

1985

ADDRESS TO USSALEP YOUNG ACADEMICS ALUMNI CONFERENCE 1985



LADIES AND GENTLEMEN,

IT WAS WITH A SENSE OF BOTH PRIVILEGE AND TREPIDATION THAT I ACCEPTED DR SINCLAIR'S INVITATION TO ADDRESS YOU THIS EVENING DURING THIS OPENING SESSION OF YOUR 1985 ALUMNI CONFERENCE: PRIVILEGE BECAUSE OF THE OPPORTUNITY OF BEING PART OF SUCH DISTINGUISHED COMPANY, AND TREPIDATION AT BEING IN THE LINE OF FIRE AS WE DISCUSS QUESTIONS OF VITAL CONCERN TO THE FUTURE OF EDUCATION IN OUR COUNTRY. I SEE BEFORE ME NO SHORTAGE OF PROFESSIONAL EDUCATORS, PHILOSOPHERS AND SOCIAL SCIENTISTS, INCLUDING A HEALTHY REPRESENTATION FROM GRAHAMSTOWN. AS A COMPUTER MAN, STEEPED IN WHAT HAS BECOME THE PARADIGM OF HIGH TECHNOLOGY, WHO HAS LATTERLY TURNED TO ADMINISTRATION, I SHOULD BE

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FOOLISH INDEED WERE I TO ATTEMPT TO CROSS SWORDS DIRECTLY ON THEIR OWN GROUND WITH SUCH AN ASSEMBLED GALAXY OF TALENT. THE CIRCUMSTANCES REMIND ME OF THE DAIRY COWS IN WHOSE PASTURE A LARGE HOARDING HAD BEEN ERECTED, WHICH READ "DRINK AMALGAMATED DAIRIES MILK - PASTEURISED, HOMOGENISED, VITAMIN D ADDED". ONE OLD COW REMARKED TO HER NEIGHBOUR, "MAKES ONE FEEL SORT OF INADEQUATE, DOESN'T IT, DEAR?" AS A VICE-CHANCELLOR I SOMETIMES FEEL LIKE THAT I CAN ASSURE YOU.

I DO NOT PROPOSE, THEREFORE, TO OFFER YOU A TREATISE ON EDUCATIONAL THEORY, A PHILOSOPHICAL DISCUSSION ON EQUALITY OR A POLITICAL ANALYSIS OF THE ILLS OF SOUTH AFRICAN SOCIETY, IN WHICH OUR EDUCATIONAL PROBLEMS ARE EMBEDDED. THE STOCK-IN-TRADE OF THE ADMINISTRATOR IS REALITY: HOW THINGS ARE, WITH ALL THE CONSTRAINTS OF RESOURCE



LIMITATION, HUMAN SHORTCOMINGS AND TIMESCALES, RATHER THAN ON HOW WE SHOULD LIKE THINGS TO BE. POLITICS, AS WE ALL KNOW, HAS AS MUCH TO DO WITH PERCEPTIONS AND EMOTIONS AS WITH THE UNDERLYING REALITIES. REALITY, HOWEVER, HAS THE UNFORTUNATE HABIT, LIKE THE ROCKS ON THE SEASHORE, OF STAYING IN PLACE, HOWEVER MANY TIMES IT IS SEEMINGLY ENGULFED IN SUCCESSIVE WAVES OF FALSE PERCEPTION AND INFLAMED EMOTIONS. IT IS VERY FACILE TO PROPOSE PLEASING SOLUTIONS ABOUT HOW EQUALITY OF EDUCATIONAL OPPORTUNITY MIGHT BE ATTAINED, IF ONE IGNORES THE COSTS ATTACHED TO THE SOLUTIONS, AND HOW THEY ARE TO BE REALISED, OR THE ENORMOUS TEACHING SKILLS GAPS, AND HOW THEY MIGHT BE OVERCOME. SUCH PROPOSALS ARE NOT ONLY UTOPIAN; THEY ARE MUCH WORSE. THEY ARE IMMORAL IN THAT THEY RAISE UNATTAINABLE EXPECTATIONS. TO TAKE ACCOUNT OF REALITIES IS OFTEN TO BE CONDEMNED AT BEST AS LACKING IN COMMITMENT

TO LOFTY PRINCIPLE, AT WORST AS BEING PRAGMATIC OR EVEN, IMPURITY OF IMPURITIES, EXPEDIENT. TO MY MIND, ON THE CONTRARY, ANY PROPOSAL OF A COURSE OF HIGH MINDED ACTION WHICH SIMPLY CANNOT BE ATTAINED IN PRACTICE IS, QUITE BLUNTLY, IRRESPONSIBLE.

WHAT THEN ARE THE REALITIES OF OUR EDUCATIONAL SCENE? ON THE ONE HAND WE HAVE A WHITE POPULATION GROUP WHOSE EDUCATIONAL FACILITIES, EVEN BY FIRST WORLD STANDARDS, ARE MORE OR LESS ADEQUATE. EQUALLY IMPORTANTLY, THESE ARE EMBEDDED IN A MATRIX OF SOCIO-ECONOMIC CIRCUMSTANCES - NUTRITION LEVELS, MEDICAL SERVICES, HOUSING AND SOCIAL STABILITY WHICH ARE COMPARABLE WITH THOSE OF THE DEVELOPED WORLD.

NEXT, WE HAVE THE INDIAN COMMUNITY, WHOSE FACILITIES, WHILE CERTAINLY NOT MATCHING THOSE OF THE WHITES, HAVE REGISTERED COMMENDABLE



IMPROVEMENT IN RECENT YEARS. THE "COLOURED" SCENE IS BY NO MEANS SO PROMISING, WHILE THAT OF THE AFRICANS IS, PLAINLY AND SIMPLY, ABYSMAL.

I DO NOT WISH TO BORE YOU WITH STATISTICS. WE ALL KNOW THAT A LITTLE ARITHMETIC REVEALS THAT TO BRING THE STANDARDS OF ALL POPULATION GROUPS UP TO THAT PRESENTLY ENJOYED BY WHITES, THROUGH GOVERNMENT INTERVENTION ALONE, WOULD BE SO ASTRONOMICALLY EXPENSIVE THAT IT IS SIMPLY NOT GOING TO HAPPEN, REVOLUTION OR NO REVOLUTION, IN ANY REASONABLE TIME SCALE. EVEN IF SOME ECONOMIC MIRACLE WERE TO OCCUR, SUCH AS A SUDDEN RISE IN THE PRICE OF GOLD TO \$3000/OZ, SUFFICIENT TEACHERS COULD NOT BE TRAINED OR BUILDINGS ERECTED IN LESS THAN A GENERATION.

WHAT THEN IS TO BE DONE? ONE INSTINCTIVE OPTION, WHICH ANY ADMINISTRATOR AUTOMATICALLY CONSIDERS, IS TO DO PRECISELY NOTHING AND ENDURE THE STATUS QUO. FORTUNATELY, IN THE SOUTH AFRICA OF TO-DAY, THAT THOUGHT IS ONLY ENTERTAINED BY THE LUNATIC RIGHT. THERE IS ENCOURAGING EVIDENCE OF A TENDENCY TO ADVANCE RAPIDLY TO BUDGETTING THE MAXIMUM ON EDUCATION, ESPECIALLY BLACK EDUCATION, THAT THE COUNTRY IS PERCEIVED TO BE ABLE TO AFFORD. IT IS CLEARLY INEQUITABLE, AND THEREFORE INDEFENSIBLE, THAT THE PRESENT HUGE PER CAPITA EXPENDITURE DISPARITIES SHOULD CONTINUE. THEY HAVE ALREADY LARGELY DISAPPEARED AT THE TERTIARY LEVEL. EVENTUALLY THEY WILL NARROW AT THE SECONDARY, AND EVEN AT THE PRIMARY LEVELS. I FORESEE THE PER CAPITA EXPENDITURE EVOLVING UNTIL IN REAL TERMS IT APPROACHES THAT PRESENTLY DEVOTED TO INDIAN EDUCATION. IF WHITES, OR INDEED MEMBERS OF ANY POPULATION



GROUP, WANT MORE THAN THAT THEY WILL HAVE TO PAY FOR IT OUT OF THEIR OWN POCKETS, SO THAT MORE TEACHERS CAN BE ENGAGED OR AUGMENTED FACILITIES ERECTED. THE LEGISLATIVE BASE FOR SUCH ACTION IS ALREADY IN PLACE.

THAT HAVING BEEN SAID, WE SHALL STILL HAVE TO PROCEED FOR MANY YEARS TO COME WITH INADEQUATE RESOURCES FOR EDUCATION. THE RATIONAL REACTION IS TO SET PRIORITIES AND LEARN TO MANAGE MORE EFFECTIVELY. TO MY MIND THE FIRST PRIORITY IS THAT THE WHOLE POPULATION SHOULD BECOME FUNCTIONALLY LITERATE AND NUMERATE, FOR WITHOUT SUCH A FOUNDATION WE ARE SIMPLY SQUANDERING SCARCE RESOURCES. A SUPREME EFFORT SHOULD BE MADE TO ENSURE THAT ALL CHILDREN ENROL AT PRIMARY SCHOOL, AND STAY THERE FOR SUFFICIENT TIME TO GUARANTEE A REASONABLE

LEVEL OF READING AND WRITING ATTAINMENT IN ONE LANGUAGE AT LEAST. IF THEY NEVER MASTER ADDITION AND MULTIPLICATION TABLES, PERHAPS IT DOES NOT MATTER AS LONG AS THEY CAN PRESS THE CORRECT KEYS ON R5 POCKET CALCULATORS. IF, FURTHER, THEY ACQUIRE SOME SMATTERING OF A SECOND LANGUAGE AND SOME NOTIONS ABOUT THEIR CULTURAL, HISTORICAL AND GEOGRAPHIC ENVIRONMENT, THEN SO MUCH THE BETTER.

FROM THE SECONDARY LEVEL ON THE TOTAL SOUTH AFRICAN EDUCATIONAL SYSTEM IS ABSURDLY SKEWED TOWARD THE ACADEMIC. AT LEAST SOME REASONABLE PROPORTION (ABOUT 20%) OF WHITE PUPILS EXPERIENCE SECONDARY COMMERCIAL OR TECHNICAL TRAINING. PREJUDICE AGAINST SUCH SCHOOLING, WHICH HAS THE INESTIMABLE ADVANTAGE OF PREPARING PEOPLE IN SCARCE SKILLS, SHOULD BE ACTIVELY DISCOURAGED, ESPECIALLY IN THE AFRICAN COMMUNITY, WHERE NO



MORE THAN A FEW PERCENT ATTEND SUCH SCHOOLS. MANY WHITES, THOUGH NOT NEARLY ENOUGH TO MATCH THE JOB OPPORTUNITIES, DO NOT FIND IT BENEATH THEIR DIGNITY TO WORK WITH THEIR HANDS IN THE SKILLED TRADES. BLACK PREJUDICE AGAINST SUCH AVOCATIONS, WHILE PSYCHOLOGICALLY EXPLICABLE, DENIES THEM WHOLE AVENUES FOR ADVANCEMENT.

IT IS AT THE TERTIARY LEVEL THAT SOUTH AFRICAN EDUCATION FLOWS INTO ITS MORE BAROQUE FORMS. PUT VERY BLUNTLY, WE HAVE FAR TOO MUCH UNIVERSITY EDUCATION AT PRESENT FOR OUR OWN GOOD. BY ANY OBJECTIVE TEST OF APTITUDE AND PREPARATION (AND SEVERAL HAVE BEEN ATTEMPTED) AT LEAST ONE IN THREE OF "STUDENTS" AT OUR RESIDENTIAL UNIVERSITIES HAS NO BUSINESS BEING THERE AT ALL. MANY SUCH YOUNG PEOPLE WOULD BE FAR BETTER SUITED TO TECHNIKONS OR TO ONE OF THE WIDE SPECTRUM OF

SPECIALIZED INSTITUTIONS FOR FURTHER EDUCATION. MANY, TOO, WOULD BENEFIT GREATLY FROM INSTITUTIONS WHICH ARE THE SOUTH AFRICAN EQUIVALENTS OF AMERICAN COMMUNITY COLLEGES OR BRITISH SIXTH FORM COLLEGES, WHICH UNFORTUNATELY AS YET DO NOT EXIST.

EVEN WITHIN UNIVERSITIES THE NOW PUBLICALLY AVAILABLE SAPSE STATISTICS FOR 1983 REVEAL SOME STARTLING VARIATIONS IN COSTS AND ALLIED BASIC PARAMETERS, WHICH DO NOT NECESSARILY COINCIDE WITH THE SIZE OF THE INSTITUTIONS. ONE MEDIUM-SIZED UNIVERSITY, FOR INSTANCE, OFFERS ONLY 56 DISTINCTIVE CURRICULA, WHILE A SECOND, ONLY HALF ITS SIZE OFFERS 104. THE LARGEST NUMBER OF CURRICULA IS A GARGANTUAN 262. AVERAGE UNDERGRADUATE CLASS SIZES FOR A WHOLE UNIVERSITY VARY FROM A LOW OF 22 TO A HIGH OF 73. WITHIN CESM CATEGORIES THE VARIATIONS ARE EVEN MORE



STARTLING, FROM A LOW OF 2 FOR THE VISUAL AND PERFORMING ARTS AT ONE UNIVERSITY TO 274 FOR BUSINESS AND COMMERCE AT ANOTHER. THE INSTRUCTION AND RESEARCH COMPONENTS OF ANNUAL COST ALSO EXHIBIT ILLUMINATING DIFFERENCES. ONE UNIVERSITY CAN MANAGE ON ONLY R800 FOR A PSYCHOLOGY STUDENT, WHILE ANOTHER REQUIRES R2 300, ALMOST THREE TIMES AS MUCH. IN LIFE AND PHYSICAL SCIENCES THE FIGURES ARE OF COURSE MUCH HIGHER, FROM A LOW OF R3 900 TO AN ASTONISHING HIGH OF R15 000!

THERE MAY WELL BE SENSIBLE EXPLANATIONS FOR SUCH VARIATIONS, BUT BY ANY RATIONAL MANAGEMENT CANONS UNIVERSITY ADMINISTRATIONS (AND SENATES) MUST BEGIN TO ASK THEMSELVES HOW ONE UNIVERSITY CAN TEACH A SCIENCE STUDENT FOR ONE QUARTER OF THE COST OF ANOTHER. IF A

MANUFACTURER FINDS HIMSELF WITH HIGH UNIT COSTS WHICH HE CANNOT CONTROL, THE MARKET USUALLY FORCES UPON HIM THE PAINFUL DECISION TO DISCONTINUE THAT PARTICULAR LINE OF GOODS. SOMEHOW UNIVERSITIES HAVE UP UNTIL NOW MANAGED TO PERSUADE THEMSELVES THAT SUCH MUNDANE CONSIDERATIONS DO NOT AFFECT THEM. THE MOST EXTREME EXAMPLE I KNOW CONCERNED THE POSITION OF ANCIENT PERSIAN LANGUAGES AT CAMBRIDGE UNIVERSITY. THE RETIRING INCUMBENT FREELY ADMITTED THAT DURING THE 32 YEARS OF HIS OCCUPANCY OF THE CHAIR HE HAD ONLY HAD 18 STUDENTS, BUT AH!, WHAT MAGNIFICENT STUDENTS THEY HAD BEEN. ALL OCCUPIED POSITIONS OF DISTINCTION AT LEADING UNIVERSITIES THROUGHOUT EUROPE, NO DOUBT PERPETUATING THE SAME KIND OF ANACHRONISMS. NEEDLESS TO SAY, THE COMPETENT SENATE AUTHORITY VOTED TO CONTINUE THE CHAIR!



EVEN IF ACADEMICS DO NOT STUDY SAPSE STATISTICS CLOSELY, WE CAN BE CERTAIN THAT OTHERS DO, ONCE THEY HAVE BEEN TABLED IN PARLIAMENT. TERTIARY EDUCATION IS NOW TOO EXPENSIVE AN ENTERPRISE NOT TO BE MANAGED MORE EFFECTIVELY, SINCE THE TOTAL ANNUAL BILL IS APPROACHING R1000 000 000. IF WE DO NOT SET OUR OWN HOUSE IN ORDER, WE CAN BE CERTAIN THAT INCREASINGLY STRIDENT EXTERNAL PRESSURE WILL.

PART OF THE BLAME FOR THE INEFFICIENCIES AND IMBALANCES EVIDENT IN TERTIARY EDUCATION MUST BE ASCRIBED TO THE ARROGANT NOTION THAT A UNIVERSITY EDUCATION IS THE ONLY ONE THAT COUNTS. LET US IN ALL HUMILITY BE PREPARED TO ADMIT THAT IN SOME CIRCUMSTANCES A UNIVERSITY DOES NOT PROVIDE THE ONLY, THE MOST SUITABLE, OR EVEN THE BEST TERTIARY EDUCATION AVAILABLE. LET US ALSO ACCEPT THAT WE ARE NOT THE

ONLY PURVEYORS OF UNIVERSAL SALVATION FOR THE HUMAN RACE. IT IS INTERESTING TO NOTE THAT ONE OF THE FEW COMMERCIAL BUSINESSES THAT IS SOMETIMES PREPARED TO DEVOTE HUGE AMOUNTS OF SHAREHOLDERS' (AND IN ONE NOTORIOUS CASE TAXPAYERS') MONEY TO MAINTAINING AN UNPROFITABLE ENTERPRISE, IS NEWSPAPER PUBLISHING. THEY ALSO SOMETIMES IMAGINE THEMSELVES TO BE IN THE SALVATION BUSINESS! WE SHOULD ALL BE WELL ADVISED TO LEAVE THAT TERRITORY TO THE CHURCHES.

A SECOND EDUCATIONAL AREA WHOSE EFFICIENCY CALLS FOR COMMENT IS BLACK SECONDARY EDUCATION. WE HAVE THE EXTRAORDINARY PHENOMENON THAT 90% OF THE SUCCESSFUL BLACK MATRICULATION EXEMPTION CANDIDATES COME FROM THE TOP 10% OF THE HIGH SCHOOLS. ARE THE REMAINING 90% SERVING MUCH USEFUL PURPOSE BEYOND KEEPING YOUNGSTERS OFF THE STREETS, WHEN THEY



ARE NOT BOYCOTTING? A RADICAL RETHINK ON UPGRADING THESE SCHOOLS, OR ELSE DEPLOYING THE RESOURCES IN A LESS WASTEFUL WAY, IS OVERDUE. I HAVE SPOKEN AT SOME LENGTH ON THE ECONOMICS OF SOME ASPECTS OF EDUCATION. OUR FIRST FULL-DRESS SESSION IS TO DEAL WITH THE POLITICS OF EDUCATION, WHICH I HAPPILY LEAVE TO THE EXPERTS, BUT I HAVE PROVIDED MYSELF A LEAD-IN TO THE QUESTION OF BOYCOTT IN EDUCATION, OUR SECOND TOPIC, ON WHICH I MAY VENTURE A FEW REMARKS.

A MAJOR DIFFICULTY WITH STRIKES AND BOYCOTTS IS THAT THEY HAVE TO ENGAGE THE SUSTAINED ATTENTION OF THOSE AGAINST WHOM THEY ARE DIRECTED. IF THE AUTHORITIES DO NOT PERCEIVE THEIR ESSENTIAL INTERESTS TO BE THREATENED, AND IF THE INEVITABLE ASSOCIATED VIOLENCE CAN BE CONTAINED BY AN ACCEPTABLE LEVEL OF LOW-PROFILE POLICE ACTION

THEN A STRIKE OR A BOYCOTT SOONER OR LATER BECOMES A PUBLIC BORE. THAT IS FATAL FOR ITS SUCCESS. THE BRITISH COAL STRIKE IS A PARADIGM EXAMPLE. THE MINERS AT THE HIGH PRODUCTIVITY MINES DID NOT STRIKE. THERE WERE NO POWER CUTS EVEN IN THE DEPTHS OF A SEVERE WINTER. EVENTUALLY THE PUBLIC YAWNS WERE ALMOST PALPABLE, WHENEVER MR SCARGILL MADE YET ANOTHER HYSTERICAL ATTACK ON MRS THATCHER'S GOVERNMENT, THE COAL BOARD, OR EVEN OTHER UNIONS IN THE LABOUR MOVEMENT. WE ALL ARE AWARE OF THE INEVITABLE RESULT.

THE VARIOUS SCHOOL BOYCOTTS ARE IN MUCH THE SAME POSITION. IN GENERAL THE BEST SCHOOLS ARE NOT BOYCOTTING. ONLY 5 000 OUT OF 84 000 MATRICULANTS DID NOT WRITE. THE BOYCOTTING SCHOOLS BY AND LARGE HARDLY PRODUCE MUCH IN THE WAY OF SUCCESSFUL OUTPUT. THE GOVERNMENT



IS CLEARLY PREPARED TO SIT THINGS OUT. DR VILJOEN APPEARS TO BE SLEEPING REASONABLY WELL AT NIGHT. I AM REMINDED OF A WISE RECTOR OF A THEOLOGICAL SEMINARY WHOSE STUDENTS THREATENED TO BOYCOTT INDEFINITELY, UNTIL THEIR NONNEGOTIABLE DEMANDS WERE MET. "THAT'S VERY CONVENIENT", HE SAID, "I'VE JUST BEEN INVITED FOR AN EXTENDED HOLIDAY AT THE COAST. WHEN ARE YOU STARTING?" NEEDLESS TO SAY, THE BOYCOTT COLLAPSED WITHIN HOURS.

THAT SAGACIOUS EDUCATOR, FRANKLIN SONN, WHOM MANY OF US WILL KNOW, HAS APPEALED TO SACOS AND THE LABOUR PARTY, TO SETTLE THEIR DIFFERENCES WITHOUT PLACING IN JEOPARDY THE SCHOOLING OF SO MANY UITENHAGE PUPILS. LET US HOPE THAT HIS COUNSEL WILL BE HEEDED. IDEOLOGICAL POSTURING AT THE EXPENSE OF SCHOOL CHILDREN'S INTERESTS IS NOT A PRETTY SIGHT.

THE NEXT THEME, "EDUCATING FOR EQUALITY" IS ONE WITH WHICH I HAVE SOME CONCEPTUAL DIFFICULTY, FOR INHERENTLY I DO NOT BELIEVE IT TO BE POSSIBLE. EVEN IF IT WERE, I WONDER HOW MANY OF US WOULD REALLY WANT IT. AT THE DEEPEST LEVEL WE ARE ALL EQUAL IN TERMS OF OUR HUMAN DIGNITY. AS FAR AS LESS VITAL CHARACTERISTICS ARE CONCERNED WE ARE MANIFESTLY NOT EQUAL. SOME OF US WERE BLESSED WITH MORE CARING PARENTS THAN OTHERS, INTELLIGENCE IS NOT EVENLY DISTRIBUTED AND NEITHER IS MOTIVATION, NOT EVEN IN THE CASE OF IDENTICAL TWINS. WE CAN ONLY BE EQUAL IF WE ARE COMPELLED TO BE, AND THAT WOULD AT THE PRICE OF OUR LIBERTY.

IF WHAT WE MEAN IS EQUALITY OF OPPORTUNITY, OR AS PRACTICAL AN APPROXIMATION TO IT AS IS COMPATIBLE WITH ESSENTIAL FREEDOM OF CHOICE,



THE MATTER IS ARGUABLE. NO MAN SHOULD BE DENIED HIS OPPORTUNITY BECAUSE OF EXTRANEOUS AND IRRELEVANT FACTORS. THAT IS A CONCEPT WITH WHICH WE CAN HAVE INHERENT SYMPATHY. EQUALITY OF OPPORTUNITY IS A GOAL TOWARDS WHICH MEANINGFUL PROGRESS CAN BE REGISTERED. EQUALITY OF ATTAINMENT IS NEITHER A PRACTICAL NOR A WORTHWHILE GOAL. I LOOK FORWARD TO HOW THE DEBATE UNFOLDS.

I SHOULD LIKE TO CONCLUDE WITH A WORD ON CERTAIN FACETS OF OUR TASK AS ACADEMICS. FIRSTLY, I CONSIDER THAT WE ARE STILL REASONABLY SUCCESSFUL AT THE TECHNICAL/PROFESSIONAL LEVEL IN PREPARING YOUNG PEOPLE TO OBTAIN AND HOLD A WORTHWHILE POSITION. THE ACADEMIC TASK OF DRAWING OUT AND DEVELOPING CRITICAL THOUGHT PROCESSES AMONGST OUR STUDENTS APPEARS TO ME TO BE NOT SO CONVINCINGLY PERFORMED AS IT WAS A

DECADE AGO. STUDENTS TO A LARGE DEGREE ARE NO LONGER AS SKILLED IN THE ARTS OF DIALOGUE AND DEBATE AS BEFORE. THERE IS A MUCH GREATER INCLINATION TO EXPRESS THEMSELVES IN SLOGANS AND CATCH PHRASES. IN SOME CASES, REGRETTABLE THOUGH IT MAY BE, EVEN YOUNG ACADEMICS HAVE FALLEN PREY TO THIS TEMPTATION. RATIONAL THOUGHT IS NOT A BOURGEOIS PREJUDICE: IT IS AT THE VERY HEART OF OUR ENTERPRISE.

THERE IS ALSO AN INCREASING TENDENCY TO DOWNPLAY THE RELEVANCE OF MORAL VALUES IN EDUCATION. I AM NOT ADVOCATING AN OFFICIAL ADHERENCE TO A PARTICULAR RELIGIOUS WORLD VIEW, ALTHOUGH I PERSONALLY HAVE NO QUARREL WITH UNIVERSITIES SUCH AS POTCHEFSTROOM, WHICH DO. I AM RATHER SUGGESTING THAT THE CONCEPT OF A VALUE-FREE EDUCATION IS A CHIMERA. AT THE VERY LEAST THE UNIVERSITY'S ENTERPRISES CANNOT



SUCCESSFULLY BE PURSUED UNLESS THERE IS A COMMITMENT TO CORE VALUES SUCH AS CONCERN FOR THE TRUTH, RESPECT FOR THE PROPERTY AND PERSONS OF OTHERS, RELIABILITY IN THE PERFORMANCE OF DUTY, LOYALTY TO SUBJECT AND TO INSTITUTION, OBJECTIVITY AND, DARE ONE MENTION IT, SELF-CONTROL. ANY MEMBER OF THE UNIVERSITY WHO WISHES TO DEVOTE HIMSELF TO DEBAUCHERY, VIOLENCE OR INSOBRIETY CAN MORE CONVENIENTLY DO SO ELSEWHERE, AT CONSIDERABLE SAVING TO THE TAXPAYER. LET US INSIST ON THE OBSERVANCE OF THESE VALUES, AND NOT BE DISTRACTED BY SOPHISTIRIES ABOUT IMPOSING OUR VALUE-SYSTEMS ON OTHERS. THOSE VALUES WITHOUT WHICH A UNIVERSITY CANNOT FUNCTION MUST BE IMPOSED: OTHERWISE WE CEASE TO BE A UNIVERSITY.

IN SUMMARY, LET US CONTINUE TO DO WHAT WE ARE PAID BY OUR FELLOW CITIZENS OUT OF THEIR SURPLUS TO DO, DO IT WELL AND CONSCIENTIOUSLY, AND WITH MAXIMUM EFFECTIVE USE OF THE RESOURCES PUT AT OUR DISPOSAL. IT IS VANITY TO SUPPOSE THAT WE ARE BETTER PEOPLE THAN OUR LESS EDUCATED FELLOWS, POLITICALLY WISER OR POSSESSED OF A GREATER VOCATION FOR CONCERN OR PUBLIC COMMITMENT THAN THEY ARE. AN EXPERIENCED BOSTON POLITICIAN ONCE REMARKED THAT HE WOULD RATHER BE GOVERNED BY THE FIRST 300 PEOPLE WHOSE NAMES WERE DRAWN AT RANDOM FROM THE TELEPHONE DIRECTORY THAN BY THE HARVARD PROFESSORS.

I AM FREQUENTLY ENTERTAINED AND INSTRUCTED BY ACADEMICS, AND SO I HOPE TO BE DURING THIS WEEKEND. MUCH AS I AM DEVOTED TO THEM, I AM SUPREMELY GRATEFUL THAT I AM NOT GOVERNED BY THEM. I AM ALSO



GRATEFUL, HOWEVER, THAT THOSE WHO DO GOVERN US ARE SOMETIMES FORCED OUT OF SHEER DESPERATION TO TAKE HEED OF WHAT ACADEMICS HAVE TO SAY. THERE ARE EVEN TIMES WHEN OUR THOUGHTS FORM THE BASIS FOR FUTURE ACTION. IT IS POSSIBLE THAT THIS CONFERENCE MAY BE ONE SUCH TIME. THAT IS WHY I JUDGED IT WORTHWHILE TO ATTEND.