

Rhodes Review and Annual Report 1993

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Vice-Chancellor's Report



Dr Derek Henderson, Vice-Chancellor

Picture: Siemens/Nixdorf "... we go into 1994 with greater confidence, knowing that we have the capacity to ride the waves of change."

The University had a productive year in 1993, despite an illegal strike and some, associated, student protest.

Our first-year intake of new students rose by 15 percent to 1 002.

Over the past decade and a half, the composition of the student body has changed gradually but markedly. In 1993, 44 percent of new undergraduates were African, Coloured or Indian. In Grahamstown we had 3 818 students and in East London 386, giving a total of 4 204.

Teaching and research staff have published books, both nationally and internationally, in disciplines ranging from Computer Science and Education to Law, Economic History and Ichthyology.

Staff warmly received in Africa

Conferences in Europe, the United States of America, Japan and Australasia had contributions from Rhodes staff members. An encouraging development has been the increasingly warm welcome our staff have had from countries to the north of us. These include Zimbabwe, Nigeria, Kenya and Senegal.

While our staff broadened their horizons by travelling to conferences around the world, we welcomed a number of visiting academics to various academic departments and research institutions at Rhodes. Also guests at Rhodes were members of a delegation from Fisciano, which has 'twinned' with Grahamstown. The visitors included academics from the University of Salerno.

South Africa's first Biotechnology Conference was held at Rhodes and the Department of Journalism and Media Studies hosted an international conference entitled *Making Media Work for Southern Africa's Development*. A new course in environmental reporting, the first in southern Africa, was introduced, yet another

addition to the Rhodes array of environmentally-related courses.

The ISER hosted an international conference on *Ethnicity*. *Identity and Nationalism in South Africa*, attracting delegates from Africa, Europe, North America and Australasia.

The Foundation for Research Development (FRD) made special merit awards to Dr Billy de Klerk and Dr Sarah Gess of the Albany Museum and to Dr Philip Heemstra of the JLB Smith Institute of Ichthyology.

Contributions to excellence

The Vice-Chancellor's Distinguished Teaching and Research Awards went to Mr George Euvrard (Education) and Professor Rob Midgley (Law) respectively, in recognition of their contributions to maintaining excellence in the two most important areas of the University's function.

At graduation ceremonies in Grahamstown in April and in East London in May, honorary degrees were conferred upon Mr Enos Mabuza and Mr Bennett Jacobson.

Allan Gray House, an addition to Drostdy Hall, was opened in February. The House, designed for easy cleaning and maintenance, accommodates 83 women. A new house for 120 men is being built and will form part of Jan Smuts Hall.

The University continued to expand its activities in the wider community. The Rhodes University Mathematics Education Project (RUMEP) opened in June, concentrating on the teaching of mathematics in black primary schools. An Adult Literacy Unit in the Institute for the Study of English in Africa has also been established and works in co-operation with other literacy bodies and community organizations.

The East London Division continues to expand, under the leadership of Dr Steve Fourie. The range of courses offered there increases each year. The Division has acquired another property to accommodate the growing numbers of staff and students.

Sporting glory

The Rhodes 1st XV covered themselves in glory by beating UPE at the Intervarsity in August – for the first time in seventeen years.

For the third year in succession, we have had a player in the Eastern Province Rugby team, in this case, hooker Hilton Brown.

The Rowing team broke its own record by winning the IGI Boat race in September for the fourth year in succession. They also won the South African Universities championships. Four members of the team were selected as the South African national squad, while a further three were selected to represent South Africa at the World Student Games.

Our men's Hockey team won the SAU competition and several players were selected for provincial and national sides. Greg Ferrans represented South Africa in the Africa Cup and in the Indian series.

High standard of debate

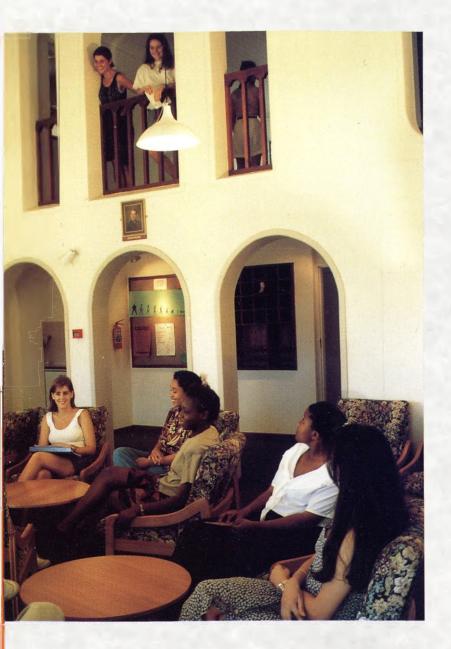
The Rhodes 'Summit', a day-long gathering of all the constituencies involved in the life of the Rhodes Community, was held on September 25. The standard of debate was high, and at the conclusion of the day, it was agreed that the Summit Organising Committee be expanded to include representatives of all the University's constituencies and to explore further all the issues raised, redirecting items to sub-committees where necessary. We hope that this process of discussion will lead to firm recommendations being placed before Senate and Council.

1993 could be described as a lively year. It had its difficulties and stresses, but the successes far outweighed these and we go into 1994 with greater confidence, knowing that we have the capacity to ride the waves of change.

Dr D S Henderson Vice-Chancellor

1993

Rhodes University Foundation



Allan Gray House, for women students, was opened during 1993

> Picture: Catherine O'Dowd

"The generosity of donors to the Foundation is acknowledged with gratitude, particularly in light of the difficult economic climate."

Chairman's Report

he summarised financial statements for the Foundation reflect that the value of the capital of the Foundation has increased by approximately R 15m when compared with its value as at the end of December 1992.

This increase is due in part to donations of R 2 061 000 which were received during the year and an appreciation in the market value of the Foundation's investments. This trend is pleasing as the report for the previous year reflected a decrease in the value of the Foundation assets of R 4 780 000.

In the report for 1992 I made mention of the need to maintain the value of assets and that the Trustees had undertaken to apply their energies to recouping depreciations in the value of the Foundation's assets in as short a time as possible. I am pleased to be able to report that this has now been achieved and we look forward to continued growth in the value of the Foundation.

The donations of R 2 061 000 referred to above, are made up of amounts of R 1 528 000 received for specific purposes and R 533 000 for general purposes. The generosity of donors to the Foundation is acknowledged with gratitude, particularly in light of the difficult economic climate. Rhodes needs to continue to work actively to seek donations because of declining State funding for our University in particular.

I would like to place on record my sincere thanks to my colleagues on the Board for their continued unselfish efforts on behalf of the Foundation and the University.

Dr J B Sutherland Chairman of the Board of Governors Rhodes University Foundation

Financial Statements

SUMMARISED INCOME STATEMENT

	R thousands	
	1992	1993
Income from Investments	3 403	3 157
Dividends	694	829
Interest	2 699	2 302
Other	10	26
Less expenses	124	224
Net Income	3 279	2 933
Less: Distributed to and expended for the benefit of Rhodes		
University and its bursary funds	2 545	2 565
Retained for re-investment	734	368

SUMMARISED BALANCE SHEET (at market values)

	R tho	usands
	1992	1993
Fundholders' capital employed		
Foundation	22 671	31 065
University and others	14 941	21 963
	37 612	53 028
Employment of capital		
Investments and cash	39 202	53 360
Accounts receivable	590	249
	39 792	53 609
Accounts payable	2 180	581
	37 612	53 028

Rhodes University Financial Report

he financial report for 1993 reflects an increase in income of R 10m or $14\frac{1}{2}\%$ over 1992. This is due to the unexpected increase in State subsidy as a percentage of the total income of the University.

Although this increase was most welcome, it was short lived, as the subsidy for 1994 is less than that which was granted for 1993. The trend of declining State subsidy regrettably continues and the University is finding it increasingly difficult to contain student fee increases to acceptable levels. The fee increase for 1994 over 1993 has been kept to single digit figures as all

undergraduate tuition and all residence fee increases are below 10%.

The University will have to counter the effects of the declining subsidy by controlling and managing its expenditure levels more efficiently. The Council and management of the University is insistent that there should be no drop in levels of service and efficiency. Accordingly, careful attention will have to be paid to management of cost and cost centres and it will become necessary to generate a greater percentage of own income from different sources.

The University gratefully acknowledges the

generosity of all who contribute to the finances of the University, by way of either bursaries or grants. In particular, the part played by the Governors of the Rhodes University Foundation in this regard is acknowledged with gratitude.

The residences are run on a self supporting basis with fees fixed at levels required to meet running and maintenance costs. A new feature introduced in 1993 is a system whereby students in certain dining halls (and in due course in all dining halls) will be able to take only those meals that they wish and will no longer be required to pay for meals which they do not consume.

Extra income obtained from, for example, conference fees and accommodation in the residences during the National Arts Festival, is applied to maintaining the fabric of the University residences.

Tony Long Registrar (Finance)



The Mother Cecile Memorial Hall, used by students resident in the member houses of Allan Webb Hall. It is also a popular venue during the National Arts

Picture: Hepburn and Jeanes

"... careful attention will have to be paid to management of cost and cost centres and it will become necessary to generate a greater percentage of own income from different sources."

Summarised Operating Statements

UNIVERSITY

	199	2	199	3
	R millions	%	R millions	%
Income	68,6	100,0	78,6	100,0
Government subsidies	42,9	62,5	50,0	63,6
Student fees	19,8	28,9	23,3	29,6
Investment income	3,9	5,7	3,3	4.2
Other	2,0	2.9	2.0	2.6
Expenditure	68,6	100,0	78,6	100,0
Salaries and benefits	47,7	69,5	55,0	69,9
Academic departments, research & library grants	4,8	7,0	7,3	9,3
Operating expenses – buildings, grounds & equipmen	t 5,8	8,5	6,2	7,9
Central administration	4,0	5,8	4,1	5,2
Loan interest & redemption	2,8	4,1	2,5	3,2
Other	3,5	5,1	3,5	4.5

RESIDENCES

	R thousands		
	1992	1993	
Income	12 764	14 971	
Residence fees	11 850	13 696	
Other	914	1 275	
Expenditure	12 764	14 971	
Food	4 163	4 598	
Salaries and wages	3 129	3 751	
Power and water	1 384	1 629	
Loan interest & redemption	434	418	
Laundry and cleaning	915	1 068	
Replacement and maintenance provisions	2 163	1 966	
Other	978	1 541	

BURSARIES, SCHOLARSHIPS AND LOANS

	R
Bursaries and Scholarships	8 079 957
Awarded by the University from donations or from own funds	2 621 977
Awarded to students from outside bodies	5 094 852
Awarded by Central, Provincial and Local Government	363 128
Loans	442 559
from Rhodes	131 600
from Tertiary Educational Fund of South Africa	310 959

The University Community in 1993

In 1993, Rhodes had 3 833 students in Grahamstown and 376 at its East London campus. Of these some 3 231 were undergraduates. Indicative of the changing composition of the student body is the fact that whereas African, Coloured and Indian students represented approximately 30 per cent of the total enrolment, they accounted for 44 per cent of new undergraduates in 1993.

Students came from all over Southern Africa, including Botswana, Lesotho, Malawi, Namibia, Swaziland, Zambia and Zimbabwe. A number of

overseas students from Australia, Canada, England, South America, Italy, the USA and Germany enhanced the cosmopolitan character of campus life. At the same time, Rhodes could be described as the most 'South African' university of all as it draws students from all the provinces of the country.

In 1993 there were 291 academic staff (270 in Grahamstown and 21 in East London) offering courses in 38 departments, spread over eight faculties: Arts, Commerce, Divinity, Education, Law, Pharmacy, Science and Social Science. Administrative and technical personnel numbered 414 and there were 466 members of the service staff.

Unique character

What is it that makes Rhodes different to other South African universities? Why do Rhodes students experience a "special way of learning"?

Rhodes owes its unique character to a combination of factors – some historical, some geographical, some cultural and some architectural.

An important influence in this respect is the University's smallness which, together with its residence system, allows unusually close contact between students and their lecturers, in surroundings that foster fellowship and learning. Small classes and the tutorial system on which teaching is largely based, mean more personal attention and encourage greater involvement of students in their work.

Leading positions around the globe

The end result is that successive generations of Rhodes graduates have had an influence on Southern African and world affairs out of all proportion to their small number. They are to be found in leading positions, in many different fields of endeavour, all around the globe. The University has earned a world-wide reputation for the high quality of its education and all Rhodes' degrees are internationally recognised.

Dr Keith Hunt Registrar



Students explore the fundamentals of inertia during a tutorial with Prof Eddie Baart, of the Department of Physics and Electronics.

Picture: Catherine O'Dowd

"... successive generations of Rhodes graduates have had an influence on Southern African and world affairs out of all proportion to their small number."

Enrolment for 1993

Grahamstown and East London

	Arts	Commerce	Divinity	Education	Law	Pharmacy	Science	Social Science	TOTAL
Undergraduates									
1992	1 225	856	48	117	5	262	444	262	3 219
1993	1 219	833	41	112	4	324	441	257	3 231
Graduates									
1992	317	60	28	206	96	6	236	68	1 017
1993	309	60	32	183	_ 99	5	230	60	978
Total									
1992	1 536	926	76	322	101	272	676	327	4 236
1993	1 529	893	73	295	105	329	673	317	4 209

Academic Awards for 1993

A total of 1 171 degrees, diplomas and certificates was obtained by members of the University community in respect of the year ended December 1993. These will be awarded and conferred by the Chancellor. Dr G W H Relly at three graduation cer monies in Grahamstown. on 7 and 8 April and one ceremony in East London, on 14 May 1994.

	Arts	Commerce	Divinity	Education	Law	Pharmacy	Science	Social Science	TOTAL
Undergraduate diplomas and certificates									
1992	4	-	-	30	-	*1	1.91		34
1993	3	1	2	35	-	-	-		41
Bachelors' degrees 1992	284	184	6	15	2	35	98	64	688
1993	345	184	5	10	1	23	105	68	741
Postgraduate diplomas and certificates 1992	22	25	_	52	- Art				99
1993	41	23	_	54	-	_	_	1	119
Second degrees 1992	96	14	3	12	29	•	66	18	238
1993	91	13	14	34	34	-	68	42	297
Masters' degrees 1992	27		2	19	1	2	28	3	82
1993	21	2	3	19	-	_	25	1	71
Doctorates 1992	5	4	1				17		23
1993	5	1	1	1	-	1	14	_	23
Total diplomas and certificates 1992	26	25		82				ar .	133
1993	44	24	2	89	-	_	-	1	160
Total degrees 1992	411	198	12	46	32	37	209	85	1 031
1993	462	200	23	64	35	24	213	111	1 132
Total awards 1992	438	223	12	128	32	37	209	85	1 164
1993	506	224	25	153	35	24	213	112	1 292

As this report is printed before Graduation, there may be changes in the awards made. Final figures for 1993 will appear in next year's report.

Rapid Development in East London

After slow but steady growth since its inception in 1981, the East London Division is at present in a phase of rapid development.

Though the expansion of the Division is due by and large to its location in the wider East London region, neither the city nor the region is currently experiencing much growth. On the contrary, local

perceptions are that, in the short term at least, the region is in grave trouble. In a recently published article, Lance Chandler, a senior lecturer in Accounting at the Division, argued that the region has no natural comparative advantages: "We are relatively far from our markets, we have a labour pool which is as unskilled as any other and we have an attitude to development which is stuck in the 1970s."



Participants on one of the Industrial Lead Development programme courses, during a lesson in team work. They have to travel safely across the river in their raft, making sure that their clothing, which is being towed behind them, remains dry.

Picture: Ken Dovey

"...growth includes the introduction of new courses, exciting developments in the work of the Institute for Social and Individual Development in Africa, and the physical expansion of the campus."

But it is not all doom and gloom in the region. For one thing it has a wealth and potential in its human resources and the Division's rapid growth has arisen precisely out of its response to the needs of the large population of the East London/Mdantsane area. This growth includes the introduction of new courses, exciting developments in the work of the Institute for Social and Individual Development in Africa, and the physical expansion of the campus.

There is little doubt that education, and primary education in particular, will be of great concern in the emerging new South Africa. With schooling compulsory at the primary school level there will be a great need for teachers, but apartheid has left the legacy of under-qualified teachers in need of upgrading their qualifications. In responding to these felt needs in the region, the University is to transfer to East London the Higher Diploma in Education (undergraduate) in 1994 and the Diploma in Education in 1995. The Bachelor of Primary Education degree is to be transferred to East London over a period of four years, beginning in 1995. These developments may ultimately lead to the establishment of a Department of Primary Education on the East London campus.

A Bachelor of Social Work degree will be offered in East London from 1994. This will mark the start of the process of transferring the Social Work Department from Grahamstown to East London, a move designed to capitalise on the size of the population and benefit from the important welfare sector of the Border region and surrounding areas.

Social Work is becoming an increasingly necessary career option. The very real needs of the people of the country are often effectively addressed by the welfare organisations that employ social workers and, as a new dispensation is developed in the country, these organisations are likely to benefit from a more equitable allocation of resources.

New courses

Other new courses that will be offered from 1994 are Honours in Psychology and Sociology I. The Psychology Honours course is to be offered on a part-time basis, mainly to meet the needs of students who have passed Psychology III at the Division in recent years and wish to pursue their study of the subject but cannot spend a year in Grahamstown. Courses in Sociology are a necessary part of the Social Work degree. Other popular options for this degree (such as Anthropology and Xhosa) will be offered in 1995.

Insofar as student numbers are concerned, a doubling of the present student body (some four hundred students) is envisaged within three or four years.

The Institute for Social and Individual Development in Africa (ISIDA), an action-

research institute attached to the Division, has also made rapid progress and now employs nine people on a full-time basis to manage and research eight major projects.

Formal education in crisis

ISIDA's work centres on the tragic underdevelopment of the vast majority of South Africa's population and on the role that non-formal educational strategies can play in addressing this problem. ISIDA's vision incorporates the recognition that the formal sector of education in South Africa is in serious crisis and that non-formal education initiatives will have to supplement and/or offer alternatives to the provision of formal institutions of education.

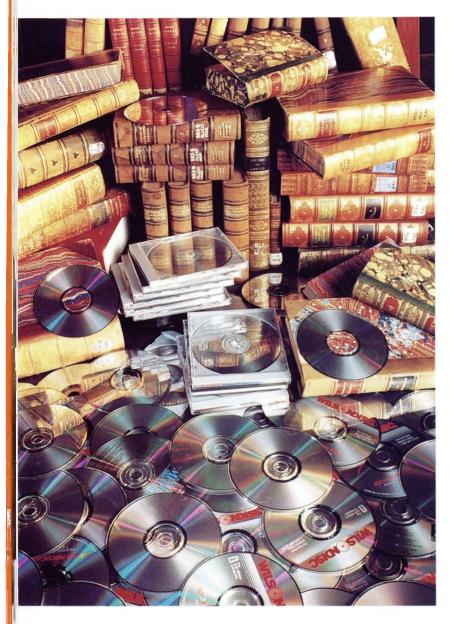
A recent research report, commissioned of ISIDA by the Centre for Science Development, argues for the incorporation of business, industrial, sporting, religious and community organizational structures and facilities into a national non-formal educational plan. This argument is based upon the research findings gained from current ISIDA projects, which creatively utilize a broad range of forums (including sport, the performing and fine arts, and wilderness arenas) in order to develop critical life skills in participants ranging in age from primary school level to adults. Amongst the courses run were those forming part of the popular LEAD series of leadership training courses, run by the Industrial Lead Development Programme. attended by many people from commerce and industry.

At present the growth of the Division is apparent in the changing face of the campus. In 1982 the Division moved into the Wool Exchange building. These premises were outgrown by 1988, when an adjoining building was bought and renovated. A third was bought in 1992 and yet another in 1993. The latest acquisition was once a wool store and is a building of historical interest. When renovated, it will complement the old Wool Exchange building (a national monument) and add to the rapidly developing 'feel' of a vibrant city campus.

Dr Steve Fourie Director East London Division

1993

Electronic Media in the Library



Extremes of old and new: Leather bound volumes with gold lettering alongside modern CDs in the Rhodes Library.

Picture by Cathryn Pinnock "With the greater ease of access to specific relevant articles, there has been a greater willingness, particularly on the part of undergraduate students, to make use of sources from the journal collection."

Ten years ago, in 1983, the first electronically-based information source was commissioned in the Library. This was SABINET, the newly established South African Bibliographic and Information Network. A cooperative venture which aims to reflect the contents of all the major South African library collections, it facilitates the sharing of bibliographic information and supports the inter-library loan system.

Forward looking librarians and others have for decades been predicting the replacement of the book by the computer terminal. Information printed on paper has a long established history, however, and the book has proved far more resilient than many people expected. There is an increasing acceptance that the future scenario for libraries and other information providers includes the use of many different media, including paper-based and electronically-based sources.

Only recently has the SABINET database become a reasonably comprehensive reflection of the holdings in the country's libraries. At Rhodes, before the computerization of our own catalogue, we found SABINET very useful for conducting searches for our users. We could, for instance, conduct a Boolean search* using two subject terms and find suitable book titles for the user. As many of our own records were in the SABINET database we could even indicate if we held the particular titles in our own stock.

Some years passed before further development of electronic media took place in the Rhodes Library. In 1989 and 1990 a number of electronically-based services was introduced. In 1989 we started offering our users searches on-line through DIALOG (a product produced by Dialog Information Services Inc.) to a multiplicity of databases in the United States. Retrieval is through a number of different access points and references are found in the latest publications. Advantages of DIALOG are the wide variety of sources available through this gateway, the fact that it is up-to-date, its powerful

search capabilities and the fact that payment is only made for what is used. Charges for usage are, however, relatively high, thus inhibiting frequent use and preventing end-user searching. One also has to deal with the usual problems associated with operating through a network. While there has been steady use of DIALOG, the facility has never been in heavy demand.

Compact discs

In contrast to this we introduced a medium in 1990 which had a much wider impact. This was CD-ROM (compact disk read only memory). Unlike the on-line searching facility provided by DIALOG, there are no additional costs in making greater use of the compact disks. The more each database is used the lower the unit cost per search. The Library can thus encourage patrons to do their own searching and to make full use of the facilities.

CD-ROM quickly became a hit with our users. From three databases in 1990 we now have nine in the Main Library and another three in departmental libraries. Searches counted in the Main Library were 59 in 1990 and 992 in 1993. These data bases cover a wide range of subjects, from modern language and literature to pharmaceutical and medical abstracts. The medium has also been accepted by a wide range of users, both in terms of subject discipline and level of study. Students and staff alike have found the CD-ROMs to be invaluable. A search which may literally have taken days using printed indexes or abstracts can be completed in minutes on the CD-ROM.

The CD-ROMs offer several different kinds of information service. All act as indexes to journal articles. Searches can be conducted through a variety of access points such as subject or author. Boolean searches*, where two or more terms are combined, or particular terms excluded, are also possible. The software is usually very powerful and complex searches delivering hundreds of hits are conducted within seconds. Many databases also include summaries or full abstracts of articles. Increasingly, the full text of articles is being made available on the disk.

Apart from the convenience and efficiency of the medium for our users, probably the biggest

impact has been the way in which use of our journal collection has been increased. With greater ease of access to specific relevant articles, there has been greater willingness to make use of sources from the journal collection.

Generally CD-ROM publications have been bought to replace existing paper-based indexes or abstracts. Adversely, the disks are usually more expensive and in some cases come with fairly punitive terms regarding subscriptions, ownership and network usage. In recent years, however, there has been a trend for these terms to become more favourable towards the purchaser.

Computerised catalogue

Installed earlier, in 1990, was the Library's own computer-based catalogue. Apart from the benefits which this system offers in terms of other library functions and processes, the computerisation of the Library's catalogue makes it possible to locate appropriate books more successfully. Using the OPAC (On-line Public Access Catalogue), borrowers are able to search not just by author or title, but also by subject, series, ISBN and keyword. Once a record is found, further suitable books may be located using the browse function, which links other works by the same author, sharing the same subject heading, from the same series or with the same Dewey number. Just as the CD-ROM databases have made the periodical collection more available, the computerised catalogue has enabled users to find relevant books they might otherwise have overlooked.

Future Library developments are likely to include more compact disks and other electronically-based indexes, abstracts, current awareness services and full text publications. Document delivery from electronically published journals will soon be available commercially, replacing at least some of the many journals currently bought in paper editions.

Brian Paterson University Librarian

* There are three kinds of Boolean search – a method enabling librarians working on computers to combine two or more elements while refining the search process.

1993

Transforming Mathematics Teaching

The Rhodes University Mathematics Education Project (RUMEP), which began operations in July 1993, is an independently funded NGO linked to the University with the specific purpose of assisting teachers in disadvantaged schools.

The aim of the project is to improve the quality of teaching and learning mathematics in primary schools. It hopes to do this by developing materials jointly with teachers, ready for

Mrs Rachel Sinama, a teacher at Shortlands farm school and one of RUMEP's class of 1993, at work with her pupils. She is being visited by Mr Mathume Bopape, National President of the Association of Mathematics Education for South Africa.

Picture: John Stoker

Our region alone contains "... over 1 500 primary schools in which several thousand teachers of mathematics work, with little or no outside help."

implementation in the classroom. At the same time we hope, through our teachers' workshops, to inspire innovative methods of teaching which in turn will encourage children to employ methods that are meaningful to them. This in-service programme will seek to assist teachers in the difficult task of transforming their own teaching styles and give them the confidence to bring about improved mathematics learning in the classroom. The initial focus of the project is on the first four years of schooling, in which vital years the foundations of mathematical thinking are laid and attitudes towards mathematics learning are formed.

Farm and rural schools

RUMEP recognises the magnitude of its task in attempting to meet the needs of teachers in the East Cape, Ciskei and Border region. It is a region of considerable geographic and demographic size. It contains over 1 500 primary schools in which several thousand teachers of mathematics work, with little or no outside help. It is believed that 80% of the school-going population in this region come from rural areas. Historically, the region has been neglected economically and is in much need of educational upliftment. RUMEP has made a point of trying to reach teachers in farm and rural schools. We will strive to provide teachers with materials and the skills to effectively use the materials, as an initial step towards bringing change to the classroom.

Research in learning shows that children strive to build mathematical meaning for themselves, based on new experiences which expand the mental framework in which ideas can be created. This means each individual's knowledge of mathematics is personal and unique. Mathematics becomes useful and relevant to the child only when it has been constructed through personal engagement, which creates new understanding. Much of the current failure in children learning mathematics is due, by contrast, to a tradition of teaching that emphasises learning by rote. The tradition of the teacher transmitting

knowledge has given rise to the perception that mathematics is a 'monster' subject, only to be understood by a few. Instead of mathematics acting as a 'filter', excluding children from further schooling and later careers in science and technology, it should provide stimulating opportunities for enquiry, participation, discussion and cooperation.

By adopting a modular system for in-service workshops RUMEP believes that it can effectively influence and change existing classroom practice. Follow-up visits to schools to provide on-site help and support to teachers form an important extension of the ideas initially established in the workshops. At the teachers' workshops, new methods of building number meaning and the solving of a variety of types of problems are explored cooperatively with the teachers. At these workshops the emphasis is on developing thinking strategies as distinct from memorising facts.

Computer programs developed at Rhodes for the specific purpose of engaging teachers in fresh and interesting ways of investigating number, have excited and enthralled the in-service teachers. First-time computer users demonstrated that, with a minimum amount of instruction, they were able to interact with these unique programs, giving credence to the notion that the computer can be a powerful tool for learning mathematics, if used appropriately. The programs aimed to develop teachers' number sense and possible solution strategies in word problems. The stage has now been reached at workshops whereby teachers request time on the computers.

Materials development

A central aspect of the workshops is the development of learning materials for the classroom. This is undertaken collaboratively between RUMEP staff and the teachers themselves. This involvement has increased teachers' motivation, skill and enthusiasm for the subject. Our visits to classrooms have shown that a new, exciting curriculum is taking shape, more appropriate to the needs of the children. Visits to farm schools have shown a much greater emphasis on problem solving, with children

using their own methods to work out solutions that make sense to themselves. These methods have stimulated cooperative learning among the children, thus freeing the teacher from her role as the transmitter of knowledge to one of facilitator of learning. The grassroots approach to materials development has been received with enthusiasm and there is a willingness by the teachers to become involved in the design of their own materials.

Research

An important function of RUMEP is its research function. An aspect of concern in mathematics learning in South Africa is the language to be used for learning mathematics for English Second Language speakers, in the first four years of schooling. An ongoing task at RUMEP will be to produce evidence on which informed decisions can be made as regards this emotive issue. To assist in this aspect of research, we will draw upon the accumulated experience and expertise of the Molteno Project. Also initiated at Rhodes, the latter has transformed the teaching and learning of language for literally millions of children in black junior primary schools.

Numeracy

To function in today's society numeracy is as essential as verbal literacy. By numeracy is meant the ability to cope with the mathematical demands of adult life. Apart from number and measurement, this includes such mathematical concepts as chance, logic, investments and graphs. Numeracy is especially crucial because mathematics is the language of science and technology. RUMEP's view of numerate learners encourages the development of critical thinkers from a young age: children who see mathematics learning not as a disabling process but as an opportunity to "have-a-go".

John Stoker Director, RUMEP

In the period from July to December 1993, RUMEP assisted 173 teachers from 55 schools, who themselves teach mathematics to 5 286 children. The enrolment for the first six months of 1994 indicates a five-fold increase in demand.

The Rhodes University Summit



Students during work in the Computer-based Education unit of the Academic Development Programme (ADP).

Picture: Chris Walwyn "It was expected that several sensitive issues would be raised and students participating were granted the equivalent of 'parliamentary privilege' in order to allow for frank and candid discussion."

Two popular buzzwords on South African university campuses in 1993 were 'Transformation' and 'Democratisation'. Just as the legitimacy of the central government was being challenged, so was that of the universities. Across the country the call for broader based and more representative decision making structures within universities was led by SASCO (South African Students Congress). On some campuses the call for change led to confrontation and violent scenes. At Rhodes, after intensive discussions between SASCO, the SRC and the University management, it was agreed to set up a Rhodes University summit.

The summit, held in September, was designed as a 'no-holds-barred' forum where all interested parties could debate Rhodes' future. It was expected that several sensitive issues would be raised and students participating were granted the equivalent of 'parliamentary privilege' in order to allow for frank and candid discussion.

Advertised nationally

A wide range of constituencies was invited to the summit, which was open to all and advertised in the national press. Issues to be discussed were agreed on in advance by the organising committee, which considered suggestions from all interested parties. This committee, under the chairmanship of the Vice-Principal, included representatives of the two staff bodies, RUSA (Rhodes University Staff Association) and NEHAWU (National Health and Allied Workers Union), SASCO and the SRC.

The Summit was not constituted as a decision making body but the university management did undertake to give serious consideration to all proposals emanating from the Summit and to submit these through normal channels to Senate and Council.

It was generally agreed that the Summit represented a valuable initiative and that the frank exchange of views, and subsequent discussion, did much to build respect and tolerance between the various participating groups.

At the Summit, several resolutions were passed and forwarded to an enlarged committee that included representation from Convocation and the Senate. This led to the establishment of a number of investigative task groups which were formed to address pertinent issues.

Presently being investigated are certain aspects of the Academic Development Programme; cooperation with other tertiary institutions, especially in the Eastern Cape; the structures of governance, specifically that of the University Council; staff selection, bearing

The Library is a well used facility at Rhodes and its steps are a busy part of the campus between lectures, when this picture was taken.

Picture: Chris Walwyn

in mind the need for affirmative action; the extension of education; the role of the Institutes; and the University's sports policy. A working group has been established to consider a code of conduct in the context of protest and dispute resolution, while a further recommendation is being implemented to set up a panel, including students and staff, to help to establish trust and avoid conflict in future.

It will be of great interest to see what transpires during the course of 1994, as a result of the deliberations of the various groups which have been established.

Changes to the Rhodes University (Private) Act of 1949 and to the University Statutes have already resulted in SRC representation on Senate and Council.

The University's Vice-Chancellor, Dr Derek Henderson, said at the beginning of the Summit that Rhodes is not opposed to change.

'Overnight changes'

He said that it was essential to consider both the manner and the process by which change should be effected. He warned against 'overnight' changes, and advised that the stability of the University should be maintained during the process. Of paramount importance, he suggested, will be that the University community remain united and the institution as a whole intact. In this manner changes of benefit and which were necessary could be made while the viability of Rhodes as an institution, held in high regard internationally through its reputable degrees, would be entrenched and enhanced.

> Dr Michael Smout Vice-Principal

Overwhelming Demand for Legal Aid

he Legal Aid Clinic, which has been functioning on a full-time basis for the last two years, saw an overwhelming demand for its services during 1993, as word spread throughout the Eastern Cape that it offered willing assistance to all indigent persons with legal problems.

The new challenge created by this increase in demand for services was managed by its staff and some 36 student volunteers from the Faculty of

Law. An increase of approximately three hundred clients was experienced during the year, and the Clinic is presently assisting approximately 600 clients throughout the Eastern Cape. The success rate at the Clinic was in the region of 87%, where success is measured by client acquittal in a criminal case, and success in a civil case.

The Clinic remains massively dependent on



Clinic Director, Brin Brody, and law student Helen Antonio consult with clients in the Community Law Centre

Picture: Chris Walwyn "The success rate at the Clinic was in the region of 87%, where success is measured on the basis that the client is acquitted in a criminal case, and succeeds in a civil case." sponsorship for its funds. During 1993 the Director undertook a number of fund-raising initiatives, which, in the main, were not successful due to the bad state of the economy. The new year promises a number of projects, however, which could very well assist the Clinic in additional funding, and attempts will be made to obtain further funding from the private sector.

A new telephone exchange was installed and a word processing unit was purchased. The Clinic's library was substantially increased when books were received and purchased as a result of a donation from Butterworths Publishers, and Spoor and Fisher (Attorneys at Law).

In 1993 the Clinic's premises were renamed the "Community Law Centre". The Street Law programme is also now under the same roof. Day-to-day running of the Clinic is undertaken by the Director, with the assistance, in 1993, of 15 final-year LL.B law students, and 21 intermediate LL.B students. These voluntary assistants were personally responsible for a number of cases. In 1994 there will be 45 students – the maximum, since the Clinic resources are limited and a larger number would not allow for effective supervision by the Director.

Student legal advisers

All student legal advisers meet twice a month with the Director, where all the cases at the Clinic are discussed. Students share their experiences with each other, and interesting cases are discussed at great length, to enable each to learn from the other. These meetings serve as an extremely important tool in the learning and teaching process that takes place at the Clinic during the year.

During the course of 1993 the new cases opened numbered 608 – a drastic increase on the 392 opened in 1992. Believed to be the largest number of cases that have ever been opened in any one year of the Clinic's existence at Rhodes, this represents an 85% increase on the previous year. It is remarkable that this occurred without a publicity campaign. The Director had to turn away all new cases from the end of November, as the demand was overwhelming and any increase in caseload would have been detrimental to the professional services rendered. Indications are that the demand for the Clinic's services will continue to increase in 1994.

It is pleasing and reassuring that an increasing number of clients are referred to the Clinic by attorneys in private practice. These people cannot afford to employ an attorney, but desperately require assistance. Many cases are settled, but much use was made of motion court in the Magistrates' Court for urgent applications.

One client was assaulted by two prison warders, and was beaten with batons and kicked, whilst he was defenceless and lying on the ground. He lost consciousness, and was rushed to hospital. A claim has been submitted to the Minister of Correctional Services in the sum of R 15 000.

An opportunity also arose to refer a matter to the Supreme Court in an urgent application to prevent the burial of a deceased by an illegitimate descendant. This application was successful, and the Clinic is grateful to Advocate Brooks for assisting on a *pro amico* basis.

The Rhodes Legal Aid Clinic was accredited by the Law Society in August 1993, and is now recognised as a law clinic for the purposes of the Attorneys Act 1993. Among other things this means that the Clinic has to be open for normal business hours, and for no less than 11 months in the year. To obtain accreditation, it had to be shown that the Clinic handles a reasonably wide range of work to give the candidate attorney exposure to the kind of problems that a newly qualified attorney would expect to encounter.

Expansion plans

Far-reaching additions to the government legal aid system could mean additional staff and financial assistance to the Rhodes Legal Aid Clinic. The government has introduced two schemes. The first scheme will employ candidate attorneys in law clinics around the country, increasing legal aid to indigent persons, while the second will help people who do not qualify for legal aid because they earn too much. The latter scheme is of primary importance to Rhodes as the Deputy Director of the Legal Aid Board has advised that he is interested in expanding the Clinic with up to 11 additional members, a principal and ten candidate attorneys, in 1994. The Board will also assist with financial support to pay for additional running expenses at the Clinic. This project is extremely exciting.

The reduction of articles to one year, and the eventual removal of the system of articles, will place a greater burden on the universities to provide practical training as part of their law curricula. Legal Aid clinics will become increasingly important for training, and greater reliance will be placed on their services for the indigent members of our community. About 640 000 people appear in the Magistrates' Courts every year, of whom only 13% have legal representation. More than 100 000 people are jailed every year after trials in which they had no legal representation.

Brin Brody Director Legal Aid Clinic

Upgrading Primary Qualifications

University has been offering a course of study designed largely to enable primary school teachers to upgrade their qualifications through study and practical experience. 1993 was the last year that the Diploma in Education (Primary) course was presented at the Grahamstown campus; from 1994 it will move to East London.

It was thus fitting that the best enrolment since it began was recorded. While it is deliberately not the intention to attract large numbers of students, some 35 attended; 14 Junior Primary teachers and 21 from Senior Primary schools. The students came from many towns and cities in the Eastern Cape and Transkei. Most (17) were from Port Elizabeth, with Queenstown, Uitenhage, Kingwilliamstown, East London, Grahamstown, Cradock, Umtata, Elliot and Fort Beaufort represented.

The design of the course allows for teachers to upgrade their qualifications during a year of full-time study. Since students are all qualified teachers, their calibre is extremely high. With

ages ranging from 26 to 52, they have a high degree of maturity and a wealth of experience on which to build. Five members of the last course were Heads of their schools or of departments within them.

Peer group synergy

Anne Mayo, the course coordinator, says that the students gained immense benefit from the course as a result of their experience and maturity and from the synergies which were discovered through being taught by their peers.

This was achieved, not only in the lecture rooms, but at the schools where practical

work was undertaken. Especially popular was the art work; students, some for the first time, learnt puppet making, painting and frieze making.

The fact that the skills assimilated allow for the use of the least expensive and most easily obtained materials was a major factor in the excitement evident when the students talked about teaching the subjects back at their own schools. Further facilities



Story telling – an immensely popular segment of the course.

Picture: David McKellar "... the benefits of peer group teaching and work group sharing and the opportunities to argue, justify and criticise, make the commitment and personal sacrifice well worth while ..." that were extremely well used by the students included the library, where much reference was made to books, journals, teaching resources and audio-visual aids.

Motivation through language usage

Other popular and valuable modules were the Language and Integrated Teaching courses. Students were able to examine a wide range of language resource materials and to discuss the many problems which they encounter while teaching English to pre-primary children whose mother tongue is another language. Many students, teachers of Maths and Science, were motivated to a far higher degree of language-consciousness as a result.

The Integrated course addressed a number of issues and skills in primary education, covering such areas as Science, Geography, History and Environmental Education, but embracing more. Graphicacy skills and map, chart and diagram interpretation showed the students what misinterpretations and incorrect conclusions could be drawn; by themselves and, importantly, by their own pupils. This course was consistently rated by the students as one of the most important to which they were exposed during the year.

A further valuable module enabled them to study the latest trends in Maths education, at theoretical and practical levels.

The importance and value of story-telling were highlighted by Dr D W McKellar, a senior lecturer in the Department of Education. Students were asked to prepare and produce a children's story programme for television, in conjunction with 3rd-year B Prim Ed students. They made sets, worked on scripts and the final production, and were throughout involved with scenery, costumes and sound effects. Through this exercise, an important rapport developed between the pre-service and in-service teachers who were delighted when their results were enthusiastically received by pre-primary pupils at the various participating schools.

While the cost of studying for the diploma is relatively high, there are bursaries available.

The high participatory nature of the courses, the benefits of peer group teaching and work group sharing and the opportunities to argue, justify and criticise, make the commitment and personal sacrifice well worth while, believes Anne Mayo.

"For the third year running there was a 100 percent pass rate", she says. "This is largely due to the contribution of Mrs Barbara Fairhead, who helped the students to understand and interpret assignments and examination questions and to develop study and assignment writing skills. The desire to enhance skills and qualifications on the part of the students, and the exuberance with which they approach the training, are also major factors."

Highly supportive schools

She sees a great future for the course being offered at Rhodes' East London campus. Many teachers in the area, from across the social spectrum, have indicated interest in furthering their primary studies and the East London schools are extremely supportive. A Higher Diploma in Education (Primary) course is being planned.

The 35 students who will be studying in East London in 1994 will be an interesting group, with both pre-service and in-service teachers able to work together on many assignments. They will enjoy the emphasis on the significance of their work for the wider East London Community.

The 1993 students were a committed and enthusiastic group and shared with staff a common concern for primary education. The more serious aspects of the course were greatly enriched by their warmth, camaraderie and humour and they will benefit from their own results as they try out the new methods. approaches and self-confidence which they have learned while offering a more worthwhile education to their primary school pupils.

Dr David McKellar Acting Dean of Education

The Pace of Careful Lexicography



Colin Muller, an Assistant Editor, and Penny Silva, Director of the Unit, at work on page proofs of the DSAE:Hist.

> Picture: Catherine O'Dowd

"Writing a dictionary is a salutary and humbling experience. It makes you very aware of the extent of your ignorance in almost every field of human activity. It fills your working day with a series of monotonous, humdrum, fascinating, exasperating, frustrating, rewarding and impossible tasks. It goes on for years and years longer than you ever thought it (or you) could. And when it is all over, the fruits of this labour are enshrined for ever in a form which allows other people to take it (and you) apart, in print, publicly and permanently."

- BTS Atkins, Oxford University Press

In 1993, the staff of the Dictionary Unit for South African English entered the final year of work on the as yet unpublished *Dictionary of South African English on Historical Principles (DSAE:Hist)*. With the September 1994 deadline terrifyingly close, they became particularly aware of the snail's pace of careful lexicography, and of critics waiting with pens raised!

The Dictionary Unit for South African English was founded by Professor William Branford in 1970, as a research project attached to the Institute for the Study of English in Africa. With Penny Silva and Jean Branford as the first lexicographers, work began on a large DSAE:Hist, and was continued through the 1970s and 80s by a number of people. While working in the Unit, Jean Branford obtained her Doctorate, her doctoral thesis being published in 1978 by Oxford University Press Southern Africa as the popular Dictionary of South African English. It achieved its fourth edition in 1991.

In 1990, a 1994 deadline was set for the publication of the *DSAE.Hist*. Negotiations began with the Oxford University Press (OUP) in the UK. and in September 1990 the Acting Editor, Penny Silva. met with staff of the Press in Oxford to discuss the project.

In June 1991 the *DSAE:Hist* was accepted as a publication of the Clarendon Press by the "Delegates" of the OUP, and in February 1992 a contract was signed. During 1991-92, thanks to the generosity of corporations, trusts and individual donors, the full amount needed to cover the cost of publication was raised.

Most complicated variant

South African English is probably the most complicated variant of the English language, interacting as it does with Dutch/Afrikaans, Malay, the Sintu and Khoisan languages, and the Indian languages. With the added dynamic of language-change over 300 years, and apartheid thrown in for good measure, complex and difficult problems arise. At what point does 'Dutch' become 'South African Dutch', and

when does 'Afrikaans' appear? How do we deal with the Sintu-language prefixes (as in a word like abakwetha/amakwetha/umkwetha/kwetha), when English-speakers use them at random? How do we describe specialised usage in a way which does not appear to perpetuate the divisions of apartheid? Is there 'Coloured English' or 'Indian English'? Can we call a word like spaza 'Urban Black English'?

Complex and elegant style

During 1991 the Unit's staff had to learn the complex and elegant Oxford English Dictionary (OED) style, in order to be able to superimpose it upon this complicated English of ours, while drafting new definitions, and revising or rewriting the thousands of dictionary entries already prepared. Batches of completed drafts were sent to Oxford for checking and were returned with copious notes and corrections. The principles of historical dictionary-making were learned during informal workshops and, during 1992, the drafts began to return from Oxford with fewer scribbles on them. While still learning, the staff are already able to measure a great deal of skill and knowledge gained over a remarkably short time.

Since 1991 the Unit has been a part of the OUP's worldwide dictionary-making network. With an almost instantaneous link by electronic mail ('e-mail') to Oxford, Toronto, New Jersey, Wellington and Canberra, we are able to exchange ideas, ask questions, test opinions of our work and make long-distance friends of our colleagues, most of whom we have not yet met.

The place of the Unit in world dictionary-making is described as follows by John Simpson and Edmund Weiner, the Editor and Deputy Editor respectively, of the 20-volume *OED*

JS: "In the old days, there was the OED. Then people realized that although it covered British English pretty comprehensively, it sometimes only shot a passing glance at other Englishes around the world. As a result, two things happened: firstly, the OED started to open its eyes wider, and to include a broader sweep of international English, and secondly, the major English-speaking areas of the world outside

Britain began to develop their own lexicographical teams, and to set about writing the history of their own language. The editorial team on the Dictionary of South African English at Rhodes is a shining example of a dictionary unit describing a major variety of English: a task which can only be done properly on home territory."

EW: "The ultimate aim of the OED – though we shall probably never completely realize it – is to be the historical dictionary of every major world variety of English. Full coverage of a regional variety would be dependent upon prior work by local scholars. This means that the OED is crucially dependent, for its proper coverage of South African English, upon the work of the Unit at Rhodes."

"The next edition of the OED will be dependent for its South African English component not only on the DSAE:Hist as it is currently emerging, but also on the continued language-monitoring and research carried out by the Unit in order to keep track of a rapidly changing regional variety of English. There is no way that the OED staff in Oxford could replace the continued contribution from Grahamstown if the Unit were not there."

Reflective of our history

The Dictionary Unit's holdings reflect the linguistic, social, political and cultural history of South Africa from about 1600 to the present. The Unit is consulted by a growing number of visiting academics and via electronic mail, in disciplines such as linguistics, history, sociology, anthropology and politics. We anticipate that once the *Dictionary of South African English on Historical Principles* is published, there will be new awareness of the Unit as a research resource.

In a rapidly changing South Africa, the Dictionary Unit for South African English will continue to document changing English usage. Add to this an increasing international role, and the task of the Dictionary Unit over the next decade will indeed be a challenging and exciting one.

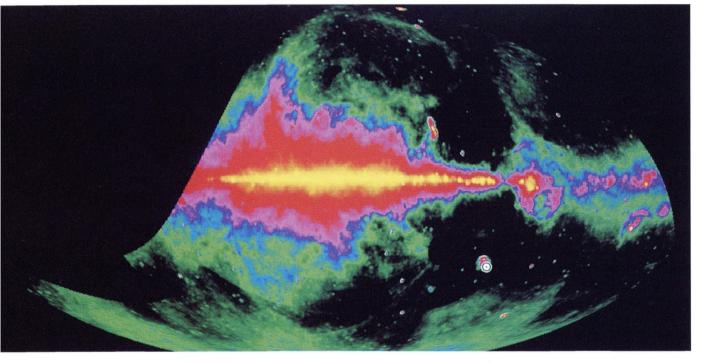
Penny Silva Director Dictionary Unit for South African English

The Hiss of the Universe

In 1979, the Rhodes/HartRAO Survey, a joint project with the Hartebeesthoek Radio Astronomy Observatory, started a project to map the 2300 MHz radio emission from the entire southern sky visible from HartRAO. The final observations were completed at the end of 1992, and a preliminary survey map was announced in 1993. Such surveys require hundreds of nights of observations, and are not popular projects. To date, only four similar surveys have been

completed in the northern hemisphere, and only two in the southern hemisphere (including our recently completed work).

All objects in the Universe emit radio waves, some very weakly and some very strongly. Unlike other cosmic radiations that are obscured by opaque objects such as interstellar dust clouds. these radio waves are able to travel unhindered across vast distances in space. Radio astronomy



A pseudocolour image of
the Rhodes Hart
RAO 2300 MHz
radio
continuum
survey. The
colours of the
image are
coded to
represent radio
signal strength

"Radio astronomers can detect radiation from the birth and death sites of stars, identify distant galaxies and quasars at the edge of the Universe, and record the remnant radiation from the creation of the Universe"

is the study of these natural radio emissions of cosmic origin, which we detect as radio noise (or "hiss") using sensitive radio receivers.

The ability of radio signals to penetrate from all parts of the Universe to us on Earth has led to the rapid development of radio astronomy since its origin in the 1930s. These days, radio astronomy impacts on all areas of astrophysics. For instance we are able to determine the physical environment of objects such as newly born stars in their dusty cocoons, which would be invisible to optical telescopes. We can detect the emissions from galaxies and quasars at the very limits of the observable Universe, and can measure the radio radiation field that is the afterglow of the "Big

Bang", the process which initiated the expansion of the Universe.

The southern sky

Geography and economics may have endowed the northern hemisphere with far more astronomers and astronomical instruments, but in the southern hemisphere we enjoy a far better environment for astronomy. The southern sky has more objects of scientific (and aesthetic) interest than the northern sky, which makes astronomy in South Africa particularly rewarding.

The paucity of radio telescopes in the southern hemisphere has left the southern sky relatively unexplored at radio wavelengths.

Until the 1970s the Physics Department at Rhodes was involved in the radio astronomical investigation of solar-system objects such as the Sun, Jupiter and meteors. When these studies began witnessing diminishing returns Professor Eddie Baart and Dr Gerhard de Jager started to consider a radio survey of the southern sky as an alternative research field. Fortunately, a suitable instrument for such surveys became available to Rhodes in 1975.

NASA tracking station

Political pressure and a rationalization programme forced NASA to abandon DSS51, their deep-space satellite tracking station on South African soil, in 1975. They removed nearly all of the scientific equipment, leaving behind only a 26m diameter antenna and associated buildings in a quiet valley named Hartebeesthoek, in the foothills of the Magaliesberg. The CSIR inherited this remaining infrastructure, and Dr George Nicolson was charged with the creation of the Hartebeesthoek Radio Astronomy Observatory. Today he is Director of this internationally renowned facility, now administered by the Foundation for Research Development (FRD).

Rhodes has had a very close and productive association with the Observatory since its inception. We were initially offered 20 percent of the telescope observing time, and in return we provided technical assistance to the growing facility. Four of the full-time staff at the Observatory are Rhodes graduates. We remain

the most active university user of the facility.

The 2300 MHz cosmic radio signals which were monitored for the survey map completed last year are extremely weak, and their detection requires sensitive detectors and careful experimental techniques. Over the years Rhodes has updated equipment and techniques as new technologies have become available. This has ensured improvement of our data quality and exposure of our students to the latest developments in electronics and computing.

Because of the uniqueness of this survey, it has aroused considerable interest abroad. For this reason we have released preliminary results via the Internet international computer network, rather than wait for the publication of the definitive final version. On the strength of this initial data we have embarked on collaborative projects with groups in the USA, England and Germany.

Our most active collaboration is with the group of scientists analyzing the data from the Cosmic Microwave Background Explorer (COBE) satellite. The ultimate aim of this project is to map the remnant microwave emission from the "Big Bang". This map is necessary to understand the evolution of the Universe from the time of its initial expansion to the state that we see it in now.

Other areas of research include the study of the structure and dynamics of our own Galaxy (the Milky Way), the physical conditions in regions of star-formation, and the structure of the remnants of stars that have exploded as supernovae.

Besides discovering new facts about the Universe, our post-graduate students learn skills which allow them to follow less esoteric careers outside the field of astronomy. Their exposure to sophisticated electronic instrumentation, advanced computing techniques and many facets of physics ensures that they are able to find employment in the commercial world.

Justin Jonas Research Officer Department of Physics and Electronics

A Successful Sporting Year

The year 1993 has been of great significance to sport at Rhodes. It has seen the positive results of a three-year "development" plan, funded by the University Council, to upgrade the standard of sport at Rhodes and to improve the profile of Rhodes' sport throughout the country. The plan has been an unqualified success and the faith shown by the University Council, through their financial support of this initiative, is to be gratefully acknowledged.

1993 was a year of change and extraordinary success. Rhodes has adopted and implemented a new universally accepted non-racial constitution which has effectively unified all sport at Rhodes. This process started as early as 1985 on our campus and has proved to be a major catalyst in the establishment of non-racial, unified structures at national tertiary level. The stability of Rhodes' Sports Council has enabled sport to prosper in a year noteworthy for the growing pains of establishing a national tertiary body.



The Rhodes coxless IV (and SA National squad), Andrew Maclachlan, Jeremy Ashton, and Luke and Grant Hartley, after winning the Grand Challenge event at the Buffalo Regatta.

Picture: Daily Dispatch

"Our University is attracting, in increasing measure, talented players and coaches; trainers and administrators."

Draft constitution

Now, however, we have an Interim Committee of South African Student Sports Unions (ICSASSU), with a draft constitution, and there is a common desire to establish this unified body at the earliest opportunity. The universities have agreed that no more tournaments will be run under the old 'SAU' banner and that these will take place, once unity in a particular sporting code has been effected, under the banner of ICSASSU. The format and timing of tournaments will be decided on by the administrators of the various individual sports and they will be influenced by the particular requirements of each sport code.

These changes to tertiary sport should be seen within the context of the positive and necessary

changes that are taking place in our country. There will be sacrifices to make and mistakes are bound to occur as Rhodes adapts and ensures that sport continues to succeed and to play its important role.

Rhodes has had a particularly successful year on the sports fields. Broad participation in sport on the campus at all levels is very evident. Enthusiastic participation in clubs such as Aerobics, Weight Training and Hiking continues to grow, endorsing the trend towards a greater awareness of the importance of physical health and fitness and a healthy appreciation of the outdoors.

There has been a large number of significant achievements and performances on the competitive level. The Rowing Club put in another devastating performance to win the Universities Regatta for the third successive year and its clean sweep at the IGI Boat Race included a record-breaking fourth consecutive men's title. The Rhodes coxless IV of Andrew Maclachlan, Jeremy Ashton, and Luke and Grant Hartley were selected to be the National Squad while Caroline Edwards, Claire Baker and Justin Hagemann were included in the South African Students team at the World Student Games in Buffalo in July.

Moment to be savoured

A moment that all Rhodians will long remember and savour was the Intervarsity win by the First XV against UPE, the first since 1976. Regretfully, two attempts to arrange an Intervarsity event with the University of Fort Hare were called off by Fort Hare because of organisational difficulties. We will nonetheless continue to attempt to add this event to our rugby calendar.

The Men's Hockey First XI have had an outstanding season. Greg Ferrans was selected for the South African team which won the Africa Cup in Kenya and for that which played against the touring Indians. Both he and Graeme Ortlieb were very unfortunate not to be selected to represent South Africa at the Intercontinental Cup in Poland but they successfully toured Zimbabwe with the SA "B" team in August. The First XI swept all before them in winning the Universities tournament and the EP Premier League, before ending a creditable fourth at the National Club Championships. English player/coach, Phil Wallis, made an enormous contribution to the success of the club this year.

A highly successful Volleyball season saw Rhodes' player/coach Adrian Strijdom in the

South African team at the Africa Cup, with Bronwyn Law-Viljoen in the women's squad as a non-travelling reserve. Club members were fortunate to have the coaching services of Adrian Strijdom and Simeon Davies during the season.

Mike Kidson maintained outstanding form to earn places in the South African Waterpolo team which toured England earlier in the year and the South African Students Team which participated in the World Student Games in Buffalo. The Waterpolo Club is brimming with talent and we look forward to a strong performance in the 1994 season.

Golf growing in stature

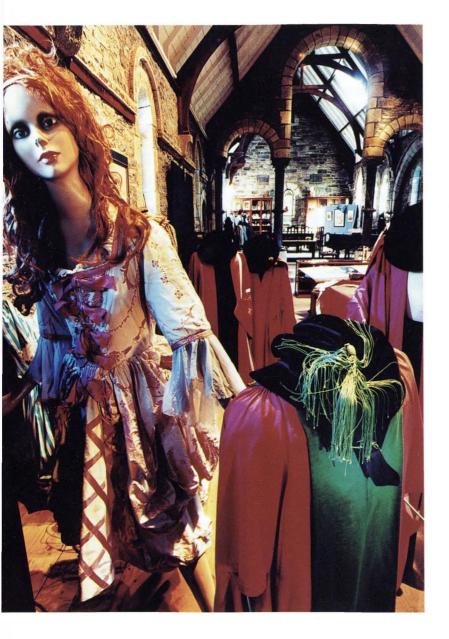
The Golf Club continues to grow in size and stature. More and more rounds are being played by students and the standard of the top golfers has been excellent. Lyall McNeill was selected for the Zimbabwe team which upset the South African side in an Africa South play-off, held in Namibia in July.

In October Barry Knox-Davies acquitted himself extremely well against the world's best while representing South Africa in the United States. during the World Junior Elite Duathlon Championships. Hilton Brown and Adam Huckle, playing rugby and cricket respectively, have both been awarded Eastern Province colours in these two "glamour" sports. They have shown great commitment and dedication to the rigorous training required and 1994 will see Hilton striving for a place in the EP team to compete in the Super Ten competition. Adam, too, will be doing all he can to secure a regular place in the powerful EP cricket side.

Sport at Rhodes is positioned to explore significant potential in our young men and women during 1994. Our University is attracting, in increasing measure, talented players and coaches; trainers and administrators. The year ahead should see exciting and rewarding times for Rhodes.

Peter Andrew Director Sports Administration

The Rhodes University Museum



The Rhodes University Museum; a place of memorabilia and quiet ambience.

Picture: Cathryn Pinnock "... tradition of a sequence of special exhibitions... each featuring some University activity and the people associated with it."

As this edition of Rhodes Review was being prepared for printing we received news of the sad death of Mr Ken Robinson, who has been the Honorary Curator of the Rhodes Museum since 1986, when he retired from Rhodes' academic staff

In 1993, the Rhodes Museum celebrated its 10th anniversary. It is interesting to look back on how it began and what has been achieved.

As time goes on, universities find themselves with items that no-one wants to throw away. At Rhodes, old documents have a home in the Cory Library, but the various departments and offices tend to have store-rooms and cupboards wherein lie many pieces of outmoded equipment, perhaps previously used by some well-known person, and other material of historical value. Until 1983 storage of such items was haphazard at best and access was limited to relatively few.

Then a decision was taken to establish a museum in the former private chapel of the Sisters of the Community of the Resurrection of Our Lord. This chapel had become part of the Grahamstown campus in 1975 with Rhodes' purchase of the former Grahamstown Training College from the Community. The area is the St. Peter's campus of today.

Building predates Rhodes

The Sisters' beautiful private chapel was built in 1886, thus predating the extant Training College buildings and of course Rhodes University itself. It was designed by Sydney Stent in the Norman style of nineteenth century Gothic revivalism. After its deconsecration it underwent a Cinderella-like period when it was used for karate classes and the like.

This was to change, however, with the realisation that much history was in danger of being lost, and with many Old Rhodians expressing the wish to donate memorabilia of their student years. It was decided to use the chapel as a Museum for both Rhodes and the Grahamstown Training College.

A group of Old Rhodians and former Training College Girls met in the Old Council Chamber in March 1983 to set the museum in train. The Hon Mr Justice Cloete, then President of both Convocation and the Old Rhodian Union and a former Chairman of Council, was elected Chairman of the committee. Mr W J Askew, a former Registrar, agreed to be the first Honorary Curator and the Rhodes University Museum Committee came into being.

The Registrar and Director of Public Relations arranged for University funding and the dilapidated old building was swept and garnished. A miscellaneous mass of material came pouring in, ever since continually augmented. Anything with some connection with the University is accepted, stored and displayed as space and subject permit. The Resident Architect promised rooms in the adjacent, then derelict, St Peter's Building when funds for its restoration became available. The Training College display was arranged in the chancel while "Rhodiana" was displayed in the old nave.

Important historical items

Some items with important historical connotations which were provided by Professor Gledhill were the theodolites used by the St Andrew's College "Survey Class" which marched from the school to form the nucleus of the infant University in 1904. The famous chemist-historian, Sir George Cory, is well represented by donations from the University and his equally well-loved son Dr "Chappie" Cory. These include his walking stick, medals and the bosun's chair in which he was hauled up to the clock faces on Grahamstown's Cathedral to regild the hands and numerals. The chair was recently discovered in a corner of the belfry. A complete set of University calendars was also donated. With the Museum barely in existence, 1983 saw an exhibition of photographs, including some of the Van Der Riet collection from the Cory library; another of academic dress mounted by Birch's, the Grahamstown robe-makers, for the April graduation. Yet another, at the July Arts Festival, brought to view some splendid embroidered vestments loaned by the Community sisters. Special displays at Festival times have continued ever since.

The curatorship was taken over by Mr Peter Jackson in March 1984. He started an inventory of material and his hand-printed labels are still to be seen on some exhibits. Mr Ken Robinson, then recently retired from the Speech and Drama Department, mounted a display on Rhodes University "Theatre People" for the July 1985 Arts Festival. This included a gown worn in a student play by Alice Krige of "Chariots of Fire" fame, and a large portrait of her wearing it. Mr Robinson presented a memo to the Committee suggesting future policy be "people-orientated", emphasizing the role of Rhodes University people or groups and using our large collection of artifacts and ephemera as support. In June 1986 he took over from Mr Jackson as Honorary Curator.

The tradition of a sequence of special exhibitions has continued, each featuring some University activity and the people associated with it. The themes have included "African Musical Instruments", "Antarctica", "The Coelacanth" and most recently, for the July 1993 School Sciences and Arts Festival, "The Hiss of the Universe", featuring Rhodes astrophysical research.

In 1989 Mr Justice Cloete was succeeded as Chairman by Mr Justice T M Mullins, and he in turn by Mr Peter Jackson in 1992.

Meanwhile the Committee, supported by Mr Robinson's enthusiastic and imaginative drawings of the proposed milieu, began to lobby for the restoration of St Peter's and the melding of the Museum with it to form a single entity. This became a reality when the beautifully renovated Gold Fields Centre for English was opened by Dr Robin Plumbridge, Chairman of the Gold Fields Foundation, on 14 July 1992. The Rhodes University Museum is now an integral part of this complex. Despite danger from academic mice nibbling at the storage, workshop and additional display space allocated, we look forward to continuing consolidation of the service that this museum provides for the University and Grahamstown.

> Peter Jackson Chairman RU Museum Committee

Information and Statistics

Officers of the University

Chancellor: Dr G W H Relly

Principal and

Vice-Chancellor: Dr D S Henderson

Vice-Principal and

Pro-Vice-Chancellor: Dr M A H Smout **Chairman of Council:** Mr L S Dorrington

President of

Convocation: The Hon Mr Justice T M Mullins

Registrar: Dr K S Hunt

Grahamstown campus

Students:3 833Men:1 858Women:1 975Academic Staff:270Administrative and Technical Staff:406
Women:1 975Academic Staff:270Administrative and Technical Staff:406
Academic Staff:270Administrative and Technical Staff:406
Administrative and Technical Staff: 406
Service Staff: 462
Halls of Residence: 8
Residences: 36
Students in residence: 1995
Grounds (Hectares): 203

East London campus

Director:	Dr S Fourie	
Year founded:		1981
Students:		376
Men:		210
Women:		166
Academic Staff:		21
Administrative and	Technical Staff:	8
Service Staff:		4

Deans of Faculties – at 31 December 1993

Prof I Macdonald Arts: Commerce: Prof P van der Watt Divinity: Dr M Donaldson **Education:** Prof T Marsh Prof R Harker Law: Pharmacy: Dr B Wilson Prof R Hepburn Science: **Social Science:** Prof G Antrobus

Research Institutes and other organisations:

- Academic Development Programme, including Computer-based Education Unit
- · Albany Museum
- · Biopharmaceutics Research Institute
- Centre for Social Development
- Dictionary Unit for South African English
- Hermann Olthaver Institute for Aeronomy
- Institute of Social and Economic Research, including Development Studies Unit International Library of African Music
- Institute for Social and Individual Development in South Africa
- Institute for the Study of English in Africa
- · Institute for Water Research
- JLB Smith Institute for Ichthyology
- LIRI Technologies
- Molteno Project
- National English Literary Museum
- Rhodes University Mathematics Education Project
 A total of 174 staff members is employed in the
 Institutes, 12 of whom are funded by Rhodes University

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Cover photograph of the Grahamstown campus by Duncan Greaves AIP



Rhodes University

Values and Objectives

Values

Rhodes University has a history of high achievement and is an institution committed to meeting the challenges of the present and the future. It is an internationally accepted educational centre of excellence, which recognizes its southern African setting and the need to meet international standards in a non-racial society. The University is dedicated to cultivating powerful intellects in people who will courageously pursue the truth whatever the circumstances, as summarized in the motto of our coat of arms, **Vis, Virtus, Veritas.**

Objectives

In fulfilling this aim, the University has as its most important objectives to:

- acquire, advance and impart knowledge;
- maintain and enhance its already high standards of teaching, research, scholarship and service;
- attract academic and research staff of the highest quality;
- recognize the inadequate educational preparation of many of its students and to
 offer special assistance to them, without prejudicing the high academic standards
 of the University;
- provide the society with well-educated and thinking people;
- undertake fundamental research to advance knowledge; conduct applied research so as to contribute to the general welfare of the people of southern Africa, and to meet their special needs;
- improve continually the quality of teaching and teaching staff;
- oppose any form of outside interference which prejudices scholarship, research or teaching;
- encourage freedom of speech on campus, eschew violence, promote frank inquiry and tolerance of different viewpoints;
- encourage in all its members, and in society in general, attitudes of understanding, tolerance and a respect for others and for the environment, and to act as a forum for conciliation within our society.

The University rejects discrimination on the grounds of race, gender, belief, or nationality. It is committed to non-discrimination particularly in the constitution of its student body, and in the selection, and promotion of its staff and in its administration.