collective authority - we must not be fooled by the empty statements and gestures of pity from the more advanced nations of the world. They have their own vested interests and agendas. But even the concept of "nation" is changing. As the State President calls for "Nation-building", the very idea of nation is disappearing in the face of globalisation. We are living in an open-systems era. For not only do our views and perceptions of things change, but the very

things themselves change, including man himself. The young urban female students at Turfloop differ a lot from the old rural African women that toil the surrounding fields, but they too will have to work and create with the knowledge they have learned.

The National Education Policy Investigation made the following important statement:

We need to actively encourage change in the education system and look for more creative approaches to education (NEPI - Planning Our Future 1992:7).

Today man undoubtedly lives in a functional society. The question is no longer a case of, what to do, but how to apply effectively the knowledge and skills already acquired. In order to plan for meaningful educational programmes, the University will have to take cognisance of the changing nature of society. What, for example, are the present day realities of our students? Students ought to be trained, not in order to live in the past, but to be a source of inspiration and leadership for the future. The present-day university should plan, organize, and design its courses in terms of the nature of today's and tomorrow's society.

RECOMMENDATION:

THAT THE UNIVERSITY OF THE NORTH SHOULD STRIVE FOR THE EMPOWERMENT OF BOTH LEARNER AND TEACHER

It is important that the University should strive towards a student support culture. Meaningful student counselling, tutor relationships and bridging courses are essential.

Student services therefore need to be recognised as part of the educational enterprise and an area of expertise within higher education which contributes to developing an institutional environment conducive to learning, teaching and student development (NCHE April 1996:87).

The Academic Support Programmes should be structured in such a way that these aims of the university can be effectively

implemented. Curricula and courses should be designed and redesigned in line with the changing nature of society. The selection of course objectives, content, instructional strategies and evaluation principles, should be based on the adult life-role competencies students will need in everyday life outside the university, after the completion of their studies.

The importance of comprehensive career guidance and outreach programmes in order to foster such a sensitivity is clear. This means that adult education has to be directed at helping adult learners to develop themselves. It has to contribute to an enlargement of man's ability in every way. In particular, it has to help adult-learners, men and women, to decide for themselves what development implies. It must help men to think clearly; it must enable them to examine the possible alternative courses of action; it must help them to make a choice between those alternatives in keeping with their own purposes; and it must equip them with the ability to translate their decisions into reality (Bataille 1976:vii-viii). A need exists for a support system for both students and graduates. Such a relationship could be useful for evaluating the teaching and learning experience.

An urgent need exists to revitalize a demoralised academic staff. The University must strive to develop a structured and focused staff development programme. A successful University is perhaps one of those constituent parts, united by a common mission, work in harmony, confident that appropriate growth and adaptation to changing circumstances will be possible. Yet so complex is the modern University that there has been a global concern to find structures which can best encompass the needs and aspirations of its diverse elements, ensure cohesion and sustain overall morale. The solution most favoured has been the creation of a Staff Development Facility. The new concept is not based on the traditional notion of staff development (how best to help academics gain higher degrees) but on a larger view which sees staff as everyone from porters to Vice-chancellor and development

as a process that continues until retirement. Such a programme would have to be sensitive to:

- * The need for those seeking an academic career to be able to identify structures through which they can be taken on and given opportunities to keep abreast of developments within their field throughout their careers;
- * The need for administration and service personnel to feel confident that they will be able to upgrade their qualifications and, as professional practice changes, perhaps retrain;
- * The possibility of retraining and redeployment of academics in "threatened" subjects, especially when administrative decisions are made to redirect resources into areas of special need;
- * The need for continual review of the University's teaching and research and
- * The importance of good standards in the University's medium of instruction (University Development March 1993:9).

It is essential that the academic purpose of the University have a solid support system. There is an urgent need for improvement in methods of teaching and learning and in language skills. Fundamental to a staff development programme is the need for constant evaluation of the process and need for encouragement and incentives. Especially incentives of intrinsic value such as the showing of appreciation and the recognition of effort. Incentives of extrinsic value are also important but incentives such as remuneration are of short-lived effect.

There is an urgent need for the University library to be further developed and improved. This is essential for the teaching, learning and research process - an educational necessity and a priority. There is also need for a comprehensive bookshop with access to international and local material at competitive prices, for the current situation is demoralising.

RECOMMENDATION:

THAT AFRICANISATION AS A DIDACTIC PRINCIPLE BE INTRODUCED FOR ENGENDERING A SENSE OF BELONGING AND OWNERSHIP OF BOTH THE TEACHING AND LEARNING PROCESS AND THE UNIVERSITY AS A WHOLE

Africanisation, as a didactic principle, does not imply isolation. On the contrary, it helps create focus and contextualise the teaching and learning experience. An insight into, and an appreciation of, the deep-seated perceptions and expectations of the black person, as he/she strives for true liberation is essential for an understanding of present developments at the University. True liberation does not only imply economic, political and social liberation, but also liberation of the mind and soul of mankind. Teaching and learning without a growth of consciousness only legitimises a state of oppression. Moyana in Education, Liberation and the Creative Act states:

It is the business of getting the oppressed to eject the oppressor from their consciousness, to rehabilitate their conceptual idiom of reality as legitimate and a viable way of viewing the world, and to get them to develop a consciousness of themselves as an antithesis of the oppressor.... The act of creation as a liberating act and the view of aesthetics as antithetical to domination give added weight to the use of creative writing as an approach to develop revolutionary consciousness (Moyana 1988:3).

The struggle for the Africanisation has led to an embittered conflict for control of the institution. However, this issue as a didactic principle has sadly been neglected. The Department of English, which started in recent years by putting not only Africa, but South Africa at the centre of its teaching - thus reflecting South African life and experience and beginning where we are (i.e. in South Africa) and the Department of Philosophy in its contribution towards an appreciation of African Philosophy as previously mentioned, are examples to follow.

Africanisation, as a didactic principle, is essential in bringing

about meaningful empowerment and understanding in and through the teaching and learning process. A subject, such as History for example, as referred to in various reports and commissions on the University, needs to change so as to reflect the needs and expectations of the African people as they grapple with the universal implications of change. Study material, especially the content selected for any meaningful teaching and learning experience, should be relevant to the existential situation of the student and to the context of our African experience. It should increasingly stress a sensitivity towards Africanisation as a didactic principle - conscientising the teacher and learner as regards our place in Africa and Africa's place in today's complex global environment.

The process of empowerment requires that the adult-teacher involve the learners in their own education, and in practice, from the very beginning.

Student involvement in the development and redesign of their curricula would lead to the kind of engagement in and "owning" of, their education that would be empowering. Teachers and students may need to become more democratically engaged in the transformation of their institutions (NEPI - Post-Secondary Education 1992:52).

Only activities which involve adult-learners in doing something for themselves will provide an on-going sense of achievement. It will mean that some new piece of knowledge is actually grasped and that it is to be understood in its context - it will indicate that it has become something that is "theirs" - whether in the use of the microscope in micro-biology, doing a survey in sociology, understanding an aspect of calculus or using practical skills in computer work. It doesn't matter what form this involvement takes, what is important, is that the adult-learner should be learning by doing and by applying new knowledge. Only on this basis of equality, of shared authority, and of sharing a task which is of mutual benefit is it possible to make full use of existing human resources.

RECOMMENDATION:

THAT PRIORITY BE GIVEN TO INTERDISCIPLINARY TEACHING, LEARNING AND RESEARCH WITH A VIEW TO CREATING A HOLISTIC APPROACH - AN ECOLOGICAL PERSPECTIVE

As a source of authority, we will perpetually fail to give guidance in, and towards, new dimensions of transformation and development in an environment of discontinuity and uncertainty if we try to objectify the so-called 'chaos' we see around us - as though it is something 'out there'. One contradiction will merely replace another. All too often we want to see the world through a window of truth in order to pacify our fear of change, as though it is only our perceptions that change. We teach about paradigm shifts, but still wear our imaginary white coats. We must begin by realising that we ourselves are chaos.

We must see within chaotic situations, the potential for a higher level of order emerging, while recognising the possibilities of chaos in what appears to be an orderly situation (Letseka 1996:17).

We must regard the seeming confusion around us as a challenge to create new meanings and new knowledge by using an open approach not limited to the confines of faculties and departments. The recognition of common dynamic patterns in the realms of physics, biology, and society is important for propelling the exploration of the broad implications of the new science of Complexity (Lewin 1993:193).

The University cannot remain neutral in the struggle against ignorance. In spite of the fact that the task of the traditional educational system was to maintain the status quo, the University must now become an essential element in the process of permanent liberation. It must set an example of transformation. According to Paulo Freire, it will thus be impossible to deny, except intentionally, or by some angelic innocence, the political aspect of education. The basic problems of education are not only pedagogical, but also political and ideological (in Bataille

1976:198).

The purpose of education is the liberation of man from the restraints and limitations of ignorance and dependency. It has to increase man's physical and mental freedom - increase his control over himself, his own life, and the environment in which he lives. The ideas imparted by education, or released in the mind through education, should be liberating ideas; the skills acquired through the process of teaching and learning at the University of the North should also be liberating ideas. The University has a duty to do research in order to promote an understanding the world in which we live. It has a duty to protect our environment by mobilizing, facilitating and conscientising the student and the community through the teaching, learning, research and community-outreach process. This process cannot take place in isolation. The University needs to become a true leader and not a 'white elephant'. Just as it led the struggle against oppression in the past, so now it has a duty to assist in leading the broader community into a turbulent future, in their struggle for knowledge. Toffler states:

The most important power-shift of all, therefore, is not from one person, party, institution, or nation to another. It is the hidden shift in the relationships between violence, wealth, and knowledge as societies speed toward their collision with tomorrow (Toffler 1990:470).

There is an urgent need for interdisciplinary research, a need to pool our resources and knowledge in an effort to lead the society of tomorrow. Such knowledge needs to be shared. A teaching and learning process involving the sharing of knowledge for further creativity implies the breaking-down of barriers between faculties and disciplines, between teachers and learners, between the University and the community, and between the various tertiary institutions in the country. There is clearly an urgent need to critically analyze all possible alternatives required in the transformation of tertiary education as an ongoing process in the didactic context - not as an end in itself, but as an

ongoing process. Educational practice, as a transformation process, ought to be seen as a system of an open nature (Letseka 1996:17). There is no fixed alternative.

The various disciplines must be seen as attempts to understand the human and natural environment from a holistic perspective, an ecosystem. No discipline exists in isolation. It is for this reason that the various disciplines and subjects co-operate in joint research projects. Aspects of the arts, such as the history and philosophy of science, should form a part of the natural science programme and should likewise give the arts student more insight into the nature of scientific thought and modern society. All disciplines are interrelated. An interdisciplinary approach using the form of a structured curriculum provides mobility and a balanced approach for practical application towards ecological harmony. An interdisciplinary approach implies that fixed faculty boundaries should give way to schools with an interdisciplinary focus. Such schools of this type would incorporate various disciplines towards a specific area of study and application. They would be more focused and balanced in their approach than the closed and fixed faculties and departments which currently exist on campus. Academic expertise could be harnessed towards interdisciplinary research and creative teaching and learning, instead of being spent on administration, which is currently the case.

RECOMMENDATION:

THAT THE UNIVERSITY OF THE NORTH SHOULD STRIVE FOR FULFILMENT OF ITS VISION AND MISSION STATEMENT AND BECOME A TRUE COMMUNITY UNIVERSITY

As academics, we must realise that we are accountable to the community in which we exist. Likewise, the knowledge so many of us cherish as if it were a sacred icon is also an integral part of our everyday lives - not some truth existing in isolation, known only to the elite of this world. All too often we attempt

to escape in our quest for so-called truth by hiding in our Ivory Towers - we thus lack accountability. In South Africa, all too often we have seen our struggle as purely the legacy of apartheid. We have blamed the past or someone else, while forgetting that we exist and have to survive in a rapidly changing environment in which indeterminism is the order of the day. We must plan in terms of current realities and perceived future trends. Doubtless, much injustice was wrought through the apartheid system; however, blaming the past for current problems will only make us weak. We must do something about our circumstances. We alone are responsible for our own future. The concept of staff development, for example, should involve the entire University community and not just academics, for the teaching and learning process needs an empowered support system.

An analysis of the transformation of tertiary education can only be meaningfully undertaken the day we realise that we, as researchers, teachers and adult-learners in the entire region, cannot be distant, aloof and separate from the phenomenon of change we are studying or from the broader community to whom we are accountable.

The moral of the story is that the University's decisive role leads not to isolation but to leadership, not to autonomy but rather to participation in all levels of academic organisation. As the one institution in the hierarchy of education, where the main business of education is centred, the university must be the chief participant, the quarter-back, the leader in the whole system of higher education. The health of the system depends largely on the validity and the health of the university, located in the middle of the entire system. In order to maintain the university's vitality, those who work at the university must increasingly conduct themselves as members of a much larger community and as participants in activities in all levels of the system (Perkins 1966:88).

Tertiary institutes need to become more accountable to the broader society, in contrast to the isolated Ivory Tower mentality of the past. Higher and further educational institutions in our region need to pool resources and co-operate.

A process of democratic participation, through grass roots involvement in the broader society is essential for meaningful curriculum development. Part of the solution lies in using the vast potential of the University as an agent of change. University resources are under-utilised although the reason is all too often described as a lack of resources. Clearly the teaching and learning process need not be determined by existing physical structures. Through modern technology and distance-education, accessibility is greatly increased. However, without moving away from closed-systems or relationships, any endeavour towards meaningful distance education in today's open-systems paradigm will fail. The place of the University of the North is one of accountability to all stakeholders and of meaning to the community within which it finds itself. This requires that the University consult its stakeholders throughout the ongoing planning process. Accessibility does not imply unilateral acceptance of students for it is essential that leadership should translate strategic plans into figures and financial consequences. Access implies sharing.

The planning process should provide for a regional review of institutional plans. Inter alia, the promotion of collaborative arrangements between institutions, the rationalisation of provision; improved articulation and transfer between higher education institutions and the promotion of open-learning opportunities. Regional review would include consideration of regional development needs and the redress of institutional and other inequalities (NCHE April 1996:76).

It is also important that closer relationships be established between institutions of higher learning in the Southern African Region as a whole (NCHE April 1996:29). It is important that we, in Africa, become creative leaders and refrain from clinging to outmoded perceptions and outmoded technology, lest we remain the rubbish-dump of Western and Eastern interests. One must agree with Ivan Illich that the pattern of evolution of tools includes "watersheds", ending the phase of benefit and introducing that of ever-increasing human cost (Harre 1975:47-48). In order to accomplish all this, a sound knowledge of the structure of

society, and of how it might change in the future, is needed. In this country more needs to be done to gain knowledge about the changing nature of society through critical debate and dialogue.

Society is in an important phase of change, not only politically but also economically and socially. It is impossible for us to say what society will be like in the future. Research projects in the field of future development, however, should be selected and undertaken. The world is clearly changing as it has always changed. The only permanent thing is change - change being the price of survival. The world is on the brink of a new revolution in which Africa is to play a leading role. Maybe it will be a new form of 'global humanism'; one does not know, but clearly the days of separation and isolation are over.

As Turfloop led the political struggle against apartheid, so she must lead the transformation process towards a true Community University, a catalyst for change and a source of knowledge. In the struggle against the poverty of knowledge, the University is called on again to set an example. The establishment of a strong basis in offering professional and relevant bridging courses in mathematics, the sciences and in language could form part of the University's new identity. Student leadership should become actively involved in the facilitation of practical student involvement in community empowerment, through, for example, participation in C.B.O's and interdisciplinary co-operation. Such endeavours would go a long way towards breaking down the barriers that limit teaching and learning to the class-room alone.

It is within the context of present-day realities that one sees the tremendous changes that have taken place since the inception of Turfloop. It is within this reality that one realises all the more the tremendous role Turfloop, and all South African institutions of learning, will have to play as agents of change and instruments of liberation in the growth of a critical consciousness in which people "begin to see the world not as a

static reality, but as a reality on process" (Freire 1968:71). It is only through total commitment that one can hope to contribute concerning the creation and development of a new South Africa which is owned by the people themselves. Postman and Weingartner have defined a democratic society as follows:

One of the tenets of a democratic society is that men be allowed to think and express themselves freely on any subject, even to the point of speaking out against the idea of a democratic society. To the extent that our schools are instruments of such a society, they must develop in the youth not only an awareness of their freedom, but a will to exercise it, and the intellectual power and perspective to do so effectively. This is necessary so that the society continues to change and modify itself to meet unforeseen threats and opportunities. Thus we can achieve what John Gardner calls an "ever-renewing society" (Postman and Weingartner 1969:15).

These daunting challenges towards a meaningful existence in today's open-systems paradigm, which face the University of the North face universities around the world. Nationally, tertiary institutions can learn much from the history of Turfloop, her failures and her achievements in tackling the challenge of transformation from an elitist institution towards becoming a true Community University.

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PHOTOGRAPHS

For most of the photographs, acknowledgement must be given to Turf Focus, Masa, various News Papers and the Instructional Support Services of the University of the North. (The author took some of the photographs himself).

ADDENDUM A
TIRO'S SPEECH

BANTU EDUCATION

Ongkopotse Ramothibi Tiro

Mr O.R. Tiro, former President of the SRC, University of the North, was elected by the students to deliver the address at the graduation ceremony in April 1972. The University authorities subsequently suspended Mr Tiro and mass protests by the student body followed. The entire student body was then expelled and told to reapply for admission. Mr Tiro was refused readmission. Protests then erupted on both black and white campuses and government reaction followed. Mr Tiro was subsequently killed by a parcel bomb addressed to him in Botswana.

Mr Chancellor, Mr Vice-Chancellor and Rector, Ladies and Gentlemen, allow me to start off by borrowing language from our Prime Minister, Mr Vorster. Addressing ASB congress in June last year Mr Vorster said: 'No Black man has landed in trouble for fighting for what is legally his'. Although I don't know how far true this is, I make this statement my launch pad. R.D. Briensmead, an American lay preacher says: 'He who withholds the truth or debars men from motives of its expediency is either a coward, a criminal or both'. Therefore Mr Chancellor I will try as much as possible to say nothing else but the truth. And to me truth means 'practical reality'.

Addressing us on the occasion of the formal opening of this University Mr Phatudi, a Lebowa Territorial Authority officer said that in as much as there is American Education there had to be Bantu. Ladies and gentlemen I am conscientiously bound to differ with him. In America there is nothing like Negro Education, Red Indian Education, Coloured Education and European Education. We do not have a system of education common to all South Africans. What is there in European Education which is not good for the African? We want a system of education common to all South Africans.

Time and again I ask myself: How do black lecturers contribute to the administration of this University? For if you look at all the committees they are predominantly white if not completely white. Here and there one finds two or three Africans who, in the opinion of students are white black men. We have a students' Dean without duties. We feel that if it is in any way necessary to have a students' Dean we must elect our own Dean. We know people who can represent us.

The Advisory Council is said to be representing our parents. How can it represent them when they have not elected it? These people must of necessity please the man who appointed them. This Council consists of chiefs who have never been to University. How can they know the needs of students when they have not been subjected to the same conditions? Those who have been to

University have never studied under Bantu Education. What authentic opinion can they express when they don't know how painful it is to study under a repugnant system of education?

I wonder if this Advisory Council knows that a Black man has been most unceremoniously kicked out of the bookshop. Apparently, this is reserved for Whites. According to the Policy, Van Schaiks has no right to run a bookshop here. A White member of the Administration has been given the meat contract to supply a University — a Black University. Those who amorphously support the policy may say that there are no Black people to supply it. My answer to them is: Why are they not able to supply the University? What is the cause? Is it not conveniently done that they are not in a position to supply these commodities?

White students are given vacation jobs at this University when there are students who could not get their results due to outstanding fees. Why does the Administration not give these jobs to these students? These White students have eleven Universities where they can get vacation jobs. Does the Administration expect me to get a vacation job at the University of Pretoria?

Right now, our parents have come all the way from their homes only to be locked outside. We are told that the hall is full. I do not accept the argument that there is no accommodation for in 1970 when the Administration wanted to accommodate everybody a tent was put up and close-circuit television was installed. Front seats are given to people who cannot ever cheer us. My father is seated there at the back. My dear people, shall we ever get a fair deal in this land? — the land of our fathers.

The system is failing. It is failing because even those who recommend it strongly, as the only solution, to racial problems in South Africa, fail to adhere to the letter and spirit of the Policy. According to the Policy we expected Dr Eiselen to decline chancellorship in favour of a Black man, dear parents, these are the injustices no normal student can tolerate — no matter who he is and where he comes from.

In the light of what has been said above the challenge to every black graduate in this country lies in the fact that the guilt of all wrongful actions in South Africa, restriction without trial, repugnant legislation, expulsions from and work for the eradication of the system breeding such evils. To these who whole-heartedly support the Policy of Apartheid I say: *Do you think that the white minority can willingly commit political suicide by creating numerous states which might turn out to be hostile in future?*

We black graduates, by virtue of our age and academic standing are being called upon to greater responsibilities in the liberation of our people. Our so-called leaders have become the bolts of the same machine which is crushing us as a nation. We have to back them and educate them. Times are changing and we should change with them. The magic story of human achievement gives irrefutable proof that as soon as nationalism is awakened among the intelligentsia it becomes the vanguard in the struggle against alien rule. Of what use will be your education if you can't help your country in her hour of need? If your education is not linked with the entire continent of Africa it is meaningless.

Remember what Mrs Suzman said: 'There is one thing which the minister cannot do: He cannot ban ideas from men's minds'.

In conclusion Mr Chancellor I say: **Let the Lord be praised, for the day shall come, when all men shall be free to breathe the air of freedom and when that day shall come, no man, no matter how many tanks he has, will reverse the course of events. God Bless you all!**

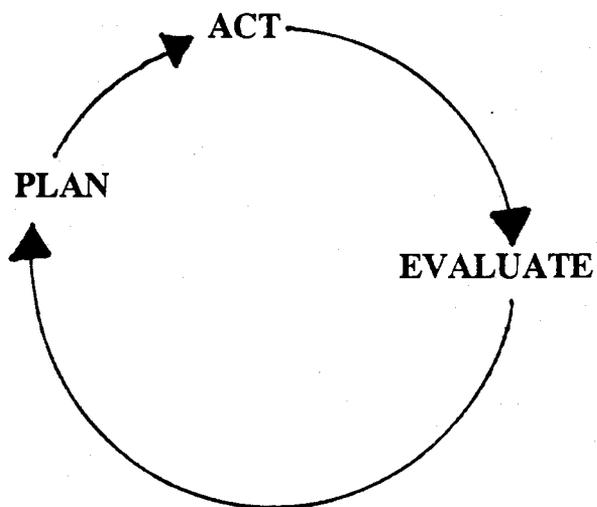
ADDENDUM B

THE MAGOEBASKLOOF SUMMIT (STRATEGIC PLANNING)

BROAD TRANSFORMATION COMMITTEE (BTC)

STRATEGIC PLANNING WORKSHOP

12-14 AUGUST 1994



**THE UNIVERSITY OF THE NORTH STRIVES TO BE AN INNOVATIVE
AND RESPONSIVE INSTITUTION. IT IS DEDICATED TO EXCELLENCE
IN TEACHING, LEARNING, AND RESEARCH, AND TO SERVING OUR
CHANGING SOCIETY.**

UNIVERSITY OF THE NORTH

STRATEGIC PLANNING

FRIDAY (12/08/1994)

1. INTRODUCTION

The following analysis will attempt to cover the strategic planning process as was held at Trout Waters Inn (12-14/08/1994). This document will reflect detail with regards to the actual workshop topics as covered by delegates and the facilitators. For an insight into the actual spirit of the workshop, read the latest MASA publication (23 Aug), which puts it in a nutshell.

Right from the start, delegates were randomly divided into groups of ten and asked to state their purpose for being at the workshop. Delegates were asked to state what best benefits could be gained from holding such a strategic planning workshop, their worst fears concerning the coming three days, the objectives of the workshop and basic ground rules, so as to ensure fair-play and the promotion of trust. The following points were raised by the various groups:

1.1 BEST BENEFITS FOR HOLDING SUCH A WORKSHOP

- * Galvanizing, focusing, our energies.
- * Building relationships, e.g. students/authorities.
- * Plan and transform.
- * Agree on a plan for transformation.
- * Consolidate gains.
- * Mission, image of UNIN
- * A cool head and commitment to drive mission
- * Gender addressed
- * Transform UNIN
- * Embark in self-determination (common goals).
- * Accept responsibility
- * Identify priorities
- * Build trust
- * Recognise diversity
- * Produce good quality products
- * Plan must have time frame
- * De-mystify administration
- * Gain common ground on mission
- * Proper mechanisms to end racist practices
- * Change perception
- * Put interests of UNIN first
- * End prejudices - (deal with prejudices)

1.2 WORST FEARS THAT COME TO MIND CONCERNING THE WORKSHOP

- * Lack of decisive leadership.
- * Talk-shop bears no results.

- * Failure to implement.
- * Large group not effective.
- * Too ambitious.
- * Hidden agenda
- * Legitimise illegitimate
- * Disagreement, coercion to agree.
- * Decisions not implemented.
- * Bogged down in history.
- * Non-acceptance for doing things wrong / defensive
- * Deviation from decisions
- * Deliberate misinterpretation
- * Mickey Mouse sub-committees.
- * Conformity - afraid to engage in open criticism
- * Intensify conflicts
- * Spirit of workshop not transferred to campus
- * Not meeting expectations
- * Losing sight of education mission
- * Not reflecting on forum
- * Afraid to disagree - perpetrate uncertainty
- * Difficulty implanting message - students impatient

1.3 OBJECTIVES FOR A MEANINGFUL WORKSHOP

- * Agree on a strategy for UNIN
- * Priorities for action
- * Action plans
- * Accountabilities
- * Ground rules
- * First review date

1.4 GROUND RULES AS A BASIS FOR FACILITATING CHANGE

- * Search for 'sufficient' consensus
- * Request each other's opinions
- * Justify what you say
- * Constructive alternatives
- * Punctuality and honesty
- * Contribute as individuals
- * Collective wisdom to reach agreements
- * Be willing to cooperate
- * Agree to disagree
- * Appreciate struggling opposites
- * Take responsibility for outcome of workshop
- * Allow for caucuses
- * Try to understand other points of view
- * Recognise hands
- * Prioritise vision
- * Maximum participation
- * Be realistic
- * One meeting at a time
- * Don't personalise

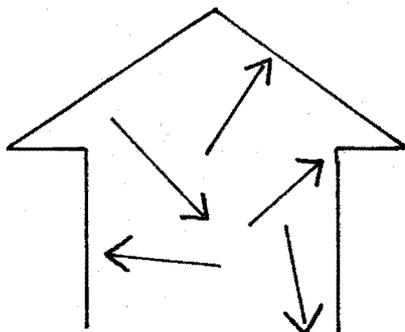
It became clear that though delegates had allegiances to their respective alliances, interests and political persuasions, a

sense of common urgency was clearly evident. This small flame of unity and common purpose, despite many differences grew stronger as the workshop progressed

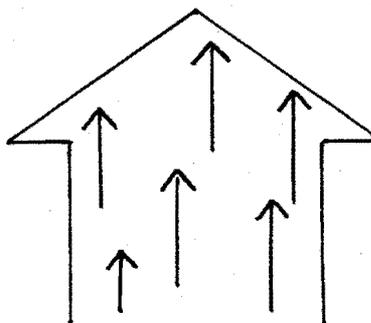
2. VISION FOR UNIN

The delegates realised that this university clearly lacked a common vision without which it would remain adrift. They were fully aware that there are times when the university seems to be pulling in different directions and further harming itself in the process. The facilitator drew the following diagram in order to show us what an organisation looked like without/with a vision:

NO VISION



A COMMON VISION



Delegates were divided into groups of ten. They were given the task of identifying a Vision for the future of UNIN. Many points were raised. The facilitator then tried to encapsulate the many reasons for UNIN's existence, under the following few basic ideas:

2.1 COMMUNITY DEVELOPMENT

- * Link to Community
- * Social responsibility (community)
- * Effective community service
- * Cooperation and collaboration with others
- * University town
- * Working class leadership

2.2 HUMAN RESOURCES

- * Incentive to staff and students
- * Conducive employment conditions
- * Human Resource Development

2.3 LEARNING AND TEACHING ETHOS

- * Sufficiently qualified and efficient staff
- * Continuous evaluation
- * Renewal and ongoing evaluation
- * Improved teaching and evaluation
- * New Didactics

- * Culture of learning
- * Inter-disciplinary cooperation
- * Financial and academic support
- * Relevant curriculum
- * Relevant Research
- * Research link to Government

2.4 ADEQUATE INFRASTRUCTURE

- * Adequate facilities
- * Recreation facilities
- * Acceptable student and staff ratio
- * Improved residence and catering
- * Disabled student unit
- * Geographical decentralisation
- * Decentralised catering
- * Expansion and growth

2.5 SAFETY AND SECURITY

- * Stability and security
- * Crime free
- * Secure and safe place to work
- * Tranquillity
- * Responsible citizens

2.6 EQUITABLE AND DEMOCRATIC UNIVERSITY

- * Race and gender balance
- * Work ethic
- * Improved relationships
- * Fewer conflicts
- * Non-partisan University
- * Freedom from prejudice

2.7 ACCOUNTABLE, EFFECTIVE AND EFFICIENT MANAGEMENT

- * Professional approach
- * Accountability and transparency
- * Flexible statutes
- * Effective use and control of resources
- * Effective leadership and admin
- * Properly run admin and policy statement
- * Code of conduct
- * Accountability and openness
- * Planned growth and development
- * Freedom from corruption
- * Disciplinary measures and procedures
- * Collective government

2.8 ACADEMIC EXCELLENCE

- * National think tank
- * Graduates to have competitive advantage
- * Adequate academic support
- * Excellence centre
- * Academic excellence
- * High academic standards

2.9 POSITIVE ACCEPTABLE IMAGE

- * Democratic and reputable
- * Positive image
- * University Afro-centric culture
- * Commitment to UNIN
- * Positive publicity
- * Improved university image and funding
- * Best sports teams
- * Pride in processes
- * Pride in institutions
- * Turf culture
- * Harness arts and sports culture
- * Vibrant extra-curriculum

3. THE CURRENT REALITY OF UNIN

The facilitator explained to the delegates, that in order to plan one first needed to do some serious introspection, without which no institution would have a basis for future evaluation nor would it have any sense of direction. Delegates were again divided into ten groups. Two groups had to answer one of the following five questions posed by the facilitator:

- * The extent to which UNIN fulfils the expectations of its stakeholders?
- * Structures and practices helping and hindering the development of the University of the North?
- * External trends that affect UNIN directly?
- * Values and attitudes that hinder or help us?
- * What we do well at UNIN?

Delegates were frank and the picture which emerged was grim:

3.1 STAKEHOLDERS' NEEDS AND WANTS AND WHAT THEY GET

(i) Students (Stakeholder)

Needs

Get

- Marketable degree Yes/No
- respect Yes
- recognition Yes
- accessible and affordable education No
- financial support Minimal
- learner friendly environment No
- knowledge and skills Yes/No
- representation Not yet formalised
- pass No
- demands to pass Yes?

(ii) **Employers (Stakeholder)**

Needs Get

- Skills, competence, creativity Yes/No
- Work ethic, productivity, honesty, loyalty No
- enough person power No

(iii) **Donors (stakeholder)**

Needs Get

- Effective use of funds No
- recognition/public Yes
- (student) progress No/Yes
- accountability No
- self-generation of female No

(iv) **Staff (stakeholder)**

Needs Get

- acceptable working conditions No?
- dedicated students Few?
- staff development No?
- exposure Limited
- resources Limited
- affirmative action None
- participation Limited

(v) **Parents (stakeholder)**

Needs Get

- Good results Not/enough
- accessible and affordable education No
- participation Not enough to all of them
- maximum utilization of ex-resources No

(vi) **State (stakeholder)**

| <u>Needs</u> | <u>Get</u> |
|--|---------------|
| - development of human resources | Yes/No |
| - enrichment of educational policies meeting | No |
| - national needs | No(individual |

(vii) **Organisations (stakeholder)**

| <u>Needs</u> | <u>Get</u> |
|------------------------|------------|
| - Transparency | No |
| - using the University | Yes |
| - participation | No=Yes |

(vii) **Management (stakeholder)**

| <u>Needs</u> | <u>Get</u> |
|----------------------|------------|
| - Cooperation (full) | No |
| - dedicated staff | Few |
| - understanding | No |

3.2 STRUCTURES AND PRACTICES HELPING AND HINDERING US

(i) Statutory bodies

| + | - |
|------------------------|----------------------|
| Decisions bind us | Composition |
| Essential | Roles not known |
| Part of Unin community | Lack of continuity |
| Committed to change | Acceptance (lack of) |
| | Lack of direction |

(ii) Non-statutory bodies

| | |
|---------------------|----------------------------|
| Creativity | No penal code |
| Mass participation | + - Adapt to new realities |
| History of progress | Resolution of conflict |
| | - redefinition mechanisms |

(iii) Support Services

| | |
|-------------------------|-----------------------|
| Essential and necessary | Entities on their own |
|-------------------------|-----------------------|

Committed personnel

Skills and training
User friendly, strikes,
co-ordination, capacity
to expand

(iv) Practices

Democratisation
Accountability
Transparency
Productivity
Introspection and follow through
Attitude - acknowledge achievements
Contact with outside world
Communication
Informal social networks

3.3 External Trends that affect us directly

Political trends

- Government Policies (Previous - Apartheid legacy)
- Positive political conjuncture (Democratisation)
- High profile personalities
- Political party influence

Academic & professional trends

- Intersarsity liaison
- Statutory bodies
- Publications
- Technological advancement
- Eurocentric influence
- International academic rating, nationally
- International links confined to social sciences

Cultural trends

- Westernised
- Growing interest in indigenous culture

Educational trends

- Inadequate teacher-training at high school level
- Lack of diversification of education
- Donor preferences
- Pressures for admission

Socio-economic trends

- Poverty
- High national illiteracy level
- Subsidy cuts

- Minimal international funding
- Government, private sector funding
- Unemployment
- Socio-economic orientation

Geographic factors

- Located in poor region
- Neighbouring towns dominated by ultra-rights
- Academic isolation
- Rural area
- Inaccessibility of university as an institution by disadvantaged students

Commercial media

3.4 Values and attitudes that hinder or help us

Group 1 looked at both values and hindrances randomly

Group 2 listed values separately from hindrances

Common hindrances

- Lack of effective communication (Students/staff)
- Misunderstanding, political diversity, cultural differences
- Lack of responsibility
- Abuse of alcohol and drugs (staff/students)
- Lack of pride in the university
- Lack of a work ethic
- Lack of broad participation (aloofness and unwillingness)
- Racism, favouritism, nepotism
- Status consciousness (Who must determine what?)
- Lack of critical analysis

Other values or hindrances

- Lack of punctuality
- Lack of commitment
- Inconsistency in the application of rules
- Alienation (interaction, facilities)
- Entitlements
- Lack of a culture of learning
- Selflessness, selfishness
- Lack of scholarship
- Lack of common values
- Expectation of high standards
- Lack of democracy and transparency
- Job insecurity and disadvantaged insiders
- Incompetence
- Tribalism

- Gangsterism
- Lower levels seen as less important
- Library
- Feeling of victimisation
- Denial of change
- Ignorance
- Personalisation of criticism

Values and attitudes that help us

- Individuality of people
- Positive political climate
- Interaction at all levels
- Improved management styles, delegation/ shared management
- Absence of disruptions
- Improved attitudes towards one another and towards change
- Improved attitude towards security
- Positive attitudes towards extra-curricula activities and sport
- Improved acceptance of discipline by both staff and students
- Mutual respect
- Positive attitude towards curriculum development by all on campus
- Academic support consultation

3.5 What we do well at UNIN

- Crisis management
- Reactive intervention
- Carry the nations "Academic burden"
- The ability to function in spite of limited resources and facilities and lack of policies
- The development and cultivation of political consciousness, (mobilising and organising)
- Recognition of the need for transformation and collective decision-making (champion of transformation)
- Development of personality of resilience among students and academics
- High levels of optimism
- Fighting for justice which ultimately generated/attracted external interest
- Recognition of the need for the development of the community
- Aids peer group community

4. Evaluation of Friday

The proceedings of the day was evaluated so as to improve the process.

SATURDAY (13/08/1994)

5. THE PURPOSE OF UNIN'S EXISTENCE

The following vital questions which helped set the correct focus and goals were posed by the facilitator:

- Why does UNIN exist?
- What is UNIN's reason for being (or should be)?
- Your view of what it should be - what you want?
- What you think it should be?

(The facilitator cautioned delegates to bear in mind that there has to be a balance between past and future.)

Delegates were again divided into ten groups and given the task of defining UNIN's purpose as concise as possible. The following drafts were produced:

5.1 FIRST DRAFTS

- 5.1.1 To produce, transmit and implement knowledge and skills that will facilitate development in the South African community. (Northern Province)
- 5.1.2 To provide relevant education and training to disadvantaged people. To inculcate a sense of regional and national responsibility. An institution of progressive ideas and democratic models.
- 5.1.3 Unin strives to promote social justice through excellence in teaching, learning, research and community involvement.
- 5.1.4 A centre of academic excellence in producing competitive and marketable graduates relevant to the development of the various communities within the region and nationally.
- 5.1.5 Reconstruction and development of the country through:-
 - Decolonisation and liberation of the African mind.
 - Quality production upliftment.
 - Empowerment of the community.
- 5.1.6 The University should aim at academic excellence through the provision of relevant education, research and community service.
- 5.1.7 To produce excellent products whose stature and objectives in their different fields of specialization would be to provide adequate, effective service to the community.

To conceptualise and address by way of projects the needs of the community.

- 5.1.8 Unin should be a people-building academic institution engaged in the production of competent graduates and community oriented research for the societal upliftment of the region and the nation as a whole.
- 5.1.9 Unin should be a democratic, non-sexist and non-racial centre of academic excellence providing relevant expertise in teaching, learning, research and community service biased to disadvantaged communities to produce competent and marketable scholars.
- 5.1.10 The purpose of Unin should produce high quality graduates to meet the technological and human resource needs of the country, to research and recommend policies and ideas that would redress the imbalances of the past in the community.

6. AREAS CONCERNING WHICH MORE CLARITY WAS NEEDED.

After collective analysis of the various drafts, the following issues were high-lighted for more clarity:

- Financial support - minimal?
- Students: recognition?
demand to pass?
sufficient respect?
- Status of BTC [Sunday]?
- Working class leadership?
- Staff: need dedicated students - few?
staff development?
acceptable working conditions?
students need to pass - no?

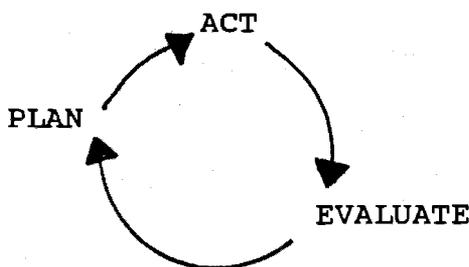
PURPOSE (DRAFT)

The various scribes of the ten working groups as well as various interested persons spent the lunch-break attempting to encapsulate the above suggestions into a concise Purpose Statement. This statement was then critically scrutinised by all delegates, following which the Chancellor proudly declared UNIN's purpose, which reads as follows:

The University of the North strives to be an innovative, responsive institution, dedicated to excellence in teaching, learning, and research, in order to serve a changing society.

PRIORITIES

The facilitator made it clear to all present that if this workshop was to have any meaning at all on the ground, it was imperative that delegates define priority areas and that they be Action Orientated. The facilitator drew a diagram, clearly showing that planning without action, is senseless and that action without evaluation results in energy going off at a tangent.



For now, in order to achieve our purpose, Delegates were asked to identify the five most important areas of concern with regards to the development of our institution. For this purpose delegates were again randomly divided into ten groups.

Many priority areas were raised by the various working groups. The facilitator identified seven areas of major concern. They were as follows:

1. Funding, financial support.
2. Facilities, infrastructure, support services.
3. Accountable, efficient management and administration, work ethic, reduced corruption.
4. Democratization, restructuring, governance.
5. Staff development, human resources, incentives, efficiency.
6. Culture of teaching and learning, academic excellence student/staff ratios, academic support, research.
7. Review of curriculum and programme.

Evaluation

The proceedings of the day were evaluated

7. ACTION PLAN

Delegates were requested to choose one of the seven priority areas for action. Each action plan working group was then requested to go through the following steps:

- * Define action plan
- * Determine current reality
- * Vision
- * Corrective action steps
- * Time frames (evaluation)

The seven Action Plans were collectively scrutinised. It was emphasised by the facilitator, that these action plans were part of a process and subject to constant evaluation and change and should by no means be seen as fixed. What was important was getting down to the job and doing things instead of merely talking about the need change. The various action plans were basically outlined as follows:

FACILITIES ACTION PLAN

- * To establish a technical team within a month.
 - To quantify needs/priorities and submit report - April 95.
 - To develop a master plan submit report - July 95.
- * To set-up a task - team in 1 month's time to:
 - Develop awareness programs to project collective ownership of equipment and facilities and the use thereof.
 - Start by January 95, possibly the students' orientation week.
- * To actively implement and co-ordinate existing structures and procedures and handling complaints in one month.
- * To involve all structures in relation to quantification process "M" PLAN.
- * Proper Staff development for effective and efficient rendering of support services [e.g. security], to start immediately and submit end-of-year report by November 94 and liaise with the Tech - team.
- * Optimal and responsible use of existing facilities to start with immediate effect.
- * To set-up a fund-raising campaign, with this project in

mind, as soon as possible.

- * To ensure active and vigorous implementation of the "M" PLAN.

NB: OMBUDSMAN - PLENARY!

- * Continuous evaluation

FACILITIES - SUGGESTIONS

- Community consciousness of security - community policing?
- April-July is too late.

The basic outline was accepted

MANAGEMENT ACTION PLAN

Definition: Team
Process
Art of managing people

ACTION STEPS [CORRECTIVE]

1. Formulate clear policies and procedures [start immediately - complete in 1 week; review annually]
2. Set up a clear and comprehensive management structure [start immediately, complete within 3 months]
3. Evaluate and fill all vacant posts. [start 3 months until all filled, review annually]
4. Perform work/job analyses and write job descriptions (revise existing and formulate new for academic and supports). [start immediately and complete within 3 - 6 months; review annually]
5. Set up effective channels of communication. [start immediately; complete within 3 months; review annually]
6. Determine further managing needs. [within one year]

VISION

Management that is empowered to take decisions and actions informed by the mission of the university and guided by clearly articulated policies and procedures.

SUGGESTIONS

1. Job evaluation and in-service training: staff development group.
2. Term appointments: identify areas of management that need to be term appointments.
3. Benefits of management: All remuneration packages of all staff members to be transparent.
4. Drastic steps against incompetent managers who are not qualified enough for positions: e.g. retrenchments.
 - * Can't just retrench - Bill of rights, demote (horizontal re-allocation).
 - * Urgent need of policies.

CURRENT REALITY

1. Corrupt, inefficient, ineffective, irresponsible and disorganised.
2. Lack of transparency.
3. Inaccessible.
4. Improperly structured.
5. No team spirit.
6. No trust.
7. No clearly articulated procedures and policies.

8. Internal conflict between people in charge of employees.
9. People charged with the responsibility of managing the affairs of an institution on behalf of the public.
10. A team and differentiated authority within a structure of governance.

MANAGEMENT -SUGGESTIONS

The basic outline was accepted. However the following issues were emphasised:

- Policies to be written in 1-3 months.
- Gender sensitivity in filling posts.
- Performance appraisal needed.

ACADEMIC EXCELLENCE ACTION PLAN

Definition: Quality teaching, learning, research for better community service/produce.

PLAN

1. Build capacity by increasing staff and facilities emphasizing planned growth. [No-growth principle) (January 95)
2. (i) Develop attractive packages and incentives for staff recruitment and retention. [Urgent and immediate]
- (ii) Exercise effective control over the staff teaching at Giyani. [immediate attention]
- (iii) Establish independent satellite campuses. [long term]
3. Establish effective recruitment and selection and admission procedures for both first entering and post grad students. [By 1995 if possible]
4. Develop a centre for support and development of academic staff and students. [1995]
5. Consolidate binding rules and regulations and give facilities more autonomy. [within the democratisation context]
6. Establish academic linkage and exchange programmes in a transparent, accountable way.
7. Develop and expand research programmes and units.
8. Adhere to time frames and deadlines. [from Monday]
9. Build positive university image through re-establishing a culture of learning and teaching.

ACADEMIC EXCELLENCE - SUGGESTIONS

- Link between excellence and democratisation?
- Committee on sports, culture, recreation.
- Independent satellite campuses and distance education.
- Need to re-evaluate tools - deadwood must be cut out
- Excellence of students also important - deadwood must be cut out.
- Salary Packages.

The basic plan was accepted with a few question marks

FUNDING ACTION PLAN

PLAN

1. Publish sectoral audited:
 - financial reports. + 4 annually.
 - evaluate present audit system.
2. Raise student fees - 1996
 - Improve conditions
 - Value for services
3. Set-up an external fund-raising office - to function - 1995.
4. Improve budget procedures
 - Set up standard models
5. Formation of a cost centre.
6. Appointment of government lobby group.
 - immediately meet chancellor.
 - conduct a national subsidy survey.
7. Form a permanent fund-raising committee.
 - urgently.
8. Tighten security (immediately)
 - technological facilities/access control
 - retrain
 - resources allocation
 - employ more staff
9. Financial aid office.
 - increase staff
 - Jan-1995 lobby for loan/bursary scheme.
10. Electronic information system.
 - for efficient sectoral management. *next financial year.
11. Positive image
 - P.R.O. develop fund-raising brochures and documentary videos. *to start immediately.
12. Internal funding - 1995 (Feb - evaluate)
 - Lottery - etc.

FUNDING - SUGGESTIONS

- Privatisation of security system?
- Student fees - evaluate residences - some can be raised immediately.
- Transparency of SRC budget also.
- Sound business principles - monthly basis
- Sovenga/Turfloop soccer league fund-raising.
- External fund-raising office - concentrate first on national funding, etc.
- Utilise buses.
- Revival of convocation.
- Monitor spending on campus - immediately.
- Audit - four times per year too expensive?
- Proper investment.

The basic plan was accepted with a few question marks.

DEMOCRATIZATION OF GOVERNANCE ACTION PLAN

- Definition:**
- a) Broad consultation.
 - b) Acceptance of decisions
 - c) Restructuring of structures
 - d) Stake-holders be effectively represented in statutory bodies.

DEMOCRATIZATION OF GOVERNANCE

- Effective representation and participation of all stakeholders in all statutory bodies.
- Accountability,
- Transparency,
- Commitment and Discipline

CURRENT

- Senate and committees
- Faculties and committees
- Committees of council

ACTION PLAN

1. One third student representation in committees of council, senate and its committees, faculty boards and its committees.
2. Separate professorship from the chair (headship) in departments.
3. Department to elect head.
* Department - staff + 1/3 students.
4. Faculty Boards made up of elected staff from staff councils plus 1/3 student representation.
5. Executive faculty management council consisting of Dean, Deputy Dean, Secretary and President of Student Faculty Council - implementation of decisions taken in Faculty Boards.
6. Working Committees of F.B. same composition as Boards.
* Librarian, faculty librarian, principal or rep, director of counselling bureau and rep deans of other faculties.
7. Election of Dean
Staff council recommends names to Faculty Board where election occurs.
NB. Decisions are binding in all cases.

SENATE AND ITS COMMITTEES

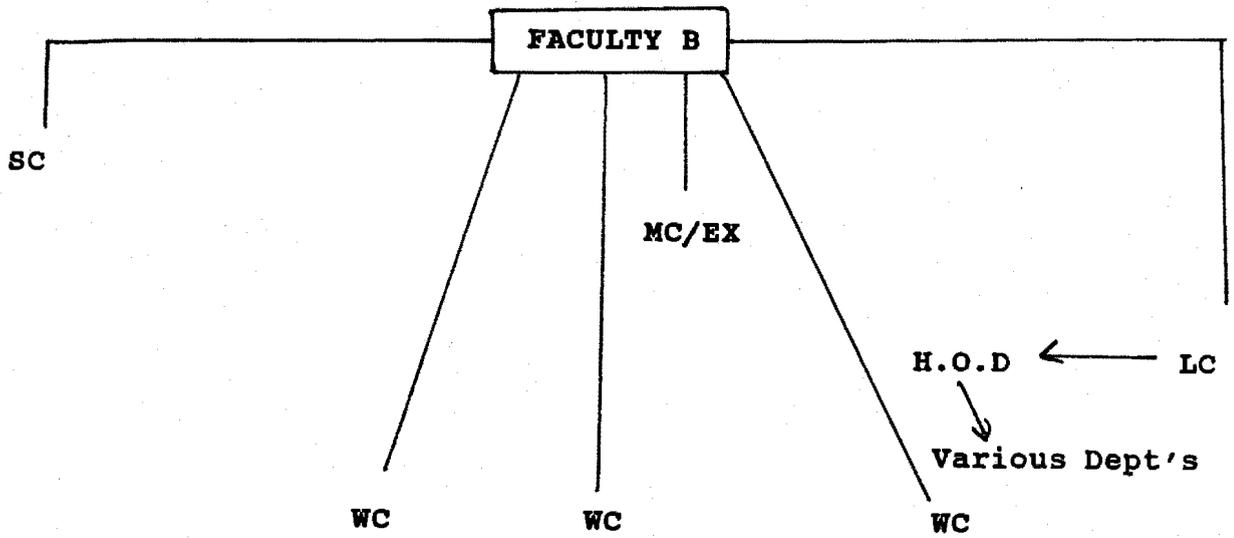
Principles: one-third Representation
student representation
in Senate and its Committees

Exception: one-third Representation Student
ECS 4 observer (student)

Composition: No. 14
8 Deans
2 Senators

4 Top Managers
5 + 4 students

An example of a faculty:



SRC

1. Review of operation
2. Empowerment of SRC (collectively) (effective rep.)
3. Review structure

GOVERNANCE - SUGGESTIONS

- Working committees?
- Separation of Head/Professor - impact?
- Observer - staff also
- Democratisation is more than representation - NB contradictions in excellence, culture of learning.
- Vice-Chancellor's role is important.
- Effectiveness: more examination.
- Define who can stand.
- Student - staff relationship: support services.
- Democratisation: expertise, trust needed.
- Management intimidated - unable to transcend apartheid - unworkable.
- Time frames needed.
- Experience, imagination, energy all needed.
- Alternatives needed.
- Bill needed - statutory.
- No students on examination committees.

The basic plan was accepted with a few questions

STAFF DEVELOPMENT ACTION PLAN

Definition: Continuous development of cognitive, conceptual and technical skills of staff members with the aim of attaining expertise and efficiency.

VISION

- * Efficiency in performance
- * Developing skills and expertise
- * Continuous evaluation
- * Opportunity for development through career path
- * Training (formal and informal)
- * Community outreach programme
- * Organisational development
- * Conducive conditions of employment

CURRENT REALITIES

- * Lack of feedback
- * No coherent staff development programme
- * No mentoring
- * No facilities for development
- * No training material
- * No policy
- * Work - load for academic staff
- * No fully functioning development unit
- * No work ethic
- * Poor inter-personal relationships
- * Subsidised tertiary education - study leave
- * Recognition of unions
- * Academic staff development committee

ACTION PLAN

1. Immediate establishment of a staff development unit to focus on; [to function within 3-4 months]
- 1.1 Needs analysis + policy development; [1st four months after establishment]
- 1.2 Organisational development strategy
- 1.3 Initiate and implement staff development programmes - establishment of career paths; [immediately after 1.1]
- 1.4 Initiative and implement orientation/induction programmes; [immediately]
- 1.5 Develop and implement internship programmes
- 1.6 Initiative and implement staff exchange programmes
- 1.7 Develop and implement community outreach programmes
2. Affirmative action and mentoring.
3. Promote culture of collective bargaining; *Labour relations; [code of conduct]

STAFF DEVELOPMENT - SUGGESTIONS

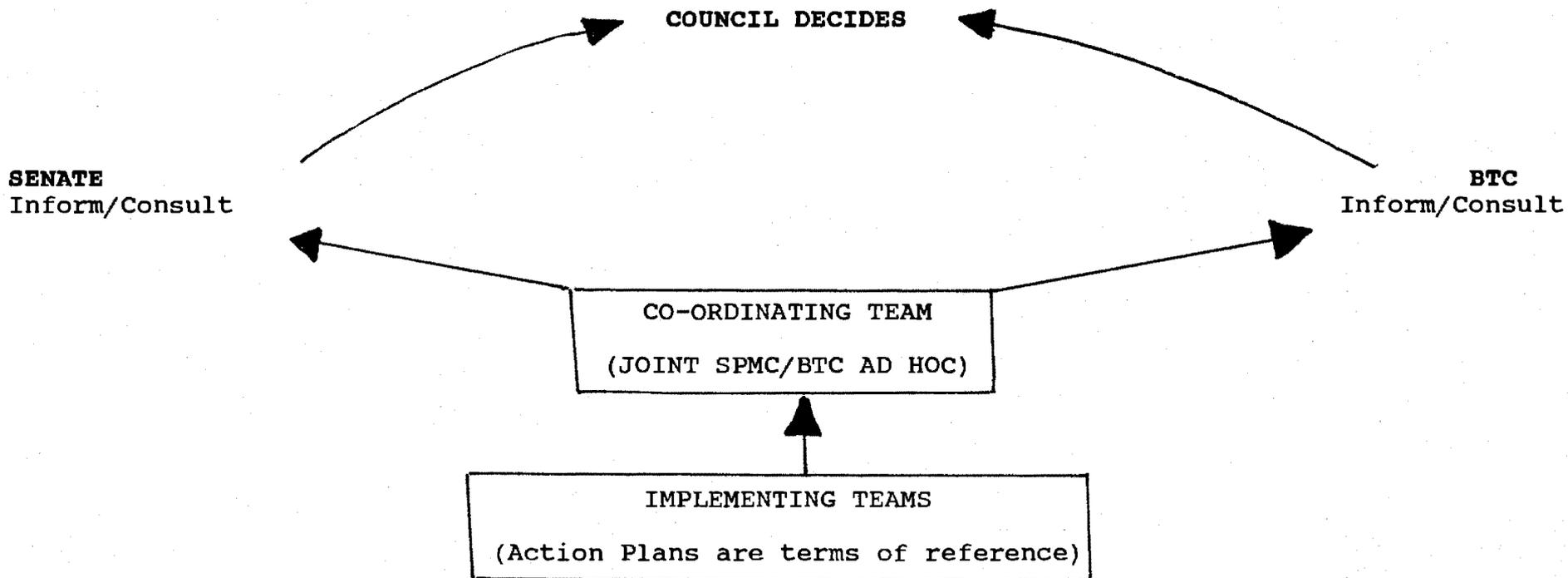
- Student exchanges - academic excellence action plan.
- In-service training more explicit.
- Sabbatical leave for staff development.
- Strategy too idealistic - institutional limitations - efforts already underway.
- Performance appraisal needed.
- Funds needed for staff involved in research.

The basic plan was accepted

SUNDAY (14/08/1994)

IMPLEMENTING THE UNIN ACTION PLANS

The various Action Plans were given a last review. Following which the task of identifying who does what and who is accountable to whom, commenced. It was stressed that the role of the implementing teams and the co-ordinating team was to facilitate and not to dictate. Their job was to see to it that decisions collectively taken were carried out, to monitor, to report back and to see to it that all assistance be given to assist in the process on the ground in whatever way and continuously. The following diagram outlines the process of accountability:



IMPLEMENTING THE UNIN ACTION PLANS

| ACTION PLAN | LEADER (1) | SUPPORT (5) TENTATIVE | CONSULT | APPROVE |
|------------------------|-------------------|---|---|--------------------------------------|
| GOVERNANCE | MASHEGO | MK MATHIPA MNISI PC MASEKELA D MOTSHOLOGANE NKOSI J | SENATE, FACULTIES, DEPARTM ENTS, SRC | COUNCIL |
| MANAGEMENT | HLANGWANE | MTSHAULANA P MAAKE JELE MABELEBELE VINESH | MANAGEMENT | COUNCIL OR PRINCIPAL |
| FUNDING | COETZEE | MAKGOKA J MAJOLA BONGANI MPHAHLELE RAMPEDI THABO | FINANCE COMMITTEE, PUBLIC RELATIONS | COUNCIL OR TURFLOOP FOUNDATION |
| FACILITIES | DU TOIT | NONG OLIVIER P VENTER P MABOKELA VAN HEERDEN O | PHYSICAL PLANNING COMMITTEE, UNITS, UNIONS, STAFF ASSOCIATIONS | COUNCIL OR PRINCIPAL |
| ACADEMIC EXCELLENCE | RAMPHELE | MSIMEKI MASENYA J MASHEGOANE MINTER | FACULTY COUNCILS, DEPARTMENTS, SENATE, SUPPORT SERVICES, STAFF ASSOCIATIONS, FACULTY BOARDS. | SENATE (NEW) |

| | | | | |
|---------------------------|-------------|---|--|-----------------|
| STAFF DEVELOPMENT | OLIVIER | BONGANI MAJOLA RAMAPHOSA LESUFI DU SAETOY | MANAGEMENT, STAFF ASSOCIATIONS, UNIONS, FACULTY BOARDS. | VICE-CHANCELLOR |
| CURRICULUM DEVELOPMENT | MOKGALABONE | THEKO SV BUTHELEZI N DIPENAAR MATJANE RALENALA MF | FACULTY COUNCILS, FACULTY BOARDS, OTHER UNIVERSITIES, PRIVATE SECTOR | SENATE (NEW) |
| CO-ORDINATION | NDEBELE | SPMC + BTC AD HOC | SENATE, BTC | - |

Each day was followed by a critical evaluation of the day's proceedings in order to improve on the process. This method of constant review and evaluation contributed largely towards the success of the entire workshop.

Chris White
Chris White (APO)

ADDENDUM C

**ACADEMIC EXCELLENCE TASK TEAM RECOMMENDATIONS AND
STRATEGIES**

RECOMMENDATIONS - ACADEMIC EXCELLENCE COMMITTEE.

The results of the survey of opinions among staff and students regarding the improvement of academic standards at UNIN are organised below in the form of the problems perceived by the UNIN community, recommendations (concerns and suggestions), strategies and time frames - as to how these problems might be solved.

1. Learning Environment.

1.1 Problem: Students receive inadequate career guidance.

Recommendations , Strategies and Time Frames for reporting to APC:

- * need for more effective dissemination of information to school guidance teachers at schools (PRO section, Student Counselling Centre (SCC) and Faculty of Education - suggest appointment of a career advising officer: Report to APC June 1996).
- * need for the establishment of linkages with teacher training colleges in order to draw up a co-operative programme for training teachers in career guidance and for the dissemination of career information (PRO, Faculty of Education and SCC - suggest faculty brochures: Report to APC June 1996).
- * suggest that faculties provide appropriate and adequate guidance to applicants before registration - ie. when they first apply for admission: eg. brochures advising them on subject choices (SCC and PRO: Report to APC June 1996).
- * suggest that student advisors be identified by Faculties and trained to advise students regarding their subject choice during registration (Through Faculties to SCC: Report to APC June 1996).
- * during the academic year, career guidance should also be given to students wishing to change direction. This could be incorporated in the mentoring system (see 1.5 below) (SCC: Report to APC June 1996).
- * career guidance could include information on the current situation regarding employment opportunities in various fields (SCC: Report to APC June 1996).
- * suggest that an e-mail bulletin board be established at UNIN, giving the qualifications and addresses of recent graduates. This could be accessed by prospective employers and would assist students in their efforts to secure employment (PRO: Report to APC June 1996).
- * an effort should be made to establish the language and subject proficiency level of first-entering students so that there is not a mismatch between the capabilities of the students and the level set by the academic staff (SCC and Language Unit (Dept English) Report to APC June 1996).

1.2 Problem: There are too few post-graduate students.

Recommendations, Strategies and Time Frames for reporting to APC:

- * Suggest that departments be encouraged to offer postgraduate courses: it was noted that in order to attract postgraduate students a Department should of necessity have staff with high academic qualifications and extensive experience in their respective academic fields - suggest that attention be given to criteria/policy so as to promote quality and sustainability (Under Deputy Vice Chancellor (DVC) - graduate studies office / officer: Report to APC June 1996).
- * need for a special effort to recruit postgraduate students: eg. by offering postgraduate bursaries, guaranteed accommodation (including family units), assistantships (tutorships) (Postgraduate Office / Officer: Report to APC June 1996).
- * suggest that postgraduate courses be advertised widely in newspapers and at other Universities (PRO: Report to APC June 1996)..
- * need to find ways of making the environment at UNIN more acceptable to outsiders (PRO: Report to APC June 1996).

1.3 Problem: Classes are often overcrowded.

Recommendations, Strategies and Time Frames for reporting to APC:

- * A quota system could be implemented at Departmental level, together with clear guidelines as to the nature and application of selection criteria (Heads of Departments to Dean to DVC: Report to APC June 1996).
- * suggest that departments have autonomy for setting quotas but should be able to justify the quotas eg. in terms of the availability of staff, physical space, etc (HOD's, Deans and DVC: Report to APC June 1996).
- * A SAT (aptitude) test could be designed to test the potential of applicants who do not qualify on points (Faculties to debate this suggestion) (UNIFY: Report to APC June 1996).
- * need for a policy regarding the selection of students (DVC: Report to APC June 1996).

1.4 Problem: There is inadequate control over registration of students in Faculties.

Recommendations, Strategies and Times Frames for reporting to APC:

- * Pre-registration: applications must be processed by Faculties once the deadline for applications has been reached. Applicants should be notified as to whether they have been provisionally accepted or placed on a waiting list, and whether hostel accommodation has been reserved for them. This system is not functioning efficiently at UNIN cf. other Universities - need for adequate control in residences

(DVC and Student Affairs: Report to APC June 1996).

1.5 Problem: Academic support for students is inadequate.

Recommendations, Strategies and Time Frames for reporting to APC:

- * a student mentoring system could be applied at Departmental level (eg. see information disseminated by Dr. Carr) (SCC: Report to APC June 1996).
- * mid-year reviews of student progress could be implemented at Departmental level, and appropriate action taken to assist students who are struggling (SCC: Report to APC June 1996).
- * academic support services, especially the library, need to be expanded, and to function more efficiently. Decentralization of the library should be given serious consideration - role and composition of the library committee (Postgraduate libraries in departments) DVC: Report to APC June 1996).
- * the value of the Student Counselling Service should be made clear to students, in order to eliminate the stigma attached to seeking help. This service must become more relevant and effective (SCC and faculties: Report to APC June 1996).
- * tutorials, run by staff, should be implemented wherever possible in order to increase contact time and give students the opportunity to receive individual attention (departments - workshop by faculties) HOD's and Deans: Report to APC June 1996).
- * more computer facilities should be created, especially for senior students (faculties/departments - budgets/space) DVC: Report to APC June 1996).
- * computer-aided instruction should be made available to supplement traditional teaching methods(same as above + study by Faculty of Education on pros and cons: Report to APC June 1996).
- * need for continuous evaluation and counselling of students (SCC and HOD's: Report to APC June 1996) .

1.6 Problem: Conditions in Residences are not conducive to studying.

Recommendation, Strategy and Time Frame for reporting to APC:

- * management should intervene and take a fresh look at the infrastructure, organization and control of the residences. Problem areas badly in need of attention are : overcrowding, access control, safety & security, discipline, noise control, hygiene, & organization of the dining halls (Student Affairs Action Plan and Physical Planning Strategic Planning Report: Report to APC June 1996).

1.7 Problem: There is no bookshop on campus.

Recommendation, Strategy and Time frame for reporting to APC:

- * That a bookshop be established on campus (VC - tender (further information from Student Affairs on current situation): Report to APC June 1996).

1.8 Problem: There is undue emphasis on study guides.

Recommendation, Strategy and Time Frame for reporting to APC:

- * Study guides prepared by lecturers should be carefully evaluated and controlled, and an attempt should be made to make a wider range of alternative study materials (ie. recommended textbooks, journals etc.) available to students (HODs to Deans, Librarian: Report to APC June 1996).

1.9 Problem: A culture of learning is not evident on campus.

Recommendations:

- * staff/student contact should be increased by way of small tutorial groups; mentoring; more favourable staff/student ratios; student participation in Departmental seminars, symposia etc.; regular reviews of students' progress in order to identify those who are experiencing problems (Deans and HODs Report to APC June 1996) (DVC - Common Room: Report to APC June 1996).
- * opportunities should be created for social interaction between staff & students by way of eg. sporting activities, a Postgraduate Club, Departmental "happy hour", etc (same as above).
- * there is need for increased staff commitment & better teaching. need for culture of learning among staff - incentives (DVC/ Deans/HODs: Report APC June 1996).
- * an acceptable code of conduct for staff & students should be defined and their respective responsibilities should be clearly indicated - suggest code of conduct to include the entire institution (DVC: Report to APC June 1996).

2. Teaching environment.

2.1 Problem: Procedures regarding the recruitment of staff need to be improved.

Recommendations, Strategies and Time Frames for reporting to APC:

- * vacant posts should be advertised as widely as possible, even internationally for ranks above lecturer level, and should be filled by people with ample experience (DVC plus Personnel: Report to APC June 1996).
- * UNIN should attempt to recruit staff from outside rather than from within its ranks (same as above).
- * there is a need to strike a balance between "affirmative action" and "the best person

for the job", but the specific requirements of the Department with regard to its teaching priorities and research focus should be an important consideration in making well balanced decisions (same as above)

- * Departmental staff should be given an opportunity to participate in the shortlisting of applicants by means of open and thorough discussion (same as above).
- * Departmental staff should form a majority on the selection panel and should be rotated in order to promote an open procedure and a fair choice (same as above).
- * in appointing staff, factors other than academic qualifications should be considered eg. lecturing skills, attitude towards students, administrative qualities, initiative, innovative spirit, and additional professional qualifications (same as above).

2.2 Problem: Apprehension exists among staff regarding the relationship between the positions and qualifications staff hold, and the salaries and fringe benefits they receive.

Recommendations, Strategies and Time Frames for reporting to APC:

- * a thorough study should be done, comparing the UNIN to other Universities in South Africa, in respect of salary structure; academic and professional requirements; requirements regarding competence and productivity; promotion criteria and fringe benefits (Personnel / Human Resources: Report to APC June 1996).
- * these findings should be made public so as to promote more open and transparent relationships among staff and between staff and the administration (same as above).
- * staff who have unsuccessfully applied for promotion should be told why their application was unsuccessful so that they can improve their chances of success in the future. This will also reduce frustration and the development of negative perceptions regarding the assessment process (same as above).

2.3 Problem: Staff/student ratios are too high.

Recommendations, Strategies and Time Frames for reporting to APC:

- * more teaching staff (not necessarily involved in research) should be employed (see section 1.3).
- * additional staff (not necessarily academic) should be recruited to run workshops, tutorials etc. in order to increase the contact time with students (see section 1.3).
- * realistic student quotas should be set and adhered to (see section 1.3).
- * there should be a more efficient use of people-power for teaching, irrespective of rank (see section 1.3).

- * the lecture timetable should be distributed more evenly over the entire day to allow the splitting of large classes into smaller groups: eg. for tutorials (Time Table Committee: Report to APC June 1996).

2.4 Problem: Teaching facilities and resources are inadequate.

Recommendations, Strategies and Time Frames for reporting to APC:

- * more smaller venues could be created - 600 seater lecture halls do not promote learning in any way. The emphasis should be on reducing group size and increasing contact time. Also arrangement of seating should move away from "frontal teaching" to accommodate a more interactive methodology (DVC/Physical Planning: Report to APC June 1996).
- * teaching aids such as overhead projectors should be provided in all lecture halls and maintained continuously - more staff need to be provided for this (ISS and campus control: Report to APC June 1996).
- * lecture halls should be kept clean and fixtures such as doors, blackboards, lights etc should be protected and maintained continuously (this is not done at present eg. M Block, R70 & R75) (Maintenance - establish complaints office: Report to APC June 1996).
- * library resources could be made more accessible by allowing a shorter loan period so that staff do not keep books for extended periods (Library: Report to APC June 1996)
- * concern that the computer centre does not operate efficiently, which increases the administrative load of academic staff (DVC: Report to APC June 1996).

2.5 Problem: There is a great need for improvement in the quality of teaching.

Recommendations, Strategies and Time Frames for reporting to APC:

- * a unit could be established to train staff in teaching methodology in order to facilitate effective learning - Unit to address teaching and learning in a comprehensive manner (DVC: Report to APC June 1996).
- * lecturers could be evaluated by students, by their peers, and could evaluate themselves at regular intervals in order to monitor and improve their teaching skills. This should be approached in such a way that staff will recognise it as a positive exercise which will be of benefit to them. This could be done by means of anonymous questionnaires (same as above).
- * suggest that Heads of Departments and administrative staff be evaluated by staff and students at regular intervals in order to help them to improve their effectiveness (same as above).

2.6 Problem: The teaching workload is not evenly distributed among teaching staff.

Recommendations, Strategies and Time Frames for reporting to APC:

- * individual Departments should determine the highest staff/student ratio permissible for an acceptable teaching/learning situation (Deans to DVC: Report to APC June 1996).
- * staff numbers should be adjusted based on these findings (same as above).
- * junior staff, secretarial staff and assistants could be employed to reduce the marking and administrative duties of teaching staff (same as above).
- * the division of time between teaching, administrative duties and research, at the various levels of academic staff should be more clearly defined (same as above).

2.7 Problem: Some academic staff are not as productive as they could or should be.

Recommendations, Strategies and Time Frames for reporting to APC:

- * the productivity of staff should be regularly assessed by the Heads of Departments (Deans and HOD's: Report to APC June 1996).
- * an attempt should be made to establish a good work ethic and a general positive attitude among staff. This should not involve the implementation of fixed working hours or punitive measures but rather the development of a favourable working environment. Obviously, the enthusiasm, dedication and personal work ethic of Heads of Departments will be critical to the success of this endeavour (DVC, Deans and HODs: Report to APC June 1996).
- * academic staff often not available - suggest the restructuring of the timetable and the creation of incentives for staff to stay on campus (same as above)
- * staff should be discouraged from being involved in business activities off the campus unless it is directly connected with UNIN, in which case ECS approval should be required - incentives to stay on campus (same as above).
- * Monies derived from such activities could accrue to UNIN (same as above).

2.8 Problem: Departments and Faculties do not have enough contact with other institutions.

Recommendations, Strategies and Time Frames for reporting to APC:

- * staff exchange programmes should be set up and Departments should make use of them (DVC see 2.5).
- * Departments should make an effort to form linkages with other institutions which will be of benefit to staff and students (DVC see 2.5).
- * the academic development office should be informed of existing linkages so that

they can be extended and built upon (International Office: Report to APC June).

3. Research and Publication Environment.

The following problems/recommendations to be addressed by DVC / the Research department (Prof Tyobeka) / Library / Computer Centre / Printing - publishing. To report to the APC June 1996)

3.1 **Problem:** Too few of the staff are actively involved in research and the publication output is low.

Recommendations:

- * HOD's should encourage the staff in their Department to carry out research and publish it, and should be held accountable for a poor Departmental research output.
- * staff who are actively involved in research should be given a lighter teaching load than the others.
- * where possible, the teaching schedules of staff should be arranged in such a way that free time is available for research.
- * student vacations should not be perceived as vacations for the academic staff: they could take some leave during certain vacations and use the others for research.
- * an annual report on the research carried out by each Department should be circulated to all academic staff members.
- * Departments should be rated according to their research output to make them aware of how they compare with other Departments in this respect.
- * an annual award could be given to the Department with the highest research output.
- * more staff should be employed to reduce the teaching load so that more time is available for research.
- * Departments and sub-departments should be headed by academics who are actively involved in research and have an extensive publication record.
- * joint research projects with other institutions should be initiated and encouraged.

3.2 **Problem:** The lack of a well organised library is a hindrance to research.

Recommendations:

- * better control of books & journals - follow up when overdue.
- * improve the interlibrary loan section.
- * make it possible for staff to access CD ROM via an internal computer network.
- * institute staff exchange with other libraries.

3.3 **Problem:** The teaching and administrative load is too high to leave time for research.

Recommendations:

- * more staff should be employed to reduce the teaching load so that more time is available for research.
- * provide secretarial staff at departmental level.
- * provide a statistical service which offers advice and processes research data.

- * train staff to make more effective use of their time.

3.4 Problem: Research facilities are inadequate.

Recommendations:

- * researchers should be given more financial aid to purchase equipment required for research.
- * where the need exists, more physical space should be provided for research.
- * all staff should be provided with PCs and access to e-mail and internet as a matter of course, and regular training programmes on software packages should be offered.

3.5 Problem: There are too few co-operative research programs and research units.

Recommendations:

- * Faculties and Departments should be encouraged to form such structures, particularly with the RDP in mind.
- * multidisciplinary research should be encouraged.
- * linkages should be forged with other institutions and co-operative programs initiated.

3.6 Problem: Reporting back to staff after attending conferences etc should be improved.

Recommendations:

- * staff should be encouraged to attend conferences.
- * report-backs should be mandatory.
- * report-backs should take the form of seminars, and senior students should attend.
- * presentation of a paper should be mandatory for the attendance of a conference.
- * only productive staff should be allowed to attend conferences.
- * a copy of the conference proceedings and report should be lodged in the library.

3.7 Problem: Internal conferences are not well attended.

Recommendations:

- * attendance should be mandatory and should be recorded for each staff member.
- * senior students should have to present their research at these conferences.

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ADDENDUM D

RURAL DEVELOPMENT PROGRAMME

Land Management and Rural Development Programme

The Role and Objectives of LMRDP in Applied Rural Research at UNIN

The idea of LMRDP was conceived when a delegation of UNIN students presented their community's felt needs to staff at the University and requested help. This particular request - to the Faculty of Agriculture for help in setting up and monitoring a beef ranching project - stimulated reflection on the University's responsibility to the community from which it draws its students. Does UNIN have a responsibility beyond simply training young people as academics? If research is carried out at UNIN should it accommodate an element of outreach? Should the research results feed back into the community, either directly or through policy formulation. And if so, how?

It could be argued that, to date, much research by staff at UNIN has comprised fairly standard, conventional approaches (based on questionnaires, or formally designed experiments in controlled environments) with the primary purpose of advancing academic careers. There is nothing wrong with this approach - unless it is deemed that UNIN's responsibilities are greater than fulfilling the ambitions of individual researchers. LMRDP has taken precisely that view point, and, with the help of a grant through the European Community, has established a four year programme split into two phases, which seeks to stimulate appropriate rural research within the University.

LMRDP has multiple objectives, but perhaps three main aims can be identified.

- a. To provide a conducive environment for staff and students to carry out quality research into relevant rural development issues;*
- b. To develop a cohesive rural research programme which addresses the needs of the rural community in Northern Province from which UNIN's students are drawn;*
- c. To help formulate policy - based on research results - which feeds into the requirements of Provincial Government and particularly the Department of Agriculture.*

There are two key points about the component research projects within the programme, which it must strive to achieve. First, the themes should be relevant to the development needs of the area rather than esoteric exercises. This requires researchers to consider carefully their topics - and to draw these from the needs of Provincial Government, and, most of all, from the disadvantaged rural population. Secondly the research should attempt to break out of the formal, technocratic straightjacket which so often puts statistical significance before 'real results' which have potential for application in rural areas. One way of helping to achieve this aim is to introduce participatory tools into the research methodology: meaning bringing rural people interactively into the research, rather than treating them merely as fillers of questionnaires.

LMRDP thus has a strong philosophical basis: how far it can achieve its aims within its timespan of four years is yet to be seen. And looking further than that, it can only be said to have been successful if it can institutionalise its approach into the University's research system, so that the programme can drop away like the casing of a mould which has set.

UNIVERSITY OF THE NORTH

LAND MANAGEMENT AND RURAL DEVELOPMENT PROGRAMME

The University of the North's **Land Management and Rural Development Programme (LMRDP)** is a multi-disciplinary research programme investigating issues relating to management of land and rural development, with a focus on the communal areas of South Africa's Northern Province. The programme promotes *appropriate and applied research*: in other words the problems addressed are relevant to the needs of the 'new' South Africa, and the products of the research will be of direct use to implementing Ministries.

The **specific objectives** are to:

- * *contribute to improved environmental management in Northern Province (NP)*
- * *help generate enhanced resource management and development strategies for NP*
- * *produce high quality research and publications*
- * *improve training of UNIN students in research methodology*
- * *provide the means and environment for UNIN staff to engage in relevant research*
- * *promote inter-departmental, multidisciplinary research at UNIN*
- * *expand the socio-economic and environmental database for Northern Province*

Within the overall mandate of land management and rural development, there are certain themes which characterise the research undertaken in the first phase of the programme.

These **research themes** are as follows:

- * *socio-economic and environmental database generation*
- * *land degradation and rehabilitation*
- * *land use planning*
- * *land reform*
- * *livestock and crop production systems*
- * *rural household development strategies*

During the first two year phase of the programme (01 July 1995 to 30 June 1997), over twenty research projects will be undertaken. At the end of this phase there will be a variety of **outputs** forthcoming, including, *inter alia*, sector review papers drafted, journal articles submitted, policy reports prepared and conference papers presented. Additionally, a number of workshops and seminars will be convened to disseminate information.

LMRDP is funded by the European Commission, through the Kagiso Trust, which has a contractual agreement with UNIN. The Vrije Universiteit Amsterdam is involved as a partner, and has seconded a staff member to help coordinate research.

For further information please contact:

| | | |
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NEWLAND



NEWS BULLETIN OF

THE LAND MANAGEMENT AND RURAL DEVELOPMENT PROGRAMME

Edition No.1

April '96

Welcome to the first edition of NEWLAND the newsletter of UNIN's Land Management and Rural Development Programme (LMRDP). We hope to produce an edition of Newland twice a year to keep you informed about developments under LMRDP. Many of you will not be familiar with LMRDP, so here is a brief overview of the programme and its origins. The Land Management and Rural Development Programme is a multi-disciplinary research programme at the University of the North which is funded by the European Commission and has technical support from the Vrije Universiteit Amsterdam. LMRDP began its programme of work in July last year - 1995 - and the current two year phase will keep the work running up to the end of June 1997. After that we hope and anticipate that LMRDP will receive support for a further two years.

So what is LMRDP all about? Basically, the programme aims to stimulate relevant research in rural development within Northern Province - the heartland of UNIN. As well as building up research capacity within the University, LMRDP will provide the Provincial Government with policy guidance in the daunting challenges that it faces. And LMRDP also hopes to become a link between UNIN and the problems faced by the rural poor.

Some would argue (as we do) that UNIN has an obligation to help the very communities from which it draws its students. That deed was how the idea of the project arose. In 1992, a group of UNIN students led by George Mathedimosa of the Law Faculty formed a local development association to help their home community at Soetfontein, near Mooketsi. They came to the Faculty of Agriculture to seek for advice on setting up a beef projectand thereby a seed was sown that took root, and eventually sprouted to a multi-disciplinary proposal submitted to the European Commission through the Kagiso Trust. Why should UNIN not establish a rural research programme to help the whole Province?

That's what LMRDP hopes to do, with research spanning several themes, including land degradation, land use planning, land reform, production systems, and household development strategies. Furthermore, a provincial data base is being set up. Read on! NEWLAND will tell you more about the projects themselves, and the people behind them.



George Mathedimosa (Centre; now with Kagiso Trust)



Prof. Andre de Villiers (centre) Programme Supervisor, Will Critchley (Vrije Universiteit Amsterdam), Research Co-ordinator, Cate Senwana Administrative Officer.

Making a start on Applied Rural Research

As South Africa moves into a new era, so the spotlight inevitably falls on the problem of development in the historically deprived areas. Amongst the most pressing needs is a coherent policy for the rural areas of the former Homelands. What can be done? How can the land sustain the growing population without eroding and degrading beyond redemption? But equally, how can the rural poor make a living from the meagre natural resources?

In the extensive "communal" areas of Northern Province the problem is immense and urgent. Population statistics tell their own story of inequality; nearly 90% of the population lives on 30% of the land area. And, in certain areas at least, this is degrading visibly. Soil fertility is decreasing, gullies are developing, and silt is being deposited in reservoirs - or washed to the sea. So an ever accelerating downward spiral of degradation and poverty is inevitable. Or is it?

The University of the North has picked up the gauntlet. UNIN has accepted the challenge of helping to build a policy base for the impoverished rural communities that it serves. But while providing guidelines for development, we must avoid the pitfalls that have plagued rural development in much of Africa. However, the picture is becoming more positive in some of these extremely poor countries. So what are the lessons to be learned?

The first, and golden rule is that people must participate in, and "own" the development process themselves. Of course there needs to be an 'enabling environment' in place for this development to flourish, but development cannot simply be imposed. And an appropriate research agenda stems from this same process of participation. Indeed it is increasingly argued that rural land users can and should participate in all aspects of the research itself, right through to evaluation of the results. LMRDP should take heed.

VISIT TO ZIMBABWE

Team from UNIN looks at Land Reform Experience

Zimbabwe has learned a number of useful lessons that would be well shared by South Africa. Not least of these is Zimbabwe's experience with land reform. This is the message brought back to UNIN by a team of researchers from the Land Management and Rural Development Programme who travelled north recently. Led by Prof. Andre de Villiers, a team of four visited Zimbabwe from 18-25th February. Making up the contingent were Timothy Thobane, Ismael Dloum, and Will Critchley. The group had a busy schedule, beginning with a visit to the University of Zimbabwe. This culminated in an informal seminar where ideas and experiences were shared. Here, it came across strongly that subdivision of some large farms was viewed as a necessity to improve productivity and free-up more land for sale. And there was a consensus at the resettlement programme had strengths but also weaknesses. Meetings with senior officials at the Government's Department of Research and Support Services (DRSS) and Extension Service (RITEX) followed. A prevailing theme here was the need to come closer to providing what farmers really want, through understanding their priorities. Participatory diagnosis methodology is therefore being brought to extension staff, and research is being taken increasingly onto farmers' fields.

Consulting meetings were held with the authors of two seminal books produced recently in Zimbabwe - Prof. Mandivamba Rukuni a co-author of 'Zimbabwe's Agricultural Revolution' (and, incidentally, Chair of the Joint Land Commission Enquiry) and Dr. Sam Moyo of the SAPES Institute who has put pen to paper to produce 'The Land Question in Zimbabwe'. After other meetings - including one with the Zimbabwe Farmers' Union - and a field visit to a communal area as well as a resettlement scheme, a clearer picture of Zimbabwe's experience

emerged - both the successes and shortcomings. Fuelled by heady expectations the Zimbabwean Government set out on a vigorous campaign of land reform immediately after Independence in 1980. Targets for resettlement were ambitious: the aim was to purchase - on a willing seller basis - a large proportion of the large scale farms, and redistribute this to the land hungry. Initial achievements were impressive, and by the time ten years had passed, Zimbabwe had resettled four times as much land as Kenya had done in a similar period. Some 20% of the area under the large scale farms had been bought up, and 52,000 families settled on the resultant 3 million hectares. But the pace of resettlement slowed markedly, after its initial impetus, and overall targets weren't met. Now stock is being taken. Several problems have emerged: for example only one type of resettlement has really worked well - the 'farm family' where farmers are settled on small, individual plots. Collectives, Grazing Schemes and Outgrowers Associations have fared poorly in contrast. Furthermore the resettled 'farmers' often lacked the skills it takes to manage the land. And a still unanswered question is: "how much land does a farmer need to give him or her a reasonable income?" The focus now is moving away from resettlement, and more towards providing services to the communal areas. Where resettlement does continue, the prospective settlers are vetted more carefully, and given appropriate training. All in all this was a most valuable trip: the 12 hour drive from Turfloop was well worthwhile and the UNIN team came away with several messages for South Africa. These have already been shared with other LMRDP researchers at a reporting-back seminar. And in due course they will be incorporated into reports and policy documents produced under the LMRDP banner. It is also planned to hold a regional seminar on Land Reform, in June 1996.

Harmonisation of Ancient and Modern

What role have Chiefs to play in a democratic South Africa? How can their traditional authority be reconciled with the powers of new, elected local councils? These are the questions under study by an inter-University team headed by the Traditional Authorities Research Group or 'TARG' for short. The other universities collaborating with UNIN are Pietermaritzburg, Bloemfontein, and the University of Leiden in the Netherlands.

The TARG group at UNIN have linked up, informally, with the LMRDP as they - and we believe that there is common ground and shared interests. Recent discussions between Will Critchley and both Annemey Mojela and Beryl de la Motte of TARG have indicated that indeed there are matters of concern to us equally. For example, at the core of land management is security of tenure. Historically, Chiefs

have had the authority to dispense the rights to cultivate land. If there is sufficient doubt about the continuity of this authority - and no clear alternative has been put in place - then it is plausible that those farming the land will lose confidence, and be unwilling to invest in, say, conservation structures, fencing or tree planting. But let's not get too deep into the details here - this is obviously a subject of great importance, and we at UNIN should be proud that our TARG group will have a stake in the recommendations soon to be put forward to the Constitutional Assembly. Certainly LMRDP welcomes collaboration and awaits the results of TARG's findings with keen interest. Watch this space! In the next issue of NEWLAND we hope to bring you a summary of the recommendations of the TARG team.

Surviving at Home Rural Household Development Strategies

Two related research projects are currently being carried out by UNIN's Department of Agricultural Economics: both look at aspects of household income security. Already there are some interesting findings emerging, despite the fact that the raw data has not yet been completely processed. The first project, which looks specifically at food security, is led by Dr. Mulegetta Mekuria. 250 households have so far been visited and questionnaires completed. The second project, headed by Ms. Malijeng Ngqaleni, is looking specifically at how women are affected by development programmes: does agricultural development reach women-headed households, and what is the effect on the household budget? In this case, 300 households have been interviewed, again through the use of carefully structured questionnaires. So what can be gleaned so far from these projects? While

obviously needing to be cautious about making premature conclusions, two or three findings do begin to tell an interesting tale. First of all, just because a family is 'rural' does not necessarily mean that the family has access to land. Rural landlessness exists, and is a growing problem. And this is particularly true amongst young women, who are therefore at specific risk of poverty, unless they have access to remittances from a (usually) male member of the family. And many don't have this source of security. The second point of interest is that the majority of those who farm the land are indeed women. The men are away, employed outside - or seeking employment outside. Extension agents, kindly take note: most of your clients are women.

Geen Einde

An Experiment in Land Rehabilitation

tion of land is almost y cited as one of the main mental problems facing rica. Some of the worst ion is to be found in the deprived communal he ex-homelands. The in Northern Province is as severe as anywhere w Republic, and is ided by a chronic of surface water in this stricken region. Of MRDP has a direct with land degradation remedy to this - land tion.

s of considerable interest programme to learn of an being carried out through rtment of Agriculture in a oded valley within the sbowa. Largely through s of an enthusiastic, and ncermed, officer with the ant, Mr. Christo Spies, of Geen Einde is being ed. Drought relief funds n utilised to implement a conservation techniques ppanse of grazing land in the process of y gullied beyond redemp- tion structures have

been put in place in the dongas, and further upstream, a range of low-cost techniques are being used to remarkable effect in some instances. These include various vegetative barriers and, intriguingly, old motor car tyres along the contour. Where does LMRDP fit in? Well, it was obvious that one vital element of the process was missing. That was monitoring.

Unless such initiatives are monitored, their success or otherwise cannot be quantified. And there is a difference between what looks like a success, and what passes the acid tests of cost-effectiveness, technical efficiency and acceptability to the local people: LMRDP is assisting the Department of Agriculture to look into these matters. Not only are investigations underway

regarding what has been put on the ground since the inception of the project, but a replicated trial has also been set up to compare the effectiveness of 5 simple contour barriers. These include Vetiver grass, 2 species of agave, local aloes, and old car tyres. NEWLAND will keep you informed on progress of the monitoring programme and the resulting recommendations.



Aloes on the contour

Stats and Figures from Northern Province

know that Northern holds (at least) three it dubious 'provincial' South Africa? It has it per capita GDP the nine Provinces (by te way.....). And the n growth rate at 3,9% is bly higher than the next ch is Mpumalanga, at urthermore, Northern is the least urbanised by e, with a rural population 38%. This compares al population of 56% in st Province and just 1% (that farm?!) in Gauteng. s just some of the facts es brought together by de Villiers in LMRDP's al Paper No. 1: Devel- nformation of the Province. Prof. De is scoured the available s to provide a synthesis rmination available on the new Province, composed of Northern l and the three Home- enda, Lebowa, and u. Drawing principally

on DBSA publications, as well as other sources including a case study of the old Region G by Alie van der Wal of the Vrije Universiteit Amsterdam, Prof. De Villiers has produced a concise summary of information which he hopes will be of use to his LMRDP colleagues, and to others also.

So what else is known about NP? Well, here are some snippets of information: 20% of the population lives on 30% of the province's area in what were the former Homelands. Outside these areas, the population density is as low as 6 people per square kilometre. When it comes to urban settlements, Pietersburg/Seshego is the biggest by a long chalk, with some 80 000 inhabitants - twice as large as Phalaborwa/ Namakgale. You could find out which is the biggest dam in the Province if you turn to page 20(and its not Tzaneen!). But you couldn't find out which is the fullest! A limited number of copies are available from Cate Senwana (tel:3261)

Traditional Medicinal Plants An Endangered Resource

A little known fact about Northern Province is that indigenous plants are big business as traditional medicines. And the Drakensberg Escarpment is a rich source of plants, which are transported as far away as Johannesburg, Pietermaritzburg and Durban. LMRDP's researcher in this specialist field is Fanie Venter, a renowned botanist who has recently left UNIN to pursue a career as a private consultant. Fanie has already identified 169 plant species in the survey area more than the total found in some African countries.

However there is a problem: for various reasons, including over-exploration and changing land use, the supply of medicinal plants is dwindling and some rare species are endangered. Traditional healers complain that illegal gatherers and pavement hawkers are more concerned with trading than healing the sick. The healers themselves - who

have considerable standing within their communities - would like to see gatherers of these plants vetted and registered before being allowed a permit to collect. So how is Fanie's project going to help? Above all, it will draw attention to the plight of the plant species which are most endangered. Specimens are being collected and lodged with the National Botanical Institute, Pretoria. Descriptions are being prepared of their habitats, as well as detailed notes on preparation and application of the active ingredients. Furthermore a computerised database is being drawn up. In order to inform and educate the general public, a medicinal plant identification handbook will be produced. The end result, it is hoped, will be to have a positive influence on the protection and sustainable utilisation of what is a valuable, but little acknowledged, resource in Northern Province.

"The Tragedy of the Commons" Fact or Fiction?

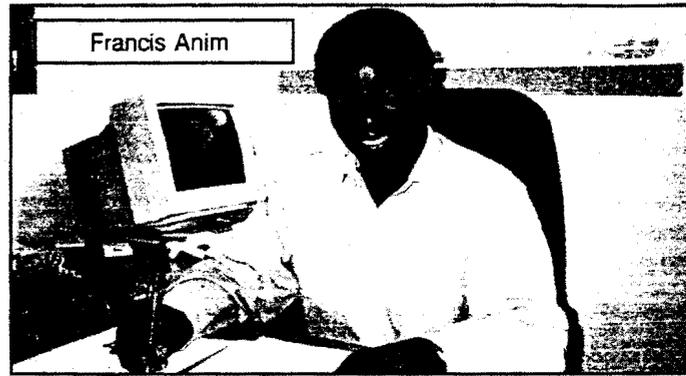
Francis Anim, from UNIN's Department of Agricultural Economics, is combining a research project for LMRDP with his own on-going research for a PhD. Francis is looking at a crucial issue- how livestock are managed on communal land - a topic which has widespread relevance over much of South Africa. There are two basic forms of management in communal grazing areas. The first is 'open access', which, as its name implies, is land which is grazed without any rules. The second can be termed 'restricted access', and here there are a range of controls imposed by the community itself. In much of Africa there has been an erosion of traditional

restricted access regimes, and in many areas this has led to free-for-all open access systems with associated environmental degradation and reduced production.

Francis Anim's work to date has demonstrated, as may be expected, that stock owners with restricted access to grazing - that is where there is some control over how they utilise the common resource - have a greater 'stake' in the veld, and therefore are more likely to invest in improvements (such as fencing, bush control etc.) So far, he has collected and analysed data from Nebo District, where approximately two thirds of the stock owners interviewed operate under

open access and the remainder under a restricted access basis. The next stage of the research, beginning in the July recess, is to carry out a comparative study in Bochum, to see whether patterns differ significantly from District to

District. This research will potentially have an important bearing on policy formulation for communal grazing systems in land redistribution schemes with Northern Province.



Francis Anim

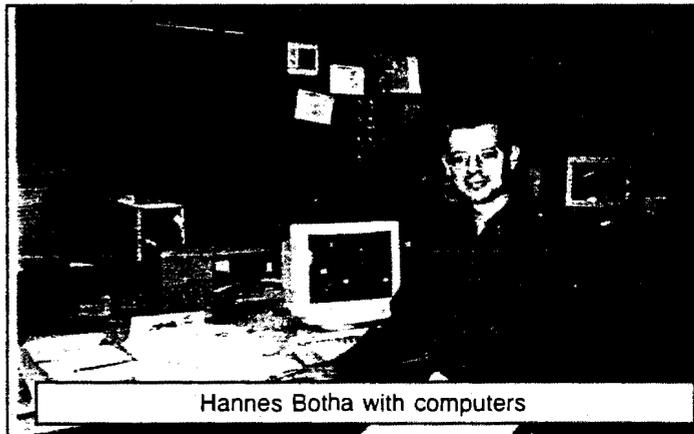
Satellites and Rural People

A cost effective approach to land degradation assessment ?

The department of Geography is well represented in LMRDP. One of the most active researchers in that department is Hannes Botha, who is making headway with his research topic entitled "An Environmental Degradation Assessment". His novel approach is to combine satellite imagery with ground truthing by local land users. The aim is to develop a cost effective method of degradation assessment which is a significant improvement on using satellite imagery alone - which although fast and cheap, can be inaccurate. A further objective is to involve local people in discussions regarding their own resources. Conventionally, in South Africa as well as elsewhere in the continent, local people's views and knowledge have been ignored.

Pilot research began in Sekosese District, focusing on the area occupied by the Zoetfontein Community. Landsat MSS remote sensing was used as a framework to assess vegetation cover, and

this was then followed by semi-structured interviews with land users in the area. Results from the satellite vegetation cover study were skewed however by the influence of drought, and more time-series images would be required to give an accurate picture. Soil degradation was evident from this study, though, and significantly, this was conclusively confirmed by the community. While Hannes Botha continues this research, he has two other important roles within LMRDP. First of all, until the recent appointed manager of research services is put in post and a Data Centre created, he is in charge of two computers donated by the Centre for Science Development, for the purpose of research and data analysis. These are available for use by LMRDP researchers. Secondly he is the person behind UNIN's new GIS (Geographical Information System) Regional Centre. Hardware and software have been donated to UNIN through a grant from the Foundation for Research Development. A Provincial data base is in the process of being established as a result, helping to fulfil LMRDP's mandate. One of LMRDP's busiest collaborating researchers indeed!



Hannes Botha with computers

Workshops

One of LMRDP's main activities is to convene workshops at various levels - from small informal internal workshops to regional gatherings. To date three workshops have been held, and a further two hosted by LMRDP. Details of the workshops which have been held specifically for LMRDP researchers are as follows:

1. 'Land Degradation and Soil Conservation: experiences from Africa' Will Critchley (29 August 1995) 2. 'Development Indicators of the Northern Province', Prof. Andre de Villiers and 'Rehabilitation of degraded land in Lesotho: Lessons for the Northern Province' Dr. Stephen Turner (both on 30 October 1995) 3. 'Land Reform Experience in Zimbabwe' Prof. Andre de Villiers, Ismael Dloru and Will Critchley (8th March 1996). A summary of the proceedings of these workshops is currently being drafted, and will be issued as an LMRDP occasional paper.

LMRDP was honoured to host a seminar on the topic of South Africa's role within Africa, given by Prof. S. Asante of the United Nations Economic Commission for Africa (in October). And finally the LMRDP team helped organise and host the Southern African Regional workshop for WOCAT (the World Overview of Conservation Approaches and Technologies) which took place at Magoebaskloof just prior to Christmas.

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ADDENDUM E

LIBRARY STRATEGIC PLANNING

UNIVERSITY OF THE NORTH LIBRARY

STRATEGIC PLANNING PROCESS

1. INTRODUCTION

The university's Board Transformation Committee (BTC) had a Strategic Planning Workshop in August 1994. Following this workshop, the library had its own workshop on September 01, 1994. This library strategic planning workshop was attended by Library Committee members, some student leaders, Library and Information Science graduate students and library staff. At this workshop the following key strategic areas were identified and sub-committee were constituted:

- * User Education
- * Optimal use of technology and
- * Library Human Resources Management.

It was also decided that all other operational areas be subjected to a strategic planning process. This has already taken place at the following major sections of the library:

- * Acquisitions department
- * Cataloguing department
- * Subject Specialists section

2. PROCEDURE IN LIBRARY STRATEGIC PLANNING PROCESS

There is an internal working group specifically responsible for driving and coordinating the library strategic planning process. This working group is called the Library Strategic Planning Committee (LSPC). The membership of the committee is as representative as possible so that all library staff members should own the process.

The membership is as follows:

- * University Librarian
- * Deputy University Librarian
- * All Heads of sections, namely,
 - * Acquisitions

- * Cataloguing
- * Public User Services and
- * Subject Specialists division
- * Four members each elected from these four sections who are not head of a section
- * A library Union representative
- * and any other Resource person from the library chosen by virtue of appropriate qualification or extensive experience relevant to strategic planning.

Currently there are thirteen (13) members.

This committee has regular meetings to ensure progress and to monitor the library strategic planning process. The members also organise and hold several workshops and meetings as a way of coordinating the process. The committee organised a general staff meeting on June 02, 1995 to concrete the strategic planning process in the library. At that meeting it was decided that the following steps be followed:

- * Plan for the process
- * Determine library's internal values and past beliefs
- * Environmental Scan
- * Mission statement
- * Define activities and goals
- * Devise strategies
- * Devise Action plans
- * Develop contingency plans
- * Implementation (Maintenance of the plan)

Since human resource development is crucial in any organization the LSPC jointly with the sub-committee on Library Human Resources Management facilitated a two day workshop. See *Appendix A*.

Appendix A: Library Human Resources Management (which is a summary of the two days workshop held on October 16 and 17, 1996.

The idea underlying the library strategic planning process is to engaged and involved all members in the process so that the ultimate plan is owned by all the members and hence the implementation will be easily effected without unnecessary resistance.

3. **LINKING THE BUDGET TO STRATEGIC PLANNING**

In preparing the library budget proposal for 1997 the library considered the devised strategies and action plans so that respective budget items are linked to the envisaged goals and objectives. The library therefore consider this as a practical way of linking the budgeting process to the strategic plan. An example is hereby attached as:

Appendix B: Subject Reference Libraries

The library did this because it would not like to have a situation were we would fail to achieve a certain objective only because it forgot to budget appropriately.

4. **IMPLEMENTATION OF COMPLETED ACTION PLANS**

The library strategic plan is not only considered participative but must also be applied. The already completed action plans are in the process of being implemented. A typical example is the Information Technology project. The action team completed the plans in late 1995. A decision was taken that 1996 be the year for implementation and the target date be April 1996. Implementation was however, completed in June 1996 and the Vice-Principal has already sent out a general circular to all academic staff to inform them concerning, developments relating to modern information technology (IT) already available in the library.

The same circular was also included in the agendas of faculty boards for the August meetings. Faculty members have been made aware of developments in the library with a positive response from both staff and students. A complete report of the Library Strategic Planning comprising working units will be available by the end of 1996 or early 1997.

LIBRARY STRATEGIC

HUMAN RESOURCES

PLANNING COMMITTEE (LSHRPC)

WORKSHOP

16 & 17 OCTOBER 1996

**LIBRARY STRATEGIC
HUMAN RESOURCES
PLANNING COMMITTEE (LSHRPC)**

WORKSHOP

16 & 17 OCTOBER 1996

PURPOSE OF THE WORKSHOP

1. To develop a **Vision**, relook into the **Mission** and **Value** statements for UNIN Library
2. To devise tangible **Action Plans** for the **LSHRPC**

These Action plans should indicate exactly:

- * What is to be done
- * By Whom
- * How and
- * When - (with target dates)

N.B. We also hereby commit ourselves individually and collectively to ensure that preliminary plans will be available by the end of November 1996.

GROUND RULES FOR THE WORKSHOP

1. Active participation
2. Feeling free
3. Honesty
4. Initiative and creativity
5. Listening attentively
6. Non-interference of the process
7. Not personalizing issues
8. Objectivity
9. Positive criticism and suggestions
10. Punctuality
11. Transparency
12. Not leaving without informing facilitators
13. Closure of cell phones
14. Not sleeping

UNIFYING VALUES

1. We shall promote unity among staff members
2. We shall encourage an overall staff development programme by pursuing excellence in learning, acquiring knowledge, information and critical skills
3. We shall commit ourselves to the provision of good service by a dynamic helpful staff
4. We shall be sensitive to the needs of the users, irrespective of their physical impairment
5. We shall engage in out-reach programmes
6. We shall respect each other's freedom
7. We shall cultivate and adhere to a positive attitude toward maximal utilization of information technology
8. We shall practise participative management

9. We shall share information and knowledge resources with colleagues nationally and internationally
10. We shall develop positive attitudes which will help us to provide better service
11. We shall recognize and honour our work ethics
12. We shall be versatile in our judgement
13. We shall be accountable to ourselves and our superiors
14. We shall practise fairness and equity to all

VISION

GROUP 1

UNIN Library strives to become a dynamic academic information centre maintaining competitive national and international standards.

GROUP 2

To become a well organised and a dynamic leader in information provision.

GROUP 3

To have adequate physical facilities, adequate funds and competitive multi-skilled staff that will be able to use modern information technology for users to access information (irrespective of format) worldwide.

GROUP 4

To provide a dynamic and efficient support service to facilitate academic excellence both internally and externally through learning, research and community development.

GROUP 5

UNIN Library strives to be sensitive to the needs of its users, provide excellent service, be responsive to change, support teaching, research, promote, enhance and uplift staff performance.

GROUP 6

The vision of the UNIN library is to provide a quality informative service to the UNIN community, maintaining competitive international standards in the provision of its service

FINAL LIBRARY VISION

The UNIN Library envisages a professional, dynamic and efficient information centre, supported by adequate human, physical and economic resources, for the development of a highly informed user community, utilizing advanced information technology in pursuit of a learning, teaching and academic excellence of national and international standard.

UNIN LIBRARY MISSION STATEMENT

TECHNICAL GROUP 1

To provide effective and dynamic information service to its clientele by acquiring, processing and disseminating information through utilising human and technological resources in order to facilitate academic excellence in teaching, learning, research and community development .

TECHNICAL GROUP 2

To provide effective and dynamic information services to its users by timeously acquiring, processing and disseminating information through optimal utilization of human and technical resources in order to facilitate academic excellence in teaching, learning, research and community development.

TECHNICAL GROUP 3

To provide quality and dynamic information service to its clientele by effectively and efficiently acquiring, processing and disseminating information by appropriately utilising human and technological resources in order to facilitate academic excellence in teaching, learning, research and community development.

TECHNICAL GROUP 4

To provide the university community with appropriate information service which will support academic excellence, through the utilization of maximal, effective technological tools, human and physical resources.

TECHNICAL GROUP 5

The mission of UNIN library is to provide a dynamic and efficient support service to facilitate academic excellence in teaching, learning, research and community development through:

- * staff development
- * provision of excellent service
- * resource sharing and
- * user awareness

FINAL LIBRARY MISSION STATEMENT

To provide effective and dynamic information service to its users by timeously and efficiently acquiring, processing and disseminating information by appropriate and optimal utilization of human and technological resources in order to facilitate academic excellence in teaching, learning, research and community development.

LIBRARY STRATEGIC HUMAN RESOURCES PLANNING (LSHRP) MISSION

TECHNICAL GROUP 1

To create healthy and conducive working environment for library staff in pursuit of the enhancement of skills and professional capacity by applying management principles to achieve the vision and mission of the library in particular and of the university in general.

TECHNICAL GROUP 2

UNIN LSHRPC exist to ensure effective library management, by planning and promoting policies and programmes that will enhance good library relations, develop control systems and promote interpersonal skills to improve the quality of service.

TECHNICAL GROUP 3

To promote optimal utilization of human resource by designing and applying appropriate procedures, policies and strategies and also creating healthy working conditions in order to provide a high quality service to clients.

FINAL LSHRP MISSION STATEMENT

To ensure effective library management, create and uphold a healthy and conducive working environment for library staff, by planning, applying and promoting policies, procedures, programmes and strategies, to enhance good library relations, develop control systems and inter-personal skills in order to provide and improve quality service to achieve the vision and mission of the library in particular, and of the university in general.

HUMAN RESOURCE PLANNING - KEY STRATEGIC AREAS

The following are KEY STRATEGIC AREAS identified by the workshop for the library strategic human resource planning to be addressed in order to achieve the vision and mission of the library in particular and of the university in general.

1. Staff Allocation and Human Resource Planning
2. Recruitment, Selection and Induction
3. Resignation and Exit Interview
4. Equal Opportunity and Affirmative Action
5. Management of Cross-Cultural Diversity
6. Performance Appraisal
7. Job Analysis
8. Counselling and Guidance
9. Quality of Work Life
10. Motivation
11. Control System

12. Development of the Organisational Structure
13. Encouragement of Participative Management Style
14. Organisational and Individual Needs Assessment.
15. Staff Development
16. Policies and Procedure Manuals
17. Library Labour Relations
18. Communication
19. Development of Leadership Skill
20. Human Relations

These key strategic areas were prioritised from a myriad of key strategic issues by using the nominal group technique for the LSHRPC to address as a matter of urgency before the end of November 1996.

ALLOCATION OF RESPONSIBILITIES AND ACTION TEAMS

From the above-mentioned key strategic areas further prioritization was done and the following Action Teams were constituted to devise action plans with target dates and to report by the end of November 1996.

1. Communication and Human Relations

Members:
Lekganyane, M.C.
Mamabolo, M.H.
Mphahlele, N.T.
SehloDIMela, S.S. (Convenor)

2. Library Labour Relations

Members:
Hlatywayo, F. T. M.
Mankga, A.M.
Mathibe, K. I.
Mathole, M.I.
Skosana, P.M. (Convenor)

3. Organisational and Individual needs assessments

Members: Makgoloane, M. (student)
Mathekga, M. A (Convenor)
Motshologane, G.K.
Rakgoale, E.M.
Ramoshai, M.
Thosago, P.

4. Organisational Structure

Members: Leteane, E.J.
Moagi, S.M.
Mothapo, E.L.
Raphela, M.I. (Convenor)
Tsebe, J.K.

5. Participative Management

Members: Lemao, S.S.
Molaodi, M.M.
Skosana, P.M.
Tsebe, J.K. (Convenor)

6. Performance Appraisal, Job Analysis and Staff Allocation

Members: **Chuene, M.M. (Convenor)**
Kekana, K.E.
Mahapa, D.M.
Manale, H.M.
Maphopha, K.A.

Mashangoane, M.P.

Monyela, M.J.

7. **Policy and Procedure Manuals**

Members:

Mabotha, G.M.

Modiba, M.J. (Convenor)

Tsebe, J.K.

8. **Quality of work life, motivation, Guidance and Counselling**

Members:

Leteane, E.

Modiba, M.S.

Sepota, K.G. (Convenor)

Thema, N.A.

Zungu, J.K.

9. **Recruitment, Selection and Induction; Affirmative Action and Cross-cultural Diversity**

Members:

Kgope, A.D. (Convenor)

Letshela, P.Z.

Modiba, S.S.

Phalakatshela, E.

Rachidi, M.L.

Sethemane, M.L.

10. **Resignation and Exit interview**

Members:

Letsoalo, R.M.

Mathibhe, K.I.

Seabi, N.M. (Convenor)

Zungu, J.K.

11. Staff Development and Training

Members: Cele, G.A. (Convenor)
Mafa, N.C.
Maphila, M. (student)
Mathole, P.W.
Rantla, B.

12. Status of Library Staff (Classification and Categorisation)

Members: Chuene, M.M.
Mahapa, D.M.
Maqoko, C. M.
Mathole, M.R.
Mothapo, E.L. (Convenor)

As a monitoring mechanism, an action plan form was designed to be completed by all action teams. The form is hereby attached as **Appendix A**.

CONCLUSION

At the end of the two days, the workshop was evaluated by all participants. The form used for evaluating the workshop is hereby attached as **Appendix B**.

LIBRARY STRATEGIC HUMAN RESOURCE ACTION PLANS

ACTION PLAN: _____
OBJECTIVE: _____

| WHO | WILL DO WHAT | HOW | BY WHEN | ESTIMATED COSTS | SUBMISSION DATE |
|-----|--------------|-----|---------|-----------------|-----------------|
| 1. | | | | | |
| | | | | | |
| 2. | | | | | |
| | | | | | |
| 3. | | | | | |
| | | | | | |
| 4. | | | | | |
| | | | | | |
| 5. | | | | | |
| | | | | | |

REMARKS: _____

EVALUATION: _____

APPENDIX B

LIBRARY STRATEGIC HUMAN RESOURCES PLANNING WORKSHOP

EVALUATION QUESTIONNAIRE

1. Did we follow the ground rules **that** we set for ourselves?

2. Do you think we have achieved **the** objectives of the workshop?

3. How was the performance of **the** facilitators?

SUBJECT REFERENCE LIBRARIES

BUDGET FOR STRATEGIC PLANNING ACTION PLANS

GOAL: INFORMATION PROVISION (R530 000, 00)

Objective: To continuously evaluate information provided and methods used.

| Action Plan | Materials | Amount |
|---|--|-------------|
| Distribute questionnaires to users to evaluate services provided especially on simple or direct queries | See stationery. Item 3.10 | |
| Analyse users' responses after surveying | See Computer based training and questionnaire evaluation softwares. Item 2.1.4 | R30 000, 00 |

Objective: To promote rapid access to information sources.

| Action Plan | Materials | Amount |
|--|---|--------------|
| To subscribe to online databases e.g Lexis Nexus | See Information Dissemination and provision. Item 1.3.3 | R500 000, 00 |
| Increase OPAC access points | See Equipment. Item 2.1.1 | |

Objective: To provide high quality information services to patrons

| Action Plan | Materials | Amount |
|--|---------------------------|--------|
| Compile subject bibliographies for researchers | See Stationery. Item 3.10 | |

GOAL: INFORMATION RESOURCES (R540 000, 00)

Objective: To acquire and develop different kinds of materials.

| Action Plan | Materials | Amount |
|---|-------------------------------------|--------------|
| Developing different book and journal collection. | See Books and Periodicals. Item 1.1 | R330 000, 00 |
| Developing our report collection | See Books and Periodicals. Item 1.1 | R50 000, 00 |
| Developing reference collection. | See Books and Periodicals. Item 1.1 | R160 000, 00 |

| | | |
|---|---|--|
| Keeping contact with information agencies | See Running costs. Item 3.11 and subsistence and travelling. Item 3.3.1 | |
|---|---|--|

GOAL: MARKETING (R19 200, 00)

Objective: To attract a maximum usage of the reference service by improving and embarking on awareness campaigns.

| Action Plan | Materials | Amount |
|--|--|-------------|
| Compiling library brochures, posters and pamphlets | Posters, pamphlets, brochures. See running costs. Item 3.7 | R2 000, 00 |
| Advertising existing services to clients through electronic and print media. | 2 x Electronic message boards. See equipment. Item 2.2.17 | R15 000, 00 |
| Designing comprehensive pathfinders | See running costs. Item 3.8 | R700, 00 |

Objective: To build and develop in clients, stakeholders and decision makers a positive image of the reference service.

| Action Plan | Materials | Amount |
|--|------------------------------|------------|
| Publication of progress report on sectional activities | See running costs. Item 3.10 | |
| Designing name tags for subject librarians | See running costs. Item 3.9 | R1 500, 00 |

GOAL: STAFF TRAINING (R140 000,00)

Objective: To develop the interpersonal, professional and technical skills of staff so that they provide efficient and specialised reference service.

| Action Plan | Materials | Amount |
|---|-------------------------------|-------------|
| Attendance of conferences and seminars | See Running Costs. Item 3.3 | R85 000, 00 |
| Library visits and observation | See Running Costs. Item 3.3.2 | R15 000, 00 |
| Inviting experts to come and train us in Information Technology | See Running Costs. Item 3.4 | R20 000, 00 |
| Training to improve skills and knowledge through workshops, | See Running Costs. Item 3.4 | R20 000, 00 |

GOAL: CLIENTS TRAINING (R250 000, 00)

Objective: To equip clients with appropriate skills in information retrieval

| Action Plan | Materials | Amount |
|--|------------------------------------|--------------|
| Using audio-visual materials in facilitating user training. | Educational videos | R150 000, 00 |
| Organising intensive, well structured bibliographic instruction programme. | CD- ROM databases to be networked. | R100 000, 00 |

TOTAL COST: R1 479 200

ADDENDUM F

**CONSOLIDATING TRANSFORMATION
(THE VICE-CHANCELLORS ANNUAL ADDRESS 1996)**

CONSOLIDATING TRANSFORMATION

VICE CHANCELLOR'S ANNUAL ADDRESS TO THE UNIVERSITY COMMUNITY FEBRUARY 28, 1996

In preparing this address, I requested the Deans, Executive Directors, Chairpersons of Staff formations, and the President of the Students Representative Council, to indicate what in their opinion, were the major issues facing the University of the North right now, what were the critical issues facing their own sectors, how their divisional initiatives were designed to enhance the mission of the University, how through their activities, they hoped to contribute to achieving sustainable stability on campus, and, lastly, what plans they had for the year 1996. It was an attempt on my part, to get as closely as possible to an accurate sense of predominant campus concerns from colleagues who from their special positions, had their fingers firmly on the pulse of the campus. I am grateful to them for the promptness of their responses and the seriousness with which they addressed the questions.

My overall impression of their responses is that they continue to reflect concerns that were expressed in practically all the strategic planning workshops that have been held in Faculties and other administrative sectors since the historic BTC strategic planning workshop of 1994. Here is a summary of the responses:

The strategic plan of the University must be completed urgently;

There continues to be a need for greater institutional discipline such as would enable us to adhere strictly to the rules and regulations of the University. In this connection, I would like to make two points. Firstly, these rules and regulations represent a collective institutional agreement on how the institution should be run. This concern attests to the fact that we live within a complex organisation. In any complex organisation, created to pursue a set of objectives determined for it by society, individuals in it have their individual freedoms limited by pursuit of the organisational goals. That is why changing an examination timetable which suits thousands of examination candidates in order to meet the needs of a handful of individuals, can cause enormous institutional disfunction. Such a realisation is at the heart of institutional discipline.

Secondly, institutional discipline also implies the need for us to have such administrative capability such as would enable us to carry out with consistency decisions which have been lawfully taken. Such consistency results in much needed predictability in the processes of the university, and confidence and trust in those who are served by them. In this regard, we need to accept that decisions taken cannot be changed before they have been given the opportunity to be tried out and an evaluation done to determine the effectiveness of their

implementation. That way we move forward by learning from our experiences in an organised manner.

Greater fiscal discipline would enable us to drastically reduce financial wastage.

Practically all respondents lamented the continued lack of an effective work ethic. They referred to the continued lack of trust, low spirit of cooperation, lack of pride in the university despite declarations to the contrary; lack of protocols of respect and social decencies; rampant self-interest in which people want to get as much as possible out of the university without putting much into it. There is a desperate cry for a more professional ethos. I have a telling example of what is meant here. I have been shocked a few times by meeting colleagues and some student leaders who displayed the utmost pleasantness towards me - leaving me convinced that of their unwavering support and dependability, only to learn later they were engaged sinister activities to realise undeclared objectives. And I was lead to ponder over the discrepancy between their public declarations on behalf of democracy and transparency, on the one hand, and their secret activities, on the other.

Why? I have asked myself. Is it a case of apartheid winning after it is dead. Is it the fear that if they told me I was doing a bad job, that if they did not agree with what I was doing, they were going to be victimised in some manner? Isn't that what used to happen in the past? Is it a case of internalised reflexes of fear? Why do we continue to allow the past to have us continue to make of us double dealing hypocrites, telling the baas how much we honour and respect him, and muttering out of earshot how much we hate him?

I do not make this observation out of a desire to be negatively critical, but simply for us to reflect.

I invite all of us to deal openly and honestly with one another. If you tell me exactly of what you think of my work, be it privately or at a meeting, if I am foolish, I'll find excuses to ignore you. If I am wise, I'll listen and try to do something about it. There is no need to traumatise the institution through clandestine plotting in the dead of night. I invite you to sleep tight and come back fresh in the morning to tell me exactly what you feel and think.

By the same token, I expect Deans, and Heads of Department in all sectors to be open to honest criticism. I expect lecturers in the lecture rooms to be open to the suggestions of students, and that no student should have fears that they will be victimised for having expressed concerns and made suggestions. Of course, criticism is not the same thing as verbal abuse, rudeness, lack of respect, and discourtesy. Professionalism is about integrity of mind and honesty of intention.

I have picked up also a desperate call for a more secure life on campus:

the elimination of loss of expensive personal and institutional equipment through theft; elimination of threats to life from crimes of violence. Those that are concerned about this, and there are thousands of them on campus, are calling on us to recognise that a university is a place for the development of the mind, for the growth of character through selfless sharing of knowledge. It is not for the wielding of guns and knives.

Lastly, many have expressed a desperate call for a new teaching and learning culture on campus. It is a call for timetables to be out on time and that when they are out, they are not changed arbitrarily; for well thought-out student support systems to enhance the chances of our students succeeding

(this country cannot afford to have students struggling to obtain a BA degree for five to ten years); for examination results to be published on time; for course descriptions to be prepared by all teachers and made available to all students taking their courses (this country cannot afford to employ teachers who are not doing their work); for reduced class numbers or, alternatively, for the most effective methods of teaching large classes; for greater commitment on the part of our students to learn and our teachers to teach; for students to pass through demonstrated ability and not through negotiation and political pressure. These are basic things to be addressed, before we can talk about high quality research and outreach.

But in addressing them as a way of bringing about a new teaching and learning environment, it is essential that we do not indulge in mere sentiment. We need to ground our efforts in sound intellectual probings which enable us to arrive at rigorous theoretical positions. This opportunity to rethink in such a fundamental way will not come again for a long time. In this regard, transformation is not merely the call for things to change, it has also to be found in the quality of the minds that call for it.

I want to confess that I sometimes feel somewhat disenchanted that just over two and a half years since I joined this community, you and I are still talking about these problems. I am pained by the fact that everyday I come across instances of inefficiency across the entire institution which suggests lack of progress. This situation is a source of considerable embarrassment, even more because I am aware that all of us have, in our different ways, been struggling for something better. And we may wonder why, despite our efforts, we are ourselves dissatisfied. Sometimes our own actions have even contributed to making the situation worse. It is necessary for us to confront our current weaknesses forthrightly because I want to make the point that the University of the North cannot afford to pretend to be what it is not. We are still far from being the great University that we seek to be. Yet the potential for us to achieve that greatness

is enormous. The overwhelming question is what should we do to realise that potential?

On the weekend of June 30-July 2, 1995 the Council of the University of the North, the University's highest governing body, asked itself the same question. It did so at a retreat at which it sought to provide firmer direction and leadership to the University. Council engaged in its own strategic planning exercise posing the same kind of questions, facing the same kind of realities that the BTC and subsequently all the Faculties and the Library had to confront. Council emerged from that retreat with a vision statement for the University that is remarkably similar to that which was developed at the BTC planning workshop in 1994. The vision of the University of the North, according to the Council, is

to be a quality institution of higher learning and critical reflection which is innovative and responsive to change, is rooted in the issues of the society in which it is located, and is recognised world-wide as being the centre for relevant theory and practice of people-centred development.

The overriding principles embodied in this vision statement are: **quality, innovation, relevance, excellence, and development.**

Following this vision, Council also developed a mission, it being a statement of how the vision could be realised. The mission of the University of the North shall be

to attain scholarship and professionalism among its staff and students and to improve the quality of life of the community in which it operates through:

- * **good governance and effective management;**
- * **financial sustainability;**
- * **creation of a culture of work, learning teaching, and research;**
- * **appropriate campus and education policy and infrastructural development and physical environment;**
- * **a development orientation that is rooted in the community within which it operates.**

In the first half of last year, I visited all the Faculties. During those visits, I shared with them, my attempts to develop further the vision statement of the BTC into a series of strategic objectives. Again, the convergences between my attempts and the mission of the University Council are remarkable. What remains to be

done is to marry the two initiatives in a manner that results in a truly bottom-up and top-down collaboration which enables the University of the North to remain a leader in the transformation of universities.

The significance of these developments is to underscore the fact that we cannot move forward without an articulated dream and the means by which we seek to realise the dream. That is to say, when the difficulties of current realities threaten to overwhelm us, we should recall the vision and the mission so that we can stay on course and not be deflected.

At this point three objectives are crucial:

- 1. The consolidated vision and mission of the university must be formally adopted by the Council meeting of June 1996.**
- 2. The University of the North's strategic plan, developed on the basis of the vision and mission must be formally adopted by the Council meeting of September 1996.**
- 3. All priority policies and action plans based on the strategic plan must be adopted by the Council meeting of December 1996.**

The preparatory period leading to these key meetings will involve a lot of work which should keep each and everyone of us extremely busy. The Faculties have already produced their draft strategic plans. They need proper feedback to enable them to effect some improvements to them.

It is quite clear that our intention to have 1996 the year of action on the basis of the strategic plan is not going to be fulfilled. The tremendous instability on campus in the second half of last year made any consistent planning impossible. We paid the price in lost time and wasted energies. This situation underscores the need for stability if we are going to make any visible progress.

Nevertheless, we have made much progress. This is despite the fact that the progress we have made may be difficult to quantify. I want to refer to a document coming from the Faculty of Arts which served before the Executive Committee of Senate yesterday. Reflecting on the strategic planning exercise, it observes that where "systematic debate on change was largely confined to the Broad Transformation Committee" the resulting involvement of faculties and other sectors of the university was "valuable as the first detailed democratic and transparent critique of UNIN. And it has produced tangible results. For example, overall morale has begun to rise, research productivity has increased, staff development initiatives have multiplied, management is generally more supportive, there is a new vibrancy among younger staff, and each faculty now has a mission statement." The democratisation of planning is a major achievement of transformation. It may not have yielded earth shaking results thus far, but it is an achievement to develop and consolidate.

Secondly, we have begun to share a common language and to begin to talk about shared institutional values. For example, all faculties are talking about curriculum and programme review and development, developing research capacity, staff and student development, democratised and transparent yet efficient governance structures, and community outreach. We are increasingly talking about cost effectiveness, discipline, efficient, responsive, and user-friendly administrative and support services. There is an increasing institution wide legitimacy to the discourse around these issues. This development should surely lead to increasing institutional coherence. That, to me, is progress.

But the limitations of this progress highlight a major weakness. It is that we have tended to agree easily on what needs to be done without paying much attention to processes of how it should be done, by whom, and by when. It is almost as if mere agreement on the loftiness of our plans, guaranteed actual delivery of results. That is why we must now move beyond the articulation of plans. We must also specify goals and targets, identify tasks to be undertaken and people to undertake them, establish time-frames, and measurements for success.

But there have been some more visible successes. The National Institute for Water and Sanitation is going to be opened by the President of Ireland at the end of March. The staff development programme has gathered momentum. The management school in Pieterburg is closer than ever to being a reality. We continue to build and consolidate linkages with institutions nationally and overseas with whom we have a common vision. Radio Turf proudly listens to the nation. Student leaders are being empowered in ways unthinkable a few months ago. Building activity is beginning to pick up after many years. Our profile nationally is generally improving.

Although we do not have ready as yet, a university strategic plan, we nevertheless cannot wait for that plan to materialise before we do anything. We have to take calculated guesses of the strategic directions we are likely to take. The following are matters on which, in addition to those already specified, we should devote our energies in 1996:

1. Settle issues related of governance so that appropriate legislation can be drafted for submission to parliament.
2. Among the task groups established by the BTC were two on curriculum review and academic excellence. These were subsequently merged into one. Their report is almost complete. We must engage that report. We should urgently begin to address the whole issue of bringing about a new culture of teaching and learning on our campuses. This partly involves establishing student support systems following the successful UNIFY project in the Faculty of Mathematical and Natural Sciences; enhancing professionalism among our staff; developing policies on staff and student access to the university; enhancing our research and outreach capacities.

We have made some important strides in this area. The UNIFY project has gained national recognition as an innovative, quality bridging project. Our student services are undergoing a major transformation. Already, our Financial Aid Office, having been the worst in the country, is now a source of pride, and they are improving everyday. We need to integrate more closely all student services including Counselling and Medical Services so that they work as a coordinated unified unit. That way we can ensure that we provide the best possible support for our students to develop to their fullest potential.

We are working hard to raise money for the all purpose sports complex that has been talked about for so many years. I would like building activity on that complex to begin this year.

3. It is clear that we should not have unrealistic expectations about government financial support for the university to enable us to cover massive backlogs in our infrastructure. Through the office of Development and Public Affairs, we are embarking on a major fundraising drive. In this connection, a central feature of the fundraising drive is to reorganise former students of the university into an effective alumni organisation that can provide support for the university in diverse ways.
4. We are going to strive to provide improved services in the areas of transport, and telecommunications which are currently in a terrible state. People are not able to get in or out of the University through the telephone system, thus lowering productivity. We have engaged the services of Coopers and Lybrand to assist us to develop a plan for our information technology systems. They have already started their work. The intention is that being at the University of the North should not be a handicap in our capability to access information from any part of the world.
5. We have entered into agreements with many universities and development agencies internationally which are designed to bring development to our campus. Most of these agreements involve the need for overseas persons to spend short term periods on our campus doing vital developmental work. All these agreements require us to provide reasonable, short term accommodation for our visitors. Thus far, we have provided a limited number of guest houses for this purpose. This has become hopelessly inadequate. The University is spending considerable sums of money accommodating visitors in hotels. This practice does not contribute to cost effectiveness.

Meanwhile, the university has a policy of providing subsidies to assist staff to purchase houses for themselves as it is not the responsibility of the University to provide staff housing. Staff in university housing were meant to be accommodated there for short periods of time to enable them to secure more

permanent accommodation. This policy is going to be applied more concertedly. Besides, the university has developed an unacceptable practice of discriminating among its staff by heavily subsidising those in university houses while others have to contend with market rentals and heavy bonds. The university cannot justify this practice. Ways are going to be devised to assist staff in university housing, except those who have to be on campus because of the nature of their work, to secure appropriate housing for themselves.

For now, we are aware that while rental conditions in university houses have been generous, there have been some terrible abuses. There are members of staff who have secured alternative accommodation and have sublet the university houses allocated to them to non-employees or, in some cases, to students, thus making some profit for themselves; others have made houses allocated to them available for harbouring criminals on campus. Yet others continue to remain in university houses even when they are no longer university employees, defying instructions to vacate. They are now going to be forcefully evicted. Similarly, those who have illegally sublet their houses are also going to lose their tenancy. We cannot justify corrupt practices in this regard.

The Human Resources division has been instructed to work with the Housing Committee to normalise the entire housing situation.

6. The Personnel Division, renamed Human Resources, is now undergoing a major revamp and will begin to look at a number of things:
 - * to put together the University's Policies and Procedure Manuals.
 - * to complete the job evaluation exercise and clear the way for us to fully operate on the Peromnes System of Salary and Job Grading.
 - * to begin the exercise of revamping our Terms and Conditions of Service to bring them in line with the latest labour laws of the land. In this regard, our labour relations practises are to be modernised and a new disciplinary and grievance code implemented following approval by Council last year.
 - * to look into the whole question of Acting Headships both in the academic and in the administrative and service sectors. As far as the latter are concerned, appropriate performance evaluation instruments, training opportunities, and ways by which promotions can be effected, are to be developed.
7. The staff development programme of the University will continue to be developed and consolidated. Faculties and departments are to indicate plans by which junior members of staff are to be released to further their studies and be temporarily replaced during their periods of study. The plans should indicate targets dates by which staff in their departments

are expected to complete their doctoral studies. Ideally, fifty percent of our staff should be having PhDs by the year 2000.

Meanwhile, our inability to reach such targets in certain areas of expertise mean what we will for quite sometime depend on expatriate staff to fill in strategic gaps. These areas need to be carefully identified. Departments will then need to exercise the utmost rigour in making appointments. We go into considerable expense to bring expatriate staff to our university. We have a responsibility to ensure that this investment is always an exceptionally good one.

By the same token, when our expatriate colleagues have joined us, it is unacceptable for us to treat them as if they were uninvited guests. Many of them have come here with absolute commitment to the development of the University of the North. Everything should be made possible for them to tangibly express that commitment. We have as a country committed ourselves to cultivating and maintaining a healthy spirit of internationalism. We should find appropriate ways on campus of celebrating that internationalism by taking advantage of the presence of international colleagues to learn more about the world. By virtue of our location close to major the countries of Southern Africa, our future lies in a cosmopolitan direction. In this regard our foreign policy is explicit about the need for us to build a Southern African community of states.

8. We are nearing the final stages of engaging one of the best architects in the country to assist us to develop a master plan of the university which can possibly look two decades ahead. Meanwhile the allocation of space leaves much to be desired. The ideal is to put each faculty in a single building to enhance professional and collegiate contact and collaboration. Physical planning has been given the task of finding solutions to this
9. We need to build stronger ties with the community around the university as part of a concerted outreach plan. The opportunity for us to do so effectively is provided of course by the entire national process of democracy and development. For one thing, we cannot avoid being affected by whatever local government dispensation is going to emerge. We need to make an in-put into the development of the local environment. Again, Public Affairs is going to spearhead aspects of our initiatives in this regard.
10. The Department of Development and Public Affairs has been charged with the responsibility of developing an effective communications strategy for the university. In this regard, they have to develop, among other things, a code of conduct for the university community to relate with the media and the outside world. This is to address the current practice where anyone who feels compelled makes statements to the media about the university that can potentially have devastating consequences for our university.

The strategies outlined above indicate the necessity for us to maintain a delicate balancing act between long term strategies and meeting short term needs some of which may have long term implications. Whatever the case might be, I am inviting all of you to ask yourselves how best you can make your contribution to the success of these plans, as individuals, as members of departments, faculties, clubs, societies, and unions. The answer to the question: how best can I be of service? will lead us to find one another as a community in the common commitments that we will discover through our work. That way we shall develop trust and institutional confidence. I believe that these intentions emerge from a fairly accurate impression of the kind of institution we would want to become. We can be such an institution. We are going to be what we want to be.

LET US IN 1996 CONTINUE TO CONSOLIDATE OUR GAINS.

N S NDEBELE
VICE CHANCELLOR AND PRINCIPAL
28 February 1996

ADDENDUM G

A COMMUNITY-BASED ADULT LITERACY/NUMERACY PROJECT

**(FACILITATED BY THE RESEARCHER - STRESSING THE
IMPORTANCE OF GROUP LEARNING AND PRACTICAL
APPLICATION)**

Functional (il)literacy in a changing South Africa

Research of the problems, needs and possibilities with respect to functional (il)literacy in the region of the University of the North in the Northern Transvaal.

Hetty Stevens

Department of Pedagogics, Andragology and Didactics
Section Andragology
State University Groningen
The Netherlands

Groningen, August 1994

Supervision from the State University of Groningen, section Andragology:

Prof. dr. M. van der Kamp

Drs. H.J. Beukema-Siebenga

Supervision from the University of the North, South Africa:

Prof. S.M. Lenyai

Translation by:

Y. Brink

A.R. van der Kaa

The sketch on the cover is drawn by the Africa foundation Baobab in Leiden.

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6.4.4 Example

Another member of the university took the initiative to set up a small-scale literacy project in his own village. He has had no training in that field, but became involved by accident.

It all started in April 1993 when he was building his own house and was assisted by three men from the neighbourhood. During the work he discovered that these young men were unable to read and write and had many difficulties with calculating. However, they were very motivated to learn although they did not know where and how. The man decided to take the initiative, invited the men to his house and started to teach them a number of things. Before long, interested people from all directions came to him saying they would like to participate. There were even too many of them, since he could only accommodate a maximum of 15 people. Ever since the number of people interested has been increasing. At least three evenings a week people go there and are given lessons in his attic. The learners are very motivated, and sometimes walk for miles so as not to miss a lesson. The levels vary, some people can reasonably read and write and understand a little numeracy, others are on a lower level. The learners are given exercises which they practise with each other. The material that is used is supplied by people who wish to support him or is bought by himself. The learners have no money to contribute. To express their gratitude they sometimes give him a little present or some food. The course instructor does everything on a voluntary basis in his spare time. Many of the learners appeared to be partially sighted. The instructor took care that they got spectacles, which gave some of the learners totally new perspectives. The group consists both of men and women of which most of them are unemployed. There are some young boys who never finished school due to personal circumstances, but also a 60 year old man whose greatest wish is to be able to read and write. Furthermore, there are some women who are becoming increasingly self-confident the more they learn. It struck me, that the instructor attempts to make a link with the lives and experiences of the learners. When for instance metres and square metres are dealt with during maths, they are clarified with the practical example of building a house.

It is also quite extraordinary that the course instructor is white and does not speak any black languages. He teaches in English and Afrikaans. The learners mostly speak black languages and only understand a little of the white languages. Still, it works, by communicating with 'hands and feet', showing much patience and, especially, by helping each other.

I attended a lesson twice and thought they were very inspiring. The learners beam with motivation and enthusiasm, work very hard but also make fun. During break, they drink tea and conclude the evening with singing African songs while the instructor accompanies them on the accordion. Enough to make one speechless...

ADDENDUM H

**AN OUTLINE OF THE ENVISAGED EDUPARK IN THE PROCESS
OF BEING DEVELOPED**



EDUPARK

The Concept

Located on 98 hectares of parkland in Pietersburg, capital of the Northern Province, EDUPARK is the most exciting new educational venture in post apartheid South Africa. This innovative facility will provide accommodation for a number of universities, technikons, educational and vocational institutes which will work together for the Nation's upliftment.



Artist's impression of the EDUPARK campus commons

The project is based on two principles: cost effectiveness through shared facilities, and responsiveness to the diverse educational needs of the area. The establishment of Edupark is to be a leading development in the provision of quality education in the Northern Province and Southern African region. It will be innovative, responsive to change, and integrally rooted in the society in which it is located. It aims to be recognised worldwide as a hub of people-centred development, at all levels and varieties of education and training.

Our Mission is to empower the southern region of Africa by promoting professionalism and excellence in quality, career-focused courses. The institutions which will locate in EDUPARK will apply appropriate technologies and educational strategies in order to serve the development of both the local and wider South African communities.



Artist's impression of the interior of an EDUPARK lecture block

We will carry out our mission by providing good governance and effective management, combined with a culture of diversity and adaptability. EDUPARK will be founded on principles of financial sustainability. There will be integral co-operation between the educational partners to facilitate accreditation of courses and modules; to create an environment of educational accessibility and transferability; and to promote a culture of learning. All aspects of the educational enterprise will be embraced, teaching, research, and most of all direct inspirational service to society.

What is Edupark ?

The University of the North (UNIN) along with other universities and technikons and the Pietersburg/Polokwane Transitional Local Council have established the Section 21, not-for-profit company "EDUPARK". The company will direct the development of the park and liaise between participating institutions.

Today, under the auspices of UNIN, there is the Institute of Management and Development which will foster the growth of the following bodies:-

- UNIN School of Business
- A CBO/NGO Training School
- A School of Governance
- A Unit for Management and Organisational Development in association with the Department of Health.
- A Centre for Communication Studies
- A Language Centre



Artist's impression of the EDUPARK campus

Baruch College, a major American University has signed an agreement to develop a School of Business at EDUPARK.

EDUPARK aims to be the leading interdisciplinary development centre in Southern Africa for skills enhancement, business development and in the provision of consultancy facilities.

A second institute, VOTEK, the Institute for Vocational and Technical Education and Training, is being opened as a direct response to the recommendations of the report of the National Commission on Higher Education.

"...higher education will need to focus more on providing skills for the workforce of a growing economy. This implies an emphasis on numeracy and scientific and technical disciplines, and as importantly, on improving problem-solving, innovation and administrative capacities".

The training centre will provide technical and vocational courses to address the skill requirements of regional education, agriculture, business, commerce and industry. VOTEK will offer courses varying from basic computer literacy, construction, to courses on English usage, leadership and management. VOTEK will facilitate development through close co-operation with the CBO/NGO Training School, government, business and various faculties of the University of the North.

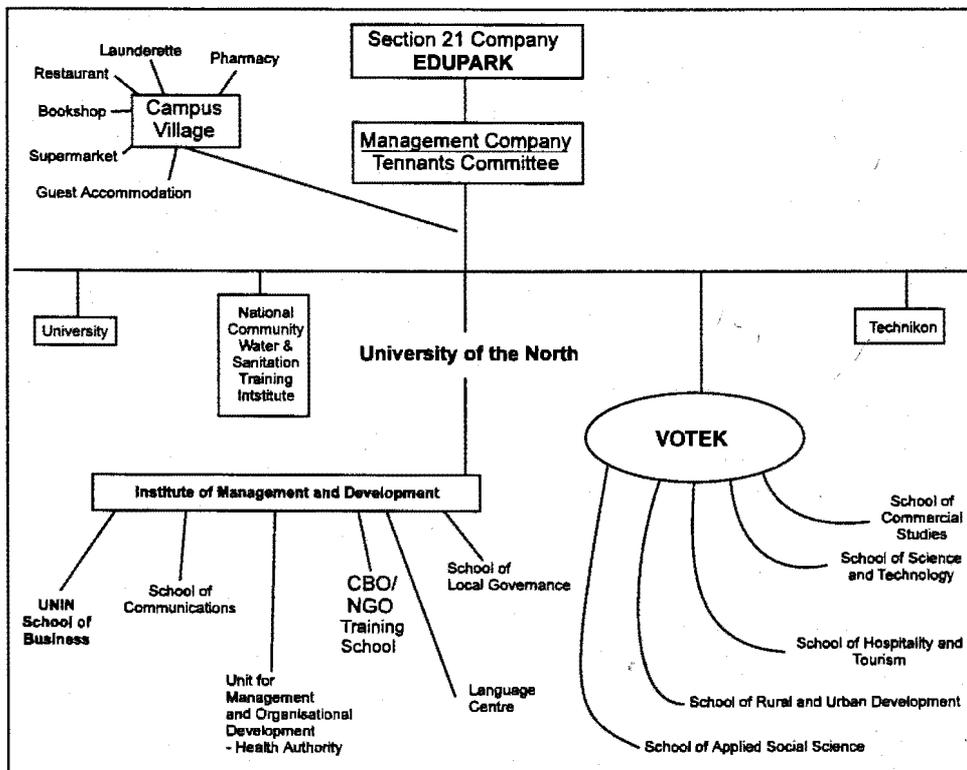
Today EDUPARK also houses the National Community Water and Sanitation Training Institute (NCWSTI), which was initiated by Professor Kader Asmal, Minister of Water Affairs and Forestry, and assisted by funding and expertise from the Irish Government.



Artist's impression of the EDUPARK entrance

How will it operate ?

Edupark will facilitate students moving from one participating institute to another, carrying credits for courses attended and examinations obtained. There will be no duplication of modules: EDUPARK will cater for a career path which is flexible and which can adapt to varying circumstances and needs.



Who is funding Edupark ?

The Pietersburg/Polokwane Transitional Local Council has provided a site for this exciting educational venture. Whilst ultimately EDUPARK will be self-financing, initial funding of R52-million is required. Financial assistance for the project comes from a variety of sources. These sources include bank loans, the South African government, local and foreign donors and students' fees. The US Government has awarded



ten scholarships for the training of junior academic staff for the UNIN Business School which will take its first 150 full-time students in July 1997. Completion of the development is scheduled for 2005. It will then cover the full 98 hectares (242 acres).

EDUPARK special innovations include:

- * Shared central facilities - restaurant, library, guest accommodation, sports, computer centre.
- * A single location for university and technikon education.
- * Combined basic vocational and technical training with high skills enhancement for specialised areas. This educational and training enterprise aims to attain standards of quality and excellence and to serve the society in which it is located.
- * In 1996 UNIN turned away approximately 70 000 students who applied - there was no space. EDUPARK wants there to be room and scope for all the varied needs of the people of the region.
- * All the courses which will be offered will have a definite career focus with a strong orientation towards the skills which are in short supply regionally. This approach hopes to ensure greater opportunities for employment for the graduates.
- * As a new development it is free to make educational and social relevance a foundation stone for future expansion.

For further information contact:

EDUPARK Centre
P.O. Box 4539
Pietersburg
0700

Tel: (0152) 268-3211
Fax: (0152) 267 0485
Int: +27 152 268-3211



ADDENDUM I

**SUBMISSIONS FROM MINISTRIES OF THE NORTHERN PROVINCE
CALLING FOR CLOSER CO-OPERATION WITH THE UNIVERSITY
OF THE NORTH**

Northern Province

OFFICE OF THE PREMIER

Ref. No.: Provincial Service Commission
Private Bag X9499
Enq.: Thembi Nwendamutswu **PIETERSBURG**
0700
Tel. No.: 015-6335224
Fax No.: 015-6337924

Faculty of Management Sciences
University of the North
Private Bag X1106
SOVENGA
0727

UNIN SUPPORT

The Northern Province is the most rural Province in South Africa with only 9% functional urbanisation. It is faced with the daunting task of integrating four previously separate administrations - the former homeland administration of Lebowa, Venda and Gazankulu and the former Transvaal Provincial Administration. At the same time the Province is faced with the task of transforming the Public Administration towards the goals of the new Government while judiciously approaching the issue of making the Public Service more representative of the population as a whole. In all of this it is essential that the efficiency of service delivery be maintained and improved.

This task is going to require a careful assessment of the situation as well as a strategic approach towards the implementation of both the integration and transformation processes. In this regard the Department of Human Resources of the Northern Provinces Public Service Commission has forged a link with the Faculty of Management Sciences to assist with:

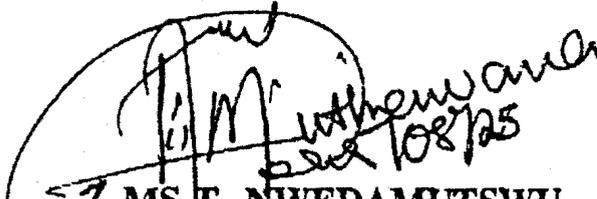
1. The assessment of the current situation.
2. The formulation and workshopping of strategy.

3. The implementation of integration and transformation strategies.
4. The development and provision of on-the job and cooperative training programmes and executive courses for senior and middle level administrators.

It is envisaged that the Faculty of Management Sciences and the Management School of the University of the North will assist the Department in driving this process. the expertise at the University of the North will be complemented by the participation of both foreign and local institutions.

The Public Service Commission wholeheartedly supports the Management Sciences Faculty in their endeavours and believe that any assistance you may be in the position to provide to the Faculty of Management Sciences and the Management School will both assist the University of the North in its development and transformation endeavours as well as assist the Province. In addition we sincerely believe that your participation in this process would both be beneficial to the process of transformation in South Africa as well as provide benefits to those Institutions in the Netherlands which chose to participate.

In addition the Public Service Commission would welcome the contribution that your institutions and scholars can provide through their linkage with the Management Sciences Faculty of the University of the North.


MS T. NWEDAMUTSWU

DIRECTOR: HUMAN RESOURCES DEVELOPMENT BRANCH



Northern Transvaal Province

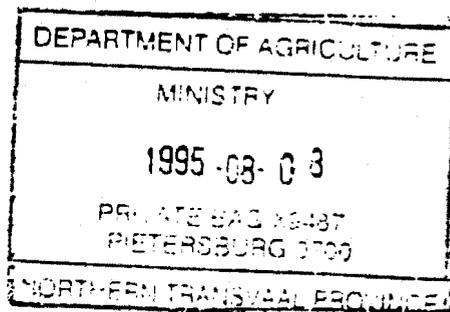
AGRICULTURE AND FORESTRY

REFERENCE

ENQUIRIES

TEL. (0152) 295 7023/4

FAX. (0152) 295 7028



UNIN SUPPORT

SITUATION IN NORTHERN TRANSVAAL

Northern Transvaal is the poorest province in South Africa. The per capita income is by far the lowest in the country. The province's population density is the third largest after Gauteng and KwaZulu-Natal provinces. Most of the population is rural based - about 96%.

The Northern Transvaal is a typical developing area, exporting primary products and importing manufactured goods and services. There is a mismatch between the province's economy and its fast growing population. Unemployment is high. Many inhabitants earn their livelihood as migrant workers in Gauteng. Inadequate infrastructure adds to the problem. Utilisation of resources is far from optimal, especially in respect of agriculture.

The province don't have urban problems like squatting, but has a stabilising rural community, most of which are agricultural based. Two agricultural sectors do exist, namely a well developed commercial sector and an undeveloped subsistence and emerging farming sector. The commercial sector is well supported and technological far advanced. The undeveloped sector did not except the technology that was developed for the commercial sector. They want technology tailor-made to suite the small farming community.

MISSION OF DEPARTMENT OF AGRICULTURE

The mission of the agricultural government service in the Northern Transvaal is to improve the quality of life of the people of the Province by promoting equitable access to agricultural resources and services, improvement of production, measures to manage risk, enhancement of food security, conservation and sustainable use of natural resources within the framework of the RDP.

In most rural areas agriculture is the major economic driving force. This means that the growth and development of the area are closely linked with its agriculture. Sustainable agricultural development and growth are thus important to the rural economy.

Social and economic activities are linked. The economic viability of services depends on a certain minimum of economic activity. As the buying power of the farming community expands, its economic activity grows and a variety of economic and other services are established in the town or village. Diversification and growth in the business and service sectors of a rural town or village will improve its social acceptability so that the inhabitants will be less inclined to move to bigger towns and cities.

Agriculture's linkages with the rest of the economy are such that, an increase in agricultural production would result in the creation of relatively more jobs throughout the economy than could be achieved by an increase of the same order in any other sector. Eighty-six percent of agricultural production is processed and the bulk of agricultural products has a low value compared to their mass. Agricultural products are consequently ideally suited for small-scale processing close to production. The resultant positive production and capital employment multiplier effects will stimulate employment in local communities. As many rural areas lack the supportive infrastructure public sector investment will be required.

The size and stability of a community may justify more

government services such as post offices, schools and clinics. The creation, maintenance and improvement of an enabling environment for agriculture will thus be to the direct benefit of the socio-economic of rural areas.

A person's quality of life is improved when he/she is allowed to participate in programmes that will effectively increase his/her social and economic options. Income is one element that decides quality of life. Food security is another. To improve the quality of life of farmers and farm workers, their dependence on each other as members of a production team and of their rural community must be recognised. Appropriate training will form a key element of agricultural support programmes to improve productivity and thus increase income. Agricultural programmes must also be integrated with programmes for rural communities that open additional sources of income and supply basic requirements such as clean water, clinics, etc.

The Government recognises that private initiative should be a cornerstone of a successful agricultural industry. The need to extend participation in agricultural activities and the necessity for Government programmes to support such extension, are also recognised. Continued successful performance of agriculture will depend on the ability of the farming community to make use of existing opportunities and to apply sound risk management in the use of their Resources. Programmes should therefore aim at creating an environment that will enable farmers to succeed and farm sustainable without fostering dependence.

The contribution of the province to food security will be enhanced by promoting the realisation of agriculture's potential within the constraints of comparative and competitive advantages, and of other resources that may be required for sustainable agricultural development. While acknowledging that large-scale farms will still make a valuable contribution to national food security and that the policy environment must be supportive in this respect, small farms may be of increasing importance for improving both national and household food security.

Household food security is defined as the affordability, availability and accessibility to households of nutritious food, whether from their own production, purchases, social welfare or community support. In 1989 an estimated 16,4 million South Africans [45% of the population, 80% of which were living in rural areas] had income below the minimum subsistence level. Approximately 70% of the population of the North Transvaal falls into this category. The physical accessibility of food in many rural areas is problematic due to the lack of infrastructure such as roads, electricity and trading facilities. In the context of stagnant economy and of rapid population growth, the emphasis on commercialisation and ineffective support programmes for small-scale farmers in the past had a negative effect on the food security of many rural households, even though national food security was enhanced. Since household food security depends on employment and income as well as food production, it also concerns other sectors and state departments. Thus, the Department of Agriculture will strive to work in close co-operation with all concerned parties to improve household food security. The introduction of food gardens into rural communities will improve household food security in the affected areas. The Department of Agriculture will promote the development of household food production systems, including food gardens.

INVOLVEMENT WITH UNIN

The development of sustainable farming systems requires an effective service infrastructure that is available to all farmers. In the past many farmers were not able to obtain suitable support and this prevented them from attaining the full economic potential of their farms. Researchers and extension workers are not always equipped to offer support without retraining and reorientation. Such reorientation has to start at policy level, where an understanding of the role of small-scale farming must be developed. A well integrated retraining programme needs to be formulated, requiring investment in training, if the capacity of the small-scale farming is to be enhanced through appropriate support services.

The Department has currently about 1 000 researchers and extension officers that need retraining in one or another way.

5

They must not only be retrained in subject matters but also in the manner how they approach extension. The emphasis of extension must be on agricultural development where the aim is to improve the livelihood of rural people. The focus must be on people and on getting these same people involved in their own development, enhancing their problem-solving capacity, building self-reliance. Our role is to facilitate that process, doing development with people and not for them. We must design strategies and programmes within an appropriate policy environment which support this process, building self-reliance and not creating dependency. Facilitating agricultural development and signing programmes which enhance a self-help development process requires an understanding of how adults change and how adults learn. UNIN will have to help with the retraining of officials, help designing programmes to implement. UNIN must further do research on training methods, on the needs of rural communities.

Over the past decade many African countries have undertaken structural adjustment programmes with the goal of improving the performance of the agricultural sector in support of economic growth. In line with these reforms, research and extension have increasingly been called upon to achieve growth objectives. According to a recent World Bank review of the experience with the policy, adjustment lending, lags in response from the agricultural sector to policy changes were attributable to non-price factors, such as weak infrastructure and lack of productivity increasing technologies.

The tools for structural adjustment and reform are intended to reduce public sector expenditures and control aggregate demand. As public sector cutbacks affect research expenditures, the supply of potential technology could be reduced. But structural adjustments can also effect the demand for technology, especially technology that support income generation and earnings from adding value and exporting. To respond to new opportunities for

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Northern Transvaal Province

EDUCATION, ARTS, CULTURE & SPORTS

Ref. 6/4
I.B.M. Thoka

1995.08.07

SUBMISSION FROM THE MINISTRY OF EDUCATION, ART, CULTURE AND SPORT TOWARDS RECOMMENDATION FOR FUNDING FROM THE MHO PROGRAMME TO THE UNIVERSITY OF THE NORTH.

1. The University of the North as an academic Institution in this Province has an important role to play in supporting the Ministry of Education, Art, Culture and Sport efforts to encourage, implement programmes in Science and Mathematics in the Province.
2. The Northern Province is unique in having to inherit seven Departments of Education.
 - 2.1 These Departments have been diverse in Administration, physical and human resources. The process of Provincialisation of these Departments will continue for some time.
 - 2.2 The Ministry of Education, Art, Culture and Sport cannot address these inequalities single handed but has to enlist the support of the University of the North as the major stakeholder in the Province.
3. The Ministry of Education, Art, Culture and Sport states the following aspects in support of MHO funding to the University of the North.
 - 3.1 **IN SERVICE TRAINING OF TEACHERS:**
 - * There are a large number of unqualified teachers in Science/Mathematics in the Province both at Primary and Secondary levels.
 - * This has resulted in the turning out of pupils with very poor backgrounds in Mathematics/Science.
 - * There is an urgent need for the University of the North in collaboration with the Ministry of Education, Art, Culture and Sport in the training of mathematics and science teachers.

- * The Province has twenty two (22) Colleges of Education (result of the Homeland System) producing approximately 7 000 teachers annually (1995 figures).
- * A very small percentage of these teachers can teach mathematics and science.
- * This year, 1995, there are 11 000 unemployed teachers, of which only 800 can teach Mathematics and Science. The Ministry has allocated only 4 000 teaching posts due to the constraints of the budget.
- * The unemployed teachers can be retrained to teach Mathematics and Science.
- * The University of the North can assist in drawing up programmes and using their resources for the tetraining of these teachers.

4. RATIONALISATION OF COLLEGES OF EDUCATION: SCIENCE AND MATHEMATICS AND TECHNOLOGY COLLEGES, TECHNICAL COLLEGES.

- * As mentioned in par. 3 re the large number of colleges in the Province, there is an urgent need for rationalisation.
- * Some colleges can be turned into Science, Mathematics and Technology Colleges. Some into Technical Colleges for which there is an urgent need.
- * If possible the target of starting Mathematics, Science and Technology Colleges should be 1996.

5. TRAINING OF SUBJECT ADVISORS FOR SCIENCE, MATHEMATICS AND TECHNOLOGY ADVISORS:

- * Some of our Subject Advisors Science and Mathematics are not well qualified, especially in the former Homelands, even if qualified, the appointment has been based on qualification only.
- * The University of the North can assist in their training, re directing their work to the needs of the Province and modern trends.
- * The roles of the Advisors have to be revised in order for them to be more effective.
- * They can be better equipped to assist and advise the teachers.

**6. BRIDGING COURSE MATHEMATICS AND SCIENCE:
University Foundation year in Mathematics and Science (UNIFY)**

- * Good start made at the University.
- * This has to be intensified and continued for a number of years. The inequalities of the past especially in disadvantaged communities will have to be redressed for a number of years.

7. TRAINING OF LABORATORY TECHNICIANS:

- * Although normally trained at Technikons, for our short term needs, training, in service work can be done at the University of the North.
- * This will make Mathematics and Science teaching in our colleges more effective and ensure that practical work is done in the preparation of science and mathematics teachers.

8. RETRAINING OF COLLEGE LECTURERS:

- * Many of the college lecturers in science and mathematics are inexperienced having been recruited directly from secondary schools or are fresh graduates from universities.
- * The curriculum is being developed to fit modern needs.
- * Programmes for retraining can be developed by the university to assist the Ministry of Education, Art, Culture and Sport.

9. NON-GOVERMENTAL ORGANISATIONS (NGO'S)

- * A number of NGO's have been and are operating in the Province.
- * There is sometimes duplications as they are working independently.
- * The University of the North can assist in re-directing their activities and co-ordinating their work.

10. HEDCOM PROJECT ON TECHNOLOGY AS A SUBJECT IN SCHOOLS:

- * This project was approved by HEDCOM.
- * National and Provincial steering committees have been established.
- * Steering committees have attended a number of workshops.
- * There is a planning schedule in the Northern Province with the possibility of launching the project in 20 schools in 1996 - 1997.
- * The University can assist by being part of the steering committee.

- * Selection of the pilot schools.
- * Working out the detail curriculum from the proposed outlines.
- * The training of teachers for the project.
- * Advice on various aspects of the project.

11. INVOLVEMENT OF THE UNIVERSITY IN THE ABET PROGRAMMES ON PREPARATION FOR SKILLS.

- * Adult Basic Education and Training (ABET) programme is important to the Ministry of Education, Art, Culture and Sport.
- * Communities have to be empowered with skills apart from literacy and numeracy.
- * The University can assist in working out programmes with our ABET committees as they have the expertise and resources.
- * Basic computer skills are necessary for all types of work.

12. YOUTH SCIENCE OLYMPIAD BY FOUNDATION FOR EDUCATION, SCIENCE AND TECHNOLOGY (FEST)

- * The foundation for Education, Science and Technology has been involved in this Province for a number of years.
- * It conducts mathematics science competitions and produce important science and mathematics journals.
- * There is a proposal that the Ministry of Education, Art, Culture and Sport starts its own competition in schools both primary and secondary phases.
- * Through expertise from the university, programmes can be worked out with the Ministry of Education, Art, Culture and Sports.
- * This study can be carried out by the university.

13. CAREER GUIDANCE AND COUNSELLING CLINICS:

- * Many of our teachers lack the expertise in guiding our pupils for careers in science and mathematics.
- * Pupils even after passing Std. 10 lack direction.
- * The University can train teachers for career guidance and conduct counselling.

clinics for our pupils.

14. EX PO FOR YOUNG SCIENTISTS:

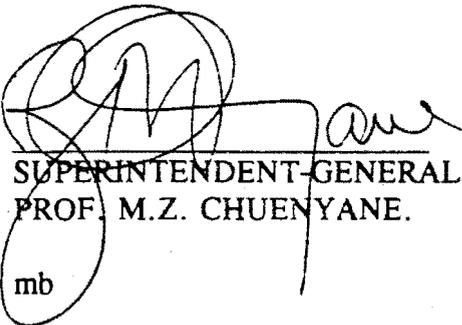
- * This project was launched in 1983 in the former Lebowa. It has spread to former Venda and Gazankulu.
- * There is now a Provincial Expo formed.
- * The University with the expertise and resources can co-ordinate the activities and be involved.

15. IN-SERVICE CENTRES AND SCIENCES CENTRES:

- * The Province has a number of these centres.
- * They have been operating independently with diverse objectives and resources.
- * There is an urgent need to co-ordinate their activities in order to make them more efficient and redress inequalities.
- * The University can assist in this aspect.

16. In all these projects, proposals mentioned above, the university need to conduct continuous research in mathematics, science and technology Education to assist the Ministry of Education, Art, Culture and Sports.

- * This can only be done through sufficient funding to undertake this work.



SUPERINTENDENT-GENERAL
PROF. M.Z. CHUENYANE.

mb



Northern Transvaal Province

OFFICE OF MEC FOR HEALTH AND WELFARE

ENQUIRIES : DR N CRISP

9 August 1995

SITUATION IN THE NORTHERN PROVINCE

The Northern province is the poorest Province in South Africa. The per capita income is by far the lowest in the country. The province's population density is the third largest after Gauteng and KwaZulu-Natal provinces. Most of the population is rural based - about 90%.

The Northern Province is a typical developing area, exporting primary products and importing manufactured goods and services. There is a mismatch between the province's economy, its fast-growing population and existing health and welfare services. Unemployment is high. Many inhabitants earn their livelihood as migrant workers in Gauteng. Inadequate infrastructure adds to the problem. Utilisation of resources is far from optimal.

The Province has inherited urban problems such as some squatting and street children but has a largely stable rural community with almost no violence and unrest. Although the economical sector is well supported and technology far advanced, direct and easy access to comprehensive primary, secondary and tertiary health services are limited.

There is no Faculty of Medicine situated in the province, referral and training hospital are being developed in cooperation with the Medical University of Southern Africa based in Gauteng. There are \pm 800 registered medical doctors in the province of whom at least a quarter are practising in the city of Pietersburg. Although there are 43 hospitals (10500 beds), 22 health centres and over 250 fixed clinics, all of these facilities are under staffed, specifically with doctors. A further problem is that most facilities are under-equipped while ambulance services are totally inadequate.

In spite of this relatively good infrastructure, thousands of the 5,3 million people in the province, are farther than a 100km away from the nearest hospital. A very poor road system and equally poor public transport systems makes it extremely difficult for the people to get to the existing facilities.

A major constraint is the fact that what little data and information is available, is of doubtful accuracy, the incidence and prevalence of most diseases, congenital/genetic abnormalities are largely speculation or a result of localised studies etc., Each of such vital information makes health policy and planning very difficult.

The mission statement of the new provincial Department of Health and Welfare is to strive for the optimal Health and Welfare of all people in the Province particularly through the provision of comprehensive health and welfare services and social development.

To be able to implement the above mission, the Department needs to take hands with all the possible role players in the Province including the private health sector, NGO's and specifically the Faculty of Health Sciences of the University of the North. Their faculty's input, support, expertise etc, are urgently needed. Although the faculty has already made some substantial contributions, it could and should play a much more important advisory, training, research, development, etc role in the health and welfare development of the province. The following are just a few examples of where the University can make (are already making) a major contribution:

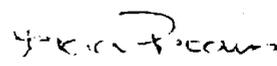
- * Training of staff for health management. Negotiation between UNIN and the Department have already progressed well for the establishment of a "Management and Organisational Development Unit" at the University : Such a unit will promote training and development at senior-, middle- and supervisory management levels. - A course is also planned for improving knowledge and skills of identified community representatives.
- * There is already excellent cooperation with Human Genetics in the provision of genetic training to nurses, doctors, teachers, parents and other health professionals as well as the provision of genetic diagnostic and counselling services:
- * A Health Promotion Course for middle management health professionals has been established by the Faculty of Health Sciences, financially supported by the Kellogg Foundation and Liverpool Institute of Tropical Medicine.
- * UNIN will continue to play a vital role in basic, post basic and special courses in social work, social sciences, nursing and all health sciences.
- * The Department is in desperate need for basic demographic, health and life style diseases data. The Faculty of Health Sciences has already started with such venture which will assist the Department with health policy and planning for the Province.
- * According to WHO, it can be expected that there are about 600000 handicapped people in the province. Very little is know about the aetiology of the handicapped while very little is known about the need of the handicapped and their families in the rural areas. Research is in progress by UNIN in cooperation with the Department an the University of Oslo, Norway to determine the basic needs for these people.
- * There is a major concern about the high incidence of congenital/genetic abnormalities among newborn babies in the rural areas, especially about the very high, (almost 4/1000) incidence of neural tube defects NTDs. A major research project has started in collaboration with the British Columbia University Vancouver, Canada to determine the cause of this high incidence.
- * Medical sciences and technology need to be developed to meet the needs for the rural communities. UNIN is the ideal institution to be able to develop such skills and services. UNIN is already busy with such ventures which will improve the much needed health services.

- * There is a major shortage of pharmacists and pharmacy assistants in the Province. School of Pharmacy is already playing a major role to meet the existing needs for province but will in future also need to retrain staff and assist on a regular basis with service training and capacity building of personnel.
- * Many thousands of people suffer from malnutrition and related diseases. UNIN has a very vibrant and active Department of Human Nutrition which are already involved in various nutritional related research projects, nutritional information to Communities, but should be involved and cooperate with the Department on a much broader front.
- * Very limited eye care and optometry services are available to the hundreds of thousands of rural people who are in need of such care. UNIN has a well established Department of Optometry with a well equipped mobile unit/clinic that could assist with meeting existing needs in the Province.

CONCLUSION

The above are just a few examples of the vital role that UNIN can play as a partner of the Department of Health and Welfare to improve the health and welfare of all of the peoples of the province. The resources, (human, material, equipment) of the Faculty of Health Sciences are very limited but are already playing a vital role in the improvement of the Health and Welfare services in the province. If the Faculty is supported to develop to its full potential (and to the extent of the need that exists) its role in the development and provision of services will not only substantially contribute towards the improvement of health in the province, but will also make contributions on a National and even on International level.

The Department of Health and Welfare needs the assistance, support, research and expertise of the Faculty of Health Sciences and other Facilities at UNIN. The development of the Faculty will mean improvement of the health of the people in South Africa.


NICHOLAS CRISP
SUPERINTENDENT GENERAL
DEPARTMENT OF HEALTH AND WELFARE

ADDENDUM J

**TOWARDS A STRATEGIC PLAN FOR THE UNIVERSITY OF THE
NORTH - THE PROCESS IS CURRENTLY WITH THE BTC
(AUGUST 1996)**

8.1

UNIVERSITY OF THE NORTH
REPORT OF ACADEMIC STRATEGIC PLANNING
WORKSHOP FOR DEANS AND EMC

10 - 11 April 1996

Ranch Motel

CONTENT

- EXECUTIVE SUMMARY
- 1.0 STATEMENTS
- 2.0 INSTITUTIONAL GOALS
- 3.0 PRIORITIES
- 4.0 RECONFIGURATION
- 5.0 REPORTING
- 6.0 CLOSURE

EXECUTIVE SUMMARY

This document underwrites the principle of transparency and is therefore distributed to all divisional heads. It is requested that they share its content with members of their different units

The vision and mission of the University have been discussed extensively and the council's statement was unanimously accepted. This means that all participants agreed that it contains the direction that was selected and underwrites previous workshops and discussion outcomes.

A number of values were also identified and accepted by the group.

Seven broad goals for the institution were identified and accepted while teams proposed ways to pursue these.

A number of faculties were identified as priorities because they support the needs of the country and province and the goals that were determined to a larger extent. These included the sciences (Natural, Agriculture and Health), Management Science and sociological sciences, education of science related subjects and humanities. Again there was unanimous agreement.

The institutional goals and priorities led to intense discussion of possible reconfiguration of the current academic structure. The principle of reconfiguration was again unanimously accepted but that discussion should take place at faculty level to determine possible reconfigurations, structures, cooperations and a process of how to do it. The office of the DVC will set up meetings for discussions. As this debate is fairly urgent (Report back date is 9 May 1996), all academic units are requested to participate and make proposals for such a reconfiguration.

The group functioned well and a high level of cohesion developed.

The full proceedings are available from the deans.

The following were elements touched upon by the VC as aims for this workshop during the opening:

- This is not a new planning but intends to bring about a higher degree of detail to a planning process that began some time back.
- To focus on a shared vision, mission, values and institutional goals, accepted by all, to present to BTC as the direction of the University. Thereafter to Council for adoption.
- To enable leadership to use the same language and be at the same level of process development.
- To accept a set of values that would guide the behaviour of each individual and govern relationships.
- To move to action planning and implementation as the next step.
- To add meat to our planning framework.

1.0 STATEMENTS

The vision and mission statement of the council was presented to the planning group and after discussion thereof, it was accepted as sufficient guideline for forward movement. The proposed statements were as follows:

1.1 VISION

VISION

The UNIVERSITY OF THE NORTH strives to be a quality institution of higher learning and critical reflection, which is innovative, responsive to change, is rooted in the issues of the society in which it is located, and is recognised world-wide as the centre for relevant theory and practice of people-centred development.

1.2 MISSION

MISSION

To attain scholarship and professionalism between staff and to improve the quality of life of the community in which the university is located through:

- * good governance and effective management
- * financial sustainability
- * creation of a culture of work, teaching, research, learning, and service through adaptability and innovativeness
- * appropriate campuses, educational policies, and infrastructural and physical development
- * a development orientation that is rooted in the community in which we operate.

1.3 Values

VALUES

Values attest to the fact that the transformation of structures of governance and administration is not enough. It should be accompanied by the transformation of human conduct.

Recognising this at the University of the North, and guided by the principles of excellence, innovation, relevance, and responsiveness

- * We shall work together, helping one another
- * We shall pursue excellence in learning by acquiring information, knowledge, and critical skills
- * We shall serve our community and the society at large by improving our skills and sharing information, knowledge, and our experiences
- * We shall be thoughtful, tolerant, open-minded, respectful, honest, truthful, and courteous in relating to one another
- * We shall respect the rights of others
- * We shall recognise and honour our responsibilities
 - * We shall honour agreements and abide by our decisions
 - * We shall abide by and respect the rules and regulations of the University
 - * We shall abide by, promote and defend the vision, mission, and values of the University of the North which embody our loyalty and commitment to it and its development.

AT THE UNIVERSITY OF THE NORTH WE BUILD TOGETHER.

The values presented were accepted unanimously.

2.0 INSTITUTIONAL GOALS

Underscoring the goals below is the requirement that the University of the North should:

PRODUCE STUDENTS WITH STRONG LEADERSHIP SKILLS, WHO ARE KNOWLEDGEABLE, ARTICULATE, SENSITIVE, CREATIVE, AND THOUGHTFUL, AND WHO ARE COMMITTED TO SERVING THEIR SOCIETY.

To achieve these goals we must provide:

2.1 A holistic, participative, efficient, and cost-effective environment which integrates academic, administrative, and service functions.

THIS IMPLIES THAT ALL STAFF AND STUDENTS MUST PARTICIPATE ACTIVELY IN ENABLING THE UNIVERSITY TO ACHIEVE ITS CENTRAL MISSION:

THIS MEANS

2.1.1 A commitment to abide by the University's core values in the academic, administrative, and service sectors of the university which are working towards a common objective.

2.1.2 Developing structures of governance which ensure integrated functioning.

2.3 A Highly competent teaching, research, administrative, and support staff who are motivated and inspired by the link between student development and successful and sustainable society:

2.3.1 Ensure rigorous recruitment process and retention.

2.3.2 Develop a dynamic staff development programme.

2.3.3 Set up creative reward and incentive schemes.

2.4 An integrated communication and information system linking the university within as well as with the world outside:

4.1 Developing campus-wide, user-friendly information system

2.5 A continuous link between past and present students of the university:

2.5.1 Enhance institutional leverage by taking advantage of the significant entrance of graduates of The University of the North into high positions of influence in the entire spectrum of national life.

2.6 Provides vigorous research programmes which recognise and are energised by the link between new knowledge and social development:

2.6.1 Establish an integrated research environment which promotes both basic and applied research.

2.6.2 Engage in national debates on research and development.

2.7 Develop sustainable postgraduate programmes.

3.0 PRIORITIES

A unanimous decision was taken that the following are the priorities where to resources will be directed in the future. These are:

- Management, Entrepreneurship, Business and Social sciences
- Science and Technology (Natural Science)
- Agriculture, Biology and Natural resources
- Health Life
- Education of Science, Agriculture and Health

- ☛ Humanities and communication
- ☛ Staff development
- ☛ Curriculum development
- ☛ Administration and Management of the institution
- ☛ Facilities
- ☛ Funding

4.0 RECONFIGURATION

The principles of reconfiguration to streams of knowledge, enhanced interdisciplinary and collegiate interaction, administrative and cost efficiencies were accepted unanimously.

There are however no prescriptions on how many streams or how this should be undertaken. It seems that maximum five streams with possible sub streams as a possible model.

5.0 REPORTING

The next planning session is on 7 June 1996. Faculty reports should be prepared and must contain their goals, objectives, action plans and budgets.

6.0 CLOSURE

The VC closed the proceedings by pointing out the cohesion that developed during the planning as well as the shared vision.

ADDENDUM K

ACADEMIC PROGRAMMES OF THE UNIVERSITY OF THE NORTH

Degrees and Diplomas offered at the University of the North:

| | |
|--------|---|
| BA | BACHELOR OF ARTS |
| BA SW | BACHELOR OF ARTS IN SOCIAL WORK |
| BBIBL | BACHELOR OF LIBRARY AND INFORMATION SCIENCE |
| HDL | HIGHER DIPLOMA IN LIBRARY AND INFORMATION SCIENCE |
| BAH | BACHELOR OF ARTS HONOURS |
| BAH SW | BACHELOR OF ARTS HONOURS IN SOCIAL WORK |
| BBIBLH | BACHELOR OF LIBRARY AND INFORMATION SCIENCE HONOURS |
| MA | MASTER OF ARTS |
| MA SW | MASTER OF ARTS IN SOCIAL WORK |
| MBIBL | MASTER OF LIBRARY AND INFORMATION SCIENCE |
| DPHIL | DOCTOR OF PHILOSOPHY IN ARTS |
| DLITT | DOCTOR OF LITERATURE |
| DBIBL | DOCTOR OF LIBRARY AND INFORMATION SCIENCE |
| BSC | BACHELOR OF SCIENCE |
| BSCH | HONOURS BACHELOR OF SCIENCE |
| MSC | MASTER OF SCIENCE |
| PHD | DOCTOR OF PHILOSOPHY IN SCIENCE |
| DIP PA | DIPLOMA IN PUBLIC ADMINISTRATION |
| DIP SF | DIPLOMA IN STATE FINANCE |
| DIP MA | DIPLOMA IN MUNICIPAL ADMINISTRATION |
| DIP MF | DIPLOMA IN MUNICIPAL FINANCE |
| BCOM | BACHELOR OF COMMERCE |
| BADM | BACHELOR OF ADMINISTRATION |
| BR | BACCALAURIUS RATIONIS |
| BCOMH | HONOURS BACHELOR OF COMMERCE |
| BADMH | HONOURS BACHELOR OF ADMINISTRATION |
| MCOM | MASTER OF COMMERCE |
| MADM | MASTER OF ADMINISTRATION |
| DCCM | DOCTOR OF COMMERCE |
| DADM | DOCTOR OF ADMINISTRATION |
| BA ED | BACHELOR OF ARTS IN EDUCATION |
| BSC ED | BACHELOR OF SCIENCE IN EDUCATION |
| BCOMED | BACHELOR OF COMMERCE IN EDUCATION |
| BAGRED | BACHELOR OF AGRICULTURE IN EDUCATION |
| BBIBED | BACHELOR OF LIBRARY AND INFORMATION SCIENCE IN |

EDUCATION

| | |
|--------|---|
| HED | HIGHER EDUCATION DIPLOMA |
| BED | BACHELOR OF EDUCATION |
| MED | MASTER OF EDUCATION |
| DED | DOCTOR OF EDUCATION |
| UDT | UNIVERSITY DIPLOMA IN THEOLOGY |
| BA TH | BACHELOR OF ARTS IN THEOLOGY |
| AUDT | ADVANCED UNIVERSITY DIPLOMA IN THEOLOGY |
| BD | BACHELOR OF DIVINITY |
| MDIV | MASTER OF DIVINITY |
| DD | DOCTOR OF DIVINITY |
| BIUR | BACCALAURIUS IURIS |
| BPROC | BACCALAURIUS PROCURATIONIS |
| LLB | BACCALARIUS LEGUM |
| LLM | MAGISTER LEGUM |
| LLD | DOCTOR LEGUM |
| BAGRIC | BACHELOR OF AGRICULTURAL MANAGEMENT |
| BSCAGR | BACHELOR OF SCIENCE IN AGRICULTURE |
| BAGRIH | HONOURS BACHELOR OF AGRICULTURAL MANAGEMENT |
| BSCAGH | HONOURS BACHELOR OF SCIENCE IN AGRICULTURE |
| MAGRAD | MASTER OF AGRICULTURAL MANAGEMENT |
| MSCAGR | MASTER OF SCIENCE IN AGRICULTURE |
| PHDAGR | DOCTOR OF PHILOSOPHY IN AGRICULTURE |
| DSCAGR | DOCTOR OF SCIENCE IN AGRICULTURE |
| DIP NE | DIPLOMA IN NURSING EDUCATION |
| DIP NA | DIPLOMA IN NURSING ADMINISTRATION |
| BCURIA | BACHELOR OF NURSING ADMINISTRATION |
| BNUTR | BACHELOR OF NUTRITION |
| BPHARM | BACHELOR OF PHARMACY |
| BCUR | BACHELOR OF NURSING SCIENCE AND ART |
| BOPTOM | BACHELOR OF OPTOMETRY |
| BSC MS | BACHELOR OF SCIENCE IN MEDICAL SCIENCES |
| MPHARM | MASTER OF PHARMACY |
| MSC MS | MASTER OF SCIENCE IN MEDICAL SCIENCES |
| MOPTOM | MASTER OF OPTOMETRY |
| MSC CP | MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY |
| DPHARM | DOCTOR OF PHARMACY |

| | |
|----------|---|
| PHD MS | DOCTOR OF PHILOSOPHY IN MEDICAL SCIENCES |
| PHD CP | DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY |
| BSC PH | BACHELOR OF PHARMACY |
| BSC NU | BACHELOR OF NURSING EDUCATION AND ADMINISTRATION |
| MSC PH | MASTER OF PHARMACY |
| DSC PH | DOCTOR OF PHARMACY |
| BAGRH | BACHELOR OF AGRICULTURAL MANAGEMENT |
| BSC AH | HONOURS BACHELOR OF SCIENCE IN AGRICULTURE |
| DIP TH | UNIVERSITY DIPLOMA IN THEOLOGY |
| BTH | BACHELOR OF ARTS IN THEOLOGY |
| HDIPTH | ADVANCED UNIVERSITY DIPLOMA IN THEOLOGY |
| MTHEOL | MASTER OF DIVINITY |
| MTH | MASTER OF DIVINITY |
| DTH | DOCTOR OF DIVINITY |
| BA E - M | BACHELOR OF ARTS - EXTRA MURAL |
| SFNDYR | SCIENCE FOUNDATION YEAR |
| PHDAGA | DOCTOR OF PHILOSOPHY IN AGRICULTURAL MANAGEMENT |
| PBSC | BACHELOR OF SCIENCE |
| B INF | BACHELOR OF LIBRARY AND INFORMATION SCIENCE |
| B INFH | BACHELOR OF LIBRARY AND INFORMATION SCIENCE HONOURS |
| HDINF | HIGHER DIPLOMA IN INFORMATION STUDIES |
| BAGRID | HONOURS BACHELOR OF AGRICULTURAL MANAGEMENT |
| BAHD | BACHELOR OF ARTS HONOURS |
| BADMHD | HONOURS BACHELOR OF ADMINISTRATION |
| BCOM HD | HONOURS BACHELOR OF COMMERCE |
| MNUTR | MASTER OF NUTRITION |

ADDENDUM L

BUILDING STATISTICS OF THE UNIVERSITY OF THE NORTH

**UNIVERSITY OF THE NORTH
BUILDING STATISTICS**

| Description (Academic Buildings) | Department | Classroom/ Lecture | Laboratory |
|-------------------------------------|-------------------------|-----------------------|---------------|
| Date: 17/08/55 | | | |
| BLOCK A | Computer Science | 1 | 1 |
| BLOCK B | Mathematical Statistics | 2 | 1 |
| BLOCK C | Geology | 1 | 5 |
| BLOCK D | Anthropology | 0 | 2 |
| BLOCK E | Agriculture | 0 | 2 |
| BLOCK F | Agriculture | 0 | 2 |
| BLOCK G | Optometry | 3 | 5 |
| BLOCK H | Botany | 0 | 4 |
| BLOCK I | Theology | 6 | 0 |
| BLOCK J | Social work | 9 | 2 |
| BLOCK K | Human Sciences | 18 | 2 |
| BLOCK L | Zoology | 0 | 7 |
| BLOCK M | Psychology/Geography | 7 | 2 |
| BLOCK N | Chemistry | 2 | 15 |
| BLOCK O | Pharmacy/Chemistry | 2 | 7 |
| BLOCK P | Botany | 1 | 5 |
| BLOCK Q | Natural Sciences | 0 | 14 |
| BLOCK R | Education | 11 | 10 |
| BLOCK S | Buss. Advis. Bureau | 0 | 0 |
| BLOCK T | General Lecture Halls | 14 | 0 |
| LIFE SCIENCES BLDG. | Natural Sciences | 3 | 14 |
| ADMIN BUILDING | Administration | 0 | 0 |
| LIBRARY | General | 0 | 0 |
| COMPUTER CENTRE | Finance/Comp. Services | 18 | 0 |
| AQUACULTURE | Zoology/Biology | 1 | 1 |
| ANIMAL UNIT | Zoology/Biology | 0 | 0 |
| NEW ADMIN BLDNG | Law/Finance/--- | 0 | 1 |
| HERBARIUM | Botany | 0 | 1 |
| STUDENT CENTRE | Recrea./Lecture/Health | 2 | 0 |
| UNIVERSITY HALL | General | | |
| HORTICULTURE | Support Services | | |
| CAFETERIA | Support Services | | |
| CAMPUS CONTROL | Support Services | | |
| GENERAL STORES | Support Services | | |
| TECHN. WORKSHOPS | Support Services | | |
| BUILDING ADMIN. | Support Services | | |
| TRANSPORT | Support Services | | |
| CAMPUS PROTECT. | Support Services | | |
| MAIN KITCHEN | Support Services | | |
| TOTAL : | | 101.00 | 103.00 |

| Description (Residences) | Number of beds |
|-------------------------------------|-------------------|
| BLOCK MBA | 302 |
| BLOCK MBB | 174 |
| BLOCK MBC | 158 |
| BLOCK MBD | 320 |
| BLOCK MBE | 247 |
| BLOCK MBF | 290 |
| BLOCK MBG | 350 |
| BLOCK MBI | 406 |
| BLOCK MBJ | 299 |
| BLOCK MBK | 369 |
| BLOCK MBL | 607 |
| BLOCK MA | 27 |
| BLOCK MB | 27 |
| BLOCK MC | 27 |
| BLOCK MD | 26 |
| BLOCK ME | 36 |
| BLOCK MF | 27 |
| BLOCK MG | 26 |
| BLOCK MH | 27 |
| BLOCK MI | 23 |
| BLOCK MK | 27 |
| BLOCK ML | 28 |
| BLOCK MM | 42 |
| BLOCK MN | 42 |
| BLOCK MO | 42 |
| BLOCK MP | 42 |
| OLIVER TAMBO : (HOUSE 0-14) | 602 |
| BLOCK MBMA | 41 |
| BLOCK MBMB | 40 |
| BLOCK MBMC | 40 |
| BLOCK MBMD | 40 |
| BLOCK VA | 29 |
| BLOCK VB | 31 |
| BLOCK VC | 31 |
| BLOCK VD | 30 |
| BLOCK VE | 69 |
| BLOCK VF | 274 |
| BLOCK VG | 292 |
| BLOCK VH | 237 |
| BLOCK VI | 226 |
| BLOCK VJ | 316 |
| BLOCK VK | 366 |
| BLOCK VL | 864 |
| JOSEPHINE MOSHOBANE: (HOUSE 1-8) | 401 |
| ONKGOPOTSE TIRO : (HOUSE 1-5) | 205 |
| CHRIS HANI HALL | 527 |
| TOTAL : | 8652.00 |

ADDENDUM M

**STATISTICS OF THE NORTHERN PROVINCE (ANC RELCOM NTvL
1994)**

STATISTICS: NORTHERN TRANSVAAL (PROVINCE)

(SUB-REGIONS)

The following statistics are based on:

- 1) 1991 Population Census (CSS)
- 2) 1993 Labour Statistics (CSS)
- 3) Data base for Land Management and Rural Development (UNIN CDS/Free University of Amsterdam)
- 4) Information supplied by Dept. of Home Affairs on voter statistics

The following are extracts from a more comprehensive document compiled for the ANC RELCOM by the researcher in 1994

NORTHERN TRANSVAAL (PROVINCE)

TOTAL POPULATION: 4 684 401

TOTAL POPULATION (RURAL): 80-90%

WESTERN SUB-REGION

TOTAL POPULATION: 679 783

THABAZIMBI (district)

Total population per district: 48 844
Urban (Total): Leeupoort 80
 Northam 554
 Thabazimbi 7 682
 (Township) 1 033
 Amandelbult 918
 Swartklip 2 518
Rural (Total): 36059 (74%)
Total pop. earning no income: 17 110
Population earning an income: 31 734 (65%)
Employed earning between R1-R3000 annually: 8510
(27% of employed earn less than R250 per month)
Total Population no education: 18 408 (38%)

ELLISRUS (district)

Total population per district: 24 530
Urban (Total): Ellisrus 9 936
Rural (Total): 14 593 (60%)
Total pop. earning no income: 10 709
Population earning an income: 13 821 (56%)
Employed earning between R1-R3000 annually: 4788
(35% of employed earn less than R250 per month)
Total population no education: 7 999 (33%)

WATERBERG (district)

Total population per district: 48 991
Urban (Total): Phagameng 5 963
 Vaalwater 386
 Vaalwater tehuis 50
Rural (Total): 35123 (72%)
Total pop. earning no income: 26 110
Population earning an income: 22 881 (47%)
Employed earning between R1-R3000 annually: 13382
(58% of employed earn less than R250 per month)
Total population no education: 19 908 (41%)

WARMBAD (district)

Total population per district: 41 692
Urban (Total): Pienaarsrivier 148
 Warmbad 4 818
 Belabela 13 439
Rural (Total): 23 288 (56%)
Total pop. earning no income: 24 000
Population earning an income: 17 692 (42%)
Employed earning between R1-R3000 annually: 8348
(47% of employed earn less than R250 per month)
Total population no education: 14 734 (35%)

POTGIETERSRUS (district)

Total population per district: 69 571
Urban (Total): Potgietersrus 9 981
 Naboomspruit 2 820

Mookgopang 4 888
Rural (Total): 51 157 (74%)
Total pop. earning no income: 36 064
Population earning an income: 33 507 (48%)
Employed earning between R1-R3000 annually: 18846
(56% of employed earn less than R250 per month)
Total population no education: 31 062 (45%)

MOKERONG (district)

(Note: Overlapping Western/Central Sub-regions)

Total population per district: 446 155
Urban (Total): Mahwelereng 27 668
Rebone 1 979
Rural (Total): 416 507 (93%)
Total pop. earning no income: 393 679
Population earning an income: 52 479 (12%)
Employed earning between R1-R3000 annually: 26887
(51% of employed earn less than R250 per month)
Total population no education: 177 610 (40%)

CENTRAL SUB-REGION

TOTAL POPULATION: 905784

SESHEGO (district)

Total population per district: 302 676
Urban (Total): Seshego 44 261
Rural (Total): 258 415 (85%)
Total pop. earning no income: 255 876
Population earning an income: 46 800 (15%)
Employed earning between R1-R3000 annually: 20589
(44% of employed earn less than R250 per month)
Total population no education: 115 569 (38%)

PIETERSBURG district)

Total population per district: 64 207
Urban (Total): Dendron 388
Haenertsburg 289
Pietersburg 39 011
Rural (Total): 26819 (42%)
Total pop. earning no income: 26 819
Population earning an income: 37 388 (58%)
Employed earning between R1-R3000 annually: 11905
(32% of employed earn less than R250 per month)
Total population no education: 17 791 (28%)

BOCHUM (district)

Total population per district: 149 869
Urban: N/A
Rural: 1498689 (100%)
Total pop. earning no income: 133 492
Population earning an income: 16 377 (11%)
Employed earning between R1-R3000 annually: 9645
(59% of employed earn less than R250 per month)
Total population no education: 68 653 (46%)

SOUTPANSBERG (district)

Total population per district: 35 839
Urban: Soutpansberg 350
Louis Trichardt 7 527
(Township) 877
Soekmeaar 219
(Township) 837
Rural: 26 029 (73%)
Total pop. earning no income: 14 909
Population earning an income: 20 930 (58%)
Employed earning between R1-R3000 annually: 12913
(62% of employed earn less than R250 per month)
Total population no education: 17 059 (48%)

THABAMOPO (district)

Total population per district: 353193
Urban: Lebowa-kgomo 20 184
Mankweng 6 342
Sebayeng 5 982
Rural: 320 685 (91%)
Total pop. earning no income: 306 954
Population earning an income: 46 239 (13%)
Employed earning between R1-R3000 annually: 18918
(41% of employed earn less than R250 per month)
Total population no education: 134 422 (38%)

NORTH EAST SUB-REGION

- NOTE: - See Central sub-region for areas overlapping District Pietersburg
- These statistics do not include the portion (Burgersfort) from Lydenburg district (Eastern Transvaal Region)

TOTAL POPULATION: 990 154

GIYANI (district)

Total population per district: 212 226
Urban (Total): Giyani 15 061
Rural (Total): 197 164 (93%)
Total population earning no income: 182 355
Population earning an income: 29 871 (14%)
Employed earning between R1-R3000 annually: 17001
(57% of employed earn less than R250 per month)
Total population no education: 113 622 (54%)

BOLOBEDU (district)

Total population per district: 196 669
Urban (Total): Ga-kgapane 7697
Rural (Total): 188 971 (96%)
Total population earning no income: 172 023
Population earning an income: 24 646 (13%)
Employed earning between R1-R3000 annually: 14843
(60% of employed earn less than R250 per month)
Total population no education: 98 055 (50%)

SEKGOSESE (district)

(NOTE: Overlapping Central/N East Sub-regions)

Total population per district: 124425
Urban (Total): Senwamokgope 1823
Rural (Total): 122603 (99%)
Total pop. earning no income: 108 871
Population earning an income: 15 554 (13%)
Employed earning between R1-R3000 annually: 9142
(59% of employed earn less than R250 per month)
Total population no education: 57 519 (46%)

LETABA (district)

Total population per district: 59 900
Urban (Total): Duiwelskloof 1 430
 Letsiteli 360
 Mokgoba 168
 Talana 415
 Tzaneen 7475
Rural (Total): 50 052 (84%)
Total pop. earning no income: 21 174
Population earning an income: 38 726 (65%)
Employed earning between R1-R3000 annually: 24655
(64% of employed earn less than R250 per month)
Total population no education: 29 523 (49%)

RITAVI (district)

Total population per district: 143 702
Urban (Total): Nkowakowa 13885
Rural (Total): 129817 (90%)
Total pop. earning no income: 117 527
Population earning an income: 26 175 (18%)
Employed earning between R1-R3000 annually: 13155
(50% of employed earn less than R250 per month)
Total population no education: 61 922 (43%)

NAPHUNO (district)

Total population per district: 167 665
Urban (Total): Lenyenye 9 432
Rural (Total): 158 233 (94%)
Total pop. earning no income: 140 877
Population earning an income: 26 788 (16%)
Employed earning between R1-R3000 annually: 13996
(52% of employed earn less than R250 per month)
Total population no education: 74 593 (44%)

LULEKANE (district)

Total population per district: 38 770
Urban (Total): Lulekane 4 342
Rural (Total): 34 428 (89%)
Total pop. earning no income: 32 449
Population earning an income: 6 321 (16%)
Employed earning between R1-R3000 annually: 2830
(45% of employed earn less than R250 per month)
Total population no education: 23 223 (60%)

NAMAKGALE (district)

Total population per district: 55 441
Urban (Total): Namakgale 28 319
Rural (Total): 27 122 (49%)
Total pop. earning no income: 42 578
Population earning an income: 12 863 (23%)
Employed earning between R1-R3000 annually: 3608
(28% of employed earn less than R250 per month)
Total population no education: 20303 (37%)

PHALABORWA (district)

Total population per district: 30 126
Urban (Total): Gravelotte 191
Hoedspruit 693
Kampersrus 405
Phalahborwa 10 419
JCI Myndorp 2 239
Rural (total): 16 178 (54%)
Total pop. earning no income: 10 846
Population earning an income: 19 280 (64%)
Employed earning between R1-R3000 annually: 7594
(39% of employed earn less than R250 per month)
Total population no education: 11085 (37%)

EASTERN SUB-REGION

TOTAL POPULATION: 729 244

NEBO (district)

Total population per district: 324 909
Urban (Total): Hlogotlou 6037
Moganyaka 6881
Motetema 5657
Rural (Total): 306334 (94%)
Total pop. earning no income: 287 884
Population earning an income: 37025 (11%)
Employed earning between R1-R3000 annually: 18562
(50% of employed earn less than R250 per month)
Total population no education: 142955 (44%)

SEKHUKHUNELAND (district)

Total population per district: 404335
Urban (Total): Ga-mapodile 1855
Tubatse 6746
Penge 1884
Rural (Total): 393850 (97%)
Total pop. earning no income: 354 687
Population earning an income: 49648 (12%)
Employed earning between R1-R3000 annually: 22499
(45% of total population earn less than R250 per month)
Total population no education: 167746 (41%)

