

In South Africa we have not yet gone as far as many advanced countries along the road to cradle-to-grave care by public authorities. Many amenities and services the individual is still expected to provide for himself and his family by his own unaided efforts. In education, however, we do by and large expect the State to play a very large role, at least in the earlier stages. Compulsory, universal primary and secondary education wholly provided by the State, at least in the case of Whites, is so taken for granted that it is fatally easy to slip into habits of thought that education is something that is done for us and to us, and has nothing to do with individual responsibility at all.

This negative, passive attitude to education is, I believe, not only philosophically but also factually incorrect. The duty of public authorities to provide education is only a delegated, divided one. The primary duty is still that of the individual, or in his tenderer years, that of his parents. The factual position clearly supports this philosophical premise. You can send a child to school, but a refractory, maladjusted or uncooperative one will not derive much benefit from the experience. The eager, alert, imaginative child, in contrast, does not confine his educational sources to the classroom. He learns from his parents, his peers, the scene around him, the books and newspapers he reads, the radio he listens to and, potent new factor, the television he watches. Some children and young adults are so adept at this process that they can virtually dispense with the formal, institutional cocoon which the school or university provides. One thinks, for example, of Jan Hofmeyr at the age of five teaching himself to read by following the singing of the psalms in church in his psalter, or of Jan Smuts teaching himself Greek at Stellenbosch because the authorities would not let him take lectures in more than four subjects at a time. We do not all possess ⁱⁿ the intellect of a Hofmeyr or a Smuts, of course, but we can all share ~~in~~ some measure their burning passion to know more about and understand the complex world around us. We do in fact have at least an echo of this passion, or else we should not have been here tonight.

You are here tonight, and will be here on succeeding days this week, because you have that essential, enquiring quality of mind that seeks to know more, whether it be to acquire essential useful knowledge, or to gather more background

to understand your fellow man, or whether it is just for the sheer pleasure of exercising your grey cells. All worthy motives. The basic, essential motivation underlying all successful higher education is there. Furthermore, we are doing what all but the most outstandingly gifted humans have to do - pool our resources to help each other and learn from others who have managed to journey a little further along a particular road than we have. Rhodes University is both pleased and proud to be able to offer you this Summer School as part of this process of helping each other, and in acknowledgement of the tremendous support and encouragement we have always enjoyed from the population of East London. Would that we could do more.

I believe that, given the will and the cooperation we collectively can do a great deal more. It may take us some time to assemble the resources, but with the will these will eventually be found. The thought came to me recently when I was studying the statistics of where full-time Rhodes students came from, I found the following centres of major support in the Eastern Cape:

East London	213
Port Elizabeth	205
Grahamstown	201
King William's Town	41
Queenstown	31

It occurred to me that associated with each of these students there must be parents, relatives, friends who through the exigencies of job and geography were constrained from the opportunity of broadening their horizons in the same way as the students, except through the modest opportunities such as we are inaugurating to-night. I coupled this with what I had seen on various visits to the U.S.A. and of what I had read there. In common with our experiences here it has been found in the U.S. that one factor militating against people remaining in communities such as those that I have mentioned is the comparative paucity of educational and cultural opportunities. Pilot studies have suggested that Community Communication Centres utilizing and extending the tremendous technical resources of TV, both broadcast and closed circuit, and computer networks could go a long way towards meeting this need. I myself have seen at the University of Florida a lecture being televised live at Gainesville and being followed simultaneously via landline at Orlando, Cape Kennedy and Miami Beach, hundreds of miles away. The audience at the remote

location could interact by asking questions through a microphone connected by telephone to a loudspeaker in the Gainesville classroom. At the University of Illinois a huge Computer has hundreds of videoscreen terminals attached to it. Through these terminals students on the campus and people scattered throughout neighbouring communities can tune into dozens of different courses, at any level of education, simultaneously, without any live instructor on hand. Indeed, many courses at that University are available for credit only through the Computer. New York University as a matter of routine offers many courses via broadcast TV through the "Sunrise Semester" programme.

Large computer networks and landline TV sound like a far cry from the position as we now know it in the Eastern Cape. Although we should not ~~like~~ lose sight of the longterm possibilities there is nothing to prevent us from beginning in a more modest way through the use of audio- and video-type, and patronising the air feeder services that are beginning to establish themselves, for weekly or biweekly visits of tutors and lecturers. The possibilities for remote part-time university programmes and general adult education even at this modest level are exciting. We in the Eastern Cape have always been noted for our self-reliance and courage. Let us add to this imagination and cooperation. We have, let us not forget, three Universities in the area, two in smaller communities. An exciting long-term regional plan for a distributed system of higher education involving the universities and communities concerned could pay enormous long-term dividends. Judge Cloete reminded us in opening this summer school last year that in South Africa, in contrast to France, U.K. and U.S.A., no public funding of general, continuing adult education associated with higher education has taken place at all. Past reluctance to spend money on an objective that would undoubtedly contribute to abate inflation by enlarging the pool of skills could indeed prove to be a blessing, because no vested interests and ideological posturing need to be overcome. A regional cooperative exercise involving all races (or nations if you will) should have a comprehensive appeal in this era of detente. In due course the local Community Communication Centres that would arise might evolve into institutions in their own right, as has happened in other countries.

In appealing for the support of public funds for a project of this sort I am not being inconsistent with my initial premise that individual initiative and responsibility is the well spring of all effective education. I am not asking for public management of the scheme, but for rather for help in setting up the

apparatus, both technical and organisational that is necessary for the effective amplification of the original individual initiative. I am also expressing my belief that in order to be truly fulfilling their mission the universities must cooperate with and establish a direct presence within the communities that support them.

From this involvement may spring all sorts of developments that today one has to envisage as distant prospects; developments such as for example the establishment of professional Faculties like Medicine and Engineering that require the proximity of large populations or heavy industrial activity, but which need not necessarily be geographically adjacent to their parent institutions. Many precedents for this kind of development can be cited.

Mr. Chairman, I have said as much as I ought at this stage without infringing on the main item of tonight's business, which is the symposium on the Higher Education needs of East London. If what I have said makes a contribution to stimulating subsequent discussion in that arena then indeed I shall have been gratified to have accomplished somewhat more than the formal task which was set me this evening.

To this I now proceed

Ladies and Gentlemen, I have great pleasure in declaring the Rhodes Summer School 1975 in East London duly opened.